

## **Missouri SW-PBS Classroom Observation Tools Classroom Walk Through / Brief Observation / Observation**

This document is intended to serve several related purposes. Overall the materials are a guide for administrators and educators as they conduct walk throughs within instructional environments. The more specific purposes are outlined below.

First, it identifies a set of eight essential classroom instructional practices supported through research that are related to academic and social/behavioral achievement. The 8 should be actively included in district and school professional development so that all personnel understand what they are and how they should be implemented.

They are:

1. Define classroom rules, align them to schoolwide expectations, teach the rules, and acknowledge rule following
2. Define classroom routines, teach routines, acknowledge routine following
3. Develop a continuum of strategies to acknowledge appropriate behavior:
  - a. Establish minimum ratio of 4:1 positive specific feedback (adult attention)
  - b. Provide positive specific feedback consistently to reinforce students' use of academic skills, classroom rules and procedures
4. Develop a continuum of strategies for responding to inappropriate behavior:
  - a. Prompt (identify error)
  - b. Re-teach (expectation/rule/concept)
  - c. Provide choice (where, when, how work is done)
5. Employ active supervision (move, scan, interact)
6. Provide multiple opportunities to respond (OTR)
7. Use activity sequence (Scaffolding)
8. Assure academic success / task difficulty is matched to student ability

The second purpose of the document is to provide a set of sequential observation tools for administrators. These tools are based on the 8 essential classroom practices and may be used as a package or individually. These are the Artifacts/Materials Walk Through, Brief Observation and In-depth Observation.

The features in the Artifacts and/or Materials Walk Through on page 3 may be completed during non-instructional or instructional time. The practices are related to documents and artifacts which can be collected and reviewed at any time.

The practices in the Walk Through / Brief Observation forms on pages 4 and 5 require direct observation during instructional times. They provide the observer with an opportunity to record what is observed during approximately 5 – 10 minutes of direct observation.

Page 6 is a tool to conduct a more in-depth observation of a specific practice by **frequency**. Page 7 provides an example of this tool. Page 8 is a tool to conduct a more in-depth observation of a specific practice by **time**. Page 9 provides an example of this tool. These observations would be conducted once a specific practice had been selected by the appropriate person for further observation.

The third purpose of this document is to provide a set of tools that are utilized to support school personnel in improving their awareness of and fluency in using the 8 practices. *The document is not intended as a means to formally evaluate school personnel.* Effective Walk Throughs are associated with shared reflection and identification of desired areas of improvement and professional growth. Pages 10, 11 and 12 provide a set of instructor self-assessment tools. These tools may be used as: (1) an instructor selected method for self-improvement or (2) a peer mentor or peer coach format.

Key term descriptors are provided on pages 13, 14 and 15 to guide professional development and instruction related to effective social / behavioral instruction that is aligned with academic outcomes.

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*Thank you to the following for their contributions to this project:*

*Missouri SW-PBS staff: Terry Bigby, Barbara Mitchell, Nanci Johnson, Debbie Lintner, Judy Johnson, Diane Feeley, Jill Miller, Susanna Hill, Betty Ennis, Susan Brawley, Chris Renner, Jo Ann Anderson, Heather Herweck-Luckner, Robert Rethemeyer, Karen Westhoff and Julia Schmitz*

*MU Center for PBS staff: Linda Bradley and Lori Newcomer*

**Artifacts and/or Materials**

School: \_\_\_\_\_ Instructor Observed: \_\_\_\_\_  
 Observer: \_\_\_\_\_  
 Date: \_\_\_\_/\_\_\_\_/\_\_\_\_ Time In: \_\_\_\_\_ Time Out: \_\_\_\_\_

**Rules Provide Clear Meaning of Expectations in Classroom**

	Yes	No	N/A
Align with Schoolwide <b>Expectations</b> (i.e. Be Safe, Be Respectful, Be Responsible)			
<b>Rules</b> are observable, measurable, and positively stated			
Prominently Posted in Classroom/Instructional Space			
5 or Fewer for each Schoolwide <b>Expectation</b>			
Lessons to teach Classroom <b>Rules</b> have been developed (Elementary, 6 <sup>th</sup> and 9 <sup>th</sup> grade orientation/academy) OR Classroom Rules Review plan developed (upper elementary, middle and high school levels)			
Teaching or Review Schedule of Classroom <b>Rules</b> Lessons is developed			

**Procedures/ Routines to Teach and Reinforce Expectations**

	Yes	No	N/A
Align with <b>Rules</b>			
Prominently Posted in Appropriate Classroom Area(s)			
Stated in <b>Observable, Measurable, Positively Stated</b> Language			
Classroom Schedule Posted			

