

The background is a dark chalkboard with various white chalk sketches. On the left, there is a large sketch of a microscope. Above it is a globe showing continents. Below the microscope are some books and a stack of papers. On the right side, there are sketches of mathematical symbols including a percent sign, an equals sign, and a less-than sign, along with some geometric shapes like a cross and a rectangle.

Classroom Observations

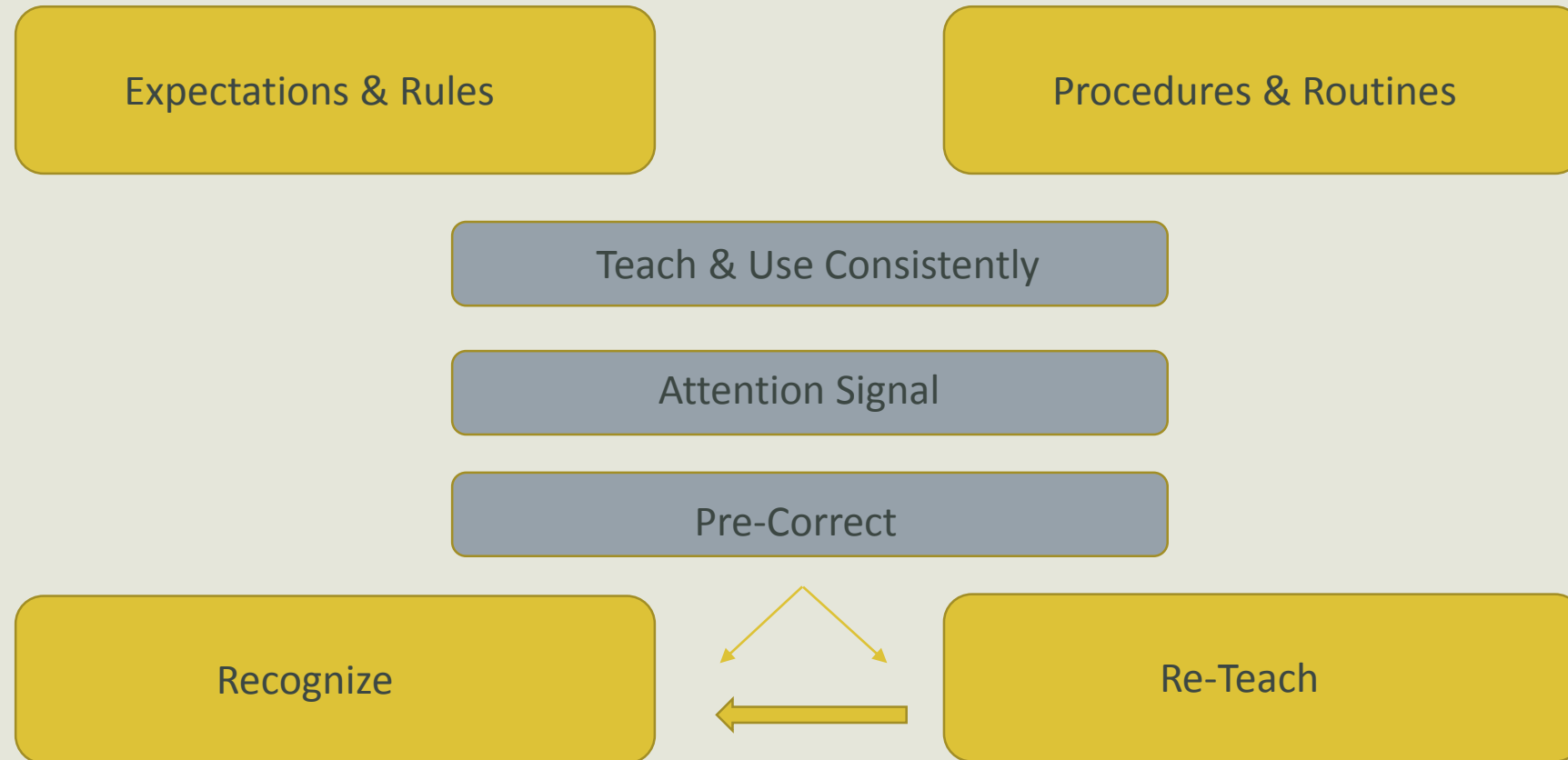
PBIS 3rd Annual Summer Institute 2019

Purpose of Classroom Observations

“Teachers are among the **most powerful influences** in **learning**” (Hattie, 2012, p. 22).

