

# BIA Reading First Classroom Observation

Mid-year 2005-2006

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

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

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

**30-minute observation: Please complete all information required on observation form prior to beginning another observation. Check form to insure completeness and accuracy!**

Time entered room: \_\_\_:\_\_\_ Time left room: \_\_\_:\_\_\_

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

**Use the back side of form to record frequencies of behaviors during instruction for approximately 15 minutes. Use remaining time during observation to complete this side of form.**

Observation in:  Home classroom  Another classroom

Library  Other: \_\_\_\_\_

Note where the observation takes place, particularly when students "walk to read"

Instructor(s) Observed:

Teacher  Paraprofessionals or Aides  Reading Coach or Literacy Specialist  Other (describe)

Primary Instruction:

No instruction observed

Independent work (e.g., centers, partner reading, independent seatwork, cooperative groups) were scheduled during entire observation. If teacher is circulating and providing feedback or guidance during independent work, please mark all items that apply and describe activities.

1-on-1

Adult/student with adult providing instruction or guidance

Large

Whole class or groups larger than 8 students

Small:  Homo

Group is observably homogeneous—all students are responding and appear to have an equal opportunity to answer correctly

Non-H

Group is observably NOT homogeneous. Students with varying ability levels are apparent or some other evidence is provided.

Unknown

Mark this option if it is not possible to determine with confidence whether the group is homogeneous or non-homogeneous.

#students: \_\_\_\_\_

Please note number of students in primary instructional group. In description, also describe other small groups.

If small group instruction, what are other students doing? (e.g., centers, independent seatwork, partner reading, cooperative groups)

List activities, student behavior, changes in grouping:

Please be descriptive enough in this section that we can

- identify which lesson was taught, given publisher's materials,
- assess the level of implementation of the reading program for this lesson,
- determine the frequency with which groups and activities change, and
- gain a clear picture of both lesson activities and student behavior during the observation.

Confirm teacher's name: \_\_\_\_\_ Make sure the primary instructor is the teacher assigned to these students.

Mark activities for which teacher was instructor with a line. Draw a wiggly line down the left side of the paper to indicate the activities for which the primary teacher provided instruction.

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

\*\*\*\*\* MAKE SURE YOU LIST THE READING PROGRAMS AND LESSON NUMBERS FOR ALL LESSONS OBSERVED!!!! \*\*\*\*\*


**After the observation but before leaving the classroom, ask the teacher if they are the primary teacher assigned to the classroom (e.g., the one listed in the Wireless Generation's website for the DIBELS).**

**Ask any adults who provided instruction what their role is within the school and what reading program and lesson they taught.**

