SCHOOL DISTRICT:

_____

SCHOOL NAME:

_____

TEACHER"S NAME (LAST):

_____

TEACHER"S NAME (FIRST):

_____

Is this the first school year that the teacher has implemented the instructional model?

Yes

No

OBSERVER:

_____

OBSERVER E-mail:

_____

Has the observer established inter-rater reliability with someone trained in this program?

Yes

No

DATE OF OBSERVATION:

START TIME:

_____

END TIME:

_____

PROGRAM LEVEL:

_____

LESSON Number:

_____

NUMBER OF STUDENTS OBSERVED -Word Training

_____

NUMBER OF STUDENTS OBSERVED -TextTraining

_____

GRADE LEVEL(S) OF STUDENTS OBSERVED :

_____

NUMBER OF LESSONS TAUGHT TO DATE THIS SCHOOL YEAR:

_____

- -

Read the following statements and use the rating scale below to best describe your observation of the IMPLEMENTATION of each instructional skill. The observation should last through the entire reading lesson. Space is provided at the end of this form for comments. SCALE Rating 0 = Skill not demonstrated Rating 1 = Improperly Implemented Rating 2 = Somewhat Properly Implemented Rating 3 = Appropriately Implemented Leave the rating BLANK if the skill was NOT APPLICABLE to the observation

SET UP/MANAGEMENT

Rating
_____

1. Lesson preparation prior to instruction is evident.

_____

2. Teacher is able to manage materials to transition from one activity to the next.

_____

3. Lesson begins within 2-3 minutes of designated time.

_____

4. Materials displayed to enhance instruction (e.g., posters, etc.).

_____

5. Various instructional strategies are utilized, (e.g., choral response, turn and talk).

_____

6. Questioning techniques are used throughout the lesson.

_____

7. Students are engaged and attentive.

_____

8. Learning objectives are evident to students.

_____

Word Training: Online Component

Rating
_____

9. Computers are ready for use at point of need.

_____

10. Each student has access to a computer.

_____

11. The room is organized so the teacher can easily observe student participation on computer screen.

_____

12. Students access lessons that are matched to their ability.

_____

13. Students advance at their own pace when mastery is achieved.

_____

14. Students are on task.

_____

15. Engagement strategies (e.g., writing on wall) are used as suggested in the curriculum.

_____

16. Transitions from the online to teacher-led component are orderly and time-efficient.

_____

Text Training: Teacher-led Component

	Rating
17. Curriculum materials are ready for use and easy to distribute.	_____
18. Content presented accurately with high level of student interaction.	_____
19. Instruction is delivered with fidelity.	_____
20. Instruction is interactive and includes discussion and dialogue between teacher/student and student/student. (e.g., Pair/Share)	_____
21. Students are on task.	_____
22. Instructional time is maximized by having technology ready for use, smooth transitions between components, and ease of materials distribution.	_____
23. Recommendations are followed for collaborative dialog as indicated in the Teacher Edition.	_____

Use of Assessments

	Rating
24. Assessments are administered according to program timeline.	_____
25. Ongoing assessments (e.g., Content Mastery end-of-unit assessments, fluency, writing) are used to measure ongoing progress.	_____
26. Text Training: Data are used to inform instruction and make adjustments.	_____
24. Assessments are administered according to program timeline.	_____
25. Ongoing assessments (e.g., Content Mastery end-of-unit assessments, fluency, writing) are used to measure ongoing progress.	_____
26. Text Training: Data are used to inform instruction and make adjustments.	_____

Please rate using the following scale: Not At All (0) Needs Improvement (1) Satisfactory (2) Outstanding (3)

	Rating
27. The time allocated for the lesson was sufficient.	_____
28. The teacher covered an appropriate amount of material for the time allocated.	_____
29. The delivery of the lesson was paced to students' needs.	_____

COMMENTS:

_____

TOTAL NUMBER OF BLANK RATINGS: