

# BIA Reading First Classroom Observation

2006-2007

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

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

Teacher: \_\_\_\_\_ K 1 2 3

- a) 15 minute observation
- b) 1 minute intervals for off-task behaviors
- c) Describe activities & student behaviors
- d) If no instruction occurs, observe for 5 minutes & **mark items 16-21**

TIME ENTERED ROOM: \_\_\_:\_\_\_ TIME LEFT ROOM: \_\_\_:\_\_\_

#Adults in room: \_\_\_\_\_ #Students: \_\_\_\_\_ #Groups: \_\_\_\_\_

Observation in:  Home classroom  Another classroom  
 Library  Other: \_\_\_\_\_

Instructor(s):  
 Teacher  Para  RC  Other: \_\_\_\_\_

Primary Instruction:  
 1-on-1  Large  No instruction observed  
 Small: #students: \_\_\_\_\_


Describe activities & student behaviors (*samples on reverse side*):

Amount of Assistance Needed to Become Exemplary	Exemplary	Self-Check	Coaching or Peer Review	Substantial Assistance	Notes & Comments
<b>Systematic &amp; Explicit Instruction</b>					
1. Frequent student responses	④	③	②	①	
2. Appropriate pacing	④	③	②	①	
3. Responses guide instruction	④	③	②	①	
4. Small, linked steps	④	③	②	①	
5. Systematic AND explicit	④	③	②	①	
<b>Additional Teaching Functions</b>					
6. Appropriate modeling	④	③	②	①	
7. Error correction procedures	④	③	②	①	
8. Use of language (grammar, etc.)	④	③	②	①	
<b>Academic Monitoring</b>					
9. > 80% participate in group responses	④	③	②	①	
10. > 80% responses correct	④	③	②	①	
11. Calls randomly on students	④	③	②	①	
12. Group & individual responses requested	④	③	②	①	
13. Teacher circulates when appropriate (e.g., seatwork)	④	③	②	①	
<b>Time Management</b>					
14. Materials ready, organized	④	③	②	①	
15. Transition length	④	③	②	①	
16. Time allocated to academic tasks	④	③	②	①	
17. Student engagement	④	③	②	①	
<b>Classroom Management</b>					
18. Classroom routines	④	③	②	①	
19. Classroom rules*	④	③	②	①	
20. Behavior management	④	③	②	①	
21. General & specific praise	④	③	②	①	

Confirm teacher's name \_\_\_\_\_

Publisher or reading program and Lesson or page number for all instructional groups observed:

\* Specific, Positive, Legible/understandable

 <b>PRAISE</b>	General							
	Specific							
<b>Negative Statements (T)</b>								
<b>Harmful Behavior (P/ V, +/-)</b>								
<b>Off-Task: 1 minute</b> Entire Class Intervals A: # off-task: 0-5, 1/2, 3/4, ALL B: IF Teacher response, +/- C: IF Teacher off-task, record T	1	2	3	4	5	6	7	8
	9	10	11	12	13	14	15	

Yes	No	27. Were letter sounds (Kinder) or word wall posted, visible?	Yes	No	32. Was sustained silent reading observed (excluding free reading time when work completed)?
Yes	No	28. Was teacher's edition observed during instruction?	Yes	No	33. Were non-core reading program materials used?
Yes	No	29. Were students engaged in the lesson during instructor-led activities (approx. >80% students >80% time)?	Yes	No	34. Was student work displayed, e.g., on walls, bulletin boards, in hallway, etc.?
Yes	No	30. Were students in primary group successful at a high level of performance (approx >80% students >80% time)?	Yes	No	35. Were learning areas free from distractions (e.g., paper, tokens, toys, pencils, books, etc.)?
Yes	No	31. Were students engaged in learning activities in non-primary groups (approx. >80% students >80% time)?	Yes	No	36. Did student behavior problems interfere with other students' learning?

