

Early Implementation Observation Guide

Copy the teacher's basic daily schedule below, including all classes and subjects:

SUBJECT	FROM:	TO:	TOTAL MINUTES

Copy the teacher's daily Four Blocks schedule below:

BLOCK	FROM:	TO:	TOTAL MINUTES

If any of the individual blocks have scheduled interruptions, place a checkmark beside the block above and list the reason below (i.e., after the first 10 minutes of Writing Blocks, the class goes to music and then returns later to complete the block):

In this space, sketch the general layout of the classroom, noting location of teachers' desk, students' desks/tables, centers, conference area, etc.:

Place checkmarks in the appropriate column below concerning basic materials available in classroom during observation:

Materials/Equipment	Yes	No
Books displayed attractively		
Adequate supply of books organized for distribution to students/tables		
Variety of printed materials is apparent (genres, topics, formats)		
Multiple copies of grade-level and easier books are available		
Big books are available (grades 1 and 2)		
Desks/tables for cooperative grouping of students		
Materials available for teacher’s model writing (projector/board/chart)		
Word Wall alphabet displayed on wall in visible place		
Writing materials and utensils available for student use		
Editor’s Checklist visible (may be blank or have 1-2 items in early weeks)		
Writing folders/notebooks available for students		
Student work displayed		
Writing resources available (dictionaries, reference materials)		

Make notations about elements in classroom environment that support learning:

For each block observed, check the appropriate column which reflects what you observed. This is not a comprehensive outline of the blocks.

Self-Selected Reading Block	Observed	Not Observed	Unsure
Teacher read aloud to whole group			
Books readily available to students			
Teacher is active throughout – encouraging or conferencing			
Students shared briefly			

Guided Reading Block	Observed	Not Observed	Unsure
Lesson starts with whole group			
Teacher draws on prior knowledge with topic			
Instruction focuses on comprehension			
Students read text or are read to			
Purpose set for reading			
Grade-level or easier text is used			

Working with Words	Observed	Not Observed	Unsure
Block starts with Word Wall work			
Words for Word Wall work are high frequency			
WW alphabet is in logical sequence			
WW words are large, legible, and visible			
Words under letter of alphabet are diff. colors			
Word Wall work does not exceed 15 min.			
Another activity follows Word Wall work			
Pacing keeps students engaged			
Activities provide transfer to make new words			
Spelling patterns are emphasized			

Writing Block	Observed	Not Observed	Unsure
Teacher models writing as introduction			
Teacher refers to Editor’s Checklist			
Teacher includes minilesson in intro			
Students have an opportunity to write			
Students are in various stages of process			
Teacher is active throughout – encouraging or conferencing			
Students work on self-generated topics *			
Several students share at closure of block			

*May not occur daily.

In talking with the teacher after the observation, list below any questions or concerns the teacher has with any aspect of Four Blocks, any positive comments, or any problems solved during this conversation:
