

APPENDIX E

CLASSROOM OBSERVATION FORMS

COMPREHENSION

	A	B	C	
Before Reading	Teacher Models	Teacher Explains Reviews Provides Examples Elaborations	Student Practice	Notes
1. The teacher/student activates prior knowledge and/or previews text before reading (e.g., shares background information about the title, author, content, reviews relevant content from previous lessons, makes predictions, makes connections, addresses text features).				
Before, During, or After Reading	Teacher Models	Teacher Explains Reviews Provides Examples Elaborations	Student Practice	Notes
2. Explicit comprehension instruction that teaches students about text structure (compare-contrast, cause-effect, problem-solution, time-order, story grammar, etc.)				
3. Explicit comprehension instruction that teaches students how to use strategies such as, main idea, summarizing, drawing conclusions, visualizing events, making predictions during and after reading , evaluating predictions, identifying fact vs. opinion, monitoring for comprehension, other _____				
4. Explicit comprehension instruction that teaches students how to generate questions				
During or After Reading	Teacher Models	Teacher Explains Reviews Provides Examples Elaborations	Student Practice	Notes
5. Explicit comprehension instruction that teaches text features (sub-heads, captions, charts, maps, graphs, pictures, sidebars, bold & italicized words) to interpret text				
6. Teacher asks students to justify their responses (e.g., Teacher asks, "Why do you think/say that?" or, "How did you reach that conclusion?", etc.).				
7. Teacher asks questions based on material in the text that are beyond the literal level.				
8. Teacher elaborates, clarifies, or links concepts during and after text reading. May be an elaboration of a student response.				

Part I 1st Interval

VOCABULARY (Includes Concepts, Terminology, Ideas; May Be Technical Or Complex Content-Area Vocabulary)

	Tally	Notes
1. The teacher provides an explanation and/or a definition or asks a student to read a definition.		
2. The teacher provides: a) examples; b) contrasting examples; c) multiple meanings; d) immediate elaborations to students' responses.		
3. The teacher uses visuals/pictures, gestures related to word meaning, facial expressions, or demonstrations to discuss/demonstrate word meanings.		
4. The teacher teaches word learning strategies - using context clues, word parts, root meaning.		
5. Students do or are asked to do something that requires knowledge of words (e.g., answer questions; define words; make sentences; find words based on clues; physically demonstrate meaning).		
6. Students are given an opportunity to apply word learning strategies - using context clues, word parts, root meaning.		

Grouping Arrangements and Text Reading (Code during each 10 minute interval)

Teacher Is Working With: <i>(Choose all that apply.)</i>	Text Reading (applies to reading connected text) <i>(Choose all that apply.)</i>
1. Whole class ($\geq 75\%$ of class) 2. Large group (> 6 students, $< 75\%$ of class) 3. Small groups (3-6 students) 4. Pairs 5. An individual 6. No direct student contact	1. Supported oral reading (includes choral and round robin reading) 2. Independent silent reading 3. Independent or buddy oral reading 4. Teacher reads aloud 5. Teacher reads aloud with students following along silently <i>OR</i> 6. Text not present 7. Text present but not being read.
1 2 3 4 5 6	1 2 3 4 5 OR 6 7

NOTE – Up to 10 intervals can be recorded in one observation.

COMPREHENSION

	A	B	C	
Before Reading	Teacher Models	Teacher Explains Reviews Provides Examples Elaborations	Student Practice	Notes
1. The teacher/student activates prior knowledge and/or previews text before reading (e.g., shares background information about the title, author, content, reviews relevant content from previous lessons, makes predictions, makes connections, addresses text features).				
Before, During, or After Reading	Teacher Models	Teacher Explains Reviews Provides Examples Elaborations	Student Practice	Notes
2. Explicit comprehension instruction that teaches students about text structure (compare-contrast, cause-effect, problem-solution, time-order, story grammar, etc.)				
3. Explicit comprehension instruction that teaches students how to use strategies such as, main idea, summarizing, drawing conclusions, visualizing events, making predictions during and after reading , evaluating predictions, identifying fact vs. opinion, monitoring for comprehension, other _____				
4. Explicit comprehension instruction that teaches students how to generate questions				
During or After Reading	Teacher Models	Teacher Explains Reviews Provides Examples Elaborations	Student Practice	Notes
5. Explicit comprehension instruction that teaches text features (sub-heads, captions, charts, maps, graphs, pictures, sidebars, bold & italicized words) to interpret text				
6. Teacher asks students to justify their responses (e.g., Teacher asks, "Why do you think/say that?" or, "How did you reach that conclusion?", etc.).				
7. Teacher asks questions based on material in the text that are beyond the literal level.				
8. Teacher elaborates, clarifies, or links concepts during and after text reading. May be an elaboration of a student response.				