*Note: Words in **bold** are defined in "Key Term Descriptors"*

**Comments:**

**Walk Through or Brief Observation**

School: \_\_\_\_\_ Instructor Observed: \_\_\_\_\_

Observer: \_\_\_\_\_

Date: \_\_\_\_/\_\_\_\_/\_\_\_\_ Time In: \_\_\_\_\_ Time Out: \_\_\_\_\_

**Procedures/ Routines to Teach and Reinforce Expectations**

1 = somewhat 2 = moderate 3 = extensive	1	2	3	N/A	Majority of Students Follow Routine/Procedure
Posted Classroom Schedule is Followed					
<b>Procedures/ Routines</b> Directly Observed:					
<ul style="list-style-type: none"> <li>• Entering</li> <li>• Exiting</li> <li>• Lining up</li> <li>• Whole group</li> <li>• Small group</li> <li>• Instructor Used Attention Signal</li> <li>• Transitions</li> </ul>					
Physical Space Facilitates Ease of Movement and Traffic Flow					
Materials Organized and Accessible					
Students were participating in the assigned task or activity					

*Note: Words in **bold** are defined in “Key Term Descriptors”*

**Comments:**

### Walk Through or Brief Observation

School: \_\_\_\_\_ Instructor Observed: \_\_\_\_\_

Observer: \_\_\_\_\_

Date: \_\_\_\_/\_\_\_\_/\_\_\_\_ Time In: \_\_\_\_\_ Time Out: \_\_\_\_\_

#### **Strategies to Enhance Academic and/or Social/Behavior Instruction**

Strategy Used 1 = somewhat 2 = moderate 3 = extensive	1	2	3	N/A	Majority of Students Responded
<b>Precorrect:</b> Reminder of Classroom Procedure/Routine					
<b>Precorrect:</b> Reminder of Classroom Rule					
Class begins Promptly					
Students Actively Engaged / Minimal Down Time					
Classroom <b>Procedures/Routines/Rules</b> Actively Taught					
<b>Active Supervision</b> (move, scan, interact)					
<b>Positive, Specific Feedback</b>					
Respectful Redirect / Error Correction <ul style="list-style-type: none"> <li>• <b>Prompt</b> (identify error)</li> <li>• <b>Reteach</b> (skill, rule, routine, procedure)</li> <li>• <b>Reinforce</b> (state when error corrected)</li> </ul>					
<b>Provide Choices</b> (where, when, how work is done)					
Multiple <b>Opportunities to Respond</b> (i.e. group choral response, students volunteer, written)					
<b>Task Difficulty</b> aligns with Student(s) Ability					
<b>Activity/Task Sequence</b> Clearly Stated and Demonstrated					
<b>Positive Feedback</b> (Adult Attention) Ratio 4:1					
A <b>Continuum of Corrective Feedback</b> is Clearly Defined and Utilized					

*Note: Words in **bold** are defined in "Key Term Descriptors"*

**Comments:**

## Classroom Observation By Frequency

School: \_\_\_\_\_ Instructor Observed: \_\_\_\_\_

Observer: \_\_\_\_\_

Date: \_\_\_\_/\_\_\_\_/\_\_\_\_ Time In: \_\_\_\_\_ Time Out: \_\_\_\_\_

**Instructions:**

Conduct a 20-minute direct observation of at least one specific instructional strategy related to academic and/or behavioral instruction from the Brief Observation list. Complete a Frequency count to record the number of times within the 10-20 minutes that the identified strategy is observed.

Strategy:	Frequency	Comments

**Other Comments:**

## Classroom Observation Example By Frequency

School: *Best School*                      Instructor Observed: *Mr. Work Hard*  
 Observer: *Ms. Work Hard Too*  
 Date: 10/11/2009                      Time In: *9:30*                      Time Out: *9:50*

**Instructions:**

Conduct a 20-minute direct observation of at least one specific instructional strategy related to academic and/or behavioral instruction from the Brief Observation list. Complete a Frequency count to record the number of times within the 10-20 minutes that the identified strategy is observed.

Example:

<b>Strategy:</b>	<b>Frequency</b>	<b>Comments</b>
<i>Positive Feedback Ratio</i>	<i>Frequency</i>	
<i>Specific, Positive Feedback</i>	<i>IIIIIIII = 10</i>	
<i>Negative Feedback</i>	<i>IIIIIIIIIIII = 14</i>	<i>Positive : Negative Ratio = 10/14</i>

**Other Comments:** *The recommended Positive Feedback Ratio is a minimum of 4:1. It is suggested that the instructor practice increasing the number of times he uses specific, positive feedback and recording it himself. Ms. Work Hard Too will be glad to talk with Mr. Work Hard to come up with some quick and easy ways to do this.*

*It is recommended that this observation be repeated at an agreed upon time between the observed and the observer.*

## Classroom Observation By Time

School: \_\_\_\_\_ Instructor Observed: \_\_\_\_\_  
 Observer: \_\_\_\_\_  
 Date: \_\_\_\_/\_\_\_\_/\_\_\_\_ Time In: \_\_\_\_\_ Time Out: \_\_\_\_\_

**Instructions:**

Conduct a 20-minute direct observation of at least one specific instructional strategy related to academic and/or behavioral instruction from the Brief Observation list. Complete a count to record the number of times within the 10-20 minutes that the identified strategy is observed. Circle or underline each minute of the observation period that the Strategy is occurring.