- Fidelity of classroom implementation **supports fidelity of schoolwide implementation** (Matthews, Frank, & May, 2013).
- Allows teachers to **receive** constructive **feedback** on **classroom management**.
- Teachers can learn **effective classroom** practices.
- Teachers receive **follow up training** options based on observations.

Effective Classroom Practices



Classroom Observation Tool

Teacher Observation Tool

Date:	Class:	# of Students	Observer:
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Instructions Section 1 & 2: Make a tally mark in the appropriate box of each behavior observed during a 10 minute period of instruction.

Section 1

Positive Feedback – Attention to Correct Behaviors		
Pre-Correction (a)	Non-Specific Positive Feedback (b)	Specific Positive Feedback (c)
Corrective Feedback – Attention to Correcting Behaviors		
No Feedback (d)	Non-Specific Corrective Feedback (e)	Specific Corrective Feedback (f)

Section 2

Do not count assignment instructions or questions within negative feedback (i.e. "Do I make myself clear?" etc.)

Whole Group Response	Individual Response
Total (g)	Total (h)

Update 2.20.2019

Adapted From:

Rypple Ltd. www.rypple.org.au
Adapted from Missouri SWPBS Tier 1 Workbook



School: _____

Section 3

Observation Follow-up Information

Type of Instruction (Circle)

Whole Group	Small Group	Small Group Peer	One on One
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Feedback	Total	Rate p/min.
Pre-Correction (a)		
Non-Sp. Pos. (b)		
Specific Pos. (c)		
Goal: 4-7 Specific Positive phrases in 10 min (individual or group)		
No Feedback (d)		
Non-Sp. Corr. (e)		
Specific Corr. (f)		
Total Positive Feedback (a + b + c) =		Total Negative Feedback (d + e + f) =
Ratio of Positive to Corrective Feedback		
Goal: 3:1 (3 pos. to 1 corr.) – Average student; more challenging behaviors will require a higher rate of positive feedback.		

Opportunities to Respond	Total	Rate p/min.
Group + Individual g + h =		
Goal: 3 OTR per 10 minute		

Teacher Observation Tool

Section 4

Student Engagement: Randomly select 3 students to observe for three minutes each. Tally how many times the student is *Actively Engaged or Off Task*.

Observe Each Student for 3 Minutes					
Student 1 (Tally) _____ am/pm to _____ am/pm		Student 2 (Tally) _____ am/pm to _____ am/pm		Student 3 (Tally) _____ am/pm to _____ am/pm	
On Task	Off Task	On Task	Off Task	On Task	Off Task
Total	Total	Total	Total	Total	Total

Notes:

	Active	Off Task
Total %		

- Briere, D.E., Simonsen, B., Sugai, G., & Myers, D. (2015). Increasing new teachers' specific praise using a within-school consultation intervention. *Journal of Positive Behaviour Interventions*, 17(1), 50-60.
- Scott, T. M., Hirn, R., & Cooper, J. (2017). Teacher and student behaviors: Keys to success in classroom instruction. Rowman & Littlefield

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Section 5

Classroom Context Observations

Complete after classroom observation. Score Y (yes) or N (no) for behaviors observed or not observed during the session.

Classroom Context Observations:		Observed	Comments
1. Classroom Expectations	Positively stated rules can be seen and read by students.	Y	N
	Teacher regularly referred to expectations (positive and corrective).	Y	N
2. Classroom Procedures & Routines	Clear procedures for transitions were observed.	Y	N
	Clear procedures for getting teacher attention were observed.	Y	N
	Teacher used cue to gain attention.	Y	N
3. Encourage Expected Behaviors	Attention cue consistently gained student attention.	Y	N
	Teacher used acknowledgement system properly to reinforce.	Y	N
4. Active Supervision	Teacher provided non-contingent attention to most students.	Y	N
	Floorplan allowed for ease of movement.	Y	N
	Teacher used good proximity and moved around room frequently.	Y	N
	Teacher frequently scanned the room.	Y	N
	Teacher demonstrated frequent student interaction.	Y	N



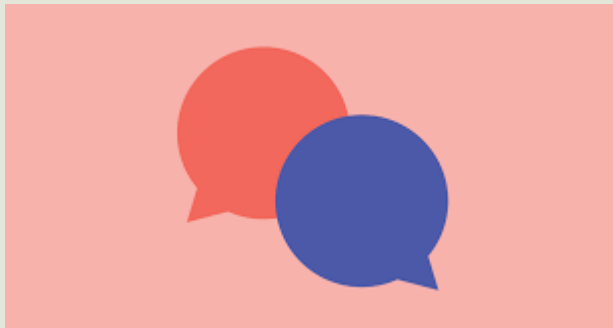
Types of Feedback

Pre-Correction	Anticipate and plan ahead for chronic problem behaviors. Pre-Corrective statements should be delivered at the beginning of an activity or transaction. “Before we line up, remember to walk quietly in a straight line, with your hands to yourself.”
Non-Specific Positive Feedback	To give a general praise without acknowledging the behavior. “Good job.” “Way to go!” “Great!”
Specific Positive Feedback	Tell students what they did correctly. “Great job bringing all of your materials to class.”
Non-Specific Corrective Feedback	Tell students what they should do differently. “Remember to be respectful.”
Specific Corrective Feedback	Tell students what they should do differently and specifically how they can do it. “Remember part of being safe in the classroom is to use materials correctly. Please keep your pencils in your hands.”

Student Response: Whole Group and Individual

Increase student **engagement** through **opportunities to respond** (OTR)

- An OTR is the **interaction** between a **teacher's academic prompt** (verbal, visual, or written) and a **student's** verbal, written, or gestural **response** (Sprick, Knight, Reinke, & McKale, 2006).
- Teachers can use **choral responses, individual response, clickers, student response cards, writing the answers on a white board**, and other methods to receive responses from students.
- Allowing students to respond, can also help **decrease disruptive behaviors**.



* Assignment instructions or questions within negative feedback does not count.

Observation Follow-Up Information

Goals:

- 4-7 Specific Positive Phrases in 10 Minutes
- 4:1 (4 Positive to 1 Correction) – **Encourages Expected Behavior**
- 3 OTR per 10 Minutes

***It is okay to not meet the goals during the first classroom observation. Remember that the purpose of the observation is to provide feedback to help with effective classroom management strategies.**



Student Engagement

- Actively Engaged:

- Does the activity, task, or idea allow for the student to personalize his or her response?
- Do students have the opportunity to talk about the learning and interact?
- Do students have an opportunity to choose within the activity?



- Off Task:

- Students can't relate to the activity.
- Students are bored, and having a hard time engaging.
- If the topic is new, and the student doesn't understand.

