

Date: \_\_\_\_\_ Campus: \_\_\_\_\_ Intervention Sessions Visited: \_\_\_\_\_

**What is the purpose of today's classroom visit(s)?** To gather data about . . .

## Success Indicator 1

The teacher efficiently follows the instructional routines to provide explicit instruction.\*

***When can you observe this indicator?***

- ☒ In small group intervention
- ☐ Through coaching conversation

\*Success Indicators represent actions that will drive student achievement with *Phonics for Reading*. The indicators progress in complexity, so you may consider starting with a focus on Indicator 1 and shifting attention to additional indicators once the first has been achieved. For more information, see the [\*Phonics for Reading Coaching Tool\*](#).

### Selected Look Fors:

- ☐ The teacher uses the script in the Teacher's Guide to ensure the activities are implemented with fidelity.
- ☐ The teacher provides step-by-step modeling (I do) with guided practice (We do) and independent practice (You do).
- ☐ The teacher keeps a brisk pace to efficiently move through each activity while still monitoring students' ability to demonstrate the skill.
- ☐ If student(s) make a mistake, the teacher uses the Monitor and Adjust boxes to provide immediate corrective feedback.

## Classroom Visit Data

**Observations Related to Today's Purpose and Look Fors:**

**What information from teachers would help you understand what you observed today?**

**Parking Lot:** On the back of this sheet, make note of important observations that are outside the scope of today's purpose.

# Phonics for Reading Classroom Visit Tool



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**What is the purpose of today's classroom visit(s)?** *To gather data about . . .*

**Success Indicator 2**

Students have opportunities to practice the target skill(s)\* in words, sentences, and texts.

*When can you observe this indicator?*

☒ In small group intervention

☐ Through coaching conversation

\*The target skill is the letter or letter combination being taught during the lesson (e.g., ã, ur, ew).

**Selected Look Fors:**

Teacher elicits frequent responses and students answer chorally saying the target sound or reading the word.

The teacher models reading a sentence with appropriate phrasing and prosody and then students practice reading the sentence.

As a culminating activity in each lesson, students read developmentally appropriate decodable text.

As the teacher monitors students' reading, they listen and offer corrective feedback whenever appropriate.

Students complete independent practice activities to further strengthen their decoding skills.

Other:

**Classroom Visit Data**

<b>Observations Related to Today's Purpose and Look Fors:</b>	<b>What information from teachers would help you understand what you observed today?</b>
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**Parking Lot:** *On the back of this sheet, make note of important observations that are outside the scope of today's purpose.*

# Phonics for Reading Classroom Visit Tool



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**What is the purpose of today's classroom visit(s)?** *To gather data about . . .*

**Success Indicator 3**

**The teacher monitors students' progress on a regular basis.**

*When can you observe this indicator?*

- ☒ In small group intervention
- ☒ During the Unit Check-Up administration
- ☒ Through coaching conversation

**Selected Look Fors:**

During instruction, the teacher provides affirmative and corrective feedback and documents student strengths and areas of need.

The teacher actively monitors student progress using the Firm Up strategy found in the Monitor and Adjust box.

The teacher administers the Unit Check-Up to monitor students' knowledge of the unit's target skills and determines if students are ready to move on or if they need additional support and practice.

The teacher uses the optional Fluency Checks to measure students' fluency over time.

Other:

**Classroom Visit Data**

<b>Observations Related to Today's Purpose and Look Fors:</b>	<b>What information from teachers would help you understand what you observed today?</b>
<div></div>	<div></div>

**Parking Lot:** *On the back of this sheet, make note of important observations that are outside the scope of today's purpose.*

# Phonics for Reading Classroom Visit Tool



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**What is the purpose of today's classroom visit(s)?** *To gather data about . . .*

**Success Indicator 4**

The teacher provides additional practice or reteaching when students have not yet demonstrated a skill successfully.

**When can you observe this indicator?**

☒ In small group intervention

☒ Through coaching conversation

**Selected Look Fors:**

☐ The teacher provides timely corrective feedback and Firm Up strategies to address student errors.

☐ Other:

☐ The teacher provides additional support and reteaching to individual students or small groups when needed.

☐ The teacher uses the Analysis of Formative Assessment Data\* and informal observations to inform reteaching of skills to individual students or small groups.

**Classroom Visit Data**

<b>Observations Related to Today's Purpose and Look Fors:</b>	<b>What information from teachers would help you understand what you observed today?</b>

**Parking Lot:** *On the back of this sheet, make note of important observations that are outside the scope of today's purpose.*

\*The Analysis of Formative Assessment Data table is located at the end of the Unit 1 Check-Up in each level's Teacher Guide.