APPENDIX G

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.

Date: _____ School: _____ Teacher: _____

Codes for Teacher's & Aide's Behavior

Write code in the cells of the grid below. For example, if the teacher engages in a lesson on decoding, then the combination of codes from below would be entered in the cell for "decoding" and "lesson in literacy content".

1. Indicate adult
   T = Teacher
   A = Aide
2. Code Behavior/Instructional Style
   P = Presenting (student(s) watch(es)/listen(s))
   I = Interacting with student(s) (adult & student(s) talk)
   O = Observing student(s) (adult not talking)
   C = Circulating, talking to students
   N = Not involved (administrative activities)

Examples:
TP = Teacher presenting;
AI = Aide Interacting with students

	Total number of students in room		Total number of adults in room	Start Time: ____ : ____

Coder: _____

	Context				
Literacy Content	Lesson in Literacy Content	Lesson in Other Academic Content	Class Meeting	Develop-mental Activity	Routine/ Mgmt/ Transition
Decoding/Phonics/Text (w/ print)					
Letter ID (alphabet/ numerals)					
Phonological Awareness (sounds)					
Oral language (no print)					
Comprehension support					
Vocabulary					
Spelling (sight words/ conventional)					
Writing (emergent, copying, tracing)					
Teacher reading (text not visible)					
Other activity/ NO literacy focus					

Student Grouping with Teacher (circle)

1 2 3-5 6-10

11+ WH (Whole class)

Student Grouping with Aide (circle)

1 2 3-5 6-10

11+ WH (Whole class)

Comments:

	Total number of students in room		Total number of adults in room	Start Time: ____ : ____

Coder: _____

	Context				
Literacy Content	Lesson in Literacy Content	Lesson in Other Academic Area	Class Meeting	Develop-mental Activity	Routine/ Mgmt/ Transition
Decoding/Phonics/Text (w/ print)					
Letter ID (alphabet/ numerals)					
Phonological Awareness (sounds)					
Oral language (no print)					
Comprehension support					
Vocabulary					
Spelling (sight words/ conventional)					
Writing (emergent, copying, tracing)					
Teacher reading (text not visible)					
Other activity/ NO literacy focus					

Student Grouping with Teacher (circle)

1 2 3-5 6-10

11+ WH (Whole class)

Student Grouping with Aide (circle)

1 2 3-5 6-10

11+ WH (Whole class)

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	(Mark "X" in box for each occurrence)	
Uses synonym		
Uses definition		
Uses example		
Uses contrast		
Extends/corrects student meaning		
Asks student - apply understanding		

Conversation		
Overall Rating of Conversations during this interval	0= never happens 1= some back & forth occurs 2= rich back & forth occurs	Total number of students with whom teacher converses:

List vocabulary words introduced /defined:

Teacher Read Aloud

Coder: _____

Start Time: ____:____ am pm
End Time: ____:____ am pm

Title of Book: _____
Author: _____

Teacher: _____
School: _____

Prior to Reading

Topics/events/themes to look for in book	
Overview of book content (*tells story/summarizes information*)	
Background information related to book	
Predictions	

Extends student comments						
Cognitively challenging						
Concrete, description, labeling						
Comprehension support (*strategies, general knowledge*)						
Relates to experiences, activities, other books						
Other literacy (*print, phonology, decoding, book concepts*)						
Other						

	During Reading						After Reading					
Summarizes book content (*Retells story, information*)												
Identifies main idea												
Structure/Sequence (*story structure, story elements, non-fiction structure, event sequence*)												
Discusses book-related topics/themes												
Recalls information or events from book												
Refers to passage/pictures to support understanding/ make predictions												
Checks accuracy of predictions or inferences												
Asks students to justify responses with evidence from text												
Extends student comments												
Cognitively challenging												
Concrete, description, labeling												
Comprehension support												
Relates to experiences, activities, other books												
Other literacy (*book concepts, print, phonological awareness, decoding*)												
Other												

Post-reading discussion:

INV students involved
NoINV Ss not involved
NoSUM none

Teacher is reading to:

W Whole class
L Large group
S Small group
2 Pair
1 Individual

Rating of conversations

0 = Never occur
1 = some back & forth occur
2 = rich back & forth occur

Total # students w/ whom teacher converses

Vocabulary (Code throughout entire book reading)

VS	Uses synonym								
VD	Uses definition								
VE	Uses example								
VC	Uses contrast								
XSM	Extends/corrects student-provided meaning								
QSU	Asks student to apply understanding of word meaning								

List vocabulary words: