



## Peer Observation for Foundational Skills

Name \_\_\_\_\_

Teacher Observed \_\_\_\_\_

Date \_\_\_\_\_

Look Fors	
<b>Culture of Learning:</b> All students are engaged in the lesson from start to finish.	Share a takeaway from the observation on <b>reading instruction</b> that you plan to use in your classroom.
<b>Teacher-Directed Instruction</b> <ul style="list-style-type: none"><li>• Foundational skill(s) instruction is explicit and clear.</li><li>• The lesson includes adequate time for aligned teacher instruction <b>and</b> student practice of targeted skill(s).</li></ul>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
<b>Student Practice</b> <ul style="list-style-type: none"><li>• Students practice with written and/or oral tasks</li><li>• Students practice out of context</li><li>• Students practice in context with connected text</li></ul>	Questions/Comments
<b>Assessment and Differentiation</b> <ul style="list-style-type: none"><li>• Teacher collects student data (formal and/or informal)</li><li>• Teacher responds to data and adjusts instruction to support students</li></ul>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>

## Peer Observation for Guided Reading

Name \_\_\_\_\_

Teacher Observed \_\_\_\_\_

Date \_\_\_\_\_

<b>Guided Reading Look Fors</b>	Share a takeaway from the observation on <b>guided reading instruction</b> that you plan to use in your classroom.
Small groups of students who share an instructional need.	
Students are reading a text with teacher support.	
Students are working on skills to support reading a text.	
Lesson focused on one or more of the five reading components	
<ul style="list-style-type: none"><li>• Phonemic Awareness</li><li>• Phonics</li><li>• Fluency</li><li>• Vocabulary</li><li>• Comprehension</li></ul>	Questions/Comments
<b>Practice Options</b>	
Independent Reading	
Writing in Response to Text	
Vocabulary / Word Work	
Technology	
Other: _____ _____	

## Peer Observation for Reading/Listening Comprehension (Knowledge)

Name \_\_\_\_\_

Teacher Observed \_\_\_\_\_

Date \_\_\_\_\_

<b>Look Fors</b>	
<p><b>Culture of Learning:</b> All students are engaged in the lesson from start to finish.</p>	<p>Share a takeaway from the observation on <b>reading instruction</b> that you plan to use in your classroom.</p>
<p><b>High Quality Text</b> A majority of the lesson is spent reading, writing, or speaking about the text.</p>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
<p><b>Questions and Tasks</b></p> <ul style="list-style-type: none"> <li>• Either oral or written, questions and tasks integrate the standards and build students' comprehension of the text and its meaning</li> <li>• Require students to use details from the text to demonstrate understanding and/or support their ideas about the text</li> </ul>	<p>Questions/Comments</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
<p><b>Student Ownership</b> Students are responsible for doing the thinking in this classroom.</p> <ul style="list-style-type: none"> <li>• Students are speaking/listening, reading, and/or writing throughout the lesson</li> <li>• Students reason and make meaning of texts.</li> <li>• Students talk and ask questions about each other's thinking. (peer to peer)</li> <li>• Students provide text evidence to support their ideas.</li> <li>• Students use topic or text-specific language in their oral and/or written responses.</li> </ul>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>