

LIFT Implementation Site Visit Observation Tool

Teacher:		LIFT Pathway:	☐ LIFT “Newcomer” Decoding (The Hidden Gems) ☐ LIFT Decoding (These First Letters) ☐ LIFT Fluency
Observer:			

How to use: Check each look-for you see and jot evidence alongside it. A blank box means “not observed during this visit,” not “missing.”

LIFT Decoding

Core Component	Look-Fors	Notes / Evidence
Explicit Instruction	☐ Introduces and models the routines ☐ Provides clear visuals (letter-sound and vocabulary cards) to illustrate concepts ☐ Models reading the connected text fluently ☐ Vocabulary is explicitly taught with repeated exposure to new words ☐ Uses comprehension-based extension activities through modeling, asking/answering questions, paraphrasing, and prompting students to use text-based evidence	
Systematic Instruction	☐ Moves from one routine to the next efficiently and based on student mastery ☐ Conducts a cumulative review, enabling learners to make connections to previously learned material ☐ Students read the connected text independently ☐ Provides multiple opportunities for students to practice previously taught content, concepts and skills to progress toward learning goals	
Scaffolded Instruction	☐ Identifies learners who are having more difficulty with a new concept or task ☐ Provides intentional support matched to the learner’s need ☐ Monitors the learner’s response to the scaffold and provides the next level of support	
Corrective Feedback	☐ Expectations are explained to students ☐ Communicates timely feedback clearly using student-friendly language ☐ Provides the learner the opportunity for timely self-correction	

References

Lee, L. E., Smith, K. S., & Lancashire, H. (2020). Guide and checklists for a school leader’s walkthrough during literacy instruction in grades 4–12 (REL 2020–018). Washington, DC: U.S. Department of Education, Institute of Education Sciences, National Center for Education Evaluation and Regional Assistance, Regional Educational Laboratory Southeast. Retrieved from <http://ies.ed.gov/ncee/edlabs>.
 School Leader’s Literacy Walkthrough Grades K-5 from Florida Department of Education.

LIFT Implementation Site Visit Observation Tool

Core Component	Look-Fors	Notes / Evidence
Differentiated Instruction	☐ Delivers individualized instruction using different instructional methods to meet specific learning needs of students (content, process, product, learning environment) ☐ Differentiated instruction targets student needs in order to accelerate growth	
Motivation and Engagement	☐ Opportunities for building background knowledge and connecting back to the text are relevant and connected to student interests ☐ A positive learning environment promotes student autonomy in learning while providing adequate support ☐ Teachers build excitement about the connected text practice throughout the lesson.	

Additional Notes	Possible Next Steps

References

Lee, L. E., Smith, K. S., & Lancashire, H. (2020). Guide and checklists for a school leader's walkthrough during literacy instruction in grades 4–12 (REL 2020–018). Washington, DC: U.S. Department of Education, Institute of Education Sciences, National Center for Education Evaluation and Regional Assistance, Regional Educational Laboratory Southeast. Retrieved from <http://ies.ed.gov/ncee/edlabs>.
 School Leader's Literacy Walkthrough Grades K-5 from Florida Department of Education.

LIFT Implementation Site Visit Observation Tool

Teacher:		LIFT Pathway:	☐ LIFT “Newcomer” Decoding (The Hidden Gems) ☐ LIFT Decoding (These First Letters) ☐ LIFT Fluency
Observer:			

How to use: Check each look-for you see and jot evidence alongside it. A blank box means “not observed during this visit,” not “missing.”

LIFT Fluency

Core Component	Look-Fors	Notes / Evidence
Explicit Instruction	☐ Builds background effectively and clearly ☐ Vocabulary is explicitly taught with repeated exposure to new words ☐ Models automaticity practice or phrase-cued text clearly and effectively ☐ Sets a purpose for reading ☐ Introduces and models text reading clearly (whisper read, peer review, partner read) ☐ Introduces and models response to text clearly and effectively	
Systematic Instruction	☐ Teaches with a logical progression of content, concepts and skills, from simple to complex ☐ Conducts a cumulative review, enabling learners to make connections ☐ Provides multiple opportunities for students to practice previously taught content, concepts and skills to progress toward learning goals	
Scaffolded Instruction	☐ Identifies learners who are having more difficulty with a new concept or task on their own ☐ Provides intentional support matched to the learner’s need ☐ Monitors the learner’s response to the scaffold and provides the next level of support needed so they are able to perform the task independently	
Corrective Feedback	☐ Expectations and assessment criteria are explained to students ☐ Identifies learner’s misunderstanding relative to the instructional goal ☐ Communicates timely feedback clearly using student-friendly language ☐ Provides the learner the opportunity for timely self-correction	

References

Lee, L. E., Smith, K. S., & Lancashire, H. (2020). Guide and checklists for a school leader’s walkthrough during literacy instruction in grades 4–12 (REL 2020–018). Washington, DC: U.S. Department of Education, Institute of Education Sciences, National Center for Education Evaluation and Regional Assistance, Regional Educational Laboratory Southeast. Retrieved from <http://ies.ed.gov/ncee/edlabs>.
 School Leader’s Literacy Walkthrough Grades K-5 from Florida Department of Education.

LIFT Implementation Site Visit Observation Tool

Core Component	Look-Fors	Notes / Evidence
Differentiated Instruction	☐ Delivers individualized instruction using different instructional methods to meet specific learning needs ☐ Differentiated instruction targets student needs in order to accelerate growth	
Motivation and Engagement	☐ A positive learning environment promotes student autonomy in learning while providing adequate support ☐ Literacy experiences are relevant and connected to student interests, everyday life, or important current events	

Additional Notes	Possible Next Steps

References

Lee, L. E., Smith, K. S., & Lancashire, H. (2020). Guide and checklists for a school leader's walkthrough during literacy instruction in grades 4–12 (REL 2020–018). Washington, DC: U.S. Department of Education, Institute of Education Sciences, National Center for Education Evaluation and Regional Assistance, Regional Educational Laboratory Southeast. Retrieved from <http://ies.ed.gov/ncee/edlabs>.

School Leader's Literacy Walkthrough Grades K-5 from Florida Department of Education.