Evaluation of Delaware's State Improvement Grant:

2007 4-12 SSSR/IMPACT

Classroom Observations

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2007
Grade 4-12
SSSR/IMPACT Classroom Observations

The Delaware Department of Education (DDOE) contracted with the University of Delaware's Education Research and Development Center (R & D Center) to help evaluate the Delaware State Improvement Grant (DelaSIG). As part of the reporting of Delaware's State Improvement Grant (DelaSIG), the Delaware Education Research and Development Center (R & D Center) completed a study on the classroom instructional activities of teachers who attended either one or both Delaware Department of Education (DDOE) professional development program(s) designed to help focus teacher instruction of struggling readers in Grades 4 through 12, *Success for Secondary Struggling Readers (SSSR)* Institute I or *Implementing Multiple Practices for Activating Comprehension in Teaching (IMPACT) Reading* training*,* also known as SSSR Institute II. This strand of the evaluation plan, the classroom observations at the 4-12 grade levels, was completed first in 2006 and again in 2007. Here, results from this year's classroom observations provide a detailed look at the instruction and instructional activities within the randomly selected classrooms.

Program Background

Each of these programs (SSSR and IMPACT) includes 30 hours of training in reading content knowledge, pedagogy, and application. An additional 60 hours of implementation are necessary to meet the requirements of each "cluster", a 90-hour professional development program provided by the DDOE. A complete description of the content and requirements of the SSSR cluster can be found on the DDOE website at http://www.doe.k12.de.us/files/pdf/reading_clusters.pdf; in addition, a complete description of the content and requirements of the IMPACT cluster can be found on the DDOE website at http://www.doe.k12.de.us/programs/reading/readingimpact.shtml.

Training for SSSR and IMPACT was provided though a *Train the Trainer* Model in five, six-hour modules. SSSR modules include: Assessment and Word Identification, Assessment and Fluency, Assessment and Vocabulary, Assessment and Comprehension, Motivation and Instructional Management, and DAR administration. IMPACT modules include: Word Identification and Fluency, Assessment for Teaching and Learning, Vocabulary, Comprehension, and Motivation and Instructional Design for Reading. All

teachers who were participating in SSSR and/or IMPACT cluster training(s) were notified their classroom may be randomly selected for observation in the spring of 2007.

Survey Instrument

The observation instrument used to guide these sessions was developed in a collaborative effort by the R & D Center and the SSSR/IMPACT cluster developers at DDOE during the 2004-2005 school year. During the fall of 2004, participants of SSSR (Institute I) were encouraged to use the developed instrument as part of their own self evaluation and professional development. Many participants paired up, conducted observations, and exchanged feedback with one another during the year. Since this initial data was intended for purposes of self-evaluation, it was not collected by the R & D Center.

During the fall of 2005, the instrument was made available to all IMPACT participants, prior to any official observation, to help familiarize the teachers with it. In the spring of 2006, the classrooms of 12 randomly selected IMPACT participants were observed. Results from those 2006 classroom observations can be found at http://www.rdc.udel.edu/reports/t060701.pdf.

During the fall of 2006, current SSSR and IMPACT participants were given the opportunity to familiarize themselves with the instrument prior to any official observation. In the spring of 2007, the classrooms of a randomly chosen group of SSSR and/or IMPACT participants were selected for observation; classroom observations were conducted during February 2007 (N = 8).

Method

2007 Sample

All IMPACT participants teaching in Delaware public schools were identified for sampling purposes. A stratified random sample of 15% of the IMPACT participants was selected and an alternate pool was developed. However, because three educators were not available due to personal reasons only eight classroom observations (11% of the identified IMPACT participants) were observed.

Instrumentation

The observation instrument used, *Determining the Quality of Classroom Reading Instruction Based on the Innovation Configuration Component of the Concern Based*

Adoption Model (C-BAM)[1], was co-developed by the R & D Center and the Institute developers at DDOE. The instrument, an observational checklist, was designed to obtain accurate, behaviorally explicit measures to assess the degree of program implementation at the classroom level. The instrument directs the trained observer to note whether or not particular behaviors have been implemented. Each area of the instrument is designed to capture the research-based instructional concepts identified within the professional development clusters of SSSR and IMPACT. Instructional methods addressed within the observation instrument include: explicit instructional strategies, coordinated instructional sequences, ample practice opportunities, aligned student materials, and student grouping. Instruction components represented within the instrument include: Word Identification Strategies, Explicit Fluency Instruction, Explicit Vocabulary Instruction, Reading Comprehension Strategies, and Instructional Environment/Climate.

