

Date: _____

Page: _____

School/Teacher: _____

CLASSROOM OBSERVATION (Content Area)

For each class observed, complete one observation form. Observe each class for the full school day, paying special attention to actions and words used during instruction. The full file should contain the handwritten original **and** the electronic version of the observation, and the sketch of the classroom.

CLASSROOM OBSERVATIONS PROVIDE DATA ON:

- teacher(s) actions/behaviors/speech (instructional and non-instructional)
- use of instructional and non-instructional time
- content of reading instruction within a specific subject area (Science, Social Studies, or Math)
- pace of instruction
- strategies used to instruct students in reading during content instruction
- sequence of instructional activities and transitions from one activity to another

INSTRUCTIONS:

1. Once the reading period begins, observe and record a comprehensive running narrative describing everything that the teacher (s) says and does and how the students respond. Use T1 and T2 to denote the different adults in the room.
2. Record any behaviors/speech used by the teacher to convey academic norms and expectations within activities or between activities. Note when s/he said/did it, what s/he said/did, and how the students responded.
3. To accompany the observation, collect copies of the materials (such as worksheets/activity sheets) and note the curricular materials used in each content lesson you observe.
4. Describe the classroom environment: include a sketch of the classroom with a brief description of what is in it and its condition. Include any teacher-created displays that seem to support/illustrate the teacher's expectations.

OBSERVATION GUIDELINES**Foorman & Schatschneider
Observation Tool***

Instructional Format	Explanation
Whole class <u>or</u> very large group	Activity or instruction is involved or is directed toward the whole class <u>or</u> a very large group
Teacher with small group or cooperative small group (three to six students)	The teacher works with a small or cooperative group while other students are working
All students working on their own, individually or in groups, with teacher monitoring	All students are engaged in individualized activities. The teacher is moving around the room observing, commenting, and so forth
All students working on their own, individually or in groups, without teacher monitoring	All students are engaged in individual activities. The teacher is not observing but is engaged in another activity, such as working at his or her desk
Instructional Content	Explanation
Oral language/discussion (not related to written stimulus)	The teacher is leading an activity that is intended to develop students' verbal skills; activities that help develop vocabulary, grammar and syntax; sharing in which the teacher allows student to talk about personal experiences, tell a story, etc. Examples include: • Asking children to identify things • Working with directional terms • Discussing the items & activities associated with a special place (beach) • Discussing season, days of week, etc. • Asking students to respond to questions • Listening to student responses • Listening games, activities, or songs
Book and Print Awareness/Conventions	Examples include: • Conventions of print use • Format of a book, including - o Title page - o Author - o Reading left to right • Genre of a book
Phonemic Awareness	All instruction directed at students' attention to the sounds in language and/or manipulating those sounds; examples include: • Rhyming • Blending • Phoneme or syllable segmentation • Working with initial, medial, or ending phoneme • Phoneme deletion • Phoneme substitution

Instructional Content	Explanation
Alphabet letter recognition and reproduction	Examples include: • Reciting or singing the alphabet • Identifying letter names and sounds • Practicing letter formation • Practicing alphabetical order
Alphabetic instruction	Instruction that is intended to help students understand that written letters are used to represent sounds in words; examples include: • Which letters make which sounds • Rules for letter-sound correspondence • Identification of vowels and consonants • Work with digraphs and blends
Structural Analysis	Instruction about the meaningful part of words; examples include instruction in: • Plurals • Possessive words • Prefixes/suffixes • Verb tenses • Root words • Derivations • Etymology
Word Work (with text)	Instruction with text at the word level, including: • Word on the board • Word walls • Words in book or other medium Kinds of word work • Blending or sounding out words • Teaching sight words • Segmenting into syllables or phonemes • Rhyming words • Writing words
Vocabulary	Instruction focuses on developing the students' knowledge of the meaning of words through definitions, antonyms, synonyms, or through application to sentences
Previewing to prepare for reading	All discussions of topics and issues related to something the teacher and students will read or have read before that was related to the upcoming reading; emphasis is on the knowledge that is linked to what is going to be read.
Spelling in the context of reading	Occurs in passing; not an extended spelling lesson; teacher might ask students to spell a word that was just read

Instructional Content	Explanation
Reading text/books	Activities that go beyond the word level – students must be able to see the text. Examples include: • Teacher reading aloud (alone) • Students reading aloud (with or without teacher) • Students reading silently
Fluency	Instruction that is intended to help students read text with speed, accuracy, and the proper expression
Reading comprehension	Activities that occur during or after reading; focuses on the students' understanding of the text they are reading or hearing; examples include: • Using semantic or syntactic use to make sense of decoding • Asking students to: - o identify the elements of a story - o identify facts - o identify main idea and/or details - o predict - o summarize - o draw conclusions - o compare/contrast - o evaluate • Modeling strategies that students can use to help with comprehension • Modeling and using tools to assist comprehension, such as story maps and graphic organizers Activities that occur during or after reading; focuses on the students' understanding of the text they are reading or hearing; examples include: • Using semantic or syntactic use to make sense of decoding • Asking students to: - o identify the elements of a story - o identify facts - o identify main idea and/or details - o predict - o summarize - o draw conclusions - o compare/contrast - o evaluate • Modeling strategies that students can use to help with comprehension • Modeling and using tools to assist comprehension, such as story maps and graphic organizers

Date: _____

Page: _____

School/Teacher: _____

Instructional Content	Explanation
Giving directions/passing out materials (relevant to reading instruction)	
Non-reading instruction	Instruction that is discipline-oriented or other: teacher out of classroom announcements
Feedback	Feedback that is: • corrective • praising • punitive
Predictable text	Explicit discussion and reading of predictable texts
Uncodable	

*Adapted from the time-by-activity instrument. Foorman, B.R., & Schatschneider, C. (2003). Measurement of teaching practices during reading/language arts instruction and its relationship to student achievement. In Vaughn, S. & Briggs, K., *Reading in the Classroom* (pp. 6-8). Baltimore, MD: Brookes Publishing.

School/Teacher: _____

Highest number of children in the classroom: _____ Highest number of adults in the classroom: _____

[illegible]

Date: _____

Page:_____

School/Teacher: _____

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Date: _____

Page: _____

School/Teacher: _____

SKETCH OF CLASSROOM: