

Classroom Observation Form

(15 minute observation period)

Observer:

Date:

Time:

Teacher:

Class:

Activity:

STEP 1 During a 10-minute observation period, use tally marks for each of the following behaviors.

Behavior Benchmark	Observation period (10 minutes)		Total
	Positive	Negative	
Ratio of Interactions			
Opportunities to Respond			
Disruptions (student behavior disrupting the flow of instruction)			

Ratio of Interactions= _____:_____ (Positive: Negative)

STEP 2 In the next 5 minutes, observe a different student every 5 seconds to determine if the student is on-task and engaged. Use a "+" symbol to indicate on-task/engaged behavior and a "-" symbol to indicate off-task behavior. After each student has been observed begin the cycle over until 5 minutes has elapsed.

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

To determine the percentage, divide the number of on-task marks by the total number of marks.

Percentage of on-task behavior = _____% (Time on-task)

Adapted from: Coaching Classroom Management, (Sprick, Knight, Reinke, McKale Skyles, Barnes, 2010) and Motivational Interviewing for Effective Classroom Management: The Classroom Check-Up, (Reinke, Heman, Sprick, 2011)

Alignment with Expectations: Use for duration of one activity or class

Classroom Expectation (Write classroom expectations below)	Rating				
	5=All students following classroom expectations 4=All but one or two students were following expectations 3=Most students were following expectations 2=About half of the students were following expectations 1=Most students were not following expectations				
	1	2	3	4	5
	1	2	3	4	5
	1	2	3	4	5
	1	2	3	4	5
	1	2	3	4	5

STEP 3: Digging Deeper Use the following observation form for gathering even more information for data sharing with teachers.

Behavior Benchmark	10-Minute Frequency Count	Total #
Praise: Behavior Specific		
Praise: General		
Correct Misbehavior Fluently		
Correct Misbehavior Critical/Harsh/Emotional		

Note: Praise is considered specific when it describes the desired behavior versus just stating “good job”. Correcting misbehavior fluently is defined by correcting behavior in a manner that is calm, consistent, brief (doesn’t disrupt the flow of instruction) and non-emotional.

Adapted from: Coaching Classroom Management, (Sprick, Knight, Reinke, McKale Skyles, Barnes, 2010) and Motivational Interviewing for Effective Classroom Management: The Classroom Check-Up, (Reinke, Heman, Sprick, 2011)

Classroom Observation Benchmarks

Need For Change

High: Something needs to change

Moderate: Some type of classroom intervention is recommended

Low: Current classroom management plan is meeting the needs of all students

Behavior Benchmark	High	Moderate	Low
Ratio of Interactions (positive to negative)	Less than 1:1 or less than 1 interaction per minute	At least 1:1 consistently	At least 4:1 consistently
Opportunities to Respond	Fewer than 10	10-40	More than 40
Disruptions (per 10 minute interval)	More than 10	5-10	Fewer than 5
Time on Task	Less than 80%	81-90%	91-100%
Alignment with Expectations	Mostly 1's & 2's	Mostly 2's & 3's	Mostly 4's & 5's

Adapted from: Coaching Classroom Management, (Sprick, Knight, Reinke, McKale Skyles, Barnes, 2010) and Motivational Interviewing for Effective Classroom Management: The Classroom Check-Up, (Reinke, Heman, Sprick, 2011)

Classroom Observation Feedback Form

Observer:

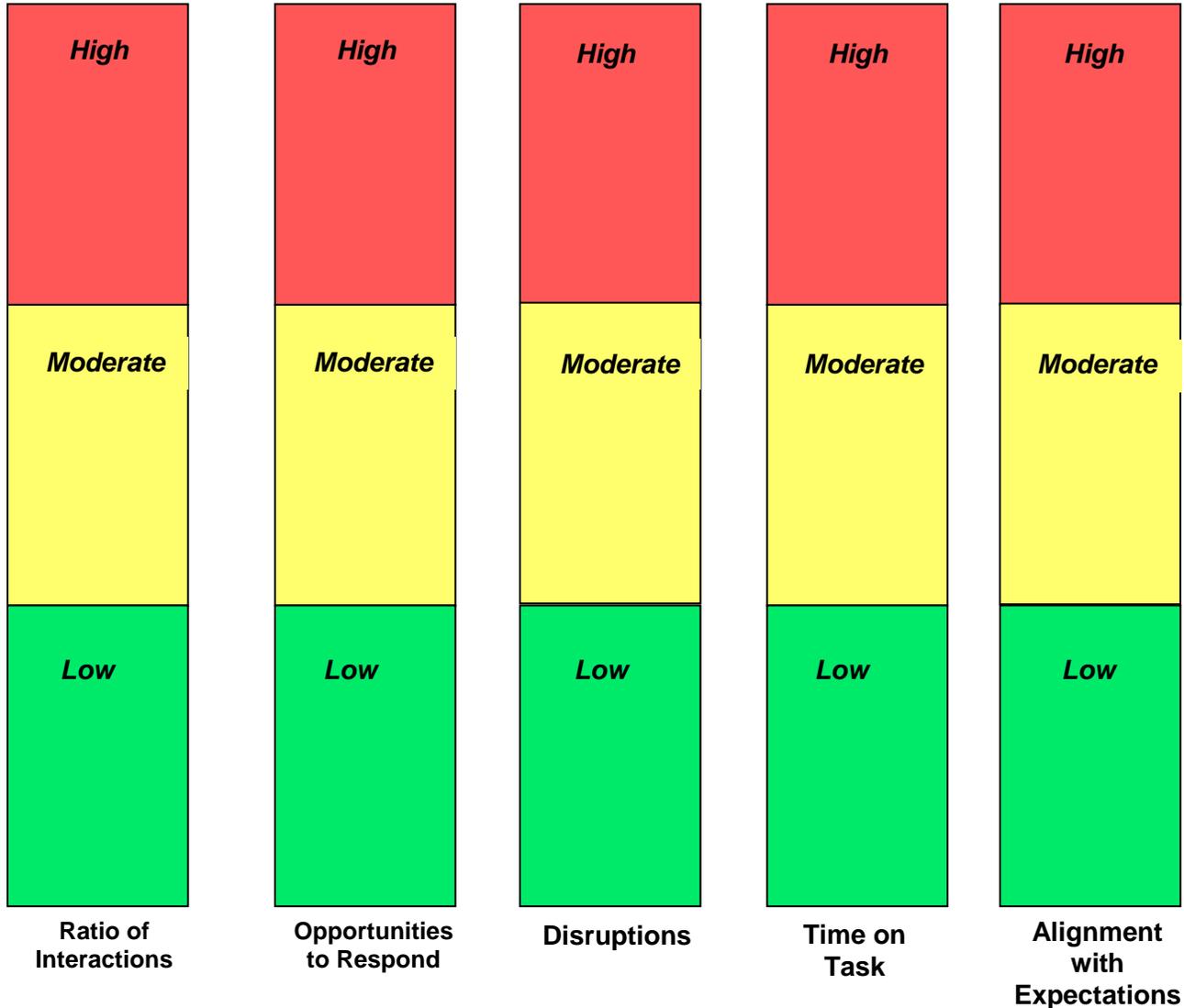
Date:

Time:

Teacher:

Class:

Activity:



Goal Areas:

Action Plan:

Adapted from: Coaching Classroom Management, (Sprick, Knight, Reinke, McKale Skyles, Barnes, 2010) and Motivational Interviewing for Effective Classroom Management: The Classroom Check-Up, (Reinke, Heman, Sprick, 2011)