

Observation Tracker

Grades K–3



School: _____ Teacher: _____ Grade: _____ Unit/Lesson: _____ Duration: _____ Date: _____

Instructional Resources			
Foundational Knowledge	Initial Implementation	Full Operation	Innovation
<input type="checkbox"/> Teacher Guide and primary student materials (student Readers, reading passages, and Activity Books, if applicable) are utilized, when applicable	<input type="checkbox"/> Ancillary components (teacher and student materials) are correctly utilized, when applicable <ul style="list-style-type: none"> • Flip Books/Image Cards • Letter Cards/Spelling Cards • Digital Components • Individual Code Charts • Chaining Folders, etc. 	<input type="checkbox"/> Amplify supplemental resources are used to address student needs <ul style="list-style-type: none"> • Assessment & Remediation Guide: K–3 <input type="checkbox"/> Unit instruction is personalized with additional resources	<input type="checkbox"/> Amplify resources are integrated into other core content areas

Instructional Delivery			
Foundational Knowledge	Initial Implementation	Full Operation	Innovation
<input type="checkbox"/> Instruction aligns with required minutes (if not observed or evident, observer may move to Initial Implementation column) <ul style="list-style-type: none"> • Grades K–2: Skills 60 min. • Grade 3: Skills 30 min. <input type="checkbox"/> On average, lesson segments are taught in the time allotted <input type="checkbox"/> Lesson segments are taught in the order outlined in the lesson	<input type="checkbox"/> Instruction aligns with the Primary Focus Objective(s) <input type="checkbox"/> Students engage in practice related to the Primary Focus Objective(s) <ul style="list-style-type: none"> • utilizes activity pages, student Readers, reading passages, and/or oral activities/games <input type="checkbox"/> Teacher utilizes sidebars during instruction to ask questions, provide support, or define vocabulary words	<input type="checkbox"/> Teacher instructional decisions for questioning are connected to the Primary Focus Objective(s) and develop student conversational skills <input type="checkbox"/> Literacy skills are appropriately scaffolded, if necessary, to meet student need <ul style="list-style-type: none"> • Universal Access 	<input type="checkbox"/> Students practice and extend their knowledge <ul style="list-style-type: none"> • additional writing activities • classroom/community projects <input type="checkbox"/> Student questioning reflects high-level thinking and promotes discourse, and challenges one another's thinkings

Instructional Delivery (continued)			
Foundational Knowledge	Initial Implementation	Full Operation	Innovation
Based on the classroom you observe, please use these additional “look fors” for K–3 Skills.			
<input type="checkbox"/> Instruction aligns to the sounds-first approach <ul style="list-style-type: none"> • teacher references sound versus letter name • teacher references frequency of spelling for a given sound <input type="checkbox"/> Sounds are accurately and consistently articulated	<input type="checkbox"/> Lesson execution aligns with the purpose of the lesson segment <ul style="list-style-type: none"> • phonemic awareness lesson is completed orally • kinesthetic motions are appropriately utilized • sample lesson examples are utilized • Chaining routines align with guidelines in program • Close Reading is completed (Grade 2) 		

Engagement			
Foundational Knowledge	Initial Implementation	Full Operation	Innovation
<input type="checkbox"/> Instructional resources are easily accessible and viewable for students <input type="checkbox"/> Lessons are quick paced allowing for all segments of the lesson to be instructed	<input type="checkbox"/> Engagement strategies listed in program are utilized. <ul style="list-style-type: none"> • peer-to-peer interaction • Turn and Talk • Think-Pair-Share 		<input type="checkbox"/> Students self-select task(s) to demonstrate learning and may serve as a resource for others when appropriate

Adapting Instruction			
Foundational Knowledge	Initial Implementation	Full Operation	Innovation
<input type="checkbox"/> Teacher administers program assessment(s) during instruction <ul style="list-style-type: none"> • Formative assessments • Checks for Understanding • Unit assessments • BOY, MOY, and/or EOY assessments: (when applicable) • K-2 	<input type="checkbox"/> Teacher amends instruction during lessons based on student responses to both remediate and extend student understanding. <ul style="list-style-type: none"> • use of sidebar prompts • prioritized questioning • selected Activity Book questions <input type="checkbox"/> Teacher feedback is kind, timely, and aligned to the learning goal	<input type="checkbox"/> Assessment documentation or recording sheets are used to capture evidence, find patterns of need, and/or develop adjusted instruction for support <input type="checkbox"/> Students engage in self-assessment and monitor progress.	<input type="checkbox"/> Assessment opportunities are adapted to meet the needs of students. <ul style="list-style-type: none"> • additional follow-up questions are asked that are not outlined in the lesson <input type="checkbox"/> Supplemental time is incorporated, as needed, to extend student learning

Classroom Procedures			
Foundational Knowledge	Initial Implementation	Full Operation	Innovation
<input type="checkbox"/> Instructional time is maximized due to efficient classroom routines and procedures <ul style="list-style-type: none"> • instruction is fluid • frequent and consistent routines are internalized by students 	<input type="checkbox"/> Teacher uses groupings based on suggestions to target learning as outlined in the Lesson at a Glance <ul style="list-style-type: none"> • small group, whole group, partner <input type="checkbox"/> Clear objectives/learning outcomes are shared for all learning segments.	<input type="checkbox"/> Student groupings have been predetermined based on student need <input type="checkbox"/> Students move smoothly between whole group, small group, and partner instruction.	<input type="checkbox"/> Instructional groupings are adapted based on student need

Pacing and Coherence			
Foundational Knowledge	Initial Implementation	Full Operation	Innovation
<input type="checkbox"/> Current unit is consistent with sequence of units' order	<input type="checkbox"/> Current lesson is consistent with the Pacing Guides or the District Pacing Guide (five lessons ahead or behind)	<input type="checkbox"/> Teacher adjusts lesson timing based on student responses and need <input type="checkbox"/> Teacher references connections to past lessons or units	<input type="checkbox"/> Students reference connection to past lessons or units

Physical Space			
Foundational Knowledge	Initial Implementation	Full Operation	Innovation
<input type="checkbox"/> Instructional materials are posted on the walls or visible during instruction. For example <ul style="list-style-type: none"> • Sound Posters (K) • Spelling Trees (1–2) • Code Flip Books (1–2) • Tricky Word Walls (K–2) • Timeline or graphic organizers (1–3) 	<input type="checkbox"/> Instructional materials in the classroom align with the current unit	<input type="checkbox"/> Student work is visible in the classroom <ul style="list-style-type: none"> • writing activities • research projects • Application activities <input type="checkbox"/> Students reference or utilize instructional materials	<input type="checkbox"/> Additional materials are displayed to support instruction. <ul style="list-style-type: none"> • teacher-created posters or anchor charts include quick reminders or other subject connections • teacher and students bring in additional resources (globes, artifacts, etc.) to enhance instruction • students share resources and artifacts found independently