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. |  |  |  |

-----------------------------------------------------------------------------------------------------------------------------

#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.  |  |  |  |

-----------------------------------------------------------------------------------------------------------------------------

#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. |  |  |  |

-----------------------------------------------------------------------------------------------------------------------------

#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. |  |  |  |

-----------------------------------------------------------------------------------------------------------------------------

#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 equitable 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.  |  |  |  |

-----------------------------------------------------------------------------------------------------------------------------

#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. |  |  |  |

-----------------------------------------------------------------------------------------------------------------------------

#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. |  |  |  |

-----------------------------------------------------------------------------------------------------------------------------

#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 |  |

-----------------------------------------------------------------------------------------------------------------------------

#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. |  |  |  |  |

-----------------------------------------------------------------------------------------------------------------------------

#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