



## Secondary ELA Literacy Visits

South Washington County Schools

Date:		Daily Block:
Teacher:	Grade:	School:
<b>1. Learning Target is aligned to instruction</b> (Learning Target corresponds to grade level Curriculum Framework)		
<input type="checkbox"/> Aligned <input type="checkbox"/> Not Aligned <input type="checkbox"/> Unable to determine		
Comments:		
<b>2. Learning Target is evident to the students</b> (Learning Target is posted for students to see)		
<input type="checkbox"/> Evident <input type="checkbox"/> Not Evident <input type="checkbox"/> Unable to determine		
Comments:		
<b>3. Read aloud is part of daily lesson</b> (Teacher reads aloud from text for a variety of purposes to support learning).		
<input type="checkbox"/> Evident <input type="checkbox"/> Not Evident <input type="checkbox"/> Unable to determine		
Comments:		
<b>4. Mini lesson is part of daily lesson</b> (interactive, whole group, small group, explicit instruction at grade level)		
<input type="checkbox"/> Evident <input type="checkbox"/> Not Evident <input type="checkbox"/> Unable to determine		
Comments:		
<b>5. Guided Practice is part of daily lesson</b> (A Gradual Release model is used ( <i>I do it; we do it; you do it</i> ))		
<input type="checkbox"/> Evident <input type="checkbox"/> Not Evident <input type="checkbox"/> Unable to determine		
Comments:		
<b>6. Independent Practice is a part of the daily lesson</b> (independent reading and writing)		
<input type="checkbox"/> Evident <input type="checkbox"/> Not Evident <input type="checkbox"/> Unable to determine		
Comments:		
<b>7. Grouping formats observed</b> – (should notice a variety of groupings)		
<input type="checkbox"/> Whole Group <input type="checkbox"/> Small Group <input type="checkbox"/> Flexible Group <input type="checkbox"/> Paired <input type="checkbox"/> Individual <input type="checkbox"/> Other _____ <input type="checkbox"/> Centers are reading and writing based		
Comments:		
<b>8. Student Engagement</b>		
All students are engaged and productive throughout the lesson. Engagement was observed during:		
<input type="checkbox"/> Read Aloud <input type="checkbox"/> Guided Practice <input type="checkbox"/> Small group <input type="checkbox"/> Mini Lesson <input type="checkbox"/> Independent Practice <input type="checkbox"/> Individual conferencing <input type="checkbox"/> Other <input type="checkbox"/> Technology Application		
Comments:		



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### 9. Teacher's instruction features: (may observe the following)

- |   |   |   |
|---|---|---|
| <input type="checkbox"/> Word work                | <input type="checkbox"/> Technology           | <input type="checkbox"/> Reader response    |
| <input type="checkbox"/> Modeling                 | <input type="checkbox"/> Strategy instruction | <input type="checkbox"/> Repeated readings  |
| <input type="checkbox"/> Explicit instruction     | <input type="checkbox"/> Timely feedback      | <input type="checkbox"/> Shared Inquiry     |
| <input type="checkbox"/> Conferring with students | <input type="checkbox"/> Differentiation      | <input type="checkbox"/> Literature Circles |

Comments:

### 10. Classroom Environment is conducive to learning

- Room is organized for whole group, small group and independent work
- Classroom libraries exist and include a variety of resources, levels and genres.
- Materials (including classroom libraries) are clearly labeled, organized, and readily accessible to students.
- Students are familiar with the classroom routines and transition smoothly from activity to activity
- Unable to determine

Comments:

### 11. Classroom Environment fosters student work, expectations, and learning

- Students are seen working collaboratively
- Examples of student work are displayed
- Word Walls are used interactively
- Rubrics provide effective feedback and guidance
- Students set goals for improvement
- Students are highly engaged in the learning

Comments:

### 12. Classroom Assessment is evident and is used to inform and/or change instruction

Teacher shows evidence of using some of the following assessments to inform instruction:

- A variety of formative assessments
- Classroom Anecdotal/Observational Evidence
- MAP/MCA
- BAS
- SRI

Comments:

### 13. Classroom Lesson shows evidence of "Criteria for Success." (which of the following was observed)

- Choice
- Complexity
- Pace
- Depth

Comments:

Observation Notes:

Staff Development Recommended by administration: (See PD Express for dates and times)

- Meet with literacy coach \_\_\_\_\_
- After school staff development offerings \_\_\_\_\_
- Other \_\_\_\_\_