Observation and Feedback Tool
for the *Read Side by Side Reading Program*
This observation tool can be used by visitors to a classroom, or as a self-assessment.
Its purpose is to encourage professional growth and create cohesion across grade levels.

Teacher:	Date:	Time In:
Lesson:	___ Script Provided	Time Out:

Each descriptor below represents a research-based, best practice that is critical to the *Read Side by Side Reading Program*. Descriptors marked **MUST-DO** are critical to a successful year-one implementation of the program. Descriptors marked **NEXT STEPS** reflect practices that will elevate success with the program and should be implemented by the end of year two. Next steps may require additional PD support.

CLASSROOM ENVIRONMENT	
MUST-DO	
	There is a dedicated wall space where the following resources are posted: CIA posters, plot line poster, genre poster, turn & talk stems, and co-created charts.
	Students use composition books/notebooks to record notes in lists and charts. (Worksheets have largely been eliminated from the reading curriculum).
	Students each have a vocabulary handbook. Vocabulary words are posted on the wall.
NEXT STEPS	
	There is a dedicated meeting area/carpet area and a dedicated book club table. Students are expected to bring materials, get seated quickly, and be ready to learn (no laying down).
Feedback:	

EXPLICIT INSTRUCTION	
MUST-DO	
	All students are in the room for the read-aloud instruction.
	During the read-aloud, students follow along as the teacher reads and models fluent reading (no round robin/popcorn reading).
	The teacher uses the lesson script, making minimal or no changes to the lesson plan to keep to the integrity and the pacing of the program.
	Co-created charts are constructed with students during read-aloud lessons and revisited during book club lessons.
NEXT STEPS	
	Additions or modifications to the lesson script are minimal; changes are thoughtful and intentional and do not distract from the intended outcome of the lesson or slow down the pace of the unit.
	The teacher actively links what students are learning in class to life-long reading, with the goal to increase student's confidence as readers and inspire habits of mind.
Feedback:	

ENGAGEMENT

MUST-DO

	Each student is intentionally matched with a turn-and-talk partner/book club partner/writing partner; one partner is slightly higher than the other.
	Students are prompted to use turn and talk stems (share and respond) during discussions.
	The teacher effectively engages *all* students, with scaffolds and accommodations as needed.
	Book club meetings are facilitated by the teacher, ensuring every student is engaged and participating in discussion.

NEXT STEPS

	The teacher intentionally uses key vocabulary and prompts students to do the same.
	The teacher helps students make connections to other books in the program and/or other content areas where appropriate.

Feedback:

ASSESSMENT

MUST-DO

	The teacher utilizes formative assessment tools provided in the *Assessment and Intervention Guide* to grade daily work and provide feedback to students. Assessments that interrupt instruction are used in moderation.
	The teacher effectively uses assessments (nationally normed and/or running records) to match readers to below/on/above grade level texts.

NEXT STEPS

	Assessments are used to inform instruction; scaffolding and accommodations are added or removed in response to students' strengths, weaknesses, and growth.
	The teacher conferences with students regularly during the reading time to listen to students read, ask questions, support and extend learning, provide feedback, and encourage goal setting.

Feedback:

SCHEDULE

MUST-DO

	Grade 3-5 utilizes 90-minutes for reading instruction. Grade 6 utilizes 60-minutes for reading instruction.
	Grade 3-5 uses an interdisciplinary model (not fully departmentalized).

NEXT STEPS

	Minimal changes are made to the scope and sequence and pacing guide provided in the curriculum guide, with the goal to complete all units in the intended order.

Feedback: