

Teacher \_\_\_\_\_

Date \_\_\_\_\_

## Comprehension Club Observation Tool

For use with Scholastic Comprehension Club

**Check all that apply.**

	<b>Best Practices</b>	<b>Practices to Avoid</b>	<b>Comments/Notes</b>
<b>Seating Arrangement</b>	<input type="checkbox"/> Students are seated on the carpet for the read aloud and mini-lesson. <input type="checkbox"/> Students are seated in small groups and/or on the computer during book clubs for activities and discussions about their book club text.	<input type="checkbox"/> Students are seated at their desks for the entire lesson. <input type="checkbox"/> Students are working independently and never have the opportunity to participate in a discussion centered around their book club text.	
<b>Materials and Instruction</b>	<input type="checkbox"/> Evidence of Comprehension Club materials being used (read aloud books, book club books, assessment and observation forms to monitor progress (pages 134-143 of the implementation guide), technology used during book club groups). <input type="checkbox"/> Instruction is focused on teaching an SLO through a read aloud, which is modeled by the teacher. <input type="checkbox"/> Pacing is appropriate (40 minutes daily) and is aligned to the pacing set forth in the district curriculum guides. <input type="checkbox"/> Supplemental materials support the instruction in Comprehension Clubs. <input type="checkbox"/> The teacher incorporates multiple response strategies during the instruction (turn and talk, quick response, whip around, etc.). <input type="checkbox"/> Students are engaged in the lesson either as listeners or speakers. <input type="checkbox"/> Transition time to and from the carpet and book club groups is quick. <input type="checkbox"/> Teacher is the sole person responsible	<input type="checkbox"/> Little or no evidence of using the teacher and/or student materials supplied by the district. <input type="checkbox"/> Instruction does not focus on teaching an SLO through a read aloud and/or no modeling is done. <input type="checkbox"/> Pacing is inappropriate and lessons or segments of the lesson run too long and/or does not follow the pacing established in the district curriculum guide. <input type="checkbox"/> Multiple responses are not incorporated into the lesson. <input type="checkbox"/> Students are not engaged in the lesson either as listeners or speakers. <input type="checkbox"/> Transition time to and from the carpet and/or book club groups is lengthy, leading to loss of instruction. <input type="checkbox"/> Instruction is left for substitutes to deliver to students. <input type="checkbox"/> The whole class is using the same book during book clubs. <input type="checkbox"/> Routines and procedures are not established for read alouds, selecting	

	<p>for delivering the instruction.</p> <p><input type="checkbox"/> Each book club group is working on a different book club text. Leveled readers may be being utilized to support those readers who are struggling with independently reading the book club book.</p> <p><input type="checkbox"/> Teacher puts routines and procedures in place for read alouds, selecting book club books, and book club groups.</p> <p><input type="checkbox"/> Reader's notebooks are utilized for students to reflect on their reading in book clubs.</p>	<p>book club books, and book club groups.</p> <p><input type="checkbox"/> Reader's notebooks are not utilized.</p>	
<b>PLANNING</b>	<p><input type="checkbox"/> Teacher plans, reads books, and decides on lessons in advance, one lesson daily.</p> <p><input type="checkbox"/> Teacher writes an objective focused on the skill being taught during the mini-lesson.</p> <p><input type="checkbox"/> Teacher creates a DOL (Demonstration of Learning) aligned to the skill being taught during the mini-lesson.</p> <p><input type="checkbox"/> Teacher discusses how the lessons are going with other teachers and talks about what students know how to do and do not yet know how to do.</p>	<p><input type="checkbox"/> Teacher reads the read aloud for the first time during instruction.</p> <p><input type="checkbox"/> Teacher does not post an objective or the objective does not match the skill being during the mini-lesson.</p> <p><input type="checkbox"/> Teacher does not have a DOL (Demonstration of Learning) that aligns with the skill being taught during the mini-lesson.</p> <p><input type="checkbox"/> Teacher can only discuss what is not going well or does not have a sense of what the students know.</p>	
<b>ASSESSMENT</b>	<p><input type="checkbox"/> Teacher creates assessments based on the SLOs taught to students.</p> <p><input type="checkbox"/> Teacher takes anecdotal notes to record the development for the individual student.</p>	<p><input type="checkbox"/> Teacher does not create assessments based on the SLOs taught to students.</p> <p><input type="checkbox"/> Teacher does not record the development for the individual student.</p>	