

Observation Coding

	Low Literacy Support	Medium Literacy Support	High Literacy Support
Overall Profile	Teacher spends less time on literacy instruction and more time on other issues such as classroom management, transitions, and/or discipline. Children are primarily passive during literacy instruction and/or literacy instruction is clearly in conflict with best practices. (Paterson et al., 2003). Worksheets are common. Children are not given a lot of choice in the classroom.	Teacher spends a large percentage of his/her instructional time on literacy events, but those events include less student input or choice. While there is evidence of best practice models, these attempts are not always successful (Paterson et al, 2003). Worksheets are used occasionally. Students are given some choice in the classroom. Students are sometimes active in their demonstrations of learning.	Teacher spends most of his/her instructional time on literacy events. The nature of these events is congruent with best practices in early literacy and students are highly active in constructing these events (Paterson et al., 2003). Worksheets are used rarely in the classroom. Students are given choice and are active in their demonstrations of learning. Teacher offers varied levels of scaffolding throughout the day, as needed. (modeled, shared, guided, independent)
Read Alouds	Teacher reads books to students but does not actively engage the listeners and does not develop adequate background knowledge. Teacher may not have a clear purpose or objective for reading.	Teacher sometimes reads aloud to students, modeling a couple strategies. Teacher may or may not engage listeners while reading. Teacher may only cursorily teach adequate background knowledge or critical thinking about book.	Teacher regularly reads aloud to students, modeling the strategies and skills that lead to comprehension. Teacher engages the listeners, developing background knowledge, comprehension skills, and critical thinking.
Shared/Interactive Reading	Teacher does not conduct shared/interactive reading regularly or has an inappropriate or unclear objective/purpose for reading. No think alouds or conversations around the text occur during the lesson	Teacher regularly conducts shared/interactive reading lessons. The objective/purpose may or may not be clear. The teacher asks questions during the book, but he/she may interrupt reading too frequently or may ask questions that are irrelevant to the purpose for reading the book. Questions may only be lower level thinking questions. Teacher may or may not identify relevant language features, discuss unfamiliar vocabulary or think aloud while reading the book.	Teacher regularly conducts shared/interactive reading lessons. These lessons have a clear, discernable objective/purpose that is appropriate for the instructional level of the class. The teacher models the behavior of a reader for the students, thinking aloud occasionally. Teacher asks a few carefully planned questions during the book. Teacher has a conversation about the text and asks students to help use information from the text to help them make meaning, identify relevant language features, discuss unfamiliar vocabulary, and think critically about the text. The

			teacher models how good readers process texts by “thinking aloud” from time to time. These “think-alouds” relate to the shared learning goal. Big books may be used with large groups.
Guided Reading	Teacher does not conduct small guided reading groups regularly or does not use leveled readers when meeting with small groups of students. May use heterogeneous groupings.	Teacher regularly conducts guided reading with small groups of students; however, objective/purpose may not be clear. OR teacher may not use clear, lesson cycle with lesson (introduction, objective, picture walk, modeled input, student practice). Mostly homogenous groupings, but groupings may be fixed.	Teacher regularly conducts guided reading lessons with small groups of students using individual books. Objective/purpose for guided reading is clear. Teacher uses clear lesson cycle while reading with students (introduction, objective, picture walk, modeled input, student practice). Groups are homogenous and flexible.
Independent Reading	Students are not given any opportunities to read by themselves. Books on students’ independent reading level are not available.	Teacher gives students opportunities to read independently; however, there is not a lot a choice involved in which books they choose and the books may not be on their independent reading level.	Teacher gives students regular opportunities to read independently. Students are allowed to choose from a variety of books and genres on their independent reading level.
Modeled Writing	Teacher does not model writing for the students.	Teacher occasional models writing for the students or only does modeled writing, to the exclusion of shared writing. Teacher may or may not do think alouds during instruction.	Teacher regularly models writing and demonstrates a range of skills, processes, and strategies for writing. Teacher thinks aloud as he/she writes. Minilessons are used to teach specific strategies and skills.
Shared Writing	Teacher does not use shared writing in the classroom.	Teacher conducts shared writing occasionally in classroom. Teacher and students both contribute to the activity; however, student role may be minimized. Teacher may only minimally scaffold students understanding of writing.	Teacher conducts shared writing in the classroom regularly. There is a clear objective. Minilessons are used to teach specific strategies and skills. Teacher and students contribute to the writing and the activity is a collaborative process. Some sharing of the pen. Teacher scaffolds students’ understanding of writing and encourages the reciprocal process of reading/writing.

