

# RFAL Classroom Observation

15-20 minute observation + 5 minute completion time

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

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

If no instruction is observed in the first 3 minutes, write "no instruction" and the number of students observably off-task and the activities observed under "Notes." Instruction involves teacher interacting with students to teach or practice skills/concepts. Paired reading or independent work are not instruction; a student reading to the teacher with error correction is.

Teacher's Name	Notes	Which RFAL Set and Book used? Set Book
Grade(s) <input type="checkbox"/> Special Ed <input type="checkbox"/> K <input type="checkbox"/> 1 <sup>st</sup> <input type="checkbox"/> 2 <sup>nd</sup> <input type="checkbox"/> 3 <sup>rd</sup>		Which RFAL piece(s) observed? (Check <u>all</u> that apply)
Time entered room	Teacher on task? <input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Sound Practice <input type="radio"/> Reading the Story <input type="radio"/> New Sounds <input type="radio"/> Looking Back <input type="radio"/> Word Practice <input type="radio"/> Coming Attractions <input type="radio"/> New Words <input type="radio"/> Comprehension Questions
# student off task as enter room	Total # students	
Grouping and Instruction (Write number of students in <u>blanks</u> ) Large group instruction ① _____ Small group instruction ② _____ ③ _____ ④ _____ Groups working independently ⑤ _____ ⑥ _____ ⑦ _____ ⑧ _____ Students working alone ⑨ _____ <input type="radio"/> No instruction <input type="radio"/> Chaos		RFAL group instruction <input type="radio"/> Teacher can see all students in group <input type="radio"/> All students can see teacher <input type="radio"/> Materials ready, organized <input type="radio"/> Area free of distractions      # students in group _____
# Adults in room ____ Teaching ____ Assisting ____ Other		Pacing <input type="radio"/> Too fast/confused <input type="radio"/> About right <input type="radio"/> Too slow/bored
Students in the primary instructional group engaged in learning activities (80% students, 80% of time) <input type="radio"/> Yes <input type="radio"/> No		Explicit modeling <input type="radio"/> Always <input type="radio"/> Sometimes <input type="radio"/> Not at all Correct Sounds <input type="radio"/> Always <input type="radio"/> Incorrect (list) _____
Students in non-primary instructional groups/alone engaged in learning activities (80% students, 80% of time) <input type="radio"/> Yes <input type="radio"/> No		Consistent use of instructional dialogue / routines <input type="radio"/> Always <input type="radio"/> Sometimes <input type="radio"/> Not at all
Teacher or another adult, monitored independent work <input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> Not applicable		Error correction procedures? <input type="radio"/> No, not needed <input type="radio"/> No, needed <input type="radio"/> Yes, always <input type="radio"/> Yes, sometimes
Classroom routines <input type="radio"/> Established <input type="radio"/> Not firm <input type="radio"/> Not apparent		Teacher delivery <input type="radio"/> Robotic <input type="radio"/> With some affect <input type="radio"/> Enthusiastic
Classroom rules (Check <u>all</u> the apply) <input type="radio"/> None <input type="radio"/> Posted <input type="radio"/> Specific <input type="radio"/> Positive <input type="radio"/> What-if's		General praise (academic) <input type="radio"/> Frequent <input type="radio"/> Some <input type="radio"/> None Specific praise (academic) <input type="radio"/> Frequent <input type="radio"/> Some <input type="radio"/> None
Did the noise level disrupt small group instruction? <input type="radio"/> Frequently <input type="radio"/> Sometimes <input type="radio"/> No		% choral responses requested (vs. % individual responses) <input type="radio"/> < 50% <input type="radio"/> ~ 50% <input type="radio"/> ~ 75% <input type="radio"/> ~ 100%
Did student behavior problems interfere with other students' learning? <input type="radio"/> Frequently <input type="radio"/> Sometimes <input type="radio"/> No		% students participating in choral responses (on average) <input type="radio"/> < 50% <input type="radio"/> ~ 50% <input type="radio"/> ~ 75% <input type="radio"/> ~ 100%
Time left room?		Individual responses (Check <u>all</u> that apply) <input type="radio"/> None <input type="radio"/> In order <input type="radio"/> Random <input type="radio"/> Intentionally selected <input type="radio"/> Error correct/delayed test
Instructional time How many minutes was the observation? How many minutes were devoted to instruction? If observation started at the beginning of class, did the lesson begin on time? <input type="radio"/> Yes <input type="radio"/> No If observation ended at the same time as class, did the lesson continue until the end of reading block? <input type="radio"/> Yes <input type="radio"/> No		Global ratings (Score <u>every</u> item on scale of high ⑤ to low ①)  Praise rates            ⑤      ④      ③      ②      ① Management         ⑤      ④      ③      ②      ① Interaction            ⑤      ④      ③      ②      ① % Correct              ⑤      ④      ③      ②      ① % Engaged             ⑤      ④      ③      ②      ① Implementation      -        ④      ③      ②      ①
Behavior Management (Mark frequency of <u>each</u> item) General praise <input type="radio"/> Freq <input type="radio"/> Some <input type="radio"/> No <input type="radio"/> NA Specific praise <input type="radio"/> Freq <input type="radio"/> Some <input type="radio"/> No <input type="radio"/> NA Physical redirection (+) <input type="radio"/> Freq <input type="radio"/> Some <input type="radio"/> No <input type="radio"/> NA Ignore non-distracting beh. <input type="radio"/> Freq <input type="radio"/> Some <input type="radio"/> No <input type="radio"/> NA "Naming" students <input type="radio"/> Freq <input type="radio"/> Some <input type="radio"/> No <input type="radio"/> NA Inappropriate redirection <input type="radio"/> Freq <input type="radio"/> Some <input type="radio"/> No <input type="radio"/> NA Ignore distracting behav. <input type="radio"/> Freq <input type="radio"/> Some <input type="radio"/> No <input type="radio"/> NA		