Part I 2nd Interval

VOCABULARY (Includes Concepts, Terminology, Ideas; May Be Technical Or Complex Content-Area Vocabulary)

	Tally	Notes
1. The teacher provides an explanation and/or a definition or asks a student to read a definition.		
2. The teacher provides: a) examples; b) contrasting examples; c) multiple meanings; d) immediate elaborations to students' responses.		
3. The teacher uses visuals/pictures, gestures related to word meaning, facial expressions, or demonstrations to discuss/demonstrate word meanings.		
4. The teacher teaches word learning strategies - using context clues, word parts, root meaning.		
5. Students do or are asked to do something that requires knowledge of words (e.g., answer questions; define words; make sentences; find words based on clues; physically demonstrate meaning).		
6. Students are given an opportunity to apply word learning strategies - using context clues, word parts, root meaning.		

Grouping Arrangements and Text Reading (Code during each 10 minute interval)

<u>Teacher Is Working With:</u> (Choose all that apply.)	<u>Text Reading (applies to reading connected text)</u> (Choose all that apply.)
1. Whole class ($\geq 75\%$ of class) 2. Large group (> 6 students, $< 75\%$ of class) 3. Small groups (3-6 students) 4. Pairs 5. An individual 6. No direct student contact	1. Supported oral reading (includes choral and round robin reading) 2. Independent silent reading 3. Independent or buddy oral reading 4. Teacher reads aloud 5. Teacher reads aloud with students following along silently <i>OR</i> 6. Text not present 7. Text present but not being read.
1 2 3 4 5 6	1 2 3 4 5 OR 6 7

Part II Answer the following questions at the end of your observation.

Based on your overall observations, determine the effectiveness of the instruction you observed.

During/After instruction, the teacher:			Comments/Notes
1. Gave inaccurate and/or confusing explanations or feedback.	N	Y	
2. Missed opportunity to correct or address error.	N	Y	
3. Provided opportunities for most students to participate actively during teacher-led instruction.	N	Y	
4. Paced instruction so that the length of the comprehension or vocabulary activities was appropriate for this age group.	N	Y	
5. Taught using outlining and/or note taking.	N	Y	
6. Used graphic organizers (e.g., semantic map, Venn diagrams).	N	Y	
7. Kept students thinking for 2+ seconds before calling on a student to respond to complex questions.	N	Y	
8. Gave independent/pairs/small-group practice in answering comprehension questions or applying comprehension strategy(ies) with expected written product. (Can include response journals if a comprehension strategy is entailed.)	N	Y	
9. Used writing activities in response to reading (does not include fill in the blank or one word answers).	N	Y	

Based on your overall observations, rate the teacher's management/responsiveness to students*.

	Minimal/Poor	Fair	Good	Excellent	
10. The teacher maximized the amount of time available for instruction.	1	2	3	4	
11. The teacher managed student behavior effectively in order to avoid disruptions and provide productive learning environments.	1	2	3	4	
12. The teacher redirected discussion if a student response was leading the group off topic/focus.	N/O	1	2	3	4

* Items are adapted from Teacher Competency Checklist (Foorman & Schatschneider, 2003). Used by permission of the publisher/authors for research purposes only in the Evaluation of Reading Comprehension Interventions.

Based on your overall observations, rate student engagement during the observation.

	Few engaged	Many engaged	Most engaged
13. Student engagement during the first half of the observation session.	1	2	3
14. Student engagement during the remainder of the observation session.	1	2	3

Intervention Specific Classroom Observation Form: CRISS

Background Information (or label)

Observer _____ Today's Date _____ / _____ / _____
mm dd yyyy

School _____

District _____ Start time _____ a.m. p.m.

Teacher _____ End time _____ a.m. p.m.

State _____

Intervention instruction took place during:

_____ Social Studies _____ Science
_____ Reading/LA _____ Not clear

Maximum number of students observed in classroom	Number	Maximum number of adults observed providing instruction or educational support in the classroom (including teacher)	Number

Describe any special circumstances that interrupted instruction.

