

Classroom Observation Tool

The *Reach* Classroom Observation Tool is designed to inform coaches and principals about the strengths and challenges teachers face as they teach their students with *National Geographic Reach*. This tool will help coaches and principals provide structured feedback to teachers and allow them target the most effective techniques to help students succeed in language, literacy, and content.

Teacher: _____ **Observer:** _____ **Date:** _____

Directions: Place a checkmark in the appropriate box next to each statement that best reflects what you observed in the *Reach* lesson. It is normal to have N/A responses since each lesson observed does not include all of the lesson components. After your observation, discuss your observations with the teacher and plan for next steps for instruction.

Lesson Planning	Evident	Partially Evident	Not Evident	N/A	Comments
1. Content objectives are clearly defined for all students.					
2. Language objectives are clearly defined for all students.					
3. Lesson includes plans to differentiate instruction for all students; adaptation of content is present for students at all levels of proficiency.					
4. Lesson includes opportunities for student engagement and active participation, promoting academic talk.					
Build Background / Prepare to Read / Before Reading	Evident	Partially Evident	Not Evident	N/A	Comments
5. Provides explicit instruction to build background and/or tap prior knowledge.					
6. Lesson includes explicit instruction of academic and content vocabulary with a variety of opportunities for practice.					
7. A variety of strategies are used to make new concepts clear and focused (e.g., visuals, modeling, hands-on practice, interaction, etc.).					
8. Lesson includes explicit instruction of language functions and grammar skills prior to reading.					
9. Lesson includes explicit instruction of the reading strategy prior to reading.					
10. Opportunities are included for student engagement and active participation, promoting academic talk.					
11. Ongoing assessment of lesson objectives (content and language) prior to reading is evident.					

Classroom Observation Tool

Reading	Evident	Partially Evident	Not Evident	N/A	Comments
12. A variety of opportunities are provided to practice the reading strategy.					
13. Vocabulary supports & daily vocabulary routines provide practice with the new vocabulary.					
14. A variety of scaffolds are used to support comprehension & student understanding while reading (e.g., visuals, graphic organizers, etc.).					
15. Strategies and flexible grouping are in place to differentiate instruction while reading.					
16. Fluency is explicitly taught using routines, the Comprehension Coach, and fluency strategies.					
17. Opportunities are provided to connect language, literacy, and content throughout the lesson.					
18. Explicit grammar instruction within the context of reading integrates language skills while reading.					
19. Frequent opportunities for interaction and active participation are included while reading, promoting academic talk.					
20. Lesson includes plans and follow-up for independent reading beyond the textbook.					
21. Ongoing assessment of lesson objectives (content and language) is present.					

Classroom Observation Tool

After Reading: Expand, Apply, & Review	Evident	Partially Evident	Not Evident	N/A	Comments
22. Opportunities are provided to apply and extend new concepts gained from reading to new situations.					
23. Review and extension of content and academic vocabulary is evident using a variety of strategies.					
24. Review and extension of the unit-level reading strategy is evident.					
25. Opportunities are included for student engagement & active participation to reflect after reading, promoting academic talk.					
26. Writing in response to reading is evident to extend learning beyond the reading selection.					
27. Ongoing assessment of lesson objectives (content and language) is present.					
Writing	Evident	Partially Evident	Not Evident	N/A	Comments
28. Strategies are included to differentiate writing instruction for all students.					
29. A variety of opportunities are included for student engagement and active participation during the writing process.					
30. Lesson includes strategies to study the writing modes, traits, and professional models prior to writing.					
31. Lesson includes specific prewriting strategies to develop a thorough plan (e.g., brainstorming, etc.).					
32. Lesson includes specific strategies to draft and revise, including student models, peer conferences, explicit focus on the writing traits, etc.					
33. Lesson includes a variety of strategies to edit and proofread writing, using rubrics and checklists, before the final piece is complete.					
Assessment	Evident	Partially Evident	Not Evident	N/A	Comments
34. Data from unit-level assessments are used to inform instruction for individual students.					
35. <i>Reach</i> reteaching resources are used to reteach the skills that students have not mastered.					