

2023 Elementary Language Arts Observation Form

School	<input type="checkbox"/> GBES <input type="checkbox"/> LES <input type="checkbox"/> LGES <input type="checkbox"/> LGPS <input type="checkbox"/> OES <input type="checkbox"/> UES
Teacher Last Name	
Collab Teacher Last Name (if applicable)	
Observer Last Name	
Grade Level	<input type="checkbox"/> Multi-grade Classroom <input type="checkbox"/> PreK <input type="checkbox"/> Kindergarten <input type="checkbox"/> 1st Grade <input type="checkbox"/> 2nd Grade <input type="checkbox"/> 3rd Grade <input type="checkbox"/> 4th Grade <input type="checkbox"/> 5th 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
Lesson plans were current and reflected the taught material.	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Lesson plans were not available.
Learning Intentions/Success Criteria	<input type="checkbox"/> Learning intention and success criteria posted <input type="checkbox"/> Learning intention and success criteria are clear to students <input type="checkbox"/> Learning intention and success criteria are aligned to lesson activities <input type="checkbox"/> Not Observed
Learning Intentions and Success Criteria Notes	



	<input type="checkbox"/> Foundation Reading Skills <input type="checkbox"/> Language Comprehension
Foundational Reading Skills Orton-Gillingham Based Instruction	
Phonological Awareness	<input type="checkbox"/> Pronounce & Count syllables in spoken words <input type="checkbox"/> Blend syllables into spoken words <input type="checkbox"/> Segment Syllables into spoken words <input type="checkbox"/> Blend onset & rimes of single syllable spoken words <input type="checkbox"/> Isolate & pronounce initial, medial, & final phonemes in CVC words <input type="checkbox"/> Add or substitute individual phonemes in one syllable words to make new words <input type="checkbox"/> Uses manipulatives or multisensory strategies <input type="checkbox"/> Other:
Review Drill	<input type="checkbox"/> Visual Drill - Flashes cards in random order - students say sound (quick pace) <input type="checkbox"/> Auditory Drill - Teacher states sound, students repeat sound, students write letter(s) while naming it and underlining L to R saying the sound. <input type="checkbox"/> Blending Drill - Grapheme cards displayed, say the sound for each letter and blend into syllable (real or nonsense) Thumbs up or down for real word <input type="checkbox"/> Other:
Introduce New Phoneme	<input type="checkbox"/> Phonemic Awareness to highlight the new phoneme sound (example - alliteration) <input type="checkbox"/> Show new phoneme card and inform of the letter name and sound <input type="checkbox"/> Students repeat the sound & Discuss formation and position in the mouth <input type="checkbox"/> Show position of letter in the alphabet - Consonant or Vowel <input type="checkbox"/> Brainstorm words beginning with that sound - teacher writes the words <input type="checkbox"/> Teach letter formation (explicit instruction) <input type="checkbox"/> Dictate target sound & practice all known spellings in sand or other medium <input type="checkbox"/> Word Dictation - one syllable procedure <input type="checkbox"/> Word Dictation - multisyllabic procedure <input type="checkbox"/> Sentence Dictation procedure <input type="checkbox"/> Uses manipulatives and multisensory strategies <input type="checkbox"/> Other:
Red Words	<input type="checkbox"/> Write or show word <input type="checkbox"/> Identify what is irregular about the spelling <input type="checkbox"/> Discuss why word is spelled that way <input type="checkbox"/> Write word on Red Word Paper w/ screen underneath using red crayon <input type="checkbox"/> Stand up, holding red word in nondominant hand, armtap word while naming each letter (3x) <input type="checkbox"/> Trace crayon bumps while naming letters w/ finger 3x <input type="checkbox"/> Place screen over paper and trace screen with finger while naming the letters 3x <input type="checkbox"/> Turn paper over and write without screen, naming letters, teachers checks word and student writes 2x <input type="checkbox"/> Write sentence in pencil and underline the red word with red crayon



	<input type="checkbox"/> Other:
Decodable Text	<input type="checkbox"/> Students highlight words with the featured sound <input type="checkbox"/> Read words with featured sound <input type="checkbox"/> Read text <input type="checkbox"/> Other:
Engagement/Feedback/Follow-up	
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	