Most items listed in the instrument correspond with practices associated with Scientifically Based Reading Research (SBRR); however, several common, yet inappropriate, practices are also included (e.g. round robin reading) in order to assess their frequency of occurrence.

Observer Training and Inter-rater Reliability

The R & D Center coordinated and assisted in the instrument training conducted by a reading specialist who participated in the development of the instrument and both professional development clusters: SSSR and IMPACT. Two DOE teachers on loan were trained in January 2007 and classroom observation data was collected in February 2007. As with all quality evaluation projects, the evaluation of the DelaSIG warrants high inter-rater reliability; several steps were taken to achieve this goal. Two days of training were held on the use of the instrument, coordinated by the R & D Center, and led by a reading specialist who had participated in the instrument's development. Evaluators from the R & D Center and DOE personnel were trained to use the instrument.

- On the first day, observers worked to operationally define all terms in the instrument in the morning. Additionally, for each item, vignettes of possible behaviors and descriptions of activities were presented. In the afternoon, a practice classroom observation was conducted.

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[1]Due to the recent development of this instrument, psychometric analyses have not been conducted nor have patterns of reliability and validity been found.

- During the second day, the observation data from the previous day was discussed until observers came to a consensus concerning the activities and behaviors that were seen in the classroom. The afternoon was spent in a second classroom observation followed by a lengthy discussion/consensus building session.

- Finally, as homework, observers were each given a one hour DVD of a classroom language arts lesson to watch and score independently. The results of this homework activity were used to obtain inter-rater reliability scores.

Inter-rater reliability was calculated for the trained observers who conducted the observations against the panel of experts who adopted the key to the DVD. With project observers trained on this instrument, an inter-rater reliability with a range of .87 to .91 for the *observance of activity* was obtained. The inter-rater reliability rates for agreement are calculated as exact agreement.

Results

The ratings are percentages of recorded responses collected by the observers from all teachers observed. Results reported here should be considered baseline results as most of the SSSR and/or IMPACT professional development instructional training occurred recently. Further, with regard to frequency of observed practices, it can be argued that every practice is not appropriate in every classroom every day; however, the indicators of instructional behaviors recorded here were derived from a collaboration of program developers and trainers and should represent an accepted standard. Differentiating outcomes by frequency may provide focus to on-site coaching and collaboration efforts and useful information for future project-wide professional development. A sampling of observed behaviors is divided into sections by frequency of occurrence. The frequency of observed activities and behaviors were separated into four categories: items with high frequency of use (between 76%-100%), items with above average frequency of use (between 51%-75%), items with low to average frequency of use (between 26%-50%) and items with no to low frequency of use (between 0%-25%). Observed frequencies of selected items are highlighted here; all the observed frequencies can be found in Appendix A of this report.

Items with high frequency of use (between 76%-100%)

Within the classrooms' observed, instruction in these areas was delivered with high frequency. Most teachers:

- made clear, appropriate behavioral expectations evident,

- throughout the lesson, responded meaningfully to students' questions and behaviors, and
- provided follow-up activity(s) focused and tied to the text.

Items with above average frequency of use (between 51%-75%)

Within the classrooms' observed, instruction in these areas was delivered with above average frequency. Many teachers:

- read aloud and read with appropriate expression,
- encouraged students' to expand on their ideas as they spoke or wrote,
- guided students into a summary or reflection on the topic, and
- verbally connected instruction to real world context(s).

Items with low to average frequency of use (between 26%-50%)

Within the classrooms' observed, instruction in these areas was delivered with some frequency. Some teachers:

- provided visual, auditory, or kinesthetic aides or other printed materials on the topic when it came to reading comprehension,
- monitored students' reading,
- verbally linked the target vocabulary practice to later instruction,
- built connections to other words using explicit vocabulary instruction, and
- provided closure at the end of the class period.