Strategy:	Recorded by minutes circled or underlined	Comments
	1            11	
	2            12	
	3            13	
	4            14	
	5            15	
	6            16	
	7            17	
	8            18	
	9            19	
	10          20	

**Other Comments:**

## Classroom Observation Example By Time

School: *Best School*                      Instructor Observed: *Mr. Work Hard*  
 Observer: *Ms. Work Hard Too*  
 Date: 10/11/2009                      Time In: 9:30                      Time Out: 9:50

**Instructions:**

Conduct a 20-minute direct observation of at least one specific instructional strategy related to academic and/or behavioral instruction from the Brief Observation list. Complete a count to record the time by minutes within the 10-20 minutes that the identified strategy was observed. Circle or underline each minute of the observation period that the Strategy is occurring.

Example:

<b>Strategy:</b> <i>Students actively engaged – little down time</i>	<b>Duration</b> <b>Recorded by minutes</b> <b>circled or underlined</b>	<b>Comments</b>
<i>Amount of time students were engaged</i>	<u>1</u> <u>11</u> <u>2</u> <u>12</u> <del>3</del> 13 <del>4</del> <u>14</u> <del>5</del> <u>15</u> <del>6</del> <u>16</u> <del>7</del> 17 <del>8</del> 18 <del>9</del> 19 <del>10</del> <u>20</u>	

**Other Comments:** *Most of the students were engaged (on task or listening to instructions) 12 minutes. Most of the students were not engaged (off task) 8 minutes. During the 8 minutes students were observed to be out of their seats, talking to a neighbor, and/or doing something other than the assigned task. The teacher was either actively instructing or actively supervising (move, scan, interact) during the 12 minutes the students were on task.*

**Teacher Self-Assessment Tools**  
 Research-based Classroom Practices  
 Related to Academic and Social/Behavioral Instruction

**Rules Provide Clear Meaning of Expectations in Classroom**

	Yes	No	In Progress
My classroom <b>rules</b> align with the Schoolwide <b>Expectations</b> (i.e. Be Safe, Be Respectful, Be Responsible)			
My classroom <b>rules</b> are <b>observable, measurable,</b> and positively stated			
My classroom <b>rules</b> are prominently posted in my classroom/instructional space			
There are 5 or fewer <b>rules</b> for each Schoolwide <b>Expectation</b>			
I have developed lessons or a review plan to teach my classroom <b>rules</b> .			
I have developed a teaching and review schedule for the classroom <b>rule</b> lessons.			

*Note: Words in **bold** are defined in “Key Term Descriptors”*

**Comments:**

**Procedures/ Routines to Teach and Reinforce Expectations**

	Yes	No	In Progress
My classroom <b>procedures</b> and routines align with <b>rules</b>			
My classroom <b>procedures</b> and routines are prominently posted in appropriate classroom area(s)			
My classroom <b>procedures</b> and routines are in <b>observable, measurable</b> , positively stated language			
My classroom schedule is posted			
I follow my posted classroom schedule			
I have <b>procedures</b> and <b>routines</b> for: <ul style="list-style-type: none"> <li>• Entering</li> <li>• Exiting</li> <li>• Lining up</li> <li>• Whole group</li> <li>• Small group</li> <li>• Instructor Used Attention Signal</li> <li>• Transitions</li> </ul>			
My classroom arrangement of the physical space facilitates ease of movement and traffic flow			
My classroom materials are organized and accessible			
All my students participate in the assigned task or activity			

*Note: Words in **bold** are defined in “Key Term Descriptors”*

**Comments:**

**Strategies to Enhance Academic and/or Social/Behavior Instruction**

	Yes	Target for Improvement
I consistently provide <b>precorrects</b> to remind students of classroom rules		
I consistently provide <b>precorrects</b> to remind students of classroom procedures and routines		
My classes begin promptly		
My students are consistently actively engaged (on-task) with minimal down time		
My classroom <b>rules/procedures/routines</b> are actively taught		
I <b>actively supervise</b> my students through movement, scanning, and interaction		
I provide my students with <b>positive, specific feedback</b>		
I provide my students with respectful redirect /error correction: <ul style="list-style-type: none"> <li>• I <b>prompt</b> (identify error)</li> <li>• I <b>reteach</b> (skill, rule, routine, procedure)</li> <li>• I reinforce (state when error corrected)</li> </ul>		
I provide my students with <b>choices</b> (where, when, how work is done)		
My lessons include multiple <b>opportunities to respond</b> (i.e. group choral response, students volunteer, written)		
I plan for <b>task difficulty</b> that aligns with student(s) ability		
Each <b>activity/task sequence</b> is clearly stated and demonstrated		
I provide <b>positive feedback</b> at a 4:1 ratio		
I use a clearly defined <b>continuum of strategies for responding to inappropriate behavior</b>		

