Systematic Observation of Learner – Core Instruction

This observation form is designed to collect relevant observation data regarding instructional, curricular, and / or environment areas addressed to support appropriate instruction of all students. The observation data should assist in the documentation that: 1) appropriate instruction was provided, 2) evidence-based interventions were delivered.

**Observer Name/Title[[1]](#footnote-2):** **Date:**

**Student[[2]](#footnote-3):       Grade:**

**Language of Instruction:       Observation Start time:**

**Teacher(s)[[3]](#footnote-4):      Observation End time:**

|  |  |  |
| --- | --- | --- |
| **Content Area: Literacy** | **Content Area: Math** | **Grouping Format for Student** |
| [ ]  Phonemic Awareness[ ]  Phonics[ ]  Fluency [ ]  Vocabulary Comprehension [ ]  Handwriting [ ]  Spelling [ ]  Written Expression | [ ]  Counting and Cardinality [ ]  Operations and Algebraic  Thinking [ ]  Number and Operations(Base Ten) [ ]  Measurement and Data [ ]  Numbers and Operations(Fractions) [ ]  Geometry | [ ]  Small group with teacher [ ]  Co-teaching [ ]  Whole group [ ]  Individual [ ]  Partner [ ]  Centers [ ]  Other:       |
| Other:       | Other:       | # of students in group/center     |

Specific Curriculum/Material Used:

## Lesson Objective(s)/Learning Target:

[ ]  Posted [ ]  Stated [ ]  Discussed/Related to life

[ ]  Aligned with grade level standard [ ]  Aligned with instruction

## Describe student practice (type, length, focus):

**Focus:**

[ ]  Skill Acquisition/Building [ ]  Fluency and Automaticity [ ]  Generalization

**Type:**

[ ]  Independent Practice [ ]  Guided Practice [ ]  Partner Practice

[ ]  Oral [ ]  Written [ ]  Manipulatives [ ]  Hands On

## Describe lesson activities/strategies:

## Length of Practice:

| Student Engagement | Teacher Engagement |
| --- | --- |
| [ ]  Book work[ ]  Using technology[ ]  Research/projects[ ]  Taking notes[ ]  Journaling/writing[ ]  Hands on/manipulatives[ ]  Discussion[ ]  Exploratory[ ]  Taking assessment [ ]  Active listening [ ]  Worksheet [ ]  Other:       | [ ]  Assisting individual students[ ]  Modeling/demonstrating[ ]  Managing behavior[ ]  Lecturing[ ]  Assessing[ ]  Monitoring students[ ]  Conferencing [ ]  Reading aloud[ ]  Working with small group [ ]  Other:       |
| Describe:       | Describe:       |

| Features of Effective Instruction Observed | Differentiation of Instruction(Presentation, Materials, Student Products) |
| --- | --- |
| [ ]  Explicit, systematic instruction[ ]  Guided practice[ ]  Nonlinguistic representation/visual aids[ ]  Immediate corrective feedback [ ]  Scaffolding for understanding instruction[ ]  Sufficient and varied response  opportunities [ ]  Material matches student needs [ ]  High level of academic engaged time[ ]  Other:       |       |
| Comments:       |       |

Information demonstrating that the student was provided appropriate instruction in regular education:

## Behavior Observation

(Use a Momentary Time Sampling Recording with 10-second intervals for 15 minutes.)

**T =** On Task: Student is engaged. **M =** Motor: Student is out of assigned seat or manipulating objects without teacher permission. **V =** Verbal: Student Inappropriately verbalizes or makes sounds with object, mouth, or body. **P =** Passive: Student is not engaged with assigned task

| Focus | Minute 1 | Minute 2 | Minute 3 | Minute 4 | Minute 5 | Minute 6 | Minute 7 | Minute 8 | Minute 9 | Minute 10 | Minute 11 | Minute 12 | Minute 13 | Minute 14 | Minute 15 |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Target student |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| [[4]](#footnote-5)Peer(s) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Target student |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Peer(s) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Target student |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Peer(s) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Target student |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Peer(s) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Target student |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Peer(s) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Target student |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Peer(s) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Target student |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Peer(s) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Target student |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Peer(s) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Target student |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Peer(s) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Target student |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Peer(s) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |

## Observation of target student’s participation:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Calculate | Target Student | Comments | Peer(s) | Comments |
| % of time in on-task behavior: |       |       |       |       |
| % of time in off-task behavior: |       |       |       |       |
| # of response opportunities provided: |       |       |       |       |
| # of responses given: |       |       |       |       |
| Type of corrective feedback provided: |  |       |  |       |
| # of corrective feedback given: |       |       |       |       |

Description of on-task behaviors:

Description of off-task behaviors:

Description of student’s level of performance in relation to task:

Evidence of group success/outcomes:

Classroom management/interruptions /behavior redirections:

Brief and concise observation summary:

Are instructional adjustments recommended?

[ ]  Yes [ ]  No If yes, describe:

Relevant behavior noted during observation of the student in his or her regular classroom and the relationship of that behavior to the student’s academic functioning:

Any unique variables that affected / may have affected observation?

[ ]  Yes [ ]  No If yes, describe:

1. For English Learners (ELs), at least one of the individuals conducting the observation(s) must be a person knowledgeable about instruction for ELs, as well as any pertinent cultural and/or linguistic characteristics of the individual child. [↑](#footnote-ref-2)
2. In the case of a child of less than school age or out of school, a group member must observe the child in an environment appropriate for a child of that age. [↑](#footnote-ref-3)
3. In the case of a school-age child who is in a placement outside of the local education agency (LEA), a team member must observe the child in the child’s current educational environment. [↑](#footnote-ref-4)
4. Peer(s) observed must be the same gender as the target student; and also of familiar cultural and linguistic background (if available). [↑](#footnote-ref-5)