

# BIE Reading Classroom Observation

Observer: \_\_\_\_\_ Date: \_\_\_\_ / \_\_\_\_ / \_\_\_\_

2009-2010 BOY, 10-15 Minute Observations + 5 more minutes to complete

School: \_\_\_\_\_

If no INSTRUCTION observed within first 3 minutes, mark "no instruction observed," record # students observably off task and activities observed, return later if possible, and use new form. INSTRUCTION involves teacher actively involved in interacting with students to teach or practice a skill or concept. Paired reading and independent seatwork are NOT instruction. Students taking turns reading to teacher with error correction IS instruction.

Teacher's Name		Notes, Comments, Descriptions of Activities ( <b>use grouping numbers</b> )		
Grade(s) <input type="checkbox"/> Kindergarten <input type="checkbox"/> 1 <sup>st</sup> <input type="checkbox"/> 2 <sup>nd</sup> <input type="checkbox"/> 3 <sup>rd</sup>				
Time entered room	Teacher on task?			<input type="checkbox"/> Yes <input type="checkbox"/> No
# students observably off task upon entering room	Total # students			
# Adults in room: ____ Teaching ____ Assisting ____ Other (OTHER : adults in room not interacting with students or managing behavior)				
Grouping and Instruction: Put <b>numbers</b> of students in blanks. <input type="checkbox"/> <b>NO INSTRUCTION</b> <input type="checkbox"/> <b>CHAOS</b> Large group instruction    ① ____ Small groups led by adult, including 1-on-1    ② ____    ③ ____    ④ ____ Groups working independently    ⑤ ____    ⑥ ____    ⑦ ____    ⑧ ____ Students working alone (not in small groups)    ⑨ ____				
Pacing <input type="radio"/> Too fast (students confused) <input type="radio"/> About right <input type="radio"/> Too slow (students bored, off task)				
Levels of teacher/ student interaction <input type="radio"/> High <input type="radio"/> Moderate <input type="radio"/> Low <input type="radio"/> None				
Group (choral) responses requested <input type="radio"/> Frequent <input type="radio"/> Some <input type="radio"/> None				
% students participating in group responses, on average <input type="radio"/> 25% or less <input type="radio"/> 26-50% <input type="radio"/> 51-75% <input type="radio"/> > 76% <input type="radio"/> No group responses requested				
Individual responses requested <input type="radio"/> Freq <input type="radio"/> Some <input type="radio"/> None				
Calling individually on students: Check all that apply. <input type="radio"/> <b>None</b> <input type="checkbox"/> Students call out responses <input type="checkbox"/> Students with raised hands (or other signal) <input type="checkbox"/> Intentionally selected, seemingly not random and not in order <input type="checkbox"/> Students selected in order (e.g., by seating) <input type="checkbox"/> Randomly selected students <u><b>Circle method</b></u> <input type="checkbox"/> Other (describe) <u><b>used most freq.</b></u>				
Transitions <input type="radio"/> Greater than 1 minute <input type="radio"/> None observed <input type="radio"/> Consistently less than 1 minute				
Program(s) used: Include <b>Level</b> or <b>Unit Name</b> or <b>Color</b> of book, <b>Lesson</b> or <b>Page Numbers</b> (number groups using different materials according to grouping numbers above)				
<input type="checkbox"/> Use of templates observed				
TALLY    Negative feedback or picking on students		Shhhhhh!		
# students observably off-task as leaving room		Time left room		

Managing student behavior (mark frequency for each item)			
General praise ("good job!")	<input type="radio"/> Freq	<input type="radio"/> Some	<input type="radio"/> None
Praising behavior with specific description	<input type="radio"/> Freq	<input type="radio"/> Some	<input type="radio"/> None
Appropriate physical redirection that doesn't interfere with flow of lesson	<input type="radio"/> Freq	<input type="radio"/> Some	<input type="radio"/> None
Inappropriate physical redirection	<input type="radio"/> Freq	<input type="radio"/> Some	<input type="radio"/> None
Ignoring behavior that does NOT distract others	<input type="radio"/> Freq	<input type="radio"/> Some	<input type="radio"/> None
Ignoring behavior that distracts others	<input type="radio"/> Freq	<input type="radio"/> Some	<input type="radio"/> None
"Naming" student(s) who behave inappropriately	<input type="radio"/> Freq	<input type="radio"/> Some	<input type="radio"/> None
Other (describe)	<input type="radio"/> Freq	<input type="radio"/> Some	<input type="radio"/> None

All students behaving appropriately during entire observation    ☐ Yes    ☐ No

Teachers' manual <input type="radio"/> Used <input type="radio"/> Not used (visible) <input type="radio"/> Not visible	Routines <input type="radio"/> Established <input type="radio"/> Not firm <input type="radio"/> None apparent
Teacher's language use (grammar, verb tense, pronunciation, etc.) <input type="radio"/> Always appropriate <input type="radio"/> Some errors <input type="radio"/> Many errors (describe errors)	Percent of observation that students were engaged in activities related to reading (include writing that is part of reading lesson) <input type="radio"/> Less than 25% <input type="radio"/> 25-50% <input type="radio"/> 50-75% <input type="radio"/> > 75%
Materials 100% ready and organized? <input type="radio"/> Yes <input type="radio"/> No (describe)	Learning areas free from distractions? <input type="radio"/> Yes <input type="radio"/> No (describe) (e.g., paper, tokens, toys, pencils, books, etc.)
Sustained silent reading observed? <input type="radio"/> Yes <input type="radio"/> No (excluding free reading time when work completed)	Did student behavior problems interfere with other students' learning? <input type="radio"/> Yes <input type="radio"/> No
Explicit modeling observed? <input type="radio"/> Freq <input type="radio"/> Some <input type="radio"/> None (my turn, your turn, or my turn, our turn, your turn)	Were students in non-primary instructional groups (centers, independent work) engaged in learning activities (>80%stu >80%time)? <input type="radio"/> Yes <input type="radio"/> No
Full error correction procedures observed, where teacher returns to incorrect students to insure mastery?	<input type="radio"/> No, but none needed <input type="radio"/> No, but error correction procedures were needed <input type="radio"/> Yes, always <input type="radio"/> Yes, not always but sometimes

**Mark ONE of each of the following about TEACHER. Cross out phrases as necessary. START from rightmost box.**

PRAISE	High level of appropriate and contingent specific and general praise targeted at many, including struggling students	Moderate level of appropriate and contingent specific and general praise	General praise but little or no specific praise	Little praise of either type	<b>Negative feedback to students</b> (Mark also, if needed)
MANAGEMENT	High levels of appropriate management of student behavior (or little needed), circulated when appropriate, monitored behavior, nearly all engaged, participating	Moderate to high levels of appropriate management of student behavior (or little needed) with most students participating most of the time	Some appropriate management of student behavior (e.g., redirection, praise around) AND/OR also sometimes called attention to inappropriate behavior	Little teacher intervention to manage inappropriate behavior and keep students on task AND/OR intervention consistently called attention to inappropriate behavior	Mostly negative system or punitive intervention for managing student behavior, students interfered with others' learning
INTERACT	High levels of teacher-student interaction to check for understanding with appropriate use of correction procedures, called randomly on students	Fairly high level of interaction, checked regularly for student understanding, some use of correction procedures	Some questions to check for student understanding, but few appropriate uses of correction procedures	Instructional time occurred but little interaction to check for understanding, instructional time may not have been effective for many students	Very little interaction between adults and students, students worked mostly without adult intervention or interaction

**Mark ONE of each of the following about STUDENTS. START from rightmost box.**

CORRECT	Nearly 100% of students correct nearly 100% of time when responses requested to check understanding	80% or more correct 80% or more of time when check understanding	Student responses requested but many incorrect responses or not all students participating, or less than 80% responding during group responses	Few students or consistently the same students given opportunities to respond	Very little or no student-teacher interaction; few or no opportunities for students to receive immediate feedback
ENGAGED	Almost 100% of the students on task 100% of the time	Most students (>80%) on task most of the time (>80%)	More than 50% are on task most of the time, OR most on task more than 50% of the time	Less than 50% of the students on task OR many on task but less than 50% of the time	Few students regularly on task

**Fidelity of Implementation of Reading Programs. Cross out phrases as necessary. START from rightmost box.**

High	Good/Fair	Poor	None
Systematic, explicit reading instruction was consistently observed. Instruction <ul style="list-style-type: none"> <li>Involved exclusive use of core/ supplemental program materials,</li> <li>Was aligned with the five key components of reading instruction*,</li> <li>Was on pace to cover sufficient content for grade level, and</li> <li>Created a positive learning environment that maximized opportunities for learning, including appropriate modeling and instructional feedback, frequent opportunities for all students in the instructional group to demonstrate mastery of concepts, and high levels of student engagement.</li> </ul>	Instruction occurred using the core/supplemental materials but typically <ul style="list-style-type: none"> <li>Instruction was not both systematic and explicit, or</li> <li>The activities were not well-aligned with five key components of reading instruction*, or</li> <li>Pacing was too slow to cover sufficient content for grade level, or</li> <li>Not a high rate of opportunities for students to respond so teachers could check student understanding (e.g., group or individual responses during instruction), or</li> <li>Academic learning time needs to be increased (e.g., not all students engaged with instruction, pacing too slow, or instructional time reduced for other reasons including interruptions or long transitions).</li> </ul>	Reading instruction occurred but <ul style="list-style-type: none"> <li>Was not aligned with the five key components of effective reading instruction*, and/or</li> <li>Pacing of lessons or pacing across time too slow to ensure sufficient coverage, and/or</li> <li>Included use of non-program related materials created by teachers or from other reading programs, and/or</li> <li>Did not include systematic, explicit instruction, and/or</li> <li>Many students observably off-task, not engaged with instruction.</li> </ul>	No reading instruction observed during classroom visit. For example, <ul style="list-style-type: none"> <li>A test was administered to students, or</li> <li>Class time was spent reviewing using games that were not included with the reading program, or</li> <li>Students worked independently during the entire observation although reading instruction would be expected given the reading program used.</li> </ul>

\* Five key components of reading instruction: Phonemic Awareness, Phonics, Vocabulary, Reading Fluency, Comprehension