Notes to Rater:

1. Focus on the regular classroom teacher for rating purposes. If a student teacher or substitute is leading class, please do not observe and reschedule the observation.
2. Make sure that the teacher is teaching with expository text for your observation.

Star each section that you observe today. Answer the questions in that section only. Do *not* answer the questions in the sections that you do not observe.

Does the teacher...	
<i>Section I. Preparing for Understanding</i>	
1. Provide instruction or lead activities to generate background knowledge about (or review) a topic or concept before students read about it?	Y N
2. Help students set goals and determine a purpose before the students begin reading?	Y N
<i>Section II. Engaging Students with Content and Transforming Information</i>	
3. Have students read a written text?	Y N
4a. Lead students during and/or after reading in transforming information activities (e.g. graphic organizer, guided discussion)?	Y N
4b. Include in the transforming activities informal or formal writing? (Includes note-taking)	Y N
5. Use the transforming activities to teach the <i>content</i> of the lesson?	Y N
6. Discuss or reflect on students' metacognitive processes during the transforming activities?	Y N
<i>Section III. Reflecting on Content and Learning Processes</i>	
7. Lead the whole class in a reflection discussion at the end of the lesson using questions <i>such as</i> : A) Metacognition: How did you evaluate your comprehension? B) Background knowledge: Did I assist you in thinking about what you already knew? C) Purpose Setting: Did you have clear purposes? D) Active Involvement: How were you actively engaged? E) Discussion: How did discussion clarify your thinking? F) Writing: How did you use writing to help you learn? G) Transformation: What were the different ways you transformed information? How did this help you? H) Teacher modeling: Did I do enough modeling?	Y N

Please note: You may see all three Sections in one sitting. Or you may see Sections I and II, or Sections II and III, or Section II alone. You should never see Sections I and III together. It is also unlikely that you will see I alone or III alone.

**Intervention Specific Classroom Observation Instrument: Read for Real
Phase: Practice**

Background Information (or label)

Observer _____	Today's Date _____ / _____ / _____ mm dd yyyy
School _____	
District _____	Start time _____ a.m. p.m.
Teacher _____	End time _____ a.m. p.m.
State _____	Intervention instruction took place during: _____ Reading/LA _____ Science _____ Social Studies _____ Not Clear _____ Other

1. Indicate which level of Read for Real you observed (Check only one):

_____A _____B _____C _____D

2. Enter the Title of the Story: _____

3. Were multiple levels of Read for Real used during this observation? _____yes _____no

4. Instructional Grouping Arrangement Check all that apply):

_____ Whole Class _____ Small Group (3 or more) _____ Pairs

	Number		Number
<i>Maximum number of students observed in classroom</i>		<i>Maximum number of adults observed providing instruction or educational support in the classroom (including teacher)</i>	

Describe any special circumstances that interrupted instruction.

Note to Observer:

1. Focus on the regular classroom teacher for rating purposes. If a student teacher or substitute teacher is leading the class, please do not observe and reschedule the observation.
2. If multiple levels are used, observe the group to whom the teacher is providing instruction.
3. If an Apply lesson is being taught, reschedule the observation.

Phase: Practice

Check (✓) the item that indicates where the lesson began. Follow along in the student book. As you observe, circle Yes (Y) or No (N) for the teaching behaviors. Star (*) the item that indicates where the lesson ended. All phases of Read for Real may not be addressed during the observation.

The Teacher:

1. Before Reading	
a. Reads or asks a student to read the <i>Before Reading</i> focus strategy.	Y N
b. Discusses the <i>Before Reading</i> focus strategy with the students.	Y N
c. Asks students to implement the <i>Before Reading</i> focus strategy.	Y N
d. Discusses students' comments.	Y N
2. During Reading	
a. Reads or asks a student to read the <i>During Reading</i> focus strategy.	Y N
b. Reads or asks a student to read the note from the reading partner.	Y N
c. Reminds students to write notes about the <i>During Reading</i> focus strategy.	Y N
d. Reads and/or asks students to read the selection:	Y N
e. Stops or reminds students to stop at the red buttons, and write notes on their paper. _____ out of _____ (# addressed) (# possible)	Tally