Guided Writing	Teacher does not incorporate guided writing into the classroom.	Teacher occasionally meets with small groups of students to guide and support them as they write.	Teacher supports and scaffolds student writing in small groups regularly. Groups are flexible. Teacher uses guided writing as a time to guide and support students based on their particular set of needs.
Independent Writing/Journals	Students are not expected or given opportunities to write regularly on their own in the classroom.	Students are expected to write independently regularly; however, there is very little choice when they write. There may be prescribed writing, prompts, or boundaries for their writing. Teacher may not conference with students about their writing or may conference only cursorily with students.	Students write daily in their journals. There is a clearly defined process that the students use to write. Students are given choice and freedom to write about what matters to them. Teacher conferences regularly with students about their writing and uses these conferences to plan future instruction.
Word Work/ Word Study	Teacher does not do word work regularly with students. No word wall evident.	Teacher does word work with the students; however, teacher may not regularly model the strategies for working with the words and may or may not differentiate the word work according to each student's needs. Word work may involve worksheets. Word wall present.	Teacher has a clear objective for word work. Teacher models word work for the students and then has the students work independently on differentiated word work, according to each student's needs. Students physically manipulate words/cards for activity. Word wall present, visible, and used regularly. Word study focuses on building interest in words and on looking for patterns in words.
Phonological Awareness	No evidence of phonological awareness in classroom.	Teacher teaches phonological awareness regularly but teaches it independently of other aspects of literacy.	Teacher incorporates phonological awareness activities regularly and in a variety of contexts. Integrated seamlessly into daily activities.
Alphabetic Principal	Teacher emphasizes letter of the week. Worksheets and art projects on each letter are used.	Teacher addresses alphabetic principal regularly; however, it may be taught as an independent activity and not integrated into other areas of literacy or it may be overemphasized to the exclusion of other important aspects of literacy.	Teacher integrates alphabetic principal into other daily activities.

Integration of Literacy Across the Curriculum	Teacher does not integrate literacy into other areas of the curriculum.	Teacher sometimes integrates literacy into other areas of the curriculum.	Teacher integrates literacy regularly into all areas of the curriculum. Reading and writing integrated as well and integrated within content areas. Teachers make many cross-curricular connections.
Social Interaction	Teacher does not allow students to interact or collaborate regularly in the classroom. Children are often asked to not talk. Generally a quiet classroom.	Teacher may allow students to interact with other students, but the purpose for the interaction is not clear. Teacher does not model interactions for students.	Teacher encourages students to interact and collaborate on a regular basis with partners or small groups at appropriate times in the classroom. Teacher models these interactions for students. Classroom is often noisy with students interacting but the noise is not distracting. All levels of conversations take place regularly. Children have conversations with each other, and teachers have conversations with students.
Classroom Management/ Instructional Time	Teachers spends much of the instructional time managing behavior and/or expectations. Instructional activities are interrupted excessively to address management and/or behavioral issues.	Teacher uses much of the instructional time well. Good organization in classroom; however, expectations may not always be clear. Instructional activities may be interrupted regularly to address management and/or behavioral issues.	Teacher uses almost every minute of class time well. Teacher turn even mundane routines into instructional events. Teachers are excellent classroom managers. Discipline issues handled quickly and quietly.
Levels of Support/Scaffolding	Teacher relies on modeling and/or independent practice only. Does not provide scaffolding within students' zone of proximal development.	Teacher uses some levels of support (modeling, guided, shared), and provides some opportunities for independent practice. Scaffolding may be inadequate or not aligned with developmentally appropriate practice.	Teacher uses a lot of scaffolding and all levels of support (modeling, guided, shared), providing support and scaffolding learning in the child's zone of proximal development, as needed. Allows time for independent practice.