

What to Look for When Visiting Classrooms

In General:

- Is the teacher following the written schedule of reading activities?
- Is the teacher following the plans for delivering instruction?
- Is the teacher implementing curriculum programs with fidelity?
- Is the teacher using the skills taught in recent training or coaching sessions?
- Is the teacher differentiating instruction for lower performing students?
- Is the teacher actively engaging Ss in reading activities at their instructional level?

By Setting: If kids are then look for these teacher behaviors

in large group setting	<ul style="list-style-type: none"> • teacher elicits active participation by the students • teacher engages <i>all</i> students in the activity • teacher is familiar with content and flow of the lesson • teacher has all needed materials readily at hand
in small group or tutorial setting	<ul style="list-style-type: none"> • same as above, plus: • teacher maximizes student response opportunities • teacher maintains smooth pacing within the lesson • teacher responds constructively to student responses (corrections and positive feedback) • teacher teaches to a firm criterion (delayed test, repeat as needed)
in independent seatwork activity	<ul style="list-style-type: none"> • teacher provides clear direction for independent seatwork activity • teacher assures that all materials needed for the independent seatwork activity are organized and readily available • teacher monitors independent workers frequently and provides feedback • teacher provides an efficient process for students to get help when needed • teacher circulates among seatworkers periodically to monitor their work
in a partner activity	<ul style="list-style-type: none"> • teacher provides clear directions for the partner activity and assigns partners strategically rather than allowing students to choose their own partner • teacher assures that all materials needed for the partner activity are organized and readily available • teacher monitors partner activity frequently and provides feedback
in transition	<ul style="list-style-type: none"> • teacher provides clear directions for transition and next activity and checks for student understanding • teacher provides a clear signal for beginning transition • teacher monitors student transition behavior and provides feedback • teacher begins next activity quickly following a transition
in the room, but class has not yet begun	<ul style="list-style-type: none"> • teacher scans the room frequently and provides direction and feedback to the students as needed • (Note: Observer might want to use this occasion to ask students open-ended questions about reading--e.g. "What are you reading these days?", "What's going well for you in reading?", "What is hard for you in reading?", etc.)
outside of the classroom (in any common area)	<ul style="list-style-type: none"> • (Note: Observer might want to use this occasion to ask students open-ended questions about reading--e.g. "What are you reading these days?", "What's going well for you in reading?", "What is hard for you in reading?", etc.)