



Classroom Observation Tool

The *Edge* 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 Edge*. This tool will help coaches and principals provide structured feedback to teachers and allow them to target the most effective techniques to help every learner succeed in meeting the demands of content-based instruction as well as the CCSS.

Teacher: _____ Observer: _____ Date: _____

Directions: Check the appropriate box next to each statement that best reflects what you observed in the *Edge* lesson. It is normal to have N/A responses since each lesson observed does not include all of the lesson components. Use the lesson headers to choose which areas to focus on - one section at a time. After observing, discuss your observations with the teacher & plan next steps for instruction.

Lesson Planning	Evident	Partially Evident	Not Evident	N/A	Comments
1. Objectives are clearly defined for listening, speaking, reading, and writing.					
2. Unit/weekly instruction is content focused around an Essential Question.					
3. Reading and Writing objectives are clearly defined for all students and correlate with the CCSS strands.					
4. Lesson includes a variety of scaffolding/support (visuals, modeling, practice/apply, graphic organizers).					
Unit Launch / Prepare to Read / Before Reading	Evident	Partially Evident	Not Evident	N/A	Comments
5. Teacher provides explicit instruction to build background and/or tap prior knowledge around the Essential Question.					
6. Teacher provides explicit instruction of academic and content vocabulary.					
7. A variety of scaffolds are used to support comprehension and student understanding (e.g., visuals, modeling, hands-on practice, interaction, etc.).					
8. Teaches/models <u>all reading strategies</u> prior to reading (in Unit 1) with application in all other units.					
9. Frequent opportunities for interaction and active participation are included before reading, promoting academic talk.					
10. Lesson includes a preview of the reading selection, author, etc. prior to reading the selection.					
11. Ongoing assessment of lesson objectives prior to reading is evident.					



Classroom Observation Tool

Reading	Evident	Partially Evident	Not Evident	N/A	Comments
12. A variety of 21 st century reading tools are used to make concepts clear and focused.					
13. A variety of opportunities are provided to practice reading strategies and compare across texts.					
14. Vocabulary supports and routines provide practice with the new vocabulary.					
15. A variety of scaffolds are used to support comprehension & student understanding while reading (e.g., visuals, graphic organizers, etc.).					
16. Strategies and flexible grouping are in place to differentiate instruction while reading.					
17. Fluency is explicitly taught using the fluency strategies, routines, and the Comprehension Coach.					
18. Opportunities are provided to connect reading to out-of-school literacy experiences.					
19. Explicit language and grammar instruction is taught and integrated within the context of reading.					
20. Frequent opportunities for interaction and active participation are included while reading, promoting academic talk.					
21. Lesson includes plans & follow-up for independent reading beyond the textbook.					
22. Ongoing assessment of lesson objectives is present.					
After Reading: Reflect, Assess, & Integrate the Language Arts	Evident	Partially Evident	Not Evident	N/A	Comments
23. Students apply new information gained from reading to new situations.					
24. Students use unit vocabulary in discussions and/or writing.					
25. Students are engaged & actively participating.					
26. Writing in response to reading is evident to extend learning beyond the reading selection.					
27. Ongoing assessment of lesson objectives is present.					



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Writing	Evident	Partially Evident	Not Evident	N/A	Comments
28. Students write narrative, informational, argumentative texts.					
29. Writing Project Lessons include strategies to study the writing modes, traits, and professional models prior to writing.					
30. Lesson includes specific prewriting strategies to develop a thorough plan (e.g., gather information; create a graphic organizer, etc.).					
31. Lesson includes specific strategies to draft and revise (e.g. student models, peer conferences, explicit focus on the writing traits.).					
32. 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
33. Assessment of all lesson objectives occurs throughout the lesson (e.g. spot checking, group response).					
34. <i>Edge</i> reteaching resources are used to reteach the skills that students have not mastered.					
35. Data from assessments are used to inform instruction for all students.					
Common Core State Standards	Evident	Partially Evident	Not Evident	N/A	Comments
36. Students read and comprehend complex literary and informational text(s).					
37. Students can cite evidence to support analysis of the text(s) either in classroom discussion or in writing.					
38. Teachers provide students with the opportunity to engage in a close reading of a text.					
39. Students can determine the central idea or theme of a text and analyze their development; summarize the key supporting details and ideas.					
40. Teacher provides more opportunities for reading and rereading complex texts.					