Items with no to low frequency of use (between 0%-25%)

Within the classrooms' observed, instruction in these areas was delivered with no or low frequency. No or few teachers:

- explicitly instructed students in a word identification strategy,
- used visual examples to explicitly teach students how to mark or chunk text into phrases,
- gave students a visual presentation of words to be decoded,
- adjusted assignments in order to reach the needs of all learners, or
- explicitly instructed students in interpersonal/small group skills.

Overall, this year's classroom observation data yielded a snapshot of current practices within the randomly selected classrooms of teachers trained in SSSR and/or IMPACT. Areas of instructional behaviors with high and low frequency were reported and the analysis of this data should help instructors be more aware of their instructional behaviors, inclinations, and biases. In addition, program developers may see areas where additional professional development activities would be beneficial to adopt.

Conclusions

This data reflects a baseline compilation of information that may help guide and improve instructional activities at the classroom, school and state level. Reviewing these documents on a regular basis may provide an unambiguous picture of areas where schools are succeeding with their use of SBRR practices and areas where efforts to improve could be directed. For example, areas where survey results indicate the frequencies of use of SBRR practices are promising include:

- all of the teachers (100%) responded meaningfully to students' questions and behaviors throughout the lesson,
- none of the students used rote memorization, and
- most of the teachers (88%) did not facilitate student reading in a round robin fashion.

Further, areas where survey results indicate further development in the teachers' use of SBRR practices may be needed because:

- only about one-third of the teachers (38%) used a visual representation of the word to be decoded during instruction,
- three-quarters of the teachers (75%) did not check students' accuracy while using word identification strategies,
- none of the teachers used a dictionary while explicitly instructing students in key vocabulary concepts related to the material the students are reading.
- one-half of the teachers (50%) did not provide closure at the end of the class period.

In the observed classrooms:

- more than one-half (63%) did not have reading materials readily available to students,
- one-half (50%) did not contain a wide variety of reading materials,
- none of the students used a dictionary.

Using these data, instructors can begin to self evaluate their use of SBRR practices by monitoring and improving the quality of their classroom practices; this should enable them to further develop and improve their SBRR practices. Program developers can use these data to help determine areas where focused professional development activities would help instructors to increase their use of SBRR instructional practices.

Delaware State Improvement Grant
Determining the Quality of Classroom Reading Instruction
Based on the Innovation Configuration Component of the Concern Based Adoption Model (C-BAM)

Instructions:

For each teacher, please complete the attached instrument by checking the box that appropriately reflects all teacher or student behaviors you have observed (or have seen evidence of) during the observation.

Teacher name: Completed pre-observation questionnaire? Y   or   N

Date of observation :   Time of Class :   Total minutes observed :

Person completing instrument :

Grade level observed (circle one) :   4th   5th   6th   7th   8th   9th   10th   11th   12th

Number of Students :

AREA I: Word Identification Strategies

1. Teacher **explicitly instructs** the students in an appropriate word identification strategy. For example, HINTS, SPLIT, structural analysis, or other. **"I do, you watch."** **Specify the strategy:** _____	Teacher explains	
	• what the strategy includes,	❑Yes 0% ❑ No 100%
	• why it is important,	❑Yes 12.5% ❑ No 87.5%
	• when to use the strategy.	❑Yes 12.5% ❑ No 87.5%
	Teacher uses visual representation of the word to be decoded.	❑Yes 37.5% ❑ No 62.5%
2. Teacher **models** the word identification strategy. **"I do, you watch."**	Teacher gives students a visual presentation of the word.	❑Yes 37.5% ❑ No 62.5%
	Teacher explicitly goes through the strategy's steps with the word.	❑Yes 12.5% ❑ No 87.5%
	Teacher provides additional words to decode when students appear confused.	❑Yes 12.5% ❑ No 37.5% ❑ N/A 50%

