Classroom Observation Data Collection Forms

Observe and monitor selected components during a 10-minute period:

# 1 Arrange the Physical Environment

| Components | Yes | No | Comments |
| --- | --- | --- | --- |
| Traffic patterns are clearly defined and allow for smooth teacher and student movement. |  |  |  |
| Furniture is arranged to allow students to be seen at all times, the teacher has easy access to all students, and students have the ability to collaborate. |  |  |  |
| Instructional materials and wall postings are organized, easily accessible, and clearly labeled for use. |  |  |  |
| Separate spaces are provided for students to self-regulate and/or work independently. |  |  |  |

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#2 Active Supervision

| Components | Yes | No | Comments |
| --- | --- | --- | --- |
| The teacher moves and circulates through all parts of the classroom using close proximity to students. |  |  |  |
| The teacher visually scans all parts of the classroom looking for engagement and students needing additional support. |  |  |  |
| The teacher interacts frequently providing positive feedback, pre-correction, and error correction. |  |  |  |

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

| Components | Yes | No | Comments |
| --- | --- | --- | --- |
| Classroom expectations align with school-wide expectations. |  |  |  |
| Classroom behaviors are written in observable, measurable, positively stated, clearly defined terms, and are prominently posted. |  |  |  |

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#4 Routines and Procedures

| Components | Yes | No | Comments |
| --- | --- | --- | --- |
| Routines and procedures are aligned with school-wide expectations. |  |  |  |
| Routines and procedures are succinct and positively stated in age-appropriate language. |  |  |  |
| Students are able to complete behavioral and academic routines with little or no teacher assistance. |  |  |  |

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#5 Provide Multiple Opportunities to Respond

| Components | | | | | | Tally Count  (10 minutes) | | | OTR Strategies Observed | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Number of student responses during instructional time (oral, written, action - choral, hand signal, response card, white board, etc.). | | | | | | Individual | Group | |  | |
|  | | | | | | Yes | No | | Comments | |
| There is a responsive system to promote equal opportunities such that all students formulate answers. | | | | | |  |  | |  | |
|  | | | | | | Teacher Talk Time | Student Talk Time | | Comments | |
| Alternatively in a 10 minute observation of instruction, teacher talk time is 50% or less. | | | | | |  |  | |  | |

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#6 Formative Assessment

| Components | Yes | No | Comments | | |
| --- | --- | --- | --- | --- | --- |
| There is evidence of success criteria for the lesson. |  |  |  | | |
| Teacher adjusts the lesson based on formative assessment. |  |  |  | | |
| The teacher provides positive, motivating, and growth- oriented feedback with opportunities for students to revise and resubmit work. |  |  |  | | |
| Students are provided opportunities to help each other learn. |  |  |  | | |
| There is evidence of student self-assessment to monitor learning and identify needs. |  |  |  | | |

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#7 Scaffolding

| Components | Yes | No | Comments |
| --- | --- | --- | --- |
| Teachers scaffold instruction during whole group and small group teaching (prompts, cues, rubrics, sentence frames, word walls, etc.). |  |  |  |
| There are opportunities to practice with teacher support and guidance. |  |  |  |
| A variety of materials and supports reflect differing student needs and current ability levels. |  |  |  |

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#8 Acknowledgement: Behavior Specific Praise Statements (BSPS) Focus on Positive : Corrective

| Components | Tally Count (10 minutes) |
| --- | --- |
| Tally of positive interactions/behavior specific praise statements |  |
| Tally of corrective comments/actions |  |
| Ratio of Positive/Corrective statements/actions |  |

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#9 Error Correction

| Components | Yes | No | Not Observed | Comments |
| --- | --- | --- | --- | --- |
| Corrections are provided immediately after undesired behavior/incorrect answer. |  |  |  |  |
| Corrections end with the teacher clarifying the correct response. |  |  |  |  |
| Students are able to show/articulate desired behavior/answer. |  |  |  |  |
| Teacher appears to be calm and consistent in delivering corrections. |  |  |  |  |

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#10 Building Community Through Feedback

| Components | Yes | No | Comments |
| --- | --- | --- | --- |
| The teacher identifies and teaches the desired behavior or routine that the team/class will focus on. |  |  |  |
| There were opportunities for the team/class to display their knowledge of the desired behavior. |  |  |  |
| The teacher delivers points to the team/class for engaging in the desired behavior (not dependent on one student). |  |  |  |

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