Teacher _____ Date _____

Wonder Works Observation Tool

Check all that apply.

	Best Practices	Practices to Avoid	Comments/Notes
Sound Spelling Cards/Alphabet Sound Cards	☐ 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. ☐ Teacher/students use the cards as a resource when reading and writing.	☐ Cards are not displayed. ☐ Teacher/students do not use the cards as a resource during instruction.	
Seating Arrangement	☐ 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. ☐ Students are seated at their desks for activities that incorporate writing.	☐ Students are seated at their desks for the entire lesson.	
Materials and Instruction	☐ Evidence of Wonderworks teacher and student materials being used (lesson cards, sound spelling cards). ☐ Instruction is focused on the lesson provided on the lesson card. ☐ Pacing is appropriate (20 minutes total for the phonics program daily) and is aligned to the pacing set forth in the district curriculum guides. ☐ Supplemental materials support the instruction in Wonderworks. ☐ 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.). ☐ Students are engaged in the lesson either as listeners or speakers.	☐ Little or no evidence of using the teacher and/or student materials supplied by the district. ☐ Instruction does not follow the routine established on the lesson card. ☐ 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. ☐ Multiple responses are not incorporated into the lesson. ☐ Students are not engaged in the lesson either as listeners or speakers. ☐ Transition time to and from the carpet is lengthy, leading to loss of instruction.	

	☐Transition time to and from the carpet is quick. ☐Teacher is the sole person responsible for delivering the instruction.	☐Instruction is left for substitutes to deliver to students.	
PLANNING	☐Teacher plans, reads, and decides on lessons in advance, one lesson daily. ☐Teacher writes an objective focused on the skill being taught on the lesson card for the day. ☐Teacher creates a DOL (Demonstration of Learning) aligned to the skill being taught on the lesson card for the day. ☐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.	☐Teacher reads the lesson for the first time as s/he is giving it. ☐Teacher does not post an objective or the objective does not match the skill being taught on the lesson card for the day. ☐Teacher does not have a DOL (Demonstration of Learning) that aligns with the skill being taught on the lesson card for the day. ☐Teacher can only discuss what is not going well or does not have a sense of what the students know.	