

Teacher \_\_\_\_\_ Date \_\_\_\_\_

## SRA Imagine It! Observation Tool

Written by McGraw Hill & adapted

**Check all that apply.**

	<b>Best Practices</b>	<b>Practices to Avoid</b>	<b>Comments/Notes</b>
<b>Sound Spelling Cards/Alphabet Sound Cards (kindergarten)</b>	<input type="checkbox"/> Displayed in a prominent place and updated all year. Ideally displayed low enough for students to point to, but high enough for all students to easily see. <input type="checkbox"/> Kindergarten – Cards have picture side facing the wall until Unit 3 Lesson 1; then picture sides are displayed as letters/sounds are introduced. <input type="checkbox"/> First Grade (Level 1) – Cards have picture side facing the wall until Unit 1 Lesson 1 (First lesson after the Getting Started Cards); when the first sound spelling is introduced. <input type="checkbox"/> Second Grade (Level 2) – Cards are posted with the pictures facing the class from the onset of the program. <input type="checkbox"/> Teacher/students use the cards as a resource when reading and writing.	<input type="checkbox"/> Cards are not displayed. <input type="checkbox"/> Cards are not updated when the letters/sound spellings are introduced. <input type="checkbox"/> Teacher/students do not use the cards as a resource during instruction.	
<b>Seating Arrangement</b>	<input type="checkbox"/> Students are seated on the carpet for activities that do not involve writing and/or students are seated so every student can readily see the sound/spelling cards. <input type="checkbox"/> Students are seated at their desks for activities that incorporate writing.	<input type="checkbox"/> Students are seated at their desks for the entire lesson.	

<p><b>Materials and Instruction</b></p>	<p><input type="checkbox"/> Evidence of SRA Imagine It teacher and student materials being used (lesson cards, sound spelling cards, predecodable/decodable books, lion puppet (grades K-1), CDs projected during instruction and/or used in learning stations on the computer).</p> <p><input type="checkbox"/> Instruction is focused on the lesson provided on the lesson card.</p> <p><input type="checkbox"/> Pacing is appropriate (40 minutes total for the phonics program daily) and is aligned to the pacing set forth in the district curriculum guides.</p> <p><input type="checkbox"/> Supplemental materials support the instruction in SRA Imagine It!</p> <p><input type="checkbox"/> The teacher incorporates multiple response strategies during the instruction that are not outlined on the lesson card (turn and talk, oral choral response, quick response, whip around, etc.).</p> <p><input type="checkbox"/> Students are engaged in the lesson either as listeners or speakers.</p> <p><input type="checkbox"/> Transition time to and from the carpet is quick.</p> <p><input type="checkbox"/> Teacher is the sole person responsible for delivering the instruction.</p>	<p><input type="checkbox"/> Little or no evidence of using the teacher and/or student materials supplied by the district.</p> <p><input type="checkbox"/> Instruction does not follow the routine established on the lesson card.</p> <p><input type="checkbox"/> Pacing is inappropriate and lessons or segments of the lesson run too long and/or does not follow the pacing established in the district curriculum guide.</p> <p><input type="checkbox"/> Multiple responses are not incorporated into the lesson.</p> <p><input type="checkbox"/> Students are not engaged in the lesson either as listeners or speakers.</p> <p><input type="checkbox"/> Transition time to and from the carpet is lengthy, leading to loss of instruction.</p> <p><input type="checkbox"/> Instruction is left for substitutes to deliver to students.</p>	
<p><b>PLANNING</b></p>	<p><input type="checkbox"/> Teacher plans, reads, and decides on lessons in advance, one lesson daily.</p> <p><input type="checkbox"/> Teacher writes an objective focused on the skill being taught on the lesson card for the day.</p> <p><input type="checkbox"/> Teacher creates a DOL (Demonstration of Learning) aligned to the skill being taught on the lesson card for the day.</p> <p><input type="checkbox"/> Teacher discusses how the lessons are going with other teachers and talks about what students know how to do and do not yet know how to do.</p>	<p><input type="checkbox"/> Teacher reads the lesson for the first time as s/he is giving it.</p> <p><input type="checkbox"/> Teacher does not post an objective or the objective does not match the skill being taught on the lesson card for the day.</p> <p><input type="checkbox"/> Teacher does not have a DOL (Demonstration of Learning) that aligns with the skill being taught on the lesson card for the day.</p> <p><input type="checkbox"/> Teacher can only discuss what is not going well or does not have a sense of what the students know.</p>	

<b>ASSESSMENT</b>	<input type="checkbox"/> Teacher creates a spelling list for students at the onset of every week to cover the sound spelling patterns being taught that week (Grades 1 & 2 only). <input type="checkbox"/> Spelling assessments are given weekly adhering to the guidelines established in the district curriculum guides.	<input type="checkbox"/> Teacher does not create spelling list for students at the onset of every week to cover the sound spelling patterns being taught that week (Grades 1 & 2 only). <input type="checkbox"/> Spelling assessments are not administered weekly.	
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