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)