

The following list is designed for observations by administrators/facilitators or specialists who are only generally familiar with the Stevenson Program. Teachers should also be observed by educators who know the Stevenson Program well. The Evaluation Report is available for that purpose.

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In order to apply the Stevenson Program with fidelity, teachers should at a minimum perform the following during an observation:

- ☐ Cover multiple skills and task(s) in a lesson without spending too much time on any one task.
- ☐ Begin session by reviewing prior integral(s). (An integral is a letter, vowel pattern, digraph or affix).
- ☐ Introduce one or more new integral(s).
- ☐ Use Stevenson mnemonic clue(s) such as “the friends”, “layer cake words” “frostings” whenever discussion of integral(s) is required.
- ☐ Require all students to read out loud from Stevenson reading material at their current functioning level. (Letters to longer passages).
- ☐ Correct oral reading errors using the Stevenson Special Steps. (Look at the whole word, sound out the vowel pattern, sound the initial consonant or consonant blend, then blend with initial sound, then add the terminal sound, then pronounce the whole word. Teacher uses as many steps as necessary.)
- ☐ Require all students to spell at least a few of the words they are reading preferably on Stevenson Spelling Strips. (Letter printing for younger students, modifications for physical limitations as appropriate).
- ☐ Introduce or review new or recent vocabulary words. Require students to make a mental image of the word’s meaning, demonstrate, illustrate or define word as word allows. At appropriate point in program words may also be identified by parts of speech.
- ☐ Assign at least one workbook activity with clarity and example either for completion under supervision or for independent activity.
- ☐ Perform a manipulative activity if possible. (Placing correct letters on activity board, sorting words into groups by vowel pattern, sorting words for part of speech, etc..)

**Notes:**