Classroom Observation Checklist

LITERACY BLOCK	GUIDED READING	WELL ORGANIZED CLASSROOM	LITERACY RICH CLASSROOM
Read Aloud	Small Group area evident	Posts & uses rules, schedules,	Print-rich environment
Phonemic Awareness (K-2)	Uses appropriate narrative texts	management system	Concept charts
Concepts of Print (K-2)	Uses appropriate informational texts	Students routinely follow	Definition charts
Shared Reading	Differentiates instruction to meet all	established rules & procedures	6+1 Traits posters
Guided Reading	students' needs	Smooth transitions	Comprehension posters
Centers/Independent Work	Uses before, during, after activities	Room organized, labeled	Authentic reading/writing
Monitored Independent Reading	Incorporates comprehension	Seating arranged for cooperative	observed
(MIR)	Incorporates fluency	learning activities and interaction	Student writing displayed
Explicit whole-class instruction	Teaches vocabulary of text	Students accountable for learning	Classroom library evident, with
Word Work	Listens to students read	Room clutter free, inviting	narrative & informational texts
Phonics/Spelling	Conducts running records	Productive, workable noise level	in a wide variety of genres,
Comprehension	Has up-to-date records	Teacher has positive interaction	leveled appropriately, for
Fluency	Uses appropriate reading strategies	with students	student use
Oral Language	(whisper, staggered, choral, paired,	Positive interaction between	Leveled book boxes for MIR
Interactive/Shared Writing	etc.) NO ROUND-ROBIN reading!	students	Word Wall posted, consisting of
Modeled Writing			general and content words
Directed Writing			
6+1 Traits of Writing			
Writer's Workshop			
Independent Writing			
CENTERS/INDEPENDENT WORK	EXPLICT INSTRUCTION	WRITING	MIR
Management system in place	Grade-Level teacher talk	Writing Process	Minimum 15-20 minutes per
Students responsible for learning	Shared Reading- all students	Mini Lesson	day
Engaging activities	Uses Houghton Mifflin for shared	6+1 Traits of Writing	Students self-select books
Authentic reading/writing activities	reading	Student Accountability/status of	from independent reading
Student accountability system	Other grade-level texts (Big Books,	class	level-interest based books
Differentiated work matches student	poetry, informational)	Interactive/shared writing (K-2)	provided by teacher
needs	All students have access to text	Modeled Writing	Variety of genres provided
Work reinforces previously taught	Book Talk	Directed Writing	Monitoring, non-graded
concepts		Independent Writing	(student reflections,
	Pre-teaches vocabulary	Student published writing	cooperative learning
	Use comprehension strategies	available to other students	discussions, conferences,
	Before, during, after activities	Writing area & materials evident	bookmarks, journals, pictures,
	Interactive, hands-on activities		etc.)
	Integrated content core		
	Incorporates good ESL strategies		
WORD WORK	ASSESSMENT	COLLABORATION	CURRICULUM MAPPING
Phonemic Awareness (K-2)	Keeps up-to-date running records	Collaborates with team in	Creates curriculum map, based
Phonics	with guided reading levels	analyzing assessment data	on Utah State Core and student
Vocabulary	Submits guided reading levels as	Collaboratively plans	needs
Differentiated Spelling	requested	for/provides	Uses curriculum map to guide
Grade-level Language Arts	Maintains detailed formal and	interventions, re-teaching,	instruction
Word Wall posted	informal assessment records	enrichment, differentiation	instruction
Word Wall systematically used	Maintains list of below level	chilomicht, differentiation	
in instruction	l ———		
	students		