Printable Observation Sheet for CCLF

Check all that apply to the literacy event (Speaking and Listening/Reading/Writing) you observe during your visit. This sheet can be used for multiple visits. Use a different colour ink to distiquish each visit.

Name:	Date:

Start Time:
Finish Time:

Has this teacher attended the two-day *Stepping Out Reading and Viewing* session? Yes No	Not Evident	Somewhat Evident	Evident	Mostly Evident	Very Evident
Practices that Support Literacy Learning					
Atmosphere • Collaboration is evident. • Creativity is supported and there are high expectations for performance. • Personal differences are honoured and negotiated with respect. • Students and teachers interact as a learning team.					
Materials • Texts, reflective of the content area, are available and displayed appropriately. • Technology tools are used to research, to augment lessons and demonstrate performance. • Tools are available, organized and maintained. • The environment is print rich (e.g., word walls, anchor charts, student-produced work).					
Instructional Times Follows guidelines for instructional time: Explicit Instruction 10 – 20 minutes Inquiry 20 – 40 minutes Sharing 10 – 20 minutes					
Gradual Release Employs Gradual Release of Responsibility: Models, Monitors and Mentors					
Voices Active engagement: Teacher's voice 20% Students voices 80%					

Speaking and Listening

Before Speaking and Listening: *Students and teachers work together to establish norms for speaking and listening in the classroom. These norms are known to students and encourage risk-taking in classroom interactions.*
Before class discussions, **students:**
write or draw to explore their ideas.
are in the moment (mentally present and prepared to participate).
Before class discussions, the **teacher:**
considers the various forums for speaking and listening (e.g., exploratory talk, paired/whole-class discussion, debate, oral reports)
models speaking and listening skills (e.g., evaluating, considering, note-making, identifying key ideas, arguing, refuting, explaining, persuading).

During Speaking and Listening: *Students are expected to speak daily and are given a variety of opportunities to share (pairs, small group, informal and formal presentations).*	
During class discussions, **students:**	
	listen to others' contributions.
	identify important points to consider (big ideas).
	make notes for response (mental, or in writing).
	respond to other students' contributions without waiting for the teacher to contribute.
	support, refute, defend, provide constructive criticism of others' contributions.
	consider characteristics such as diction, tone, volume, body language, eye contact, gesturing and timing.
During class discussions, the **teacher:**	
	encourages student input.
	paraphrases student contributions.
	invites student feedback on peer contributions.
	asks students to expand on a contribution (their own or other's).
	asks students to explain another student's contribution in a different way.
	asks students to predict the outcome of an idea or suggestion.
	proposes "what if" scenarios to consider and to which students can respond.
	makes connections between various student statements.
	provides adequate wait/think time.
	manages multiple student contributions.
After Speaking and Listening: *Students are encouraged to reflect on their personal and class interactions. Formative assessment is embedded in before, during and after speaking and listening activities to inform instruction.*	
After class discussions, **students:**	
	reflect on their spoken contributions through written journaling.
	honour the discussion by realizing its place, time and norms (i.e., confidentiality).
	consider and communicate how the discussion can lead to new ideas.
After class discussions, the **teacher:**	
	uses the discussion to inform further instruction.
	uses points as a springboard to the next lesson.
	reflects on professional practice (make changes or adjustments).
Observational notes pertaining to Speaking and Listening:	

Reading

Before Reading: *Pre-reading instruction is essential. It supports independent success.* **Important Note: Reading in this document pertains to understanding print and visual texts.**	
Before **students** begin to read, they:	
	share prior knowledge about the topic.
	read with a purpose.
	skim/scan the text and generate questions and ideas.
	research a topic to build background knowledge.
	make real-world connections to a topic prior to reading.
Before students are expected to read, the **teacher**:	
	builds prior knowledge (e.g., shows short video clips, provides anecdotes, examines vocabulary).
	suggests a purpose for reading and explains what they are learning and why.
	models how to approach and navigate a text (e.g., using text features: headings, cutaways, diagrams, captions, icons, colours).
	models the use of organizational tools (e.g., graphic organizers: Frayer Model, Concept Circles, Webs, Charts).
	determines next steps for instruction.
During Reading: *Independent reading broadens knowledge and develops fluency and comprehension. Students are learning how to read texts from a variety of fields as much as they are learning from the content of those texts. Both are critical to developing subject-specific literacy.*	
While **students** read, they:	
	use tools such as graphic organizers to organize information for a purpose.
	interact with the text (e.g., write questions, make personal connections, create diagrams to organize thoughts, create pictorial representations, use reference tools, reread sections.
	share and discuss questions, ideas and connections with peers and/or teacher.
As students read, the **teacher**:	
	conferences with students – topics include: strategy-use , discussing author purpose, challenging thinking beyond the text.
	determines next steps for instruction.
After Reading: *Post-reading instruction solidifies and/or extends comprehension. It is a reflective time to support communication and the application of what has been learned.*	
After **students** have read, they reflect and share (i.e., write, discuss, represent):	
	strategy use.
	how understanding has changed.
	future reading requirements.
	the value and potential of the information or ideas.
	their opinions, connections and questions about the text.
After students have read, the **teacher**:	
	supports and extends student responses.
	makes connections between student contributions.
	introduces new or interesting ideas.
	poses thought-provoking questions.
	determines next steps for instruction.
Observational notes pertaining to Reading:	

Writing

Before Writing: *Planning is critical to the writing process and teachers need to explicitly teach pre-writing strategies.*

Before **students** begin to write, they:

generate ideas about a topic.
establish audience and purpose.
consider forms (e.g., persuasive, procedural) to suit a purpose.
examine other texts for examples.
develop a tentative plan (e.g., sketch, use graphic organizers, make notes).

To support pre-writing, the **teacher**:

models planning techniques through "think alouds".
provides mini lessons (e.g., conducting research; choosing a topic; using tools, such as graphic organizers; using text forms particular to the discipline.
plans for next steps in instruction.

During Writing: *Writers require encouragement, instruction, tools and time to develop fluency. Not all drafts are published or completed. Much of what a writer drafts serves to clarify understanding, expose gaps, capture thoughts and generate new learning.*

During writing sessions, **students**:

translate ideas into sentences.
revise to suit audience and purpose; use suggestions from feedback to revise writing.
consult other texts for examples.
use writing tools (e.g., thesaurus, dictionary, writing folder, rubrics and editing checklists).
discuss parts of writing with peers/teacher.

To support drafting, the **teacher**:

models the drafting process.
shares the challenges of personal writing.
models how to revise considering audience and purpose.
confers to provide specific support (e.g., using writing strategies; improving a particular aspect, such as organization or word choice; developing points of interest; using revision techniques).
plans for next steps in instruction.

After Writing: *Writers collaborate, share and provide feedback to one another. Sharing time is essential.*

After writing sessions, **students**:

respond and react to others' writing.
self-assess.
set goals for progress.
make decisions about topics and forms for publishing.
share realizations, connections, questions and ideas.

To follow up writing, the **teacher:**

supports and extends student responses.
facilitates discussions.
provides feedback on drafts.
guides goal-setting for improvement.
acts as a final editor.
plans for next steps in instruction.

Observational notes pertaining to Writing:

Thank you for supporting literacy instruction for deeper learning.