

Observer Ratings of Middle School Environment: Classroom (Procedures)

Assessors complete 1 ratings form directly after each observation. Observations are 20 minutes.

Header

- Fill out header information: School ID#, Observer and Co-Observer initials, OBS#, Date, etc. This data should match information on corresponding observation form.
- Fill OBS bubble *only* when completing solo observation.

Section A. Classroom Setting

- A1. Subject: Bubble correct subject for classroom during observation. You may fill in 1 or 2 bubbles, matching subject(s) on observation form.
- A2. & A3. Enter number of adults and students present **most of the time** during the observation. Include student teachers, aides and guest speakers in adult count. Do not include students helping with class (e.g. 12th grader helping in 7th grade class).
- A4. Figure Student-Staff Ratio (students divided by staff). If needed, round down or up (<.5 = down, ≥ = up).

Section B: Monitoring

- B1. - B5. Rate lead teacher on items listed with scale provided.
- B3. Students who require extra support may include kids exhibiting behavior problems or students with special needs.

Section C: Effective Behavior Management

- C1. – C3. Rate lead teacher on these items with scale provided.
- C4. If no transitions occurred during observation, use “No basis” bubble.
- C5. – C9. Rate lead teacher on these items with scale provided.
- C10. Bubble YES or NO, then if yes, add amount of time spent on lesson in minutes.

Section D: Positive Attention

- D1. Warm and caring traits could be determined by if the teacher smiled at kids, hugged or gave pats on the back. S/he also could make verbal comments to kids such as, “You’re such a great kid, I’m happy to have you in my class.”
- D2. Teacher praised students for **Specific** (key word) behaviors or using social skills. Generic feedback such as “Good” or praise for academic accuracy is not what we want to capture here.

Section E: Student’s Positive Behavior

- E1. Compliance with classroom expectations and to adults in the class.
- E2. If no transitions occur during observation, rate it as “No basis”.
- E3. & E4. Rate students on these items with scale provided.
- E5. Pertains to a *social* problem. Problem solving includes (kids coming up with solution, not teacher): kids identifying/defining problem, trying to figure out potential solutions, ignoring, students talk the problem over together and peer mediation. Examples of problems =

disruption in class (fighting, taking things, arguing, teasing). “No basis” bubble provided if there are no problems.

- E6. E7. & E8. Rate students on these items with scale provided.