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| **Georgia Literacy Instruction Observation Checklist, 2012** | | **Observed (Ob), NA** | | |
| **Area(s) of**  **Instruction** | **Features of Effective Instruction (Circle Observed and/or Make Comments)** | **1st** | **2nd** | **3rd** |
| **Vocabulary** | Explicit instruction and discussion of word meanings and use in a variety of situations; morphology (word parts), etymology (derivation) ; Explicit instruction in independent word learning strategies (word parts, context clues, use of dictionaries, etc.); Several encounters with new vocabulary directly taught by the teacher. |  |  |  |
| **Comprehension Strategy Instruction** | Activating/building prior knowledge, encouraging student-generated questions, predicting, inferring, making connections, use of graphic organizers, summarizing, evaluating and synthesizing. |  |  |  |
| **Fluency Instruction** | Choral reading repeated timed readings, partner reading, student-adult reading, choral or unison reading, tape-assisted reading, reader’s theater, reading connected text with corrective feedback; avoidance of round robin and/or “popcorn” reading. |  |  |  |
| **Writing** | Writing Instruction (brainstorming, pre-writing, etc.); word processing on computer; teacher modeling writing process; use of graphic organizer; providing models from good writing; writing in response to reading |  |  |  |
| **Phonemic Awareness (K-1) Phonics (K-3)**  **Word Study (3-5)** | Phonemic awareness: (K-1) Teaching the manipulation of individual words, syllables and eventually sounds in words, i.e., “what sounds do you hear in cat? c//a//t//);  Phonics: (K-3) Teaching syllable patterns, spelling patterns, phonetic identification of words;  Word Study: (Grades 3-5)Teaching decoding multi-syllabic words |  |  |  |
| **Content Literacy Instruction**  **(Math, Science, SS, etc.)** | Building background knowledge (not merely assuming background that students may not possess); Teaching content vocabulary/concepts; Explicit instruction in text structure and text/graphic features; use of graphic organizers |  |  |  |

**School:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Teacher\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Observer\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Grade/Subject\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ 1: Date\_\_\_\_\_\_\_\_\_\_\_\_\_ Time:\_\_\_\_\_\_\_\_\_\_\_ 2: Date\_\_\_\_\_\_\_\_\_\_\_\_\_ Time:\_\_\_\_\_\_\_\_\_\_\_ 3: Date\_\_\_\_\_\_\_\_\_\_\_\_\_ Time:\_\_\_\_\_\_\_\_\_\_\_**

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| **Indicators of Appropriate Strategies** | | | |
| **Efficient Use of Teacher- Directed Time** | Students consistently engaged; not waiting for teacher or on other students | Teacher questioning is engaging and does not pursue probing questions when students clearly cannot answer | Majority of class time spent in instruction either whole class or small group or in follow-up practice |
| Comments/Evidence |  |  |  |
|  | | | |
| **Opportunities for**  **Student Interaction** | Teacher-led discussion; not just IRE (Initiate, Response, Evaluate) | Students engage in peer-to-peer interactions | Cooperative Groups |
| Comments/Evidence |  |  |  |
|  | | | |
| **Immediate Corrective Feedback** | Teacher tactfully tells students where the error is | Teacher provides students with correct model when errors are made | Students are allowed/required to practice correct response when appropriate |
| Comments/Evidence |  |  |  |
|  | | | |
| **Differentiated Instruction** | Differentiated content or product based on student need | Additional instruction based on student need | Flexible grouping based on student need |
| Comments/Evidence |  |  |  |
|  | | | |
| **Student Engagement** | Students clearly engaged in discussion or activity as indicated by eye contact, discussion, body language | Majority of students engaged as opposed to only one or two students responding | Pace of instruction appropriate |
| Comments/Evidence |  |  |  |