3. Teacher provides opportunity for students to use the word identification strategy **in guided practice.** **"You do, I help"**	Teacher is engaged in students' attempts to use the strategy just modeled, For example, the teacher:	❏Yes 12.5%　　❏ No 87.5%
	• is within the proximity of the students,	❏Yes 12.5%　　❏ No 87.5%
	• is listening to the students,	❏Yes 12.5%　　❏ No 87.5%
	• provides feedback, when appropriate, by clarifying students' misunderstandings.	❏Yes 12.5% ❏ No 12.5% ❏ N/A 75%
	• provides hurtful feedback.	❏Yes 0%　　❏ No 100%
	Teacher provides a visual presentation of the words to decode. (Visual presentation of the words to decode may include word walls and or word lists with content vocabulary words).	❏Yes 12.5%　　❏ No 87.5%
	Peer(s) provides hurtful feedback.	❏Yes 0%　　❏ No 100%
	Students are grouped into:	❏ Whole group 50% ❏ Large group 0% ❏ Small group 12.5% ❏ Pairs 0% ❏ Individuals 0%　　❏ N/A 37.5%
	Teacher checks for accuracy.	❏All or Most 12.5% ❏ Some 0% ❏ Few 12.5%　　❏ None 75%
	Students show accuracy in the use of the strategy.	❏All or Most　N/A ❏ Some　N/A ❏ Few to None　N/A
	Teacher verbally links the word identification strategy to later instruction.	❏Yes 12.5%　　❏ No 87.5%

4. Teacher provides opportunity for students to practice identifying and using words **in independent reading**. *"You do, I watch."*	Teacher assigns independent practice to the students.	❑Yes 12.5% ❑ No 87.5%
	Students are engaged (i.e. on task) in independent practice.	❑All or Most 12.5% ❑ Some 0% ❑ Few 0% ❑ None 87.5%
	Students are grouped into:	❑ Whole group 25% ❑ Large group 0% ❑ Small group 0% ❑ Pairs 12.5% ❑ Individuals 0% ❑ N/A 62.5%
	Students use a word identification strategy to decode unfamiliar words.	❑All or Most 0% ❑ Some 0% ❑ Few 12.5% ❑ None 50% ❑ If silent, not observed 37.5%

AREA II. Explicit Fluency Instruction

1. Teacher **explicitly instructs** the students how to use correct phrasing and intonation. For example, paired reading, choral reading, "Say Something", or timed silent reading or other. **"I do, you watch."**	Teacher explains:	
	• what the skill includes,	❏Yes 37.5% ❏ No 62.5%
	• why it is important,	❏Yes 37.5% ❏ No 62.5%
	• when to use the skill. *(For example, how you stress certain words can make a difference in meaning).*	❏Yes 12.5% ❏ No 87.5%
	Teacher uses visual examples to explicitly teach students how to mark or chunk text into phrases (e.g. overheads).	❏Yes 25% ❏ No 75%
2. Teacher models fluent reading. For example, phrase cued reading of connected text or uninterrupted oral reading of extended passages. **"I do, you watch."**	Teacher reads aloud.	❏Yes 62.5% ❏ No 37.5%
	Teacher reads with appropriate expression.	❏Yes 62.5% ❏ No 37.5%
	Teacher reads an extended passage.	❏Yes 50% ❏ No 50%

AREA II. Explicit Fluency Instruction

3. Teacher provides opportunities **for guided practice** in fluent reading at either: a) word level (e.g. word wall, charts, lists), b) phrase level, or c) extended passage(s) (e.g. books, magazines, poetry, essays). **"You do, I help."**	Students read aloud.	❑All or Most 75% ❑ Some 0% ❑ Few 0% ❑ None 25%
	Teacher is engaged in students' attempts to use **the strategy just modeled** For example, the teacher:	❑Yes 50% ❑ No 50%
	• is within the proximity of the students,	❑Yes 50% ❑ No 50%
	• is listening to the students,	❑Yes 50% ❑ No 50%
	• provides feedback, when appropriate, by clarifying students' misunderstandings.	❑Yes 50% ❑ No 0% ❑ N/A 50%
	• provides hurtful feedback	❑Yes 0% ❑ No 100%
	Students are reading in a round robin fashion.	❑Yes 12.5% ❑ No 87.5%
	Peer(s) provides hurtful feedback.	❑All or Most 0% ❑ Some 0% ❑ Few 12.5% ❑ None 87.5%
	Teacher checks for accuracy.	❑All or Most 25% ❑ Some 12.5% ❑ Few 0% ❑ None 62.5%
	Students show accuracy in fluent reading.	❑All or Most 25% ❑ Some 12.5% ❑ Few 0% ❑ None 25% ❑ If silent, not observed 37.5%
	Teacher provides opportunities for students to summarize what they just read (orally or in writing).	❑Yes 62.5% ❑ No 37.5%
	Students are grouped into:	❑ Whole group 75%❑ Large group 0% ❑ Small group 0% ❑ Pairs 25% ❑ Individuals 0%
	The guided reading activity occurs for:	❑Less than 5 minutes 25% ❑ 6-20 minutes 25% ❑ More than 20 minutes 25% ❑ N/A 25%

