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| --- | --- | --- | --- | --- |
| Teacher(s): | School: | | Preconference Date: | |
| Lesson Date: | Year completed RRtCP: | | Observation  Reflection Number:  1  2  3 | |
| Lesson Start Time: | Lesson End Time: | | Grade Level(s): | |
| Content or Program or Strategy (Ex. Fundations): | | Level (if applicable): | | Class Period and/or location:  Virtual  Face to Face |
| # students in group: | # Model Lesson Completed (if applicable): | | | Co-Taught Lesson:  Yes  No |
| **Teacher Transfer Rating (Only for reflective or coaching purposes; not an evaluative score)** | | | | |
| Sum of demonstrated items (a): | Number of demonstrated items (b): | | Average Rating: | |

(Sum of demonstrated items divided by the number of observed items a/b)

I have completed the following course(s): Check all that apply.

Co-Teaching-Going Beyond Basics  RRtCP  Trained in Program/Strategy by a certified instructor, if applicable

**Teacher Reflection Notes:** *If completing the form for self-reflection, the teacher/service provider using the tool should have completed RRtCP*. After teaching or watching a video of your literacy lesson, rate your lesson using the rating scale below.

**Observer Notes***: If completing the form as an NC SIP site for fidelity data collection, the observer using the tool should have completed the All Leaders: RRtCP Overview and/or completed Level 1 of RRtCP. While observing the teacher, do not coach the teacher during the observation.  This information can be used for coaching after the observation is complete. The observation should last through the entire lesson.*

**SCALE - RATING 0 =** Skill not demonstrated/Missed opportunity; **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. **Indicate scale score in the left-hand column of the form below. ALL ITEMS WILL NOT BE OBSERVED WITHIN ONE CLASSROOM VISIT.**

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| **Rating** | | | **Teacher Behaviors** | **Student Behaviors** | |
| Introduction Unit Overview and Purpose and Unit 1 Statistics and Science to Learning to Read and Spell (Applicable to all lessons.) | | | | | |
|  | Use of Evidence Based Program /Strategy/Routine  Name and Level of Program/Strategy:  Check box if teacher has been trained in Program/Strategy/Routine Listed above. Not to impact score. |  | |  | |
|  | Students are taught to use instructional routines for development of strategic independent reading skills |  | |  | |
|  | Demonstrates the Gradual Release Model (check all utilized):  I do  We do  Y’all do  You do |  | |  | |
|  | Instruction is Explicit, Multisensory, & Systematic |  | |  | |
|  | Re-teaching occurs as needed |  | |  | |
| Unit 2 Structure of Language and History of the English Language | | | |  | |
|  | Clearly and accurately articulates consonant and vowel sounds |  | |  | |
|  | Demonstrates techniques to distinguish between commonly confused phonemes |  | |  | |
|  | Can explain why English words are pronounced differently from the way they are spelled |  | |  | |
| Unit 3 Comprehensive Assessment System | | | |  | |
|  | Instruction is based on data |  | |  | |
|  | Evidence of the following assessments (check all that apply):  screening  formative  progress monitoring  outcome/summative |  | |  | |
| Unit 4 Phonological Awareness and Phonics (If vocabulary is addressed, note in Unit 7.) | | | | | |
|  | Basic Phonemic Awareness Instruction (isolating, segmenting, blending sounds) |  | |  | |
|  | Advanced Phonemic Awareness Instruction (substitutions, additions, deletions, & reversals of sounds) |  | |  | |
|  | Direct Systematic Phonics Instruction |  | |  | |
|  | Immediate corrective feedback provided when needed |  | |  | |
|  | Decodable text was included in the instruction |  | |  | |
|  | Ample student practice time devoted to word study |  | |  | |
| Unit 5 Word Recognition, Syllable Structures, and Spelling | | | | | |
|  | Instruction includes syllable types for decoding (including but not limited to marking the syllable) |  | |  | |
|  | Instruction includes syllable types for encoding (including but not limited to tapping sounds) |  | |  | |
|  | The teacher demonstrates an understanding of building decodable and irregular words rather than memorizing words from a Dolch/Fry lists (Orthographic Mapping vs Sight Word memorization) |  | |  | |
| Unit 6 Fluency | | | | | |
|  | Instruction is focused on a rate that replicates conversational speech |  | |  | |
|  | Fluency is used as a measure of decoding at a rate that supports reading comprehension |  | |  | |
|  | Text selection supports development of fluency skills and practice using appropriate text (including decodable and leveled text when appropriate) |  | |  | |
|  | Fluency practice includes:  independent,  partner,  group |  | |  | |
|  | Fluency practice includes:  word list,  phrase,  sentence,  passage |  | |  | |
|  | Independent fluency practice |  | |  | |
| Unit 7 Vocabulary | | | | | |
|  | Direct instruction of vocabulary includes pre-teaching challenging vocabulary from text |  | |  | |
|  | Direct instruction of vocabulary includes morphology (word parts and meanings such as prefix, roots, and suffixes) |  | |  | |
|  | Demonstrates and supports a continuum of word knowledge (depth and breadth) |  | |  | |
|  | Facilitates activities that allow for exploring words (including tier 1, 2, and 3 words) |  | |  | |
| Unit 8 Comprehension (If vocabulary is addressed, note in Unit 7.) | | | | | |
|  | Comprehension strategies are explicitly taught and/or reviewed |  | |  | |
|  | Specific genre and text complexity are selected, and text structure is explained |  | |  | |
|  | Purpose for reading is established |  | |  | |
|  | Instruction includes elements that support  surface code,  text base,  building a mental model |  | |  | |
|  | Evidence of building background when reading new text |  | |  | |
|  | Extended discussions about text between:  teacher and students  student(s) with student(s) |  | |  | |
|  | Evidence of questioning at the following levels:  literal,  inferential,  higher order thinking |  | |  | |
|  | Opportunity through read aloud of grade level text to develop vocabulary and comprehension |  | |  | |
|  | Instruction includes grammar (e.g., syntax / semantics / construction and deconstruction of sentences / sentence structure) |  | |  | |
|  | Evidence of written expression to demonstrate comprehension |  | |  | |

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| Strengths: |  |
| Next Steps: |  |
| Additional Comments: |  |