

Classroom Observation Feedback Form

Teacher: _____ Observer: _____ Date: _____

Minimize Crowding and Distraction	Not In Place	Partially In Place	Fully In Place
Materials are organized and accessible			
Students are visible in all areas of the classroom			
Can navigate to all areas of the classroom with ease			
Classroom Structure and Predictability	Not In Place	Partially In Place	Fully In Place
Classroom schedule and routines are posted			
Teacher follows established schedule and routines			
Students follow established schedule and routines			
Classroom Behavior Expectations and Rules	Not In Place	Partially In Place	Fully In Place
3-5 classroom rules are posted			
Rules are visible, developmentally-appropriate, and referenced by the teacher			
Rules describe positively-stated, observable behaviors that are applicable all day			
3-5 behavior expectations are posted and consistent with classroom rules and school-wide expectations			
Acknowledgement of Appropriate Behaviors	Not In Place	Partially In Place	Fully In Place
At least 3:1 ratio of positive to negative comments			
All students receive positive comments			
Each student experiences more positive than negative comments			
Opportunities to Respond (OTR)	Not In Place	Partially In Place	Fully In Place
Multiple OTRs are provided			
OTRs include a variety of formats (ex. whole-group, individual student, pair-share)			
A variety of strategies are used to select students to respond (ex. volunteer, teacher selection, random)			
Student Engagement	Not In Place	Partially In Place	Fully In Place
Students are engaged in observable ways			
Students participate in a variety of ways (ex. write, type, speak, raise response card, use hand signal)			

Active Supervision in the Classroom	Not In Place	Partially In Place	Fully In Place
Teacher moves around classroom and goes to students to provide assistance			
Teacher consistently scans the classroom and responds to student behavior (help, redirect, etc.)			
Teacher uses proximity control			
Acknowledge/Reinforce Appropriate Behaviors	Not In Place	Partially In Place	Fully In Place
Teacher uses behavior-specific praise and at least one classwide reinforcement system			
Teacher acknowledges/reinforces student behaviors consistent with classroom expectations and rules			
Teacher acknowledges/reinforces student behaviors in a timely manner			
Teacher uses praise and a variety of items/activities/privileges AND updates these regularly			
Informational Corrective Techniques	Not In Place	Partially In Place	Fully In Place
Teacher uses a variety of informational corrective techniques to respond to new and low intensity/frequency problem behaviors			
Planned Corrective Consequences	Not In Place	Partially In Place	Fully In Place
Teacher uses a variety of corrective consequences to respond to target problem behaviors			
Teacher has defined which target behaviors will result in corrective consequences			
Teacher consistently delivers corrective consequences for defined target behaviors in a timely manner			

Notes: