Classroom Observation Data Collection Forms

**# 1 Arrange the Physical Environment**

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| --- | --- | --- | --- |
| **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**

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| --- | --- | --- | --- |
| **Components** | **No** | **Sometimes** | **Frequently** |
| The teacher *moves* and circulates through all parts of the classroom using close proximity to students needing additional support |  |  |  |
| The teacher visually *scans* 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 *interacts* 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. |  |  |  |
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**#3. Classroom Expectations and Behaviors Align to School-wide Expectations**

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| --- | --- | --- | --- |
| **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 Ensuring Academic Success**

|  |  |  |  |
| --- | --- | --- | --- |
| **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**

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| --- | --- | --- | --- |
| **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) |  |  |  |
| Tally of BSPS: | | | |
| Tally of error correction: | | | |
| Ratio of BSPS: EC (error correction): | | | |
|  | | | |

**#9. Group Contingencies**

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

|  |  |  |  |
| --- | --- | --- | --- |
| **Components** | **No** | **Somewhat** | **Yes** |
| Did the teacher identify and teach the star behavior or routine? |  |  |  |
| Did the class play as entire team? |  |  |  |
| Did the teacher provide pre-corrections prior to difficult  transitions or routines? |  |  |  |
| Did the teacher deliver points for engaging in the identified behavior? |  |  |  |

|  |  |  |  |
| --- | --- | --- | --- |
| Were the points displayed on the board? |  |  |  |
| If the students need reminders, did the teacher re-teach ? |  |  |  |

**#10 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? |  |  |  |  |
|  | | | | |

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*