3. After Reading	
a. Reads or asks students to read the <i>After Reading</i> focus strategy.	Y N
b. Discusses or asks question about the <i>After Reading</i> focus strategy.	Y N
c. Gives a written assignment highlighting the <i>After Reading</i> focus strategy.	Y N
Comprehension	
d. Administers open book comprehension test.	Y N
e. Corrects tests with the class.	Y N
f. Discusses responses.	Y N
Organizing Information	
g. Asks students to complete graphic organizer.	Y N
Writing for Comprehension	
h. Asks students to write a summary based on their completed graphic organizer.	Y N
Vocabulary	
i. Instructs students in the vocabulary skill.	Y N
j. Asks students to complete the vocabulary activity: _____ as a whole class _____ in small groups _____ in partners _____ independently	
Fluency	
k. Asks a student to read the fluency tip.	Y N
l. Asks a student to read the selection.	Y N
m. Gives students time to practice the selection.	Y N

The teacher:

3. After Reading		
a. Reads or asks students to read the <i>After Reading</i> focus strategy.	Y	N
b. Discusses the <i>After Reading</i> focus strategy with the students.	Y	N
c. Reads or asks a student to read the information in the <i>My Thinking</i> box.	Y	N
d. Calls on students to implement the <i>After Reading</i> focus strategy.	Y	N
Comprehension		
e. Administers the open book comprehension test.	Y	N
f. Corrects tests with the class.	Y	N
g. Discusses responses.	Y	N
Organizing Information		
h. Read or asks a student to read the information from the reading partner.	Y	N
i. Discusses the graphic organizer.	Y	N
Writing for Comprehension		
j. Reads or asks a student to read the information from the reading partner.	Y	N
k. Reads or asks a student to read the summary.	Y	N
l. Identifies how the paragraphs and sentences in the summary correspond to the information on the graphic organizer.	Y	N
m. Discusses the three parts of a summary:		
Introduction	Y	N
Body	Y	N
Conclusion	Y	N
Vocabulary		
n. Instructs students in the vocabulary skill.	Y	N
o. Asks students to complete the vocabulary activity: _____ as a whole class _____ in small groups _____ in partners _____ independently		
Fluency		
p. Asks a student to read the fluency tip.	Y	N
q. Asks a student to read the selection.	Y	N
r. Gives students time to practice the selection.	Y	N

Intervention Specific Classroom Observation Instrument: ReadAbout

Background Information (or label)

Observer _____ Today's Date ____ / ____ / ____
mm dd yyyy

School _____

District _____ Start time _____ a.m. p.m.

Teacher _____ End time _____ a.m. p.m.

State _____

Intervention instruction took place during:

Grade _____
____ Reading/LA ____ Science
____ Social Studies ____ Not clear
____ Other

Maximum number of students observed in classroom	Number	Maximum number of adults observed providing instruction or educational support in the classroom (including teacher)	Number
_____	_____	_____	_____

Any special circumstances that interrupted instruction? **(please explain)**

Note to Observer:

1. Focus on the regular classroom teacher for rating purposes. If a student teacher or substitute teacher is leading the class, please do not observe and reschedule the observation.

Part I

- Observe one rotation of teacher-led differentiated instruction (small group).
- Place a star by components observed (comprehension, vocabulary and/or writing).
- Answer these questions while observing the lesson.

1. Length of small-group instruction rotation: _____ minutes

2. Number of students participating: _____ students

3. Did the teacher use ReadAbout materials? _____ Yes _____ No

Check which materials were used (check all that apply):

