

READING/WRITING OBSERVATION FORM

Student _____ Observer _____ Course _____

Supervising Teacher _____ School & District _____

Class/Subj./Grade Date _____ Date _____ Time _____ to _____

Lesson Activity _____ Number of Students _____

Instruction, Interactional Sequences	Notes	
1. Evidence of advance preparation and Lesson organization (materials ready)		
2. Provides lesson opening (e.g., reviews prior learning; activates background knowledge; reviews academic/social goals; makes connections to prior learning; clearly signals lesson and gains attention of students)		
3. Purpose Setting a. Clear directions & explanations b. States purpose - Tells students what, how, when, and why for task or strategy c. Checks for understanding d. Creates authentic purposes, audiences, goals & performances		
4. Uses appropriate Visuals, Scaffolds and Organizers to make genres, processes, or Skills visible; connects concepts & ideas		
5. Lesson Presentation/Teaching a. Steps in to teach/lead students in the acquisition of new knowledge, language, processes and strategies • Uses think-alouds to model language, practices & processes for reading, writing, talking, responding and learning • Models statements that help students self-instruct, self-monitor, or evaluate • Makes visible the invisible through discourse, teacher/student demonstrations, organizers, etc. • Directly instructs, describes or explains at appropriate times to lead literacy development (new content is presented		

<p>in mini- lessons and on a moment-to-moment basis)</p> <ul style="list-style-type: none"> • The quality, quantity of instruction is appropriate for students 		
<p>b. Access and Participation Ensures full participation of all students; & Provides access to discourse and content for all students (uses and allows visual, oral, listening, speaking, reading, writing modes);</p> <ul style="list-style-type: none"> • pictorial • written (reading, writing) • spoken • real world (e.g., dioramas, theater; music; internet; primary sources) 		
<p>c. Transfers Control. Steps back to apprentice students in the discourse, processes and strategies</p> <ul style="list-style-type: none"> • Invites students to explain, justify, direct, teach, and/or evaluate; • Asks students to think aloud when using skills or strategies • Asks students to dialogue, co-construct, or collaborate on problem-solving tasks • Student-to-student interaction occurs spontaneously, and on a planned basis • Provides opportunities for students to monitor text, ideas and meanings • Ensures that students negotiate the meaning of text and contribute ideas • Uses thinking/problem solving as an integral focus • Evidence within or across lessons that students are initiating, internalizing, and taking ownership of discourse, process and strategies 		
<p>d. Critical Literacy/Community of Learners</p> <ul style="list-style-type: none"> • Encourages students to recognize, hear and respect multiple viewpoints perspectives; • Encourages students to offer claims and support claims with reasoning • Teaches and promotes culture where students take risks and feel safe to agree, disagree, challenge, question, and consider opinions of others • Models and encourages students to extend, expand, develop and clarify ideas of others (as well as authors) • Provides opportunities for students to “publish” their ideas, products, and expertise; 		

<ul style="list-style-type: none"> • Provides opportunities for students to receive the questions and comments of others 		
<p>6. Responds to Students</p> <ol style="list-style-type: none"> Uses prompting or modeling to support learning Waits for students to respond or think Provides scaffolds, mediators, and prompts that are responsive to a student's zone of proximal development Responds on a moment-to-moment basis Revoices ideas of others & gives ownership to ideas Provides error drill on missed concepts during and at end of lesson Actively monitors student understanding Encourages students to respond to other students 		
<p>7. Teaches and reinforces social skills in context of lesson</p> <ul style="list-style-type: none"> • Group processes (participation, turntaking, roles and social norms) • Communicative processes (listening, attending, extending, clarifying, revoicing) 		
<p>8. Evidence of closure of task/lesson</p> <ul style="list-style-type: none"> • Community share • Summarizes lesson or has students actively summarize lesson 		
<p>9. Guided Practice</p> <ul style="list-style-type: none"> • Uses peer and social collaboration throughout acquisition, practice and fluency, and generalization phases • Uses peer collaboration and interactive discourse for dynamic assessment and to support current and future instructional conversations 		
<p>10. Evaluation/Measurement of Performance</p> <ul style="list-style-type: none"> • Uses probes and independent practice to evaluate and inform instruction; • Uses instructional conversations to assess and inform instruction • Maintains records and graphs; 		
<p>11. Lesson Plan/Lesson Log</p> <p>Evidence of consistency and relatedness among goals, objectives, and activities. quality of lesson plan/log & connections to past/future lessons is apparent.</p>		