Check ONE of each of the following about the Teacher (T), Paraprofessionals (P1-P3), Reading Coach (RC) (if instruction observed)

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	Some general praise but little or no specific praise	Little praise of either type but not negative statements	Negative feedback to students
	T P1 P2 P3 RC	T P1 P2 P3 RC	T P1 P2 P3 RC	T P1 P2 P3 RC	T P1 P2 P3 RC
MANAGEMENT	High levels of appropriate management of student behavior, circulated throughout room when appropriate, nearly all engaged and participating	Moderate to high levels of appropriate management of student behavior with most students participating most of the time	Some appropriate management of student behavior but some off task student behavior	Little teacher intervention to manage behaviors and keep students on task	Mostly negative system or punitive intervention for managing student behavior, students physically interfered with others' learning
	T P1 P2 P3 RC	T P1 P2 P3 RC	T P1 P2 P3 RC	T P1 P2 P3 RC	T P1 P2 P3 RC
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 adult and students, students worked mostly without adult intervention or interaction
	T P1 P2 P3 RC	T P1 P2 P3 RC	T P1 P2 P3 RC	T P1 P2 P3 RC	T P1 P2 P3 RC

Check ONE of each of the following about STUDENTS with Teacher (T), Paraprofessionals (P1, P2, P3), Reading Coach (RC)

CORRECT	Nearly 100% of students correct nearly 100% of time with 100% responding during group response, teacher correcting when not all responding	80% or more correct 80% or more of time when check understanding, 80% or more students responding during group responses	Student responses requested but many incorrect responses or not all students participating, 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 or opportunities for students to demonstrate understanding
	T P1 P2 P3 RC	T P1 P2 P3 RC	T P1 P2 P3 RC	T P1 P2 P3 RC	T P1 P2 P3 RC
ENGAGE	Almost 100% of the students on task 100% of the time	Most students on task most of the time (80%)	At least 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
	T P1 P2 P3 RC	T P1 P2 P3 RC	T P1 P2 P3 RC	T P1 P2 P3 RC	T P1 P2 P3 RC

### Fidelity of Implementation of Reading Program

High	Fair	Poor	None
<p>Systematic, explicit reading instruction was consistently observed. Instruction</p> <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 each 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>	<p>Instruction occurred using the core/supplemental materials but typically</p> <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 critical 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>	<p>Reading instruction occurred but</p> <ul style="list-style-type: none"> <li>Was not aligned with the five key components of effective reading instruction (e.g., phonemic awareness, phonics, vocabulary, fluency, comprehension), and/or</li> <li>Pacing of lessons or pacing across time too slow to ensure sufficient coverage, and/or</li> <li>Included use of 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>	<p>No reading instruction observed during classroom visit. For example,</p> <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>

## Samples Descriptions for Reading Activities (taken from prior classroom observations)

- Teacher read story about an octopus from teacher's edition. Then asked comprehension questions. Example: "What did you learn about the octopus? What is the main idea?" Asked lots of individuals to answer.
- Teacher writing names of books on board – asked children sounds in words, broke words into phonemes: Chicken Soup with Rice, What Will the Weather be Like Today, Can't it Wait? -- asked questions about the sounds of the letters. Which story would you vote to hear again?
- 9:04 Teacher passed out a worksheet to 4 children at her center. Children took turns reading words & word sounds, then reading words in a sentence -- "have, is, for, here" – Which word makes sense?
- Sentences on board – had group read together "We need to eat." Find ê sound in words – one student called to board – eat, we, beep, Steve – many ways to get long ê
- 9:20 Riddle – I'll give you clues "There are 7 of me in one week" (day). "I run on tracks" (train). "I can make people wet (rain)
- Children each took a card with letters, word, or picture. They arranged themselves into a sentence then class read the sentence.
- 8:30 "Let's move to our lesson" -- Listening for different types of ending sounds: (tent) t, (pink) ink, sing (ng). Raise your hand if you hear sound in word I say. Overhead – sent, teacher said, then students repeated word "damp, king, breaking into phonemes, with emphasis on final sounds.
- Students writing words (spelling) as teacher read words.
- Students cutting gingerbread men and gluing on buttons, pom-poms
- Teacher asked students to stand and do stretching exercises (5 minutes)
- Bathroom break (7 minutes)
- Students copying sentences off white board and correcting errors.
- Teacher writing word stem "at" and changing letters while students sound out: cat, mat, bat, bar, rat, ran, pan, pat
- Students in teacher's group took turns reading one page of book, "Arthur's Teacher Trouble". Teacher asked comprehension questions after each page. Students in other group were partner-reading.