OBSERVATION TOOLS

This packet of Observation Tools was contributed by First District RESA TSS participants. Some of these tools were developed by Teacher Support Specialists to fit observation of a specific teaching task or dimension as identified in the *Georgia GTEP Evaluation Manual.* Other tools were developed to accommodate observation of unique classroom situations not addressed in a particular GTEP task or dimension.

TSS
Nov. 15, 2001

Observation Tool 1

Monitoring Student Behavior

Setting:

This instrument would be useful in the classroom during instruction. A student's behavior would be observed to determine the degree that he or she demonstrates particular behavior skills that are deemed important for students to be successful in the classroom and in life in general.

Rationale:

The rationale for using an instrument such as the behavior observation checklist is two-fold. One, it helps the teacher identify deficits (or strengths) in student's behavior. This information could then be used to develop a behavior plan for the student to follow in the classroom. Two, the observation tool would provide valuable documentation that could be needed during a parent-teacher conference or when discussing a particular student with another teacher experiencing similar problems. An administrator may also find the information useful if disciplinary issues are involved.

Instrument:

The instrument is designed to work with one particular student that has been pre-identified as a needed case study. To do observations on multiple students with this instrument, student names could be color-coded and the checkmarks would then have to match the color of the name. This may work well with two or three students but with many more it may be confusing. Ideally, one observation instrument per student would be implemented.

Data Analysis:

Data would show the degree in which the behavior skills are performed. The teacher would need to decide which areas of deficit to concentrate on and ways to increase proficiency in that area. Some means of positive reinforcement should be used.

Behavior Observation

Student Name:_____

Date:_____

Teacher Name: Cindy Felkins

Behavior Skill	Never	Rarely	Most of the Time	Always
On Time and Prepared				
1. Arrives to class on time				
2. Brings necessary materials				
3. Completes homework				
Respects Peers				
1. Respects others' property				
2. Listens to peers				
3. Responds appropriately to peers				
4. Respects others' opinions				
5. Refrains from abusive language				
Respects Teacher/Staff				
1. Follows directions				
2. Listens to Teacher/Staff				
3. Accepts Responsibility for actions				
Demonstrates Appropriate Character Traits				
1. Demonstrates positive character traits (i.e. kindness, trustworthy, honesty)				
2. Demonstrates productive character traits (i.e. patience, thorough, hardworking)				
3. Demonstrates a level of concern for others				
Demonstrates a Level of Concern for Learning				
1. Remains on task				
2. Allows others to remain on task				

Tools developed by Teacher Support Specialists. Contributed by Nelda Bishop, First District RESA.

Observation Tool 2

Effective Classroom Instruction

Instructional Setting:

This instrument is designed for use in any classroom K-12. The purpose of the instrument is to collect data that reflects effective classroom instruction. Effective instruction is determined by the following criteria: Teacher Preparation/Instruction Format, Classroom Management, and Physical Environment.

Rationale:

This instrument is designed to reflect evidence of demonstrated basic teaching practices that are necessary for effective classroom instruction.

Instrument:

The observer will record evidence of criteria by placing a check in the appropriate column. Notes will be written in the "Comments" section following each checklist. These will be helpful for the post-conference discussion.

Data Analysis:

An analysis of the data will enable the observer and the teacher to determine whether the components of effective instruction were demonstrated during the observation. The teacher can use this information to adjust instructional planning and classroom management techniques.

