

## Classroom Observation Form

*This observation is intended to capture and profile how the student is responding to instruction, curriculum, and the learning environment. Data from this observation will be useful in modifying interventions/ instruction, linking the academic concern with relevant behaviors, and identifying an instructor's natural supports.*

**Section A** to be completed by the general education teacher or team recommending the observation.

Learner:	Teacher:
Date Section A was completed:	
What is the learning concern or reason for requesting an observation:	
Describe the activity/task where student experiences the greatest difficulty. <i>This should be the target of the observation.</i>	
What supports are currently in place for the student?	
Describe the instructional plan or lesson the observer will see:	
State the grade level content standard being addressed:	
What stage of instruction should be observed to maximize understanding of the learning difficulty?	
<input type="checkbox"/> Introducing concept or skill	
<input type="checkbox"/> Guided practice	
<input type="checkbox"/> Independent practice	
<input type="checkbox"/> Review for assessment	

**Classroom Observation Form**

**Section B to be completed by the observer.**

<b>Duration of observation:</b>		<b>Timing of observation within lesson:</b>													
<p><b>Expectations</b>—Briefly describe the observed expectations Standard being addressed:</p> <p>Is there evidence that academic expectations of what students will know and do are posted, modeled, or explicitly taught?</p> <p>If behavioral issues are a concern, are the behavioral expectations posted, modeled, explicitly taught, and reinforced?</p>															
<p><b>Context of Instruction</b>--Check the box that most closely describes the learning environment</p> <table border="1" style="width:100%; border-collapse: collapse;"> <thead> <tr> <th style="width:33%; padding: 5px;"><b>Nature of Instruction:</b></th> <th style="width:33%; padding: 5px;"><b>Group size</b></th> <th style="width:33%; padding: 5px;"><b>Group configuration</b></th> </tr> </thead> <tbody> <tr> <td style="padding: 5px;"><input type="checkbox"/> Cooperative</td> <td style="padding: 5px;"><input type="checkbox"/> Large Group</td> <td style="padding: 5px;"><input type="checkbox"/> Heterogeneous</td> </tr> <tr> <td style="padding: 5px;"><input type="checkbox"/> Competitive</td> <td style="padding: 5px;"><input type="checkbox"/> Small Group</td> <td style="padding: 5px;"><input type="checkbox"/> Homogeneous</td> </tr> <tr> <td style="padding: 5px;"><input type="checkbox"/> Independent seat work</td> <td style="padding: 5px;"><input type="checkbox"/> One-to-one</td> <td></td> </tr> </tbody> </table>				<b>Nature of Instruction:</b>	<b>Group size</b>	<b>Group configuration</b>	<input type="checkbox"/> Cooperative	<input type="checkbox"/> Large Group	<input type="checkbox"/> Heterogeneous	<input type="checkbox"/> Competitive	<input type="checkbox"/> Small Group	<input type="checkbox"/> Homogeneous	<input type="checkbox"/> Independent seat work	<input type="checkbox"/> One-to-one	
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<p><b>Observations of student response to instructional setting:</b></p> <p><b>A. Orienting and focusing to instruction:</b></p> <p>Location of instruction relative to student:</p> <p>Location of distractions relative to student:</p> <p>Group dynamics (energy level, movement, routines):</p> <p>Observed strategies to orient and compensate on part of student and/or teacher:</p> <p>Observed and effectiveness of compensatory strategies student uses to orient and understand verbal instruction:</p>															

## Classroom Observation Form

### B. Task approach

Time to initiate task

Observed and effectiveness of compensatory strategies to approach and initiate task:

### C. Opportunities to respond during instruction (ratio of student response to teacher talk):

Ratio of target student receiving specific and targeted feedback/compared with peers during instruction:

Student's response to feedback.

### D. Task completion (ratio of student to peers length of attending or endurance):

- Attempts task:
- Completes task:
- Gives up:
- Works diligently but does not complete task:

Environmental or instructional supports to redirect and sustain attention to task:

Observed and effectiveness of student compensatory strategies to maintain focus on task:

### Accessibility of curriculum and materials (note how teacher mediating the impact or differentiate to student needs):

Note curricular changes the teacher uses to effectively differentiate and support the learner at his/her instructional level:

- Change in the Instructional level of materials:
- Change in way instruction is delivered:
- Change in way student demonstrates mastery of content:
- Change in expected level of mastery:

What is the comparability of materials for target student relative to peers functioning within grade-level expectations (*If relevant, note student's approach and response to materials (resistance, frustration, etc.):*)

### Classroom Observation Form

**Wrap-up and debrief of observation:**

Note the extent to which this observation representative of this student’s typical performance in this setting?

What was not observed that typically occurs?

Observed behaviors in relation to academic tasks	Yes	No	Not Observed	Example/Explanation
Student easily locates information and assignments within texts and workbooks without prompts.				
Student demonstrates ability to function within the provided curriculum without modifications.				
Student initiates and completes work at a rate comparable to peers.				
Student follows the routine and expectations established by the teacher				
Student appears to be listening and participates orally to demonstrate understanding of knowledge acquired.				
Student responds appropriately to any visuals presented (i.e. map reading, understanding geometry, <i>using margins</i> )				
Student demonstrates adequate fine motor skills necessary to complete assignments.				
Other				