

Observer Name: _____
 Date: _____ Time of day: _____
 Teacher: _____
 Length of lesson: _____ mins. Lesson interrupted: Yes No
 Boys: _____ Girls: _____ Control Classroom Experimental Class

Physical Context

Upstairs Downstairs
 Computer Lab Whole class Station/Centre

Physical Environment

Heating Appropriate Inappropriate _____
 Lighting Appropriate Inappropriate _____
 Space Appropriate Inappropriate _____
 Background noise Appropriate Inappropriate _____
 Unobstructed view of teacher Appropriate Inappropriate _____
 Unobstructed view of tools Appropriate Inappropriate _____

Classroom Management

Organisation of classroom Appropriate Inappropriate _____
 Tone/approachability of teacher Appropriate Inappropriate _____
 Teacher's voice projection Appropriate Inappropriate _____
 Order in classroom Appropriate Inappropriate _____
 Clarity of expectations Appropriate Inappropriate _____

Quality of Teaching

Clear instructions Yes No _____
 Logical activity sequence Yes No _____
 Appropriate feedback Yes No _____
 Ability level differentiation Yes No _____
 Scaffolding effective Yes No _____

Quality of Learning

Students are on-task Yes No _____
 Students complete activity Yes No _____

Affects of Technology

Software Loading time Appropriate Inappropriate _____
 Teacher's comfort level Appropriate Inappropriate _____
 Students' comfort level Appropriate Inappropriate _____
 Engagement of teacher Appropriate Inappropriate _____
 Engagement of students Appropriate Inappropriate _____

Time taken before actual teaching began: _____ minutes
 Actual time taken on teaching/learning activities: _____ minutes

ABRA-Specific Activities Structure

I. **Word Level Activities** (all alphabetic or phonics based activities i.e. blending, segmenting, etc...)

a. How much time is spent on word level activities?

- ___ 1-5 min
- ___ 5-10 min
- ___ 10-15 min
- ___ More than 15

b. What type of word level activities did you see?

- ___ Blending
 - ___ Segmenting

 - ___ Decoding
 - ___ Rhyming
 - ___ Other (please describe)
-
-
-

Technology used:	Y	N
<u>Type of Technology:</u>		
Computers <input type="checkbox"/>	How many?	_____
Projector <input type="checkbox"/>		
Other <input type="checkbox"/>		

II. **Text level Activities** (all fluency/comprehension types of activities)

a. How much time is spent on text level activities?

- ___ 1-5 min
- ___ 5-10 min
- ___ 10-15 min
- ___ More than 15

b. What type of text level activities did you see?

- | | |
|-----------------------------------|-----------------------------|
| ___ Individual reading to teacher | ___ Group reading |
| ___ Choral reading (whole class) | ___ Think aloud |
| ___ Flash card work | ___ Reading with expression |
| ___ Tracking | ___ Prediction |
| ___ Summarizing | ___ Sequencing |
| ___ Comprehension monitoring | ___ Vocabulary development |
| ___ Story response | ___ Story Elements |

Other (please describe) _____

iii. Writing Activities

a. How much time is spent on writing activities?

- ___ 1-5 min
- ___ 5-10 min
- ___ 10-15 min
- ___ more than 15

b. What type of writing activities did you see?

- ___ Comprehension and /or Question response
 - ___ Worksheets
 - ___ Creative writing
 - ___ Reflection or journal writing
 - ___ Other (please describe)
-
-
-

Technology used:	Y	N
<u>Type of Technology:</u>		
Computers <input type="checkbox"/>	How many?	_____
Projector <input type="checkbox"/>		
Other <input type="checkbox"/>		

III. Extension Activities (activities that relate to or expand from a core literacy activity)

a. What type of extension activities did you see?

- ___ Dramatic play (skit, play, improv)
- ___ Additional writing (creative writing ex. Write your own story/ending)
- ___ Creative arts (drawing a picture, painting, music, dance, etc...)
- ___ Homework

Types of homework assigned:

- ___ Word Level
- ___ Assigned Reading
- ___ Writing
- ___ Worksheets

Technology used:	Y	N
<u>Type of Technology:</u>		
Computers <input type="checkbox"/>	How many?	_____
Projector <input type="checkbox"/>		
Other <input type="checkbox"/>		

ABRA-Specific Classroom Management

I. Collaborative Work

a. How much time is spent of collaborative work?

- ___ None
- ___ 1-5 min
- ___ 5-10 min
- ___ 10-15 min
- ___ More than 15
- ___ The students always work in collaborative groups

b. Types of collaboration:

- Dyads
- Triads
- Small groups (4-5 students)
- Split class

Deviations: _____

c. Types of activities:

- Text level
- Word level
- Writing
- Other (please describe)

II. Facilitation and Instruction

- Teacher provides clear directions
- Teacher groups students appropriately, if applicable (e.g. ability level, behavioural, etc.)
- Teacher provides constructive feedback
- Teacher takes initiative to check on student understanding during instructional time
- Teacher takes initiative to check on progress during work time
- Teacher encourages student dialogue and discussion during activities

Notes: _____

ABRA-Specific Quality of Teaching:

Student Engagement

“When observing this classroom, I see the following happening...”

(Circle the appropriate response)

1	Not at all	<ul style="list-style-type: none">- Students are not attending to the task at hand. They are distracted and off-task.- There is a lot of disruption and movement not related to the activity.- The teacher cannot get the children to remain on task.
2	Occasionally	<ul style="list-style-type: none">- Students occasionally attend to the given task.- There is occasional disruption and movement not related to the activity.- Occasionally, when the students are off task the teacher is able to refocus the group with some effort.
3	Somewhat	<ul style="list-style-type: none">- Some students are attending to the given task.- There is little off task behaviour.- The teacher is able to guide students through the lesson with minimal diversions from the task.
4	Mostly	<ul style="list-style-type: none">- Most students are attending to the given task.- There is minimal or no off-task behaviour- The teacher is able to guide students through activities effectively.
5	Adequately	<ul style="list-style-type: none">- All students are involved in the given task.- There is no off task behavior.- The children are discussing the task on their own with little or no prompting from the teacher.- The students are providing the teacher with new directions in which to go by actively participating in the discussions and are providing the teacher with feedback.

Inter-rater reliability: How often did my colleague and I score or note similar activities while watching the same lesson?

0-20% of the time 20-40% 40-60% 60-80% 80-100%

Colleague's name: _____ Signature: _____

Date: _____