

# Application of Concepts Teacher Observation Tool



## Application of Concepts

Coach \_\_\_\_\_ Date (mm/dd/yy) \_\_\_\_/\_\_\_\_/\_\_\_\_ ID# \_\_\_\_\_

Teacher Name \_\_\_\_\_ School \_\_\_\_\_ Grade \_\_\_\_\_

Instructional Materials \_\_\_\_\_ Lesson \_\_\_\_\_

**Instructions:** In each section, use the definitions below to note **Yes** if the teacher correctly used the concept and **No** if the teacher did not correctly use the concept. In the notes column, describe how the concept was applied.

Section I. Teaching Phonological Awareness			
Small Group _____	Time on Task _____	or Whole Group _____	Time on Task _____
Specific Skills	Skill Present (Y/N)	Notes/Evidence	
1. <b>Appropriate difficulty:</b> Targets appropriate phonological awareness skills (e.g., syllables, onset-rime divisions, initial phoneme identification, phoneme isolation, blending, segmentation, substitution, deletion, reversal) for age and skill level of group.			
2. <b>Brief practice:</b> Teaches one or two skills at a time, spending a few minutes on each.			
3. <b>Linguistic content:</b> Explicitly and accurately labels the linguistic unit being taught (e.g., sentence, word, syllable, onset-rime, rhyming word, phoneme, letter) and uses appropriate examples.			
4. <b>Models and references articulation during instruction:</b> Identifies and correctly models articulatory features of phonemes being taught (e.g., voiced, unvoiced, nasal) without adding a schwa. Provides consistent cues to support students.			
5. <b>Directionality:</b> In multisensory PA lessons, models counting and blending left to right from students' perspective.			
6. <b>Multisensory engagement:</b> Uses multisensory techniques during PA instruction, such as syllable tapping, duck lips, head-waist-toes, or blocks.			
7. <b>Connection to oral language:</b> Uses words for PA instruction that students know, or incidentally defines or puts them in context to enhance meaning.			
8. <b>Connection to print:</b> Connects phonemes to graphemes once phonemes are identified; is clear about the distinction between speech and print.			
9. Systematic approach with scaffolding (modeling, supported practice, and independent practice).			

## Section II. Teaching Beginning Decoding and Spelling

Small Group \_\_\_\_\_ Time on Task \_\_\_\_\_ or Whole Group \_\_\_\_\_ Time on Task \_\_\_\_\_

Specific Skills	Skill Present (Y/N)	Notes/Evidence
1. <b>Appropriate difficulty:</b> Targets appropriate word-recognition skills for age, background, and skill level of group.		
2. <b>Linguistic content:</b> Uses accurate terms and examples for written symbol system (orthography).		
3. <b>Pacing:</b> Presents a lesson that is lively, paced for ample practice, and holds students' attention.		
4. <b>Directionality:</b> Models multisensory blending and reading activities left to right from students' perspective.		
5. <b>Connection to oral language:</b> Uses words for beginning phonics instruction that students know, or incidentally defines or puts them in context to enhance meaning.		
6. <b>Uses routines, cue cards, strategies, and signals:</b> Uses routines such as sound-symbol cards, recitations, and verbal and gestural cues to help students distinguish, name, remember, and write confusable sounds and letters.		
<p>7. <b>Follows explicit, systematic phonics lesson plan (check elements observed):</b></p> <p>_____ a. Introduces or reviews lesson objective.</p> <p>_____ b. Introduces new sound-symbol relationship(s).</p> <p>_____ c. Reads words in isolation, applying blending techniques as appropriate.</p> <p>_____ d. Provides practice with word recognition to build fluency (e.g., sort words, build words, locate words in lists, chain words).</p> <p>_____ e. Reads decodable words, phrases, sentences, and/or passages to apply learned skills to reading and build text-reading fluency.</p> <p>_____ f. Works with word meanings (e.g., definitions, categories, multiple meanings).</p> <p>_____ g. Teaches/practices spelling words and writing sentences with taught patterns.</p>		
8. Systematic approach with scaffolding (modeling, supported practice, and independent practice).		

### Section III. Teaching Advanced Phonics, Spelling, and Word Study

Small Group \_\_\_\_\_ Time on Task \_\_\_\_\_ or Whole Group \_\_\_\_\_ Time on Task \_\_\_\_\_

Specific Skills	Skill Present (Y/N)	Notes/Evidence
1. <b>Appropriate difficulty:</b> Targets appropriate word-recognition skills for age and skill level of group.		
2. <b>Linguistic content:</b> Uses accurate terms and examples for orthographic patterns (e.g., position-based spelling patterns, syllable types, morphemes, word origin, cognates).		
3. <b>Pacing:</b> Presents a lesson that is lively and holds students' attention.		
4. <b>Directionality:</b> Models multisensory activities left to right from students' perspective.		
5. <b>Connection to oral language:</b> Uses words for decoding instruction that students know, or incidentally defines or puts them in context to enhance meaning.		
6. <b>Uses routines, cue cards, strategies, and signals:</b> Uses routines such as recitations, verbal and gestural cues, word marking, posters with syllable types, and so forth, to help students distinguish, name, remember, and apply decoding and spelling strategies.		
7. <b>Follows explicit, systematic phonics lesson plan (check elements observed):</b> _____ a. Introduces or reviews lesson objective. _____ b. Introduces new pattern or decoding/spelling skill. _____ c. Reads words in isolation, applying blending techniques as appropriate. _____ d. Sorts words, builds words, or analyzes words to provide practice with word recognition. _____ e. Reads decodable words, phrases, sentences, and/or passages to apply learned skills to reading and build text-reading fluency. _____ f. Works with word meanings (e.g., definitions, categories, multiple meanings). _____ g. Teaches/practices spelling words and writing sentences with taught patterns.		
8. Systematic approach with scaffolding (modeling, supported practice, and independent practice).		