Effective Classroom Instruction Checklist

I. Teacher Preparation	Yes	No	N/A
A. Lesson plans with objectives identified	___	___	___
B. Use of technology	___	___	___
C. Materials prepared and appropriate	___	___	___

Comments:_____

_____

II. Classroom Management	Yes	No	N/A
A. Evidence of discipline plan	___	___	___
B. Teacher movement in room	___	___	___
C. Positive interaction with students	___	___	___
D. Provides enrichment/remediation	___	___	___
E. Uses appropriate verbal communication	___	___	___
F. Uses appropriate nonverbal communication	___	___	___
G. Gives clear directions	___	___	___
H. Appropriate time management	___	___	___

Comments:_____

_____

III. Physical Environment	Yes	No	N/A
A. Clean	___	___	___
B. Attractive	___	___	___
C. Safe	___	___	___

Comments:_____

_____

_____   _____
           Observer's Signature   Teacher's Signature

_____   _____
                    Date   Date

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Observation Tool 3

I. E. P. Annual Review

<u>Setting:</u> This instrument is designed for use in I.E.P. Annual Review meetings. The Special Education Service Coordinator will organize and conduct the meeting with the I.E.P. Committee.

<u>Rationale:</u> The purpose for observing is to enhance efficiency in procedures and operations of the Annual Review process. Special Education teachers are held accountable for I.E.P. paperwork completed within the State and Federal mandated timelines.

<u>Instrument:</u> The observer will record data by checking the yes/comment or the no/comment column. Specific notes may be recorded to discuss at the post conference.

<u>Data Analysis:</u> Analysis of the data will help enhance the I.E.P. development and implementation. Strengths and successes as well as problem areas will be implemented.

Annual Review
Observation Instrument

Meeting Date: _____

Special Education Service Coordinator: _____

Competencies Observed		
Competency	**Yes/Comment**	**No/Comment**
Teacher introduced members of the committee.		
I.E.P. Committee included required members.		
Teacher stated purpose of meeting.		
I.E.P. included all components as outlined in Annual Review Checklist.		
Teacher is able to communicate effectively with parents regarding questions and placement.		
I.E.P. was completed within specified time line.		
Secured all required signatures.		
Reviewed Parental Rights.		

_____   _____
Mentor's Signature   **Mentee's Signature**

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Observation Tool 4

Classroom Procedures

Instructional Setting:

The observation instrument is designed for use in all classroom settings.

Rationale:

In every classroom, it is important for students to be aware of classroom procedures. When students clearly know what is required of them and how to carry out certain necessary tasks, learning time is maximized. This is a critical part of any classroom management policy.

Instrument:

The observer will place a check in the *viewed* column when students are viewed following the listed class procedures. If procedures are not viewed, a check will be placed in the *not viewed* column. Other behaviors can be added to the instrument. The *comments* column is used for notes during the observation.

Data Analysis:

In evaluating the data, the teacher will be able to determine how well the students follow the set procedures. The teacher analysis will identify procedures that need to be reviewed and procedures that are mastered. It will also help determine if certain procedures need to be added in the classroom. This provides valuable insight into classroom management.

Classroom Management: Student Procedures

_____Procedures are posted in the classroom.

Students follow the procedure for the following:	Viewed	Not Viewed	Comments
1. Entering the classroom appropriately			
2. Giving the teacher attention.			
3. Seeking teacher assistance.			
4. Sharpening pencils.			
5. Throwing trash away.			
6. Finishing work early.			
7. Turning in work.			
8. Class dismissal.			
10. Using the restroom.			
11. Using resource materials.			
12. Making up missed work.			

Observation Tool 5

Checklist for Monitoring Behavior

_____ Establish clear and consistent expectations

_____ Provides positive feedback when appropriate

Examples:

_____ Scans class; observes entire class

_____ Moves around room

_____ Student desks cleared

_____ Students begin work together

_____ Students raise hand for help

_____ Students remain in desks

_____ Divides attention equally among students

_____ Provides intervention when necessary

Student	**Behavior**	**Intervention**

Comments: _____

_____

Observation Tool 6

Appropriate Behavior

C_2 - Intervening

Date:_____

Time:_____

Subject:_____

Grade:_____

A. Proximity Control
B. Eye Contact
C. Signals/Gestures
D. Stating a Rule
E. Calling Student Names
F. Hand on Shoulder
G. Snap Fingers
H. Raise Hand
I. Count
J. Positive Reinforcement
K. Sign Language
L. Silence
M. Change Seating
N. Remove Child
O. Other

Observation Tool 7

Teacher-Student Interaction

Setting:

Exchanging verbal comments between teachers and students is an integral part of any lesson. This instrument is designed for use in any classroom where teacher-student interaction occurs.

