

2023 Secondary English Observation Form

School	<input type="checkbox"/> LGMS <input type="checkbox"/> PHMS <input type="checkbox"/> OCHS
Teacher Last Name	
Collab Teacher Last Name (if applicable)	
Observer Last Name	
Grade Level	<input type="checkbox"/> Multi-grade Classroom <input type="checkbox"/> 6th Grade <input type="checkbox"/> 7th Grade <input type="checkbox"/> 8th Grade <input type="checkbox"/> 9th Grade <input type="checkbox"/> 10th Grade <input type="checkbox"/> 11th Grade <input type="checkbox"/> 12th Grade
Start Time	
Classroom Type	<input type="checkbox"/> General <input type="checkbox"/> SPED Collab Class <input type="checkbox"/> ELL Cluster <input type="checkbox"/> Self-Contained SPED <input type="checkbox"/> Gifted Cluster <input type="checkbox"/> Other:
Instructional Setting	<input type="checkbox"/> Whole Group <input type="checkbox"/> Small Group <input type="checkbox"/> Individual
Learning Intentions/Success Criteria	<input type="checkbox"/> Posted and matches instruction <input type="checkbox"/> Posted, but not instructed <input type="checkbox"/> Not posted <input type="checkbox"/> Other
Learning Intentions and Success Criteria Notes	
	<input type="checkbox"/> Vocabulary/Advanced Word Study <input type="checkbox"/> Comprehension <input type="checkbox"/> Writing

Vocabulary



Instruction is	<input type="checkbox"/> Direct & Explicit vocabulary instruction <input type="checkbox"/> Primarily focuses on Tier 2 words (high utility words) <input type="checkbox"/> Repeated exposure to new word - oral and written context w/ sufficient time to practice <input type="checkbox"/> Opportunities to use new vocabulary in a variety of context (discussion, writing, extended reading) <input type="checkbox"/> Instruction develops advanced word analysis skills (syllabication, roots, affixes, Greek & Latin roots) <input type="checkbox"/> Instruction in using context clues to derive meaning independently <input type="checkbox"/> Scaffolding is evident (ELL, Gifted, Tier 2&3) <input type="checkbox"/> Other:
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Comprehension

Instruction	<input type="checkbox"/> Utilizes Mentor Text <input type="checkbox"/> Uses Direct / Explicit Modeling of comprehension strategy <input type="checkbox"/> Provides extensive opportunities to practice comprehension strategy in text appropriate for course level <input type="checkbox"/> Provides opportunities to engage in a range of collaborative peer discussions <input type="checkbox"/> Established discussion protocol is evident <input type="checkbox"/> Utilizes variety of text structures <input type="checkbox"/> Provides opportunities to perform tasks that require them to to analyze information and evidences focused on the meaning of the text <input type="checkbox"/> Provides opportunities to answer questions and complete tasks that require them to use text-based evidence (including inferences) <input type="checkbox"/> Includes use of text features to gain meaning <input type="checkbox"/> Teaches students to understand and analyze various points of view (author, narrator, character) <input type="checkbox"/> Teaches students to compare and contrast or analyze information within and across literary & narrative text (compare & contrast) <input type="checkbox"/> Utilizes Effective Feedback techniques <input type="checkbox"/> Scaffolding is evident (ELL, Gifted, Tier 2&3) <input type="checkbox"/> Other:
Other/Comments	

Writing

Instruction	<input type="checkbox"/> Utilizes mentor text <input type="checkbox"/> Embedded Grammar instruction <input type="checkbox"/> Models-Practice-Reflect instructional cycle <input type="checkbox"/> Planning and goals setting <input type="checkbox"/> Drafting <input type="checkbox"/> Evaluating <input type="checkbox"/> Revising <input type="checkbox"/> Editing <input type="checkbox"/> Opportunities to reflect on their own writing <input type="checkbox"/> Opportunities for Peer Collaboration <input type="checkbox"/> Integrated Reading and Writing - emphasizes key writing features
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	<input type="checkbox"/> Provide activities that require students to analyze and synthesis text sources and present the analysis using well-defined claims and clear information <input type="checkbox"/> Opportunities to write various types of text ((expository, narrative,) <input type="checkbox"/> Effective feedback techniques <input type="checkbox"/> Scaffolding is evident (ELL, Gifted, Tier 2&3) <input type="checkbox"/> Utilizes No Red Ink
Other/Comments	
Feedback	
Feedback	<input type="checkbox"/> Effective feedback given (immediate, specific, focused, positive) <input type="checkbox"/> Ineffective feedback given <input type="checkbox"/> Not observed
Teacher Engagement	<input type="checkbox"/> Active supervision (scans/interacts) <input type="checkbox"/> Adequate wait time <input type="checkbox"/> Engaging pace <input type="checkbox"/> Limited teacher talk <input type="checkbox"/> Not Observed
Student Engagement	<input type="checkbox"/> Active Student Participation Observed <input type="checkbox"/> Citizenship <input type="checkbox"/> Collaboration <input type="checkbox"/> Communication <input type="checkbox"/> Creativity <input type="checkbox"/> Critical Thinking <input type="checkbox"/> Rigorous <input type="checkbox"/> Relevant <input type="checkbox"/> Not Observed
Follow Up Needed	<input type="checkbox"/> Follow-up observation <input type="checkbox"/> Follow-up meeting <input type="checkbox"/> Other:
Notes	

