POWER Classroom Observation Checklist

Observer: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Instructor:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| --- | --- | --- | --- |
| **Indicators** | **Evident** | **Somewhat Evident** | **Not Evident** |
| Students have access to quality texts*Classroom library is present or student have been allowed to visit the library* |  |  |  |
| The student are given choice in selecting texts |  |  |  |
| Students come to class prepared with self-selected texts |  |  |  |
| When students fail to bring self-selected reading materials, procedures have been established to minimize disruption to the SSR time*Students are able to explain the procedures or procedures are posted* |  |  |  |
| Students are engaged in reading during the independent reading time set by the teacher*Students are engaged in reading for the entire time set by the teacher* |  |  |  |
| The teacher models positive reading habits and attitudes*The teacher is reading while students read, teacher enthusiastically talks about texts, teacher discusses what to do when he/she struggles, teacher’s current reading title is posted in the room* |  |  |  |
| The teacher instructs student on how to build reading stamina*Teacher helps the class set and achieve reading stamina goals, teacher discusses what to do when readers struggle to continue to read*. |  |  |  |
| If using student accountability measures or tools, the teacher has designed them to mimic what real readers do.*Students may voluntarily discuss or write reading recommendations or reviews, students voluntarily share what they are reading, teacher confers with students, students are not completing bookmarks, book reports, or other book projects* |  |  |  |
| Clear procedures and behavior expectations for SSR time have been established*Teacher models and discusses procedures and expectations, procedures and expectations are posted, students can explain the procedures/expectations, students are following procedures/expectations* |  |  |  |