AREA II. Explicit Fluency Instruction

4. Teacher provides opportunities for **independent reading practice** (can be silent or oral). *"You do, I watch."*	Teacher assigns independent practice to the students.	❑Yes 25% ❑ No 75%
	Teacher verbally links the guided fluency practice to later instruction.	❑Yes 12.5% ❑ No 87.5%
	Students show fluent reading.	❑All or Most 12.5% ❑ Some 37.5% ❑ Few 0% ❑ None 25% ❑ If silent, not observed 25%
	Students are engaged (i.e. on task) in oral reading fluency activity(s).	❑All or Most 50% ❑ Some 12.5% ❑ Few 0% ❑ None 37.5%
	Students are grouped into:	❑ Whole group 87.5% ❑ Large group 0% ❑ Small group 0% ❑ Pairs 12.5% ❑ Individuals 0%

AREA III: Explicit Vocabulary Instruction

1. Teacher **explicitly instructs** students in key vocabulary concepts **related to the material** the students are reading. *"I do, you watch."*	Teacher explains why the target words are important.	❑Yes 25% ❑ No 75%
	Targets words that are tied to text.	❑Yes 37.5% ❑ No 62.5%
	Teacher builds on student's prior knowledge.	❑Yes 50% ❑ No 50%
	Teacher builds connections to other words.	❑Yes 50% ❑ No 50%
	Teacher uses a dictionary	❑Yes 0% ❑ No 100%
2. Teacher **models** using target words in examples. *"I do, you watch."*	Teacher provides example(s) of target word(s) used in a related context(s).	❑No examples 50% ❑One example 12.5% ❑ More than one example and more than one context 37.5%

AREA III: Explicit Vocabulary Instruction

3. Teacher provides opportunity for students' to use the target words in **guided practice** (can be written, verbal, or silent practice). *"You do, I help."*	Teacher is engaged in students' attempts to use the strategy just modeled. For example, the teacher:	❑Yes 37.5% ❑ No 62.5%
	• is within the proximity of the students,	❑Yes 37.5% ❑ No 62.5%
	• is listening to the students,	❑Yes 37.5% ❑ No 62.5%
	• provides feedback, when appropriate, by clarifying students' misunderstandings.	❑Yes 37.5% ❑ No 62.5%
	• provides hurtful feedback.	❑Yes 0% ❑ No 100%
	Teacher checks for accuracy.	❑All or Most 12.5% ❑ Some 25% ❑ Few 0% ❑ None 12.5% ❑ If silent, not observed 50%
	Students show accuracy in their use of target vocabulary words.	❑All or Most 12.5% ❑ Some 0% ❑ Few 12.5% ❑ None 25% ❑ If silent, not observed 50%
	Students use dictionary.	❑All or Most 0% ❑ Some 0% ❑ Few 0% ❑ None 100%
	Peers provide inaccurate or hurtful feedback.	❑All or Most 0% ❑ Some 0% ❑ Few 25% ❑ None 75%
	Students use rote memorization.	❑Yes 0% ❑ No 100%
	Students repeatedly write the word(s) or definition(s).	❑Yes 0% ❑ No 100%
	Students are grouped into:	❑ Whole group 100% ❑ Large group 0% ❑ Small group 0% ❑ Pairs 0% ❑ Individuals 0%