___ SmartFiles ___ Differentiated Skills Lesson

___ Graphic Organizers/worksheets ___ Paperback Library

Teacher-led small group, Comprehension: <i>Did the teacher</i>	
4. Provide direction instruction (explain and/or model) on the strategy or skill?	Y N
5. Provide opportunities for students to apply the skill (guided practice)?	Y N
6. What was the primary focus of the teacher-led comprehension instruction?	
<ul style="list-style-type: none"> ○ Author's purpose ○ Main idea/details ○ Draw conclusions ○ Fact/opinion ○ Text structure (cause/effect; compare/contrast, sequence of events, problem/solution) 	<ul style="list-style-type: none"> ○ Make inferences ○ Summarizing ○ Visualizing ○ Setting purpose ○ Monitoring (including rereading and repairing) ○ Questioning
Teacher-led small group, Vocabulary: <i>Did the teacher</i>	
7. Provide direct instruction (explain and model) on a vocabulary strategy?	Y N
8. Provide opportunities for students to apply the strategy (guided practice)?	Y N
9. What was the primary focus of the teacher-led vocabulary instruction?	
<ul style="list-style-type: none"> ○ Multiple meanings ○ Prefixes/suffixes ○ Using context clues 	<ul style="list-style-type: none"> ○ Synonym and antonyms ○ Idioms ○ Word origins
Teacher-led small group, Writing: <i>Did the teacher</i>	
10. Provide students instruction on the selected 6+1 Writing Trait?	Y N
11. Provide opportunities to apply the 6+1 Trait model?	Y N
12. What was the primary focus of writing instruction?	
<ul style="list-style-type: none"> ○ Ideas ○ Organization ○ Voice ○ Word Choice 	<ul style="list-style-type: none"> ○ Sentence fluency ○ Conventions ○ Presentation

Part II

Computer workstation

(If more than one rotation is observed during the teacher-led instruction, note below the number of students/minutes for each rotation. Enter an average amount in the time after item 14 if multiple rotations are observed).

13. How many students were working on the ReadAbout software at the computer workstation?

_____students (total)

_____students Rotation 1 _____students Rotation 2 _____students Rotation 3

14. How long did the computer workstation rotation last? _____minutes (average)

_____minutes Rotation 1 _____minutes Rotation 2 _____Rotation 3

15. Obtain from the teacher the class-specific Skills Performance Report for the day of the observation only.

16. Ask the teacher to highlight the names of students who were working at the computer workstation during the observation period (the rotation during which you observed the teacher-led small group). *Append the report to the completed observation protocol.*

Independent workstation

17. How many students were working independently on ReadAbout materials?

_____students

18. What materials were being used by students?

_____SmartFiles & Answer Sheets

_____Paperback library

Intervention Specific Classroom Observation Form: Reading For Knowledge
Circle the Day Visited 1 2 3 4

Background Information (or label)

Observer _____

Today's Date _____ / _____ / _____
mm dd yyyy

School _____

District _____

Start time _____ a.m. p.m.

Teacher _____

End time _____ a.m. p.m.

State _____

Intervention instruction took place during:

_____ Social Studies _____ Science

_____ Reading/LA _____ Not clear

Maximum number of students observed in classroom	Number	Maximum number of adults observed providing instruction or educational support in the classroom (including teacher)	Number
	_____		_____

Describe any special circumstances that interrupted instruction.

Please record the following:

1. Unit # _____ **2. Week #** _____ **3. Day #** _____ **4. Book Title** _____

Notes to Rater:

1. Focus on the regular classroom teacher for rating purposes. If a student teacher or substitute teacher is leading class, please do not observe and reschedule the observation.
2. If today's class period includes testing, please do not observe and reschedule the observation.
3. Place a star to the left of the section when the lesson started and a star when it concluded

A. Answer these questions while observing the lesson.

Did the teacher...	
I. Set the Stage	
a. Post the reading goal?	Y N
b. Present the reading goal?	Y N
c. Present the cooperative learning goal?	Y N
d. Ask students to review vocabulary or provide practice and instruction? (Exception: This is not done on the first day of a new unit.)	Y N
II. Active Instruction—Days 1, 3	
a. Build background knowledge about the topic of text or about a skill/strategy?	Y N
b. Explain a skill/strategy OR remind the students of a skill/strategy recently learned?	Y N
c. Read aloud the text and (1) think-aloud or model a skill/strategy OR (2) ask the students to apply a skill/strategy?	Y N
II. Active Instruction—Days 2, 4	
a. Use a whole group or partner activity to discuss key points about the day's skill/strategy?	Y N
b. Provide feedback and prompts to partner pairs during partner reading?	Y N
c. Chart individual students' progress on the setting goals and charting progress forms during partner reading?	Y N
d. Review routines for Team Talk discussion?	Y N
e. Read aloud Team Talk questions?	Y N
f. Circulate the classroom and monitor team discussions and provide prompts?	Y N
g. Ask team members to share with the class their responses and reasoning to Team Talk questions?	Y N

B. Answer these two overall questions at the end of the lesson.

The teacher followed the recommended pacing for the lesson. (Recommended pacing is 35 minutes +/- 5 minutes.)	Y N
The teacher awarded cooperation and/or improvement points at some point in the lesson.	Y N