Rationale:

Effective communication skills are important to the classroom teacher. The teacher must be able to successfully get across the goals of the lesson when the comments of the students are not always predictable or relevant. Therefore, this tool will show how you can enhance the learning environment and increase positive on-task responses with teacher comments.

Instrument:

A letter from the code selection will be placed in the appropriate box to show the type of response given by the student to the teacher and vise versa.

Data Analysis:

In evaluating the data, the teacher will be able to tell which students participated, their type of response, and how she reacted to it. The teacher will be aware of those students who make inappropriate responses and the need for possible rephrasing of questions to these students.

	Student Name	Type of Question Open ended – O Closed – C	Type of Response (Student) Correct-C Off Subj.-O N Correct-N	Type of Comment Returned by Teacher Praise-P Negative-N Other-O	Other Comments Exchanged Not related to Question
1.					
2.					
3.					
4.					
5.					
6.					
7.					
8.					
9.					
10.					
11.					
12.					
13.					
14.					
15.					
16.					
17.					
18.					
19.					
20.					

Observation Tool 8
Provides Instruction: Task I

Teacher _____   **Date:** _____

Subject: _____   **Time:** _____

	Comments

A. Instructional Level
➤ Small Blocks
    _____intersperses practice
    _____builds on previous knowledge
    _____lesson organized
	Comments

B. Content Development
➤ Teacher focused
    _____definitions
    _____models
    _____demonstrating
    _____examples
➤ Student focused
    _____on fee, off seat
    _____TIM
    _____instructional aids	

C. Building for Transfer
➤ Initial focus
    _____clear objective
    _____overview/outline
    _____reviewing
    _____purpose/rational/relevance
➤ Content emphasis
    _____critical attributes
    _____link to life experiences/prior or future learning/through association
    _____similarities/differences
➤ Summaries
    _____beginning
    _____throughout
    _____end
    _____student involvement	

Observation Tool 9
Building for Transfer

Initial Focus

☐ ☐ ☐   States objectives clearly

☐ ☐ ☐   Provides a context for objectives w/various techniques (organizers, examples, review, relevance)

☐ ☐ ☐   Gains attention of students

Comments: _____

_____

_____

Content Emphasis and/or Linking

☐ ☐ ☐   Stresses the importance of topic

☐ ☐ ☐   Emphasizes critical attributes that distinguish learning

☐ ☐ ☐   Points out similarities & differences

☐ ☐ ☐   Relates to life experiences

☐ ☐ ☐   Provides techniques to facilitate memorization

Comments: _____

_____

_____

Summaries

☐ ☐ ☐   Reemphasizes lesson objectives

☐ ☐ ☐   Involves students in review

☐ ☐ ☐   Summarizes/reviews throughout lesson

☐ ☐ ☐   Summarizes/reviews at end of session

Comments: _____

_____

_____

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Date:
Time:

Observation Tool 10

Managing the Learning Environment

Pro-Active

1. (   ) classroom monitoring
   [….having groups begin seatwork together]
2. Observes the entire class and scans frequently
3. Divides attention among students
4. Establishes and maintains rules and procedures
5. Provides positive feedback

Reactive
1. Detects inappropriate behavior and intervenes.
2. Uses proximity control, eye contact, signals, and monitoring a student's name to redirect.
3. Prompts student to ensure that appropriate behavior begins after redirection.
4. Provides feedback only to students causing problems.
5. Deals with disruption appropriately. (i.e., avoids arguments or power struggles.

TEACHER

Comments:

_____

_____

_____

_____

_____

_____

P - #Proactive

X - Student off task

? - Student asks question

√ - Appropriate response by instructor

R - #Reactive

V - Teacher called on volunteer

N - Teacher called on non-volunteer