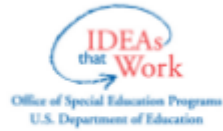




PUBLIC SCHOOLS OF NORTH CAROLINA
 State Board of Education
 Department of Public Instruction



Language! Live

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:

Unit:

Day:

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.

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:
