APPENDIX E

Classroom Observation Form

Classroom Observation Tool

3 Instruments:

- Snapshot
- Teacher Talk Observation
- Teacher Read Aloud

Snapshot of Classroom Every 5 minutes, take 30 seconds to code.

	Every 5 illitutes, take 30 seconds to	Couc.
Date:	School:	Teacher:
Codes for Teacher	's & Aide's Behavior	
Write code in the cel	ls of the grid below. For example, if the teacher engages in a	esson on decoding, then the combination of
codes from below wo	ould be entered in the cell for "decoding" and "lesson in litera	cy content".
 Indicate 	2. Code Behavior/Instructional Style	
adult	P = Presenting (student(s) watch(es)/listen(s))	Examples:
T = Teacher	<pre>I = Interacting with student(s) (adult & student(s) talk)</pre>	TP = Teacher presenting;
	O = Observing student(s) (adult not talking)	AI = Aide Interacting with students
A = Aide	C = Circulating, talking to students	At – Aide interacting with students
	N = Not involved (administrative activities)	

	Total number of students in ro	om		Total numb	Start Time	e:	:		_				
Coder:			Context							Student Grouping			
		Lesson in		Lesson in Other Academic	Class Meeting	Develop- mental Activity	Routine/ Mgmt/ Transition	2		(circle) 6-10			
Lite	racy Content			Content		, and the second			11+	TA?	/LI (347b	ole class)	
Deco	ding/Phonics/Text (w/ print)								TT.		11 (WIII	ole class)	
Lette	: ID (alphabet/ numerals)												
Phone	ological Awareness (sounds)												
Oral l	anguage (no print)								Stud	lent	Grour	ing	
Comp	orehension support								Student Grouping with Aide (circle)				
Vocal	bulary										`	,	
Spelli	ing (sight words/ conventional)								1	2	3-5	6-10	
Writin	ng (emergent, copying, tracing)								11.	τ.	71.1 (r. =		
Teach	Teacher reading (text not visible)							11+ WH (W			H (Wh	ole class)	
Other	activity/ NO literacy focus												

Comments:

Total number of students in ro	om		Total numb	oer of adults	in room	Start Time	:	_:_			
Coder:		Context						Student Gro			ing
		on in acy tent	Lesson in Other Academic	Class Meeting	Develop- mental Activity	Routine/ Mgmt/ Transition			circle) 6-10		
Literacy Content	Com	·CIIC	Area	ricuvit		Transition	1	1 1	WH (Who		.11
Decoding/Phonics/Text (w/ print)							L	1+	VVI	1 (wno	oie class)
Letter ID (alphabet/ numerals)											
Phonological Awareness (sounds)											
Oral language (no print)							S	tuda	ent (Fraiin	ing
Comprehension support								Student Grouping with Aide (circle)			
Vocabulary										_ (-,
Spelling (sight words/ conventional)							1		2	3-5	6-10
Writing (emergent, copying, tracing)								1.	T 4 7 T	T (
Teacher reading (text not visible)							1	1+	WI	H (Wh	ole class)
Other activity/ NO literacy focus											

Comments:

Teacher Talk Observation Profile (TOP)

Code the frequency of each teacher behavior during the 4-minute interval between Snapshot coding intervals. Continue coding on the same grid for as long as the teacher remains with the same student group. Whenever the teacher moves to a new student group, begin a new grid.

Date:	School:	Teacher:								
Student Grouping (circle) 1 2 3-5 6-10 11+ WH (Whole class) TC (Teacher circulating) TNT (Teacher not talking)	Interruption (Interval not coded) TR Teacher Reads Aloud OTH Other (specify): Interruption time:::	Start Time:: End Time:: Coder:								
	Teacher presenting / Teacher-led instruction (student(s) watch/listen)	Teacher interacting with students (both teacher & student(s) talk)								
Teacher Talk	(Mark "X" in box for each occurrence)	(Code each occurrence: "S" for "statement" or "Q" for "question"; *if unsure, code "S")								
Cognitively challenging Concrete/Description/Label Comprehension Support Relates to experiences/books Extends topic initiated by student Other (None of the above) Vocabulary Uses synonym Uses definition Uses example Uses contrast Extends/corrects student meaning Asks student - apply understanding	(Mark "X" in box f	For each occurrence)								
Conversation Overall Rating of Conversations during this interval 1= some back & forth occurs 2= rich back & forth occurs 2= rich back & forth occurs List vocabulary words introduced /defined:										

Appendix E

Teacher Read Aloud				Coder:	Dur	ing F	Read	ing		After	Read	ing	Post-reading discussion:			
Start Time:: am pm End Time:: am pm			Summarizes book content (Retells story, information)									INV students involved				
Λ /1				Identifies main idea									NoINV Ss not involved NoSUM none			
Teacher:School:				Structure/Sequence (story structure, story elements, non-fiction structure, event sequence)												
Prior to Reading			Discusses book-related topics/themes									Teacher is reading to:				
Topics/events/th for in book	emes to	look		Recalls information or events from book									W Whole class			
Overview of boo				Refers to passage/pictures to support understanding/ make predictions									L Large group S Small group			
Background information related to book			Checks accuracy of predictions or inferences									2 Pair 1 Individual				
Predictions				Asks students to justify responses with evidence from text												
Extends student comments				Extends student comments									Rating of			
Cognitively chal	lenging			Cognitively challenging									conversations			
Concrete, descrip	otion, la	oeling		Concrete, description, labeling								0 = Never occur				
Comprehension (strategies, genera		dge)		Comprehension support					Ш				1 = some back & forth occur			
Relates to experi activities, other l				Relates to experiences, activities, other books									2 = rich back & forth occur			
Other literacy (padecoding, book co.		nology,		Other literacy (book concepts, print, phonological awareness, decoding)									Total # students			
Other				Other									w/ whom teacher converses			
Vocabulary (Code throughout entire book reading)	VS	Uses synonym							List	voca	bulary w	ords:				
	VD	Uses definition														
	VE	Uses example														
	VC	Uses contrast														
Sod Cod	XSM	Extends/correct	s student-prov	rovided meaning												
	QSU	Asks student to														