*Note: Words in **bold** are defined in “Key Term Descriptors”*

**Comments:**

**Key Term Descriptors:**

## **1. Expectations and Rules**

- a. Expectations are outcomes
- b. Rules are the specific criteria for meeting expectation outcomes
- c. Rules identify and define concepts of acceptable behavior
- d. Use of expectations and rules provides a guideline for students to monitor their own behavior and they remind and motivate students to meet certain standards
- e. Expectations are positively stated to indicate what is to be done (i.e. Be Respectful, Be a Learner, Be Safe)

## **2. Procedures and Routines**

- a. Procedures explain the accepted process for carrying out a specific activity, such as walking in the hallway, using lockers, sharpening pencils, attending an assembly, going to the restroom.
  - i. Classroom procedures are patterns for accomplishing classroom tasks.
  - ii. Procedures form routines when patterns are consistently utilized.

## **3. Behavior**

- a. Any observable action (i.e. doing assignment, sitting in chair, listening, asking a question, lining up)

## **4. Observable and Measurable**

- a. Observable = can be seen, heard, smelled, felt (i.e. the behavior occurred every 3 minutes)
- b. Measurable = can be counted, compared (i.e. how much, how often, how long?)

## **5. Positive Specific Feedback**

- a. Identifies what has been done correctly in a timely manner
  - i. Behavior Example: "Thank you, John, for following the class procedure for being seated and ready to learn on time."
  - ii. Academic Example: "That is correct, Ann. You followed the steps to calculate the correct answer."

## **6. Opportunities to Respond**

- a. Instructional Talk – Short presentations followed by opportunities for students to actively respond. Presentations should comprise 40-50% of the instructional period.
- b. Positive Prompts – Directed requests for students to respond, thereby actively involving them in the lesson content.
- c. Wait Time – Instructor provides enough time between the directive or question to allow students to process and respond. This varies according to the complexity of the material and student ability levels.

## **7. Activity Sequence & Offering Choice**

- a. **Activity Sequence** – Interspersing easy and brief tasks or requests with longer and/or more difficult ones. Examples could include: asking students to follow several brief and simple requests just prior to asking them to comply with a more difficult one; varying types of tasks and activities to potentially increase interest, or varying easier and more challenging tasks within a lesson.
- b. **Offering Choice** – Allowing students to make choices within a set of ones predetermined by the instructor. Some examples could include: (1) students select the order in which to complete tasks or requests; (2) what materials to use; (3) whether to work alone or with a group; (4) environment in which to work on the task (classroom, library, hallway, etc.)

## **8. Active Supervision**

- a. The instructor actively moves about the classroom space, continually scans the classroom, and frequently interacts with the students.

## **9. Continuum of Strategies for Responding to Inappropriate Behavior**

- a. Should be Calm, Consistent, Brief, Immediate, Respectful
- b. Suggested order of actions:
  - i. Prompt – provide a verbal and/or visual cue
  - ii. Redirect – restate the expected behavior
  - iii. Reteach – State and demonstrate the expected behavior, have the student demonstrate, and provide immediate feedback
  - iv. Provide Choice – complete in another location, complete in a different order, use alternate supplies, etc.
  - v. Conference – Positive and private. Describe the problem, describe alternative, tell why alternative is better, student practices with you, provide feedback
  - vi. Refer to another location (time out, buddy room, office, counselor)

## **10. Academic Success / Task Difficulty**

- a. The academic task fits the student(s) level of ability. Guided practice should allow the student to achieve at approximately an 80% success level. Independent practice should occur when the student is able to achieve at approximately a 90% level. If these levels are not attainable, reteaching should occur.

**11. Precorrect**

- a. A reminder or cue immediately preceding a task, routine or procedure which has been previously taught but that the teacher anticipates students are more likely to make errors in performing. This can be particularly useful during transitions or routines that are less structured.
- b. Examples:
  - i. "John, could you please show the class how we line up before going to lunch?"
  - ii. "Mary, what is the procedure for asking for help during group time?"
  - iii. Instructor waits outside door before class and reminds students to be in their seats before the bell rings
  - iv. Instructor reminds students of cell phone usage rule before beginning class