### Section IV. Developing Vocabulary and Oral Language

Small Group \_\_\_\_\_ Time on Task \_\_\_\_\_ or Whole Group \_\_\_\_\_ Time on Task \_\_\_\_\_

Specific Skills	Skill Present (Y/N)	Notes/Evidence
1. <b>Word selection:</b> Targets key vocabulary for explicit teaching before text reading.		
2. <b>Word form:</b> Draws students' awareness to sound structure, syllable structure, spelling, and/or morphology when explaining new word meanings.		
3. <b>Oral language modeling:</b> Follows routine for introducing new words; models use of new words in oral language and encourages students to pronounce and use new words in speaking and writing.		
4. <b>Word relationships:</b> Uses a variety of techniques and activities to explore word relationships such as antonyms, associations, synonyms, definitions, and semantic maps.		
5. <b>Pacing:</b> Uses vocabulary instruction that is lively and holds students' attention		
6. <b>Practice and reinforcement:</b> Reviews or revisits vocabulary after text reading; structures opportunities to recall and use learned words.		
7. <b>Use of context:</b> Teaches students to use context to infer new word meanings and uses.		
8. <b>Environmental language:</b> Appears aware of stimulating "word consciousness" and academic, school English.		
9. Systematic approach with scaffolding (modeling, supported practice, and independent practice).		

**Section V. Mediating Text Comprehension (Text Read Aloud OR Text Read by Students)**

**Small Group \_\_\_\_\_ Time on Task \_\_\_\_\_ or Whole Group \_\_\_\_\_ Time on Task \_\_\_\_\_**

Specific Skills	Skill Present (Y/N)	Notes/Evidence
1. <b>Text choice:</b> Chooses high-quality texts of appropriate age/grade difficulty for teacher-mediated comprehension instruction.		
2. <b>Preparation before reading:</b> Before reading a new selection, establishes a purpose, identifies genre, provides background as necessary, and previews the topic or theme.		
3. <b>Incorporates strategies as appropriate:</b> Incorporates predicting, visualizing, using graphic organizers, clarifying, summarizing, or self-monitoring to help students access a specific text's meanings.		
4. <b>Questioning:</b> Uses strategically placed questions (or queries) during reading to help students interpret language, make inferences, or construct the mental model (overall meaning) of the text.		
5. <b>Pacing and student engagement:</b> Maintains an engaging pace without sacrificing meaning-making, reflection, and discussion relevant to the text.		
6. <b>Rereading and follow-up:</b> Plans and guides rereading for specific and varied purposes, such as discussing the content, analyzing the language or author's craft, mapping text organization, preparing a retell or summary, preparing a written response, or comparing sources of information.		
7. <b>Monitoring comprehension:</b> Checks students' comprehension with a variety of tasks, such as quizzes, retells, verbal reports, collaborative projects, and cross-text comparisons.		
8. Encourages <b>independent</b> reading at an appropriate level and at appropriate times.		
9. Systematic approach with scaffolding (modeling, supported practice, and independent practice).		

### Section VI. General Classroom Atmosphere

Small Group \_\_\_\_\_ Time on Task \_\_\_\_\_ or Whole Group \_\_\_\_\_ Time on Task \_\_\_\_\_

Specific Skills	Skill Present (Y/N)	Notes/Evidence
1. <b>Student engagement:</b> Most students are generally engaged and on task throughout lesson.		
2. <b>Transitions:</b> Transitions between activities or small- and whole-group lessons are smooth and efficient.		
3. <b>Wait time:</b> Ample time was given to allow students to formulate answers.		
4. <b>Feedback:</b> Immediate, positive, corrective feedback is given so that students can produce the correct answers.		
5. <b>Oral Language:</b> Uses every opportunity to expand oral language and encourages students to use their oral language skills.		
6. <b>Time:</b> Ample time is given to complete the literacy lesson and time is used efficiently.		
7. <b>Instructions:</b> Directions are given with clear and concise language and supported by modeling or examples.		
8. <b>Goals:</b> Lesson goals are clear to both teacher and students.		
9. <b>Redirection:</b> When students are off task, redirection is smooth and immediate.		
10. <b>Spiraling back:</b> Previous lessons are revisited to ensure success and mastery.		
11. <b>Enthusiasm:</b> Lessons are taught with enthusiasm and positive energy.		
12. <b>Differentiates instruction:</b> Differentiates instruction within the group to ensure success for all learners.		
13. Systematic approach with scaffolding (modeling, supported practice, and independent practice).		