

STUDENT OBSERVATIONS

➤ DATA COLLECTION

➤ EDITABLE SET

➤ SPED FRIENDLY

➤ TIME SAVING TOOLS



Student Observation for		
Date:	Time:	Location:
Teacher's name:	Grade:	Observer:
Subject Observed:		Student/teacher ratio:

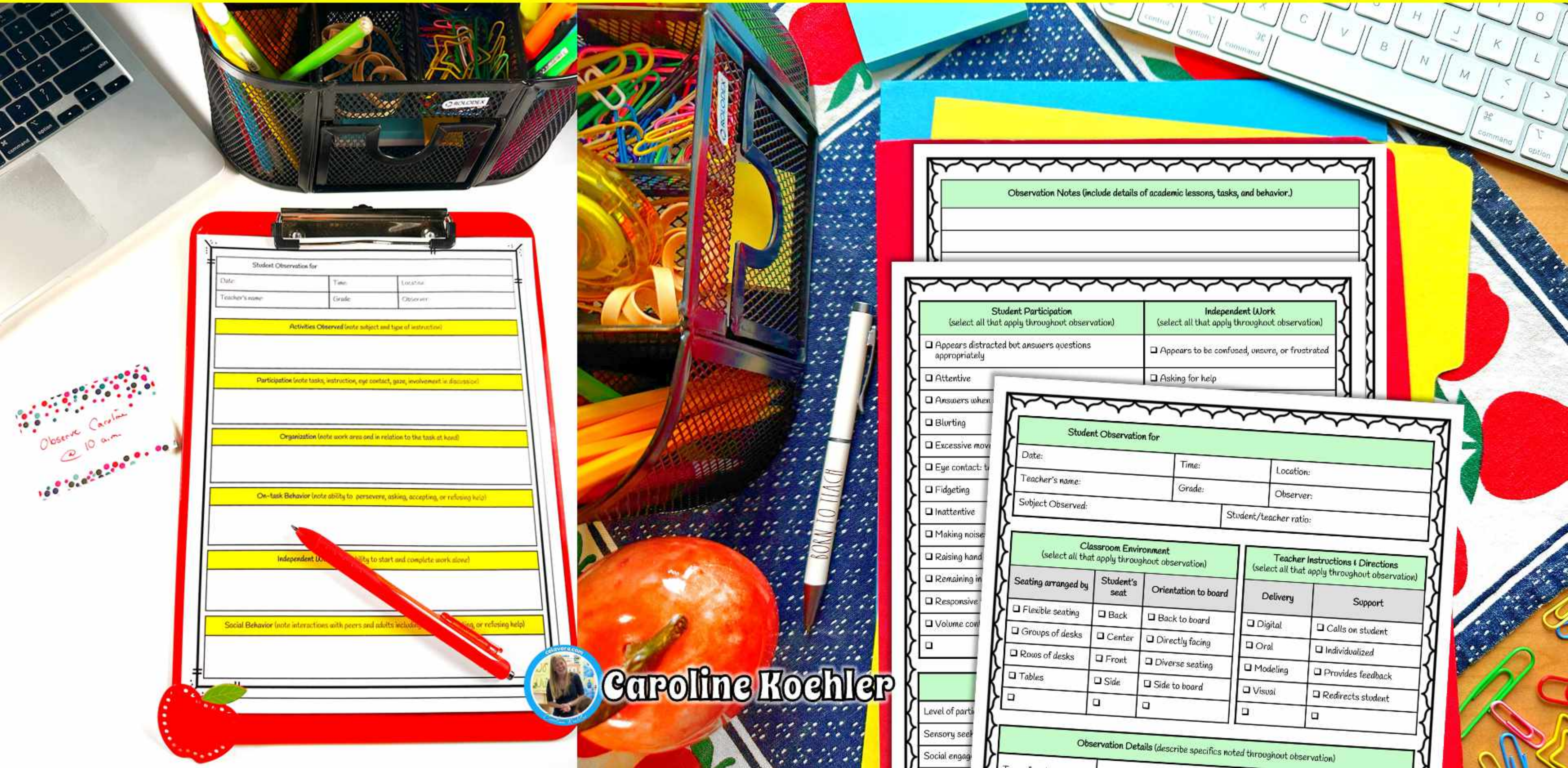
Instruction Observed (select all that apply throughout observation)		
Teacher's Delivery/Presentation	Behavior Reinforcement	Materials Utilized
☐ 1-1: with adult or with peer	☐ Corrective	☐ Glue
☐ At the board	☐ Criticism	☐ Fidgets
☐ At the teacher's desk	☐ Negative	☐ Flexible seating
☐ Auditory delivery	☐ Redirection	☐ Visuals
☐ Circulating the room	☐ Removal	
☐ Small group	☐ Planned ignoring	
☐ Utilizing technology	☐ Positive	
☐ Visual delivery	☐ Praise	
☐ Whole group	☐ Visuals (charts, cue cards, etc.)	
☐	☐	

Classroom Environment (select all that apply throughout observation)				
Activity	Communication	Movement	Noise Level	
☐ High	☐ High	☐ High	☐ High	
☐ Average	☐ Average	☐ Average	☐ Average	
☐ Low	☐ Low	☐ Low	☐ Low	



Caroline Koehler

STUDENT OBSERVATION FORMS



Observe Caroline
@ 10 a.m.



Caroline Koehler

Student Observation for

Date:	Time:	Location:
Teacher's name:	Grade:	Observer:

Activities Observed (note subject and type of instruction)

Participation (note tasks, instruction, eye contact, gaze, involvement in discussion)

Organization (note work area and in relation to the task at hand)

On-task Behavior (note ability to persevere, asking, accepting, or refusing help)

Independent Work (note ability to start and complete work alone)

Social Behavior (note interactions with peers and adults including asking, accepting, or refusing help)

Observation Notes (include details of academic lessons, tasks, and behavior.)

Student Participation (select all that apply throughout observation)	Independent Work (select all that apply throughout observation)
☐ Appears distracted but answers questions appropriately	☐ Appears to be confused, unsure, or frustrated
☐ Attentive	☐ Asking for help
☐ Answers when called	
☐ Blurting	
☐ Excessive movement	
☐ Eye contact: to	
☐ Fidgeting	
☐ Inattentive	
☐ Making noise	
☐ Raising hand	
☐ Remaining in seat	
☐ Responsive	
☐ Volume control	

Student Observation for

Date:	Time:	Location:
Teacher's name:	Grade:	Observer:
Subject Observed:		Student/teacher ratio:

Classroom Environment (select all that apply throughout observation)			Teacher Instructions & Directions (select all that apply throughout observation)	
Seating arranged by	Student's seat	Orientation to board	Delivery	Support
☐ Flexible seating	☐ Back	☐ Back to board	☐ Digital	☐ Calls on student
☐ Groups of desks	☐ Center	☐ Directly facing	☐ Oral	☐ Individualized
☐ Rows of desks	☐ Front	☐ Diverse seating	☐ Modeling	☐ Provides feedback
☐ Tables	☐ Side	☐ Side to board	☐ Visual	☐ Redirects student
☐	☐	☐	☐	☐

Observation Details (describe specifics noted throughout observation)

Classroom Observation Form:
Frequency Analysis of
Academic Engagement

Notes:



Caroline Koehler

Student Observation for _____		
Date:	Time:	Location:
Teacher's name:	Grade:	Observer:
Activities Observed (note subject and type of instruction)		
Participation (note tasks, instruction, eye contact, gaze, involvement in discussion)		
Organization (note work area and in relation to the task at hand)		
On-task Behavior (note ability to persevere, asking, accepting, or refusing help)		
Independent Work (note ability to start and complete work alone)		
Social Behavior (note interactions with peers and adults including asking, accepting, or refusing help)		

STUDENT OBSERVATION FORMS

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Student-Observa...

