

Classroom Observation Data Collection Forms

1 Arrange the Physical Environment

Components	No	Somewhat	Yes
Traffic patterns are clearly defined and allow movement without disrupting others			
Desks and furniture arrangement are arranged so that students can be seen at all times and the teacher has easy access to all areas of the classroom			
Materials are clearly labeled, easily accessible, and organized for ease of use			
Separate quiet spaces where students can cool down or work independently			

#2 Active Supervision

Components	No	Sometimes	Frequently
The teacher <i>moves</i> and circulates through all parts of the classroom using close proximity to students needing additional support			
The teacher visually <i>scans</i> all parts of the classroom looking for both appropriate behaviors and academic engagement and inappropriate behaviors or students experiencing difficulty with task completion			
The teacher <i>interacts</i> frequently providing positive feedback, pre-correction, and correction. The teacher monitors and provides additional support to students needing help with academic and/or social behavior.			

#3. Classroom Expectations and Behaviors Align to School-wide Expectations

Components	No	Somewhat	Yes
Classroom expectations align with school-wide expectations			
Classroom behaviors are observable, measurable, positively stated, clearly defined, and prominently posted.			
(Ask the teacher if not directly observed): Teacher actively teaches the classroom expectations and behaviors several times throughout the year.		(Taught once per year)	

#4. Routines and Procedures

Observe and monitor the three components of routines & procedures during a 10-20 minute period or during predictable problematic times:

Components	No	Somewhat	Yes
Routines and procedures are aligned with school-wide expectations			
Routines and procedures are succinct, positively stated, and in age-appropriate language			
Routines and procedures are taught and practiced several times throughout the year			
Academic routines follow a predictable pattern			
Academic routines are delivered with consistency			

#5 Provide Multiple Opportunities to Respond (Compiled in a 10 – 20 minute observation)

Components	Frequency		Comments						
Number of student responses during instructional time (choral, hand signal, response card, white board, etc.).									
Rate of Academic Engagement. Record "+" symbol for on-task/ engaged behavior and "-" for off-task behavior each minute (see below)									
Both group and individual responses to questions are solicited, providing individual opportunities for the majority of students in the classroom, without targeting the same handful of students for every question	No	Sometimes	Yes						
Inclusive participation such that all students formulate answers									
Components for On-Task/Off-Task Behaviors for Academic Engagement: During a 10- minute observation, collect data on on-task and off-task behaviors at 10-second intervals. At each 10-second interval, observe a student for <1 second and identify if that student is on-task or off-task at that point in time. Mark a "+" for on-task behavior and a "-" for off-task behavior. Observe and record observations until all boxes are completed.									
1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60

#6 Formative Assessment

Components	No	Sometimes	Frequently
Teacher monitors student responses in order to determine at least 80% of students responses are accurate			

Teacher adjusts lesson based on formative assessment			
Teacher provides additional guided practice or re-teaching in order to move the lesson forward			
Teacher increases pace of lesson when initial accuracy is approximately 90%			

7 Scaffolding

Components	No	Somewhat	Yes
Teachers scaffold instruction during whole group and small group teaching (cues, rubrics, sentence frames, word walls, etc.)			
Lesson plans indicate areas where scaffolding is utilized and the method of scaffold			
Evidence that students utilize the scaffold (e.g. use the math worked problem, refer to word bank, etc.)			

#8. Acknowledgement: Behavior Specific Praise

Components	No	Somewhat	Yes
Descriptive and specific: Identifies and describes both the student and the behavior being recognized			
Contingent upon student accurately displaying desired behavior			
Behavior-specific praise statements are delivered frequently (BSPS delivered 4 times as often as negative feedback)			
<u>Tally of BSPS:</u>			
<u>Tally of error correction:</u>			
<u>Ratio of BSPS: EC (error correction):</u>			

#9 Error Correction

Observe and monitor the components of Error Correction:

Components	No	Sometimes	Yes	Not Observed
Are corrections provided immediately				
Do corrections end with the appropriate response				
When giving corrective feedback, is the teacher calm?				
When giving corrective feedback, is the teacher consistent?				
When giving corrective feedback, is the teacher brief?				

#10 Building Community Through Feedback

Observe and monitor during a 10-20 minute period or during predictable problematic times:

Components	No	Sometimes	Yes	Not Observed
Did the teacher identify and teach the behavior or routine?				
Did the class participate as an entire team?				
Did the teacher provide pre-corrections prior to transitions?				
Did the teacher deliver points for engaging in the behavior?				

Partially adapted from: *Classroom Check-Up: A Consultation Model to Support Effective Classroom Management* (Reinke et al., 2008) and *The Classroom Check-up: A Classwide Teacher Consultation Model for Increasing Praise and Decreasing Disruptive Behavior* (Reinke, Wendy; Lewis-Palmer, Teri; and Merrell, Kenneth)