Classroom Observation Example



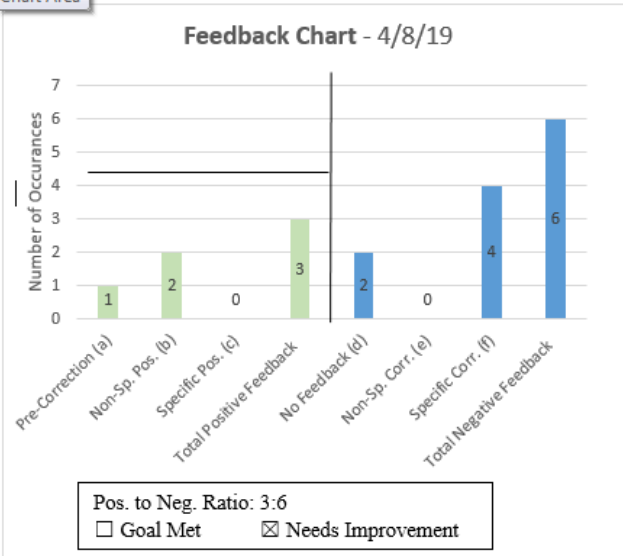
Classroom Context Observations

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3. Encourage Expected Behaviors	Teacher used acknowledgement system properly to reinforce.	Y	N	
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4. Active Supervision	Floorplan allowed for ease of movement.	Y	N	
	Teacher used good proximity and moved around room frequently.	Y	N	
	Teacher frequently scanned the room.	Y	N	
	Teacher demonstrated frequent student interaction.	Y	N	

Observation Results

Section 3 (Includes 1 & 2):

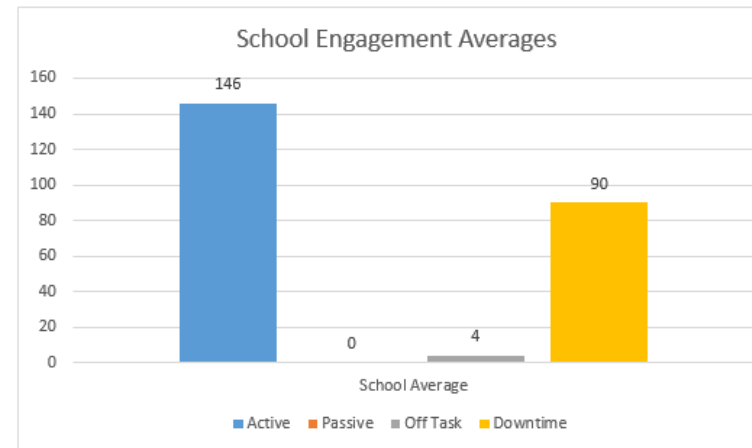
Chart Area



Opportunities to Respond	Total	Rate p/min.	Percent
Group + Individual g + h =	3	3/60	5%
Goal: 3 OTR per minute (30% +)			
<input type="checkbox"/> Goal Met <input checked="" type="checkbox"/> Needs Improvement			

Teachers Observed: Scores totaled out of maximum possible points in each section.

Section 4:



	Active	Passive	Off Task	Downtime
Total	70	31	19	20
% out 180 (30x6)	38%	17%	10%	11%

Section 5:

Classroom Context Observations:	
# of Yes Scores	25
# of No Scores	46
Yes Ratio: 25/72	Percent: 34%

What kind of additional training do you think this school may need?



Individual Student Behavior Observations

1. Note the behavior that you would be observing. **Ex: Johnny leaves his seat during instruction time without permission.**
2. How often does the behavior appear?
 - What time of day does the behavior normally occur?
3. Prepare for Data Collection
 - Use a form that allows you to track time intervals when the behavior is occurring.
4. Behavior IEP Goals
 - “In a classroom, Johnny will reduced the incidence of off-task behaviors to 20% of observed intervals in 3 out of 4 consecutive one-hour recorded observations”.



How to Use Data From School-wide Observations

- To determine the **needs of the school** and individual classrooms
- Receive **additional training** on topics such as: Classroom management, Creating Behavioral Intervention Plans (BIPs)
- Determine percentage of students that are actively engaged, and **collaborate with colleagues to increase engagement**
- Determine how often **teachers are giving positive feedback** to students and how to improve
- Determine how many **classrooms are set up for success**: posted expectations, classroom routines, classroom layout, use of proximity, OTR

Conclusion

- Classroom observations allows teachers to receive constructive feedback on classroom management.
- You can increase student engagement through opportunities to respond (OTR).
- Academic engagement can help students both with learning and behavioral outcomes.



References

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