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Observation Example 2

STUDENT was observed within her general education classroom on Tuesday, 11/17/2020, by the special education inclusion teacher, Caroline Koehler. The observation began at 12:50 p.m. and lasted for 30 minutes. The student-teacher ratio was 19:2 (one certified teacher and one instructional assistant). The TSA One teacher joined the class for the last 15 minutes of instruction. The subject observed was math.

The class began with whole group instruction. STUDENT was noted to make eye contact with the teacher and wipe-off board which held a math problem. She followed along but didn't verbally participate in the class discussion on different strategies to solve the problem. When her peers were sharing their ideas, she turned in their directions. During this time she was noted to fidget with her hair, her desk, and an empty bag from snack time. As the discussion continued, she placed her head and chest flat on her desk.

STUDENT's class was given the instruction to log onto their Chromebooks. She complied immediately with this task. When the teacher stated the website to go to, STUDENT typed within the browser and moved the page up and down multiple times. She sat quietly for almost two minutes and then raised her hand. When the assistant approached her, STUDENT asked for help selecting the correct website. When the online memory game on Kahoot! began, STUDENT participated and followed along throughout. During the fourteen minutes of the game, she was noted going off and fidgeting once each. At one point in the game, her peers began celebrating loudly prompting a reminder from the teacher about silent cheering. STUDENT had celebrated silently before this reminder. As she participated in the group game, she answered 6 out of the 12 Kahoot questions correctly.

When instructed to close her computer lid in order to transition to specials, STUDENT did so. The teacher permitted groups to line up and STUDENT, again, complied immediately.

Behavior Exhibited	Frequency
Fidgeting/restless	3
Gazing off	1
Trouble remaining upright	2
Eye contact	3
Participation	13
Following along	5
Raising hand	4
Responding to instructions	1
Volume control	1

Copy of Student Observation with Checklists

Student Observation for

Date: Time: Location:

Teacher's name: Grade: Observer:

Subject Observed: Student/teacher ratio:

Instruction Observed (select all that apply throughout observation)

Teacher's Delivery/Presentation	Behavior Reinforcement	Materials Utilized
☐ 1-1: with adult or with peer	☐ Corrective	☐ Glue
☐ At the board	☐ Criticism	☐ Fidgets
☐ At the teacher's desk	☐ Negative	☐ Flexible seating
☐ Auditory delivery	☐ Redirection	☐ Manipulatives



Caroline Koehler

Resource Room Daily Points Log

Name: [Redacted]

Directions

Record today's date in the date column.
Record the assignment(s) worked on during class.
Turn points by completing the listed tasks.
Your teacher will record your grade on this page.