Instructional Recommendation	Exemplary	Self-check	Coaching or Peer Review	Immediate Attention	No Evidence or Not Applicable	<ul style="list-style-type: none"> <li>The criteria listed below are for “<i>Exemplary</i>” behavior.</li> <li>To distinguish between “<i>Self-Check</i>” and “<i>Coaching or Peer Review</i>”—think about whether you believe a self-check would solve the problem, e.g., a teacher who is likely to have a grasp of the concept but who needs to be prompted to be reminded, as opposed to a teacher who believes their behavior is “on target.”</li> <li>Mark “<i>Immediate Attention</i>” if substantial assistance would be needed to correct behavior or if there is potential for student harm.</li> <li>Mark “<i>No Evidence or Not Applicable</i>” only if one of these truly applies.</li> </ul>
						Systematic & Explicit Instruction
1. Frequent student responses						ALL students are provided with opportunities to respond and provide an indication of the level of mastery. Struggling students may be provided with more frequent opportunities and increased scaffolding.
2. Academic feedback						Academic feedback is specific, immediate, positive and frequent—and not necessarily verbal. For correct responses, academic feedback includes either general or specific praise (e.g., “Good job.”, “Great answer, Sarah.” “Yes, Bill, that is the next step.”), body language, or continuing with established routines. For incorrect responses, well-executed error correction procedures are followed.
3. Appropriate pacing						Pacing is fast enough that students remain engaged but not confused, and not so slow as to create bored students. Additionally, pacing is sufficient to cover material adequately within the given time frame, e.g., a complete lesson with sufficient practice for the majority of students to achieve mastery.
4. Adequate processing time						Students are given enough time to respond. Rules of thumb include: (a) immediate choral responses, (b) several seconds for short responses, e.g., label, fact, next step in sequence, and (c) 7 seconds or more for higher cognitive demand responses, e.g., procedure, hypothesize, summarize, synthesize, evaluate, provide example, etc.
5. Responses guide instruction						Teacher observably provides additional practice or reteaching when incorrect responses occur. Also included in this category are student initiated questions used to guide instruction.
6. Small, linked steps						Instruction of new concepts occurs in small steps with frequent checking of student understanding and high levels of teacher/student interaction to insure mastery.
7. Systematic AND explicit instruction						Instruction was both explicit (as indicted by the first 5 items in this section) and systematic—planned so lesson activities are linked in a logical manner, moving from easier to more complex, and tied to prior knowledge. Judicious review is included to promote mastery, and concepts are linked to BIG IDEAS to provide a framework/schema for learning.
<b>Additional Teaching Functions</b>						
8. Appropriate modeling						Modeling should include (a) teacher or student modeling concept, (b) opportunities for student response and practice, and (c) teacher feedback on student responses.
9. Error correction procedures						If a student responds incorrectly, teacher should prompt, reteach or provide answer (i.e., by giving the answer or asking another student to provide answer), and the student(s) who initially responded incorrectly should be again asked to provide the answer. The error correction procedure is not complete until the initially incorrect student(s) correctly responds.
10. Sufficient practice provided for students						Students are provided sufficient time to practice and demonstrate mastery of concepts.
11. Differentiated instruction						<p>Students are provided with instruction at a level appropriate for their abilities. This can occur within large or small group instruction. Differentiated instruction includes:</p> <ul style="list-style-type: none"> <li>(a) teacher focuses on essentials until students in group achieve mastery,</li> <li>(b) teacher attends to student differences,</li> <li>(c) assessment of students is integral to instruction,</li> <li>(d) teacher modifies content (concepts and teaching strategies), process (activities), and products (ways in which students demonstrate mastery),</li> <li>(e) teacher balances group and individual norms and needs and</li> <li>(f) instruction and activities maintain students’ dignity.</li> </ul> <p><i>Struggling or advanced students working independently are not necessarily being provided with differentiated instruction!</i></p>
12. Use of language						Instructor used appropriate language (e.g., correct letter and word pronunciation, grammar, word usage), as well as varied vocabulary.

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13. > 80% participate in group responses						More than 80% of students consistently respond when choral responses are expected.
14. > 80% responses correct						More than 80% of student responses are correct, either individually or choral responses. Responses from students not participating during choral responses are considered incorrect.
15. Call randomly on all students						Teacher calls randomly on all students to check understanding. Random calling is important for increasing engagement.
16. Group & individual responses requested						A mix of whole group (i.e., choral) and individual responses are requested to check understanding. When whole group responses are requested, either choral responses are expected (and >80% respond) or an individual response is expected but wait time is sufficient for most students to compose answer and teacher calls randomly on one student.  When a student is allowed to ask a question, mark a tally in “Individual”
17. Circulate during instruction						As appropriate (i.e., not during small group, direct instruction), teacher circulates during instruction to monitor student progress and promote student engagement.
18. Circulate during independent practice						As appropriate (i.e., not during small group, direct instruction), teacher circulates during independent practice (e.g., centers, independent seatwork, partner reading, cooperative group activities) to monitor student progress and promote student engagement.
Time Management						
19. Transition length						Transitions are short and efficient, with lesson materials ready and students following established routines. In kindergarten, transitions should be two minutes or less, while in other grades, transitions should be less than one minute.
20. Time allocated to academic tasks						Time allocated to academic tasks that are aligned with the five key components of reading instruction is maximized, along with student opportunities for learning.
21. Student engagement						Students are consistently engaged in instruction and reading activities, with very few observably off-task behavior.
22. Materials ready, organized						All materials needed for a lesson are prepared and at-hand, with no time lost to searching for or preparing materials during the scheduled reading block. Both teacher and student materials can be quickly located and used.
Classroom Management						
23. Classroom routines						Clearly established routines were followed.
24. Classroom rules						Classroom rules are (a) positive, (b) clearly posted, and (c) legible from student workstations.
25. Behavior management						To be exemplary, a system of positive behavior management was consistently used to manage student behavior (i.e., extremely infrequent or no examples of inappropriate behavior management, including “Shhhhhhh.”) If a system of positive behavior management is not apparent, some training would be recommended.
26. General & specific praise						A mix of both general and specific praise was frequently used to manage student behavior and promote engagement. While academic feedback can be included within this category, this also includes praise used to manage off-task behavior, e.g., of students that are not in the group receiving primary instruction. Specific praise labels the behavior.

