

Appendix A

School _____ Grade _____ Teacher _____ Observer _____
 Date _____ Time of observation _____ #Students _____ #Adults (__T, __Para, __Volunteer)

**Reading First
 Classroom Observation Checklist**

Type of instruction observed (check all that apply)
 whole group _____ small group/iii _____ student reading centers _____
 (Fill out only those items below that apply to the type of instruction observed.)

Briefly describe the instruction observed. What was the teacher(s) doing? What were the students doing?

Directions: Please ✓ when the evidence is observed. Enter ⊙ if the evidence was not observed. Write NA if there was no opportunity to observe the item.

Classroom Environment		Notes/Examples
<input type="checkbox"/>	Classroom is arranged to enable active engagement by all students.	
<input type="checkbox"/>	Classroom is arranged to accommodate whole group instruction, teacher-led small group instruction, and student reading centers.	
<input type="checkbox"/>	Daily Class Schedule is posted which includes a minimum of 90 minutes for reading instruction.	
<input type="checkbox"/>	Daily Class Schedule lists daily time for whole group, small group/reading centers, <i>iii</i> .	
<input type="checkbox"/>	Additional time is included daily for <i>iii</i> .	
<input type="checkbox"/>	Displays (underline those observed): student work, word walls, reading posters/charts, vocabulary lists. Others:	
<input type="checkbox"/>	Program components indicate a print- rich environment (underline those observed): big books, decodable books, vocabulary words, letter-sound cards, student readers, leveled texts. Others:	
Materials		Notes/Examples
<input type="checkbox"/>	Teacher and student materials are accessible and organized.	
<input type="checkbox"/>	Evidence exists of program materials being used as designed (CRP, supplemental, etc.).	
<input type="checkbox"/>	Classroom library includes a wide range of books on various levels, genres, and topics.	
Whole Class Instruction		Notes/Examples
<input type="checkbox"/>	Teacher uses the Teacher’s Edition during instruction.	
<input type="checkbox"/>	Teacher uses a variety of resources during reading instruction. List:	
<input type="checkbox"/>	Teacher is responsive to all students during instruction	

Small Group, Differentiated Instruction/iii		Notes/Examples
	Small group instruction is provided at different levels depending on student need.	
	Small teacher-led groups engaged in (underline those observed); skills instruction, skills practice, vocabulary instruction/practice, comprehension discussion, guided reading. Others:	
	Teacher uses a variety of resources during small group instruction. List:	
	Materials and methods appear to be matched to student needs.	
Student Reading Centers		Notes/Examples
	At independent student learning centers, students are working on activities that directly build reading skills.	Briefly describe centers: PA/phonics- Fluency- Vocabulary- Comprehension- Independent silent reading- Others -
	Centers are clearly defined and labeled.	
	Centers have student-friendly directions.	
	Majority of center activities have clear student outcomes.	
	Students remain academically engaged during centers and independent work.	
	Transitions between centers are smooth and efficient.	
	Center activities are differentiated. (Evidence of different activities for several different groups.)	
	Center activities are used for practice/reinforcement of previously learned skills.	
	During independent silent reading, books are appropriate and at each student's level.	
Overall Teacher Instruction		
	Classroom behavior management system is effective in providing an environment conducive to learning.	
	Evidence exists that reading routines and procedures were previously taught.	
	Teacher uses explicit instruction (underline those observed): clear explanations, modeling, guided practice, opportunities for multiple student responses.	
	Teacher adjusts instruction as needed for struggling readers, including English Language Learners and special education students (underline those observed): prompts, positive corrective feedback, leveled questioning, scaffolding.	
	Teacher fosters active student engagement and motivation to learn; majority of students are on task.	
	Pacing is appropriate.	
	Transitions between activities are smooth and quick.	
Overall Instructional Quality		<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4