AREA III: Explicit Vocabulary Instruction

4. Teacher structures opportunities for students to **independently practice** using target word(s) in writing or reading text. **"You do, I watch."**	Teacher verbally links the target vocabulary practice to later instruction.	❑Yes 37.5% ❑ No 62.5%
	Teacher assigns independent practice.	❑Yes 37.5% ❑ No 62.5%
	Students are engaged (i.e. on task) in vocabulary development activities.	❑All or Most 12.5% ❑ Some 25% ❑ Few 0% ❑ None 62.5%
	Students are grouped into:	❑ Whole group 75% ❑ Large group 0% ❑ Small group 12.5% ❑ Pairs 0% ❑ Individuals 0% ❑ N/A 12.5%

AREA IV. Reading Comprehension Strategies

Before Reading		

1. Teacher **explicitly instructs** students using a reading comprehension strategy(s).
    For example: a reading comprehension strategy may include identifying the main idea, summarizing, notetaking, anticipation guide, or other.
 	
    "I do, you watch"
	Teacher explains:	

	• what the strategy includes,	❑Yes 25% ❑ No 75%
	• why it is important,	❑Yes 25% ❑ No 75%
	• when to use the strategy.	❑Yes 25% ❑ No 75%
	Teacher identifies the students' preconceived notions.	❑Yes 50% ❑ No 50%
2. **Teacher models** or teaches students how to use one or more of the reading comprehension strategies. **"I do, you watch"**	Teacher provides visual, auditory, or kinesthetic aides or other printed materials on the topic.	❑Yes 50% ❑ No 50%
	Teacher models the comprehension strategy using a passage(s).	❑Yes 25% ❑ No 75%

3. Teacher provides students with **guided practice** of the comprehension strategy just taught. *"You do, I help"*	Teacher is engaged in students' attempts to use the strategy. For example:	❑Yes 62.5% ❑ No 37.5%
	• is within the proximity of the students,	❑Yes 62.5% ❑ No 37.5%
	• is listening to the students,	❑Yes 62.5% ❑ No 37.5%
	• provides feedback when appropriate, by clarifying students' misunderstandings.	❑Yes 62.5% ❑ No 37.5%
	• provides hurtful feedback	❑Yes 0% ❑ No 100%
	Students practice using the strategy in a structured activity(s) (ex: role playing, jigsaw, think/pair/share or other).	❑All or Most 25% ❑ Some 37.5% ❑ Few 0% ❑None 37.5%
		❑ Whole group 62.5% ❑ Large group 0% ❑ Small group 0% ❑ Pairs 37.5% ❑ Individuals 0%
	Students are grouped into:	
		❑All or Most 37.5% ❑ Some 12.5% ❑ Few 12.5% ❑ None 25%
	Teacher checks for accuracy on the strategy just taught.	❑ If silent, not observed 12.5%

AREA IV. Reading Comprehension Strategies

4. Teacher structures opportunities for students to **independently practice** the comprehension strategy taught. ***"You do, I watch"***	Teacher assigns independent practice.	❑Yes 25% ❑ No 75%
	Students show accuracy in the use of the strategy.	❑All or Most 12.5% ❑ Some 0% ❑ Few 0% ❑ None 37.5% ❑ If silent, not observed 50%
	Students are grouped into:	❑ Whole group 87.5% ❑ Large group 0% ❑ Small group 0 % ❑ Pairs 12.5% ❑ Individuals 0%
	Students are engaged (i.e. on task) in the reading strategy.	❑All or Most 25% ❑ Some 0% ❑ Few 12.5% ❑ None 62.5%

AREA IV. Reading Comprehension Strategies

During Reading		
5. Teacher monitors students' reading. ***"You do, I watch"***	Teacher monitors students' reading.	❑Yes 50% ❑ No 50%
	Teacher attends to students as they read.	❑Yes 50% ❑ No 50%
	During reading, students are engaged (i.e. on task) in the reading task.	❑All or Most 37.5% ❑ Some 25% ❑ Few 0% ❑ None 37.5%
After Reading		
6. Teacher follows up the text with an oral or written activity(s) to ensure understanding of reading.	Students are guided into a discussion on the topic.	❑Yes 37.5% ❑ No 62.5%
	The follow-up activity(s) is focused and tied to the text.	❑Yes 87.5% ❑ No 12.5%
	Teacher asks questions that require a one or two word answer.	❑All or most of the time 14% ❑ Some of the time 43% ❑Little to none of the time 43%
	Teacher encourages students to expand on their ideas as they talk or write.	❑Yes 62.5% ❑ No 37.5%
	Teacher guides students into a reflection or summary on the topic.	❑Yes 37.5% ❑ No 62.5%
	Teacher asks questions that require an extended response.	❑All or most of the time 57% ❑ Some of the time 43% ❑Little to none of the time 0%
	Students are engaged (i.e. on task) in the reading comprehension activity.	❑All or Most 62.5% ❑ Some 25% ❑ Few 0% ❑ None 12.5%
	Students are grouped into:	❑ Whole group 75% ❑ Large group 0% ❑ Small group 12.5% ❑ Pairs 12.5% ❑ Individuals 0%

