

# Classroom Observation Tool -

## ADMINISTRATOR



Arkansas Behavior Support Specialists  
Statewide Training and Behavior Support

School District: \_\_\_\_\_ Classroom Setting: \_\_\_\_\_

Date: \_\_\_\_\_ ADMINISTRATOR completing tool: \_\_\_\_\_

Rating Code: YES - Always observed/in place; NO - Not observed or not used consistently; N/A - Not applicable

Environment Structure				For BSS use only
Arranges areas of the room to minimize crowding and increase visibility by staff members at all times	YES	NO	N/A	
Posts classroom daily schedule visible to all students	YES	NO	N/A	
Utilizes clear, appropriately displayed, and transportable individual visual daily schedules as needed	YES	NO	N/A	
Uses cues/signals for transition periods	YES	NO	N/A	
Assigns roles and responsibilities to classroom staff (e.g. zoning plan in place)	YES	NO	N/A	
Words classroom schedules, routines, and rules in observable behaviors and uses developmentally appropriate visual supports (pictures for non-readers)	YES	NO	N/A	
Uses clearly defined learning areas for small groups, large groups, and individuals with easily accessible materials and explicit instructions	YES	NO	N/A	
Curriculum-Planning				
Encourages student engagement during instruction time in various observable methods (e.g., writing, verbalizing, hand signals, raised response cards)	YES	NO	N/A	
Creates lesson plans, goals and objectives based on evidence based practices to guide instruction	YES	NO	N/A	
Collects data on multiple students and reviews at designated times	YES	NO	N/A	
Collects data to monitor/make decisions on goals and objectives	YES	NO	N/A	
Develops and utilizes schedules for student needs (e.g. reduced schedule, scheduled breaks, independent/1:1 instruction, wait time procedures)	YES	NO	N/A	
Curriculum-Implementing - Staff:				
Requires attention from student before delivering instruction	YES	NO	N/A	
Uses visual supports/cues to deliver instruction	YES	NO	N/A	
Combines difficult activities with easy activities	YES	NO	N/A	
Breaks up large amounts of work/tasks with choice of break/leisure activity	YES	NO	N/A	
Provides multiple opportunities to respond and participate during instruction (e.g. pair/share; random selection; written response; silent hand signals)	YES	NO	N/A	
Uses priming before introducing new materials	YES	NO	N/A	
Classroom Behavior Management				
Teaches, and reviews as needed, 3 to 5 positively stated expectations and classroom rules	YES	NO	N/A	
Gives a high rate of positive feedback to students (the goal is 4/5 positive comments for every 1 negative comment for each student)	YES	NO	N/A	
Supervises classroom during instruction by moving, scanning, using proximity control, etc.	YES	NO	N/A	
Implements multiple strategies/systems to acknowledge/reinforce appropriate behavior (e.g. behavior specific praise; token economy; good behavior game)	YES	NO	N/A	
Responds to new and low intensity/infrequent problem behavior with informational corrective techniques (e.g. verbal redirection; family contact; restitution; praise to other students, etc.)	YES	NO	N/A	

