

Observation Record

Stevenson Lesson #:

Date
Classroom Type
Teacher's Name:

Time
Observed By:

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Whole Group/Small Group

Reading Activities

	Excellent	Acceptable	Ineffective	Not Seen
Review mnemonic clues of patterns or letters	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Introduce new integral with fidelity to the program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Uses 7 Special Steps for new vocabulary & to prompt student when needed	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Visual Discrimination (Do you see the friends? or Underline the friends.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Auditory Discrimination (Do you hear ____ in ____?)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Reading of Sentences/Stories Review Level	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Reading of Sentence/Stories Current Lesson	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Spelling Activities

7 Special Steps for Spelling Review Vocabulary	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7 Special Steps for Spelling Current Lesson Vocabulary	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Spelling Stories Reviewed (Basic Blue Level & Peach Level Only)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Copying Station or Lesson Activity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Pattern Marking Station or Lesson Activity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sentence dictation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comprehension/Composition Activities

Concrete mental image provided by teacher	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Demonstration appropriate to student population	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Definitions Chanted	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Categorization of new vocabulary by vowel pattern (sorting activities)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Notes:

Comprehension/Composition Activities

Excellent Acceptable Ineffective Not Seen

Notes:

Categorization of new vocabulary by part of speech (part of speech barrels)

Illustration of word/phrase/sentence/story (student level)

Adding Prefixes (doilies)/Suffixes (Frostings and/or Decorations)

Testing of the word through oral discussion (additional meanings/functions)

Building Phrases/Sentences/Stories appropriate to student levels

Answering questions in complete sentences per Stevenson structure

Stevenson Essential Grammar (Peach Level)

Extension Activities and/or Stations

Appropriate literature books available and/or incorporated into lesson

Student notebook and/or stations being used to facilitate the lesson

Workbook pages presented with explanation during group work

Independent time or directions clearly stated for workbook completion

Overall Classroom Atmosphere

All students responding

Bulletin board displays

Appropriate pacing

Focused attention of students shifted every 5 - 7 minutes

Using techniques such as "Your brain played a trick on you" for correction

Students verbalize success and/or share mnemonic to make thinking transparent

Teacher's Name:

Summary Report

STRENGTHS

AREAS TO DEVELOP

SHORT TERM GOALS

LONG TERM GOALS

ADMINISTRATION SUPPORT