AREA V: Instructional Environment/Climate

1. Teacher provides **explicit information** about why reading is important.	Evidence of verbal message(s) and/or visual representations (inspirational posters, posted phrases, etc.) of why reading is important.	☐ Yes 50% ☐ No 50%
2. Teacher practices **differentiation** in order to reach the needs of all learners.	Teacher informally assesses the learners:	☐ 0 12.5% ☐ Before learning 25% ☐ During & after learning 12.5% ☐ Before & during learning 12.5% ☐ All 37.5%
	Teacher adjusts assignments.	☐ All or Most 12.5% ☐ Some 0% ☐ Few 0% ☐ None 87.5%
3. Teacher acknowledges the importance of students' individual thinking styles.	Teacher gives the students the opportunity to make choices about:	
	• texts	☐ Yes 25% ☐ No 75%
	• activities (i.e. classwork or homework, includes how it's accomplished)	☐ Yes 0% ☐ No 100%
	• formal assessments	☐ Yes 0% ☐ No 12.5% ☐ N/A 87.5%
4. Teacher **explicitly connects** tasks to real world context(s).	Teacher verbally connects instruction to real world context(s).	☐ Yes 75% ☐ No 25%
	Teacher assigns tasks that have real world application.	☐ Yes 37.5% ☐ No 62.5%
5. Teacher **explicitly instructs** students in interpersonal/small group skills. For example, trust, communication, acceptance and support, or conflict resolution. .	Clear, appropriate behavioral expectations are evident.	☐ Yes 87.5% ☐ No 12.5%
	Teacher explicitly instructs students in interpersonal/small group skills.	☐ Yes 0% ☐ No 100%
	Students demonstrate interpersonal/small group skills.	☐ All or Most 37.5% ☐ Some 37.5% ☐ Few 0% ☐ None 25%
	Students exchange ideas and interpretations with each other in a socially acceptable manner.	☐ All or Most 37.5% ☐ Some 37.5% ☐ Few 12.5% ☐ None 12.5%

AREA V: Instructional Environment/Climate

6. Teacher provides students with easy access to a wide variety of well-written and engaging reading materials. For example, trade books, high interest reading materials, or other. *If other_____*	In the classroom, • a wide variety of reading materials are present.	❑Yes 50% ❑ No 50%
	• the reading materials are readily available to students.	❑Yes 37.5% ❑ No 62.5%
	Students **access** the classroom library.	❑All or Most 0% ❑ Some 0% ❑ Few 12.5% ❑ None 87.5%
	If so, • students show positive reactions to the library selections (such as interest, excitement, or engagement, i.e. on task).	❑All or Most 0% ❑ Some 0% ❑ Few 0% ❑ None 37.5% ❑ N/A 62.5%
	• students show neutral reactions to the library selections (such as no interest, no excitement, or engagement).	❑All or Most 12.5% ❑ Some 0% ❑ Few 0% ❑ None 25% ❑ N/A 62.5%
	• students show negative reactions to the library selections (such as verbal or nonverbal displeasure or non-compliance).	❑All or Most 0% ❑ Some 0% ❑ Few 0% ❑ None 37.5% ❑ N/A 62.5%
7. Throughout the lesson,	Teacher responds meaningfully to: • students' questions	❑Almost Always 100% ❑ Sometimes 0% ❑ Never 0%
	• students' behaviors	❑Almost Always 87.5% ❑ Sometimes 12.5% ❑ Never 0%
8. At the end of the class period,	Teacher provides closure.	❑Yes 50% ❑ No 50%