Classroom Observation Data Collection Forms (these are compiled from the individual Classroom Snapshots for Positive Classroom Behavioral Supports

**Considerations for Use:** Use this for self-assessment and non-evaluative classroom observations (e.g., buddy observations, peer observations, coach observations)

**Assessment for Classroom Teaching Matrix**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Date: Start Time: End Time:**  **Instructional Activities: Small group Whole Group Independent Seatwork Debate Arrival**  **Departure Transition Other: \_\_\_\_\_\_\_\_\_\_\_\_** | | | | |
| **Components** | **No** | **Somewhat** | **Yes** | **DNO** |
| Classroom rules and procedures aligned with school-wide expectations. |  |  |  |  |
| Classroom rules and procedures are observable, measurable, positively stated, understandable, and prominently posted. |  |  |  |  |
| Evidence that rules and procedures have been taught and continue to be reinforced (e.g., observation, ask teacher, student behavior). |  |  |  |  |

**Assessment for Physical Arrangements**

|  |  |  |  |
| --- | --- | --- | --- |
| **Date: Time:** | | | |
| **Components** | **No** | **Somewhat** | **Yes** |
| Traffic patterns are clearly defined and allow movement without disrupting others |  |  |  |
| Desks and furniture arrangement are arranged so that students can be seen at all times and the teacher has easy access to all areas of the classroom |  |  |  |
| Materials are clearly labeled, easily accessible, and organized for ease of use |  |  |  |

**Assessment for Responses to Student Behavior**

|  |  |  |  |
| --- | --- | --- | --- |
| **Date:**  **Start Time:**  **End Time:** | **Responses to Appropriate Behavior** | | **Responses to Inappropriate Behavior** |
| *General Responses*: simple praise (good job), gesture (e.g., thumbs up) or a point used without naming the specific behavior. Directed to individual, group, or class. | *Specific Response*:  Behavior Specific Praise (teacher names the specific behavior).  Directed to individual, group, or class. | Verbal (redirect, reprimand), physical prompt, gesture, proximity control, look |
| Tally Count |  |  |  |
| Totals |  |  |  |
| Ratio of *Specific Responses to Appropriate Behavior (do not include general responses)* to *Responses to Inappropriate Behavior*: \_\_\_ / \_\_\_ | | | |

**Assessment for Group Contingency: Positive Behavior Game**

|  |  |  |  |
| --- | --- | --- | --- |
| **Date: Start time: End Time:** | | | |
| **Components** | **No** | **Somewhat** | **Yes** |
| Did the teacher teach the targeted behavior? |  |  |  |
| Did the class play for at least 10 minutes? |  |  |  |
| Did the teacher provide pre-corrections prior to difficult transitions or routines? |  |  |  |
| Did the teacher deliver points for engaging in the identified target behavior? |  |  |  |
| Did the teacher provide a behavior specific praise statement when delivering a point? |  |  |  |
| Were the points displayed on the board? |  |  |  |
| If the students need reminders, did the teacher re-teach the remind/re-teach/correct for the targeted behavior? |  |  |  |

**Assessment for Active Supervision**

|  |  |  |  |
| --- | --- | --- | --- |
| **Date: Time:** | | | |
| **Components** | **No** | **Sometimes** | **Frequently** |
| The teacher *moves* and circulates through all parts of the classroom using close proximity to students needing additional support |  |  |  |
| The teacher visually *scans* all parts of the classroom looking for both appropriate behaviors (provide acknowledgement) and inappropriate behaviors (close proximity and error correction) |  |  |  |
| The teacher *interacts* frequently providing positive feedback, pre-correction, and correction. The teacher monitors and provides additional support to students needing help with academic and/or social behavior. |  |  |  |

**Assessment for Opportunities to Respond**

|  |  |  |
| --- | --- | --- |
| **Date: Start Time: End Time: Instructional Activity:** | | |
|  | **Individual Responding** | **Unison Responding** |
| Number of teacher behaviors (e.g., asking a question, making a request, presenting a task) that solicits an *observable academic response* from student(s) (verbal, written, gesture) |  |  |
| **Types of OTRs used:**   |  |  |  |  | | --- | --- | --- | --- | | * Individual | * Unison Responding | * Mixed Responding | * Other Strategies |   **Comments:** | | |

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Components for On-Task/Off-Task Behaviors for Academic Engagement:** During an observation, observe each student momentarily (e.g., <1 second) and identify if that student is on-task or off-task at that point in time. Mark a “+” for on-task behavior and a “-“ for off-task behavior. Observe and record observations until all boxes are completed. Repeat this process a few times during an observation (e.g., twice during a 15 minutes observation). | | | | | | | | | |
| **1** | **2** | **3** | **4** | **5** | **6** | **7** | **8** | **9** | **10** |
| **11** | **12** | **13** | **14** | **15** | **16** | **17** | **18** | **19** | **20** |
| **21** | **22** | **23** | **24** | **25** | **26** | **27** | **28** | **29** | **30** |
| **31** | **32** | **33** | **34** | **35** | **36** | **37** | **38** | **39** | **40** |
| **41** | **42** | **43** | **44** | **45** | **46** | **47** | **48** | **49** | **50** |
| **51** | **52** | **53** | **54** | **55** | **56** | **57** | **58** | **59** | **60** |

|  |  |  |
| --- | --- | --- |
| Time 1: | Percentage of students on-task: | Instructional Activity: |
| Time 2: | Percentage of students on-task: | Instructional Activity: |
| Time 3: | Percentage of students on-task: | Instructional Activity: |