\*\*\* Mark **all occurrences** of PRAISE, NEGATIVE STATEMENTS, and HARMFUL BEHAVIOR that occur during the entire observation time! \*\*\*\*








 PRAISE	General	Good job! That's it! Yes! Good answer. Etc.
	Specific	<i>Labels the behavior</i> , such as I like the way Juan is sitting quietly and waiting with his hands on the table. Maria is doing a good job of putting her homework away quickly so she can sit back down. Michael, thank you for staying in line and walking quietly through the hall so we don't interrupt other classes.
Negative Statements (T)		Adam, I told you to quit that! Jan, you know how to do this, what is your problem today?
Harmful Behavior (P/ V, +/-)		Harmful physical (P) behavior includes an adult inappropriately touching a student (e.g., to direct behavior) or students interfering physically with other students (e.g., hitting, shoving, pulling hair, throwing objects, poking) Harmful verbal (V) behavior involves students calling each other names or saying other derogatory statements that are potentially attacking or otherwise harmful to students or others. Harmful verbal statements by teachers are coded in the previous row. If the teacher intervenes, add (+) for appropriate intervention and (-) for inappropriate or negative intervention. Appropriate intervention would include changing student seating, praise around (e.g., praising other student behavior), taking objects away, etc. Inappropriate intervention would include yelling, belittling students, being physically rough with students, etc. If students are in a situation where they may physically hurt other students, the teacher may need to physically separate or redirect students. If someone could be hurt, this would be marked as (+).
Off-Task: 2 minute intervals A: # off-task: 0-5, ½, ¾, ALL B: IF Teacher response, +/- C: IF Teacher off-task, record T		When the timer vibrator goes off, do a quick count of the number of students IN THE ENTIRE CLASSROOM who are observably off-task. Record actual "estimated" number if five or fewer students are off task. Record fractions for larger numbers.  If the teacher intervenes, note whether the intervention was positive or negative by adding a + or – next to the number in the same cell: <ul style="list-style-type: none"> <li>• Positive (e.g., proximity control, changing student seating, praising nearby students, acknowledging appropriate behavior, redirection, etc.)</li> <li>• Negative (e.g., "Shhhhhh", raising voice to correct student behavior, reinforcing inappropriate behavior by acknowledging it, etc.)</li> <li>• If behavior was ignored, do not add + or – symbols.</li> </ul> If Teacher is observably off-task, record a T in the same cell.

Answer all of the following questions immediately following (or during) the observation.

Yes	No	27. Were letter sounds (Kindergarten) or a word wall (grades 1-3, in particular) posted, visible?	Yes	No	28. Was sustained silent reading observed?
Yes	No	29. Was teacher's edition observed during instruction?	Yes	No	30. Were non-core reading program materials used?
Yes	No	31. Were students engaged in the lesson during instructor-led activities (> 80% students > 80% time)?	Yes	No	32. Was student work displayed on walls, bulletin boards, in hallway, etc.?
Yes	No	33. Were students in primary group successful at a high level of performance (>80% students >80% time)?	Yes	No	34. Were learning areas free from distractions (e.g., paper, tokens, toys, pencils, books, etc.)?
Yes	No	35. Were students engaged in learning activities in non-primary groups (> 80% students > 80% time)?	Yes	No	36. Did student behavior problems interfere with other students' learning?

28. Sustained silent reading: a teacher-directed activity in which a small group or whole group of students read silently for a length of time, e.g. > 5 minutes, with no teacher interaction.  
 Exceptions: (a) One observation included students reading **out loud** for 20 minutes with no teacher interaction. Students were not saying the correct words—this would have been coded as sustained silent reading.  
 (b) When students complete activities early, get a book and sit quietly while reading, do not code as sustained silent reading.
32. If observation does not take place in classroom, code for home classroom or cross out item.

**Record a single tally every time one of the following behaviors occurs. Use this side of form for approximately 15 minutes of INSTRUCTION during the scheduled reading block. Complete other side of form in remaining 15 minutes.**

 <b>Time</b>	① :	Record the time every few (e.g., 3-5) minutes and move to the next column.
Transitions <div style="display: flex; justify-content: space-around;"> <span>&lt; 1 min (2 in K)</span> <span>&gt; 1 minute</span> </div>		In kindergarten, transitions should be less than 2 minutes, with routines clearly established (or in the process of being established). In other grades, transitions should be less than 1 minute, including re-engaging students with learning opportunities.
 <b>Response Opportunities</b> <div style="display: flex; align-items: center; margin-left: 20px;"> <span style="margin-right: 5px;">Group</span>  </div>		<p>Group opportunities to respond include only those responses for which a group or choral response is expected. A verbal or physical prompt is often provided, unless a routine for choral responding is firmly established. HOUSEKEEPING interactions are NOT response opportunities—response opportunities are tied to INSTRUCTION.</p> <p>A group reading more than one sentence out loud together, e.g., a paragraph or a page but not just individual words in a list, would be coded as one tally, but cross it (+).</p> <p>A list of words should be coded as a separate tally for each word.</p>
 <b>Correct Responses</b> <div style="display: flex; align-items: center; margin-left: 20px;"> <span style="margin-right: 5px;">Group (&gt; 80%)</span> </div>		<p>Correct group responses are choral responses during which over 80% of students participated. If a choral response is expected but less than 80% of students respond, DO NOT put a tally.</p> <p>If a group is reading out loud together with 80% of students reading almost all (&gt;80%) of words correctly, mark 1 tally.</p> <p>If the response is more than one sentence, e.g., a paragraph or a page, cross the tally (+).</p> <p>If a list of words is read, mark a separate tally for each word.</p>
<b>Error Correction</b>		<p>A complete and correctly executed error correction procedure must be followed prior to marking a tally in this row. A correct and complete error correction procedure includes:</p> <ul style="list-style-type: none"> <li>(a) Incorrect individual student response or choral response during which participation was less than 80%.</li> <li>(b) Teacher re-teaches or provides answer (i.e., by giving answer or asking another student to provide answer).</li> <li>(c) Student(s) who initially responded incorrectly or who did not participate during choral response are again asked to provide the answer.</li> </ul> <p>The error correction procedure is not complete until the initially incorrect student(s) correctly responds.</p>
 <b>Response Opportunities</b> <div style="display: flex; align-items: center; margin-left: 20px;"> <span style="margin-right: 5px;">Individual</span>  </div>		<p>Individual opportunities to respond include requests for which students know who is expected to respond (i.e., student name stated prior to or after question, moving down a row of students with responses expected from each in turn) AND those response opportunities for which no individual student is named but one or more individuals call out the answer.</p> <p>If a student is expected to read more than one sentence, e.g., a paragraph or a page, mark this as one tally but cross the tally (+).</p> <p>If a student reads a list of words, mark a tally for each word.</p>
 <b>Correct Responses</b> <div style="display: flex; align-items: center; margin-left: 20px;"> <span style="margin-right: 5px;">Individual (if called out, circle tally)</span> </div>		<p>Correct individual responses are those responses provided by an individual student who was expected to respond, either by the teacher calling a student's name or because the student was next in line.</p> <p>If the response is more than a sentence, e.g., a paragraph or a page, cross the tally (+)</p> <p>If the response is a list of words, record a tally for each word.</p> <p>If a student (without being named) calls out a correct answer, mark a tally and circle it.</p>
<b>Error Correction</b>		Same as above.

Match to time numbers above. Describe activities, student behavior during instruction. If grouping changes, describe.

① List activities, student behavior, changes in grouping:

Please be descriptive enough in this section that we can

- (a) identify which lesson was taught, given publisher's materials,
- (b) assess the level of implementation of the reading program for this lesson,
- (c) determine the frequency with which groups and activities change, and
- (d) gain a clear picture of both lesson activities and student behavior during the observation.