SESC Educational Cooperative

A Look at Literacy

School	Teacher/Room#	Date	Grade	Dept./Course	Time

Literacy Strand-*Literate Environment* /CHETL- *Learning Climate*	
Literate Environment	___Literacy rich environment (physical space) ___Literacy rich experiences (books, resources, modeling) ___Use of cooperative learning/varied instructional strategies to foster literacy (reading, writing, speaking, listening, language) ___Students have opportunities to see and hear adults model fluent reading, thinking, & writing. ___Students write, discuss, and speak for a variety of audiences and purposes ___Students have opportunities to interact with peers and adults in response to texts.
Learning Climate	___The classroom is well organized, visibly inviting, and stimulating. ___Use of physical and virtual space is connected to learning. ___Instructional time is used effectively (not wasted). ___Evidence of high expectations for all students. ___Effective classroom management. ___Positive interaction between teacher/students, students/students ___Student work : __Displayed __Current __w/ Standard __w/ descriptive & specific feedback
Literacy Strand-*Curriculum*/CHETL-*Knowledge of Content*	
Learning Target	
Essential Question	
Learning Targets are…	___posted ___referenced and communicated with students ___documented in lesson plan ___written in student friendly language ___congruent/___correlated/___not connected to KCAS/CC/POS
Content Standard	
***Reading Component(s)**	___phonemic awareness ___fluency ___phonics ___comprehension ___vocabulary
Lesson Content	*How is lesson/activity connected to KCAS/CC/POS? Learning Target?* ___congruent ___correlated ___not connected
Literacy Strand-*Instruction*/CHETL-*Instructional Rigor & Student Engagement, Instructional Relevance*	
Teacher Location	___In front of room ___Circulation throughout the room ___Working with individual students ___Alone at desk or computer
Teacher Activities	___Direct Instruction ___ Reading Aloud to class/group ___Leading Discussion ___ Providing Accommodations ___Supporting Lead Activities ___ Using technology to enhance the lesson ___Monitoring Student Performance ___Embeds literacy strategies into lesson ___Providing descriptive feedback
Student Engagement	___ # actively engaged ___# Off Task ___# Passively engaged/compliant ___# Sleeping
***Reading Strategy** (list name of specific strategy if possible)	Pre-Reading During Reading Post-Reading

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Student Activities	____Individual Work ____Small Group Work ____Whole Group Work
	____Using textbooks ___Workbooks/sheets ___Note taking ___Assessment ___Discussion ___Listening ___Stations/Centers ___Hands-On ___Presenting ___Using Technology ___Writing to Learn ___Writing to demonstrate learning
Differentiation	____Of Content (What students are learning is different.) ____Of Process (How students are learning is different.) ____Of Product (How students are demonstrating learning is different.) ____No evidence of differentiation observed. (Content/process are the same for all.)
Rigor/Relevance	*Questioning/Activity Level* __Knowledge ___Comprehension ___Application ___Analysis ___Synthesis ___Evaluation *Talker/Thinker/Doer* ___The **student** is the primary talker/thinker/doer. ___The **teacher** is the primary talker/thinker/doer. *Relevance* ___The student has little to no opportunity to make meaning/connections with learning. ___The students can connect learning experiences to prior learning in the same content. ___The students can connect learning across disciplines and make meaning from learning. ___Text to Self ___Text to Text ___Text to World

Literacy Strand-*Assessment*/CHETL-*Classroom Assessment & Reflection*	
Use of Formative Assessment (List)	
*Use of Formative Assessment (specific to 5 components of reading)	
Use of Summative Assessment (List)	
Evidence of Self-Assessment (Students)	

*Feedback (targeting the 5 components of reading)
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Observer's Signature	**Date**