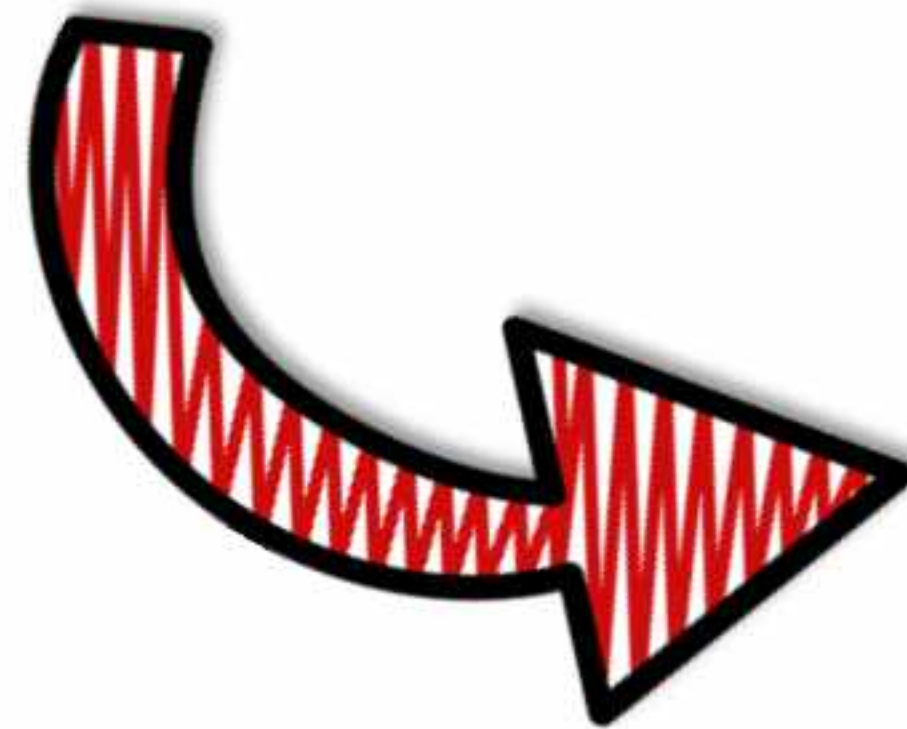
30 Points Possible Per Day

1 Point Possible: On-Time to Class
2 Points Possible: Prepared with All Required Materials
3 Points Possible: Positive Behavior
4 Points Possible: Appropriate Use of Class Time

Date	Assignment	Points
Oct 16th 2018	SS questions 1-5 I only got 42.3 took half of class	10
Oct 18th 2018	Ela study packet	10
Nov 5th 2018	math	10
Nov 30, 2018	math modules / Khan Academy + ela questions	10
Dec 10, 2018	Ela - snow globe stories	10
Jan 11, 2019	Ela - social studies	10
Jan 18, 2019	Ela QW	10
Nov 12, 2018	Ela + math	10

The image shows a person's desk with a yellow folder. On the desk is a "All About Me" worksheet. The person has filled out the form with their name "JAMES B. BROWN" and various personal details. A black pen is resting on the worksheet. The worksheet includes sections for "I am this is", "I like to", "My educational goals are to", and "I hope to live". The person has written "I am a high school diploma", "I receive a four year college degree", "I receive a technical certificate", "I enlist in the military", "I hope to live in an apartment", "in a condo", "in a house", and "as a group home with family".

ATTENDANCE CONTRACT	
In order to make educational gains, students must attend school on a regular, daily basis. _____ will come to school each day barring necessary parent and school approved absences.	
STUDENT EXPECTATIONS	
I, _____ will attend school on a regular, daily basis.	
To meet this goal, I will	
❖ follow my daily schedule. ❖ be punctual throughout the school day. ❖ participate in school unless my parent has notified the school of a necessary absence.	
PARENT/GUARDIAN EXPECTATIONS	
I, _____ agree to promote _____ school attendance on a regular, daily basis. To meet this goal, I will	
❖ provide a structured morning routine for the start of each school day. ❖ encourage participation in school while noting the importance of education. ❖ schedule appointments, celebrations, and vacations after school hours or during school breaks. ❖ notify the school of any absences via a written or verbal statement.	
TEACHER EXPECTATIONS	
I, _____ agree to support _____ daily school attendance. To meet this goal, I will	
❖ provide a safe, comfortable learning environment. ❖ build and maintain a positive and supportive teacher-student relationship. ❖ promote student's overall well-being by positively encouraging academic, social, and emotional growth.	
REWARDS	CONSEQUENCES
For additional information regarding this contract, please contact _____	For additional information regarding this contract, please contact _____



SPECIAL EDUCATION TEACHER TOOLS

Write IEPs Faster!

Easy-to-use resources

Caroline Koehler

THE ULTIMATE BUNDLE

- ✓ IEP caseload support
- ✓ Huge time saving tools
- ✓ Ready to use resources