

## Teacher Observation Guide—Reading

*Directions:* For each statement, the observer will put a checkmark in the appropriate box—*yes*; *to some extent* (done, but not to fullest extent possible); *could have been done* (would have been appropriate), *should have been done* (the absence of this technique impaired the lesson), and *N/A* (not applicable, would not have been appropriate). It will be normal to have many *N/A* responses as not all lessons reasonably can accommodate all of the listed activities. Then answer the questions at the end of the survey.

The Teacher ...	Yes	To Some Extent	Could Have Been Done	Should Have Been Done	N/A
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### Text Usage

Has carefully selected text materials that support the lesson objectives.					
Has selected text materials at a variety of instructional levels so students have the opportunity to read for understanding.					
Provides carefully selected nontextbook materials for students to read to gain content knowledge.					
Has structured the lesson so the student assignment is focused and allows the students to apply reading strategies within an accessible amount of text.					

### Prereading

Provides students with multiple ways to elicit their own prior knowledge before reading (e.g., discussion, predictions, anticipation guides).					
Provides students with strategies meant to help them feel comfortable with the text features of reading materials.					
Provides students with specific goals for their reading (i.e., gives students a reason to read).					
Helps students understand the rhetorical context in which text has been written (e.g., purpose, intended audience, argument).					

The Teacher ...	Yes	To Some Extent	Could Have Been Done	Should Have Been Done	N/A
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## Reading

Explicitly models comprehension strategies and expects students to practice those strategies.					
Gives students a structured format for note taking and/or reflection (e.g., journals, margin annotations).					
Provides students with time to practice specific comprehension strategies.					
Appropriately uses differentiated instructional techniques to meet the various learning needs of diverse students (e.g., provides personal assistance to struggling readers, utilizes technology, alters lesson plans depending on student needs).					
Uses various techniques to scaffold instruction of reading strategies (i.e., models strategies, provides students with opportunities to practice strategies with guidance and peers, and then expects students to use strategies independently).					

## Postreading

Regularly assesses (informally and formally) students' comprehension of texts.					
Provides students with forums or activities to apply new information gained from reading to specific content-area problems.					
Gives students specific feedback on the use of various reading strategies.					
Encourages students to summarize, question, or analyze reading material quickly after the reading is complete.					
Encourages discussion of texts after students read (either in whole-group or small-group settings).					

1. What was the single most effective element of the reading instruction?

2. What was the element that you most *wish* were included in the lesson or the instruction? (This element is something that may have made the lesson better but was not absolutely necessary.)

3. What was the element that you most thought *should* have been included in the lesson or instruction? (This element is something that needed to be in the lesson.)

4. What is the element that you thought should be shared with other teachers?

5. What is the element that you hope to see improved upon before the next observation?

6. What—if anything—from the preobservation statement did not seem to be reflected in the actual lesson?