

Reading Advantage Quarterly Observation Form

Teacher: _____ Date: _____ Article/Level: _____

Observer: _____ Duration: _____ Class Size: _____

DIMENSION 1: System Fidelity

Is the teacher running the program correctly? **Mark:** ✓ Yes | ✗ No | N/A

Technology & Setup

- ☐ App projected clearly, audio working
- ☐ All students have workbook + writing tool

The Big 4 (Non-Negotiables)

- ☐ **Step 3:** First reading uninterrupted (no vocabulary explanations during audio)
- ☐ **Steps 4 & 6:** Students selected their own words/sentences (not teacher-assigned)
- ☐ **Step 7:** Class answers entered in MCQ (not teacher's answers)
- ☐ **Step 14:** Workbook-first AI protocol (questions written before asking)

Program Flow

- ☐ **Step 1:** Students marked interest ratings
 - ☐ **Step 2:** Vocabulary: choral + individual repetition AND prediction prompts used
 - ☐ **Step 5:** Students wrote paragraph main ideas (not just listened)
 - ☐ **Step 8:** Short answer modeled collaboratively before individual writing
 - ☐ **Step 13:** Writing included planning phase (not straight to drafting)
 - ☐ Workbook used throughout (visible student recording)
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DIMENSION 2: Pedagogical Quality

Is the teacher using strong instructional practices? **Rate:** 1=Not Seen | 2=Developing | 3=Proficient | 4=Strong

Student Thinking & Metacognition

- ___ Teacher modeled thinking aloud (“I chose this word because...”)
- ___ Students made choices and could explain reasoning
- ___ Students predicted before/during reading (not just answered questions)
- ___ Wait time provided (3+ seconds before calling on students)

Evidence-Based Discussion

- ___ Think-pair-share implemented (not skipped for speed)
- ___ Students justified answers with text evidence
- ___ Class answers built collaboratively (not just accepting first response)
- ___ Multiple students contributed (not just volunteers)

Gradual Release of Responsibility

- ___ Teacher talk decreased as lesson progressed
- ___ Students worked independently in later phases
- ___ Teacher tolerated productive struggle (didn’t rescue immediately)

Responsive Teaching

- ___ Teacher circulated during student work (monitored understanding)
 - ___ Pacing adjusted to student readiness (not rushing)
 - ___ Cold calling used to check understanding
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Observer Notes

Strongest Area (System or Pedagogy):

One Priority for Growth:

Recommended Next Step/Coaching Focus:

Follow-Up Needed? ☐ No, on track | ☐ Yes, schedule coaching session