

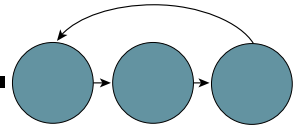
# **SECTION 14: TWO & FIVE-MINUTE OBSERVATIONS**



Administrator Leadership Institute  
Kurt Engelmann/Tara Davis

## Calendar for Full Implementation of Direct Instruction (DI)

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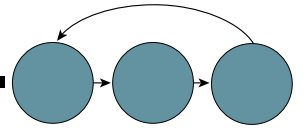
# Observing in Classrooms

## Without Students

- Written Records
- Thermometer Charts
- Independent Work

## With Students

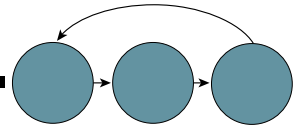
- Two-Minute Observations
- Five-Minute Observations
- Extended
  - Ranging from fifteen minutes to whole lessons, beginning with transition into group and ending with transition into next activity



## Observing in Classrooms

### Before entering the classroom:

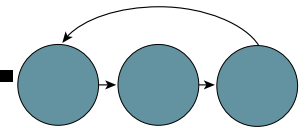
- Establish good working relationships
- Be prepared —
  - Is teacher expecting you?
  - What time does group begin and end?
  - Is group high, medium, low?
  - How many in the group?
  - What program and level?
  - What lesson?
  - Know where to find . . .
    - LPC
    - Student Test Summary
    - Completed Independent Work
    - Thermometer Charts
- Be on time



# Observing in Classrooms

## Entering the classroom:

- Be friendly, professional
- Be student-focused
- Don't interfere with instruction
- Reinforce students who are working
- Redirect students who are not working (if close by, and if the teacher doesn't)



## 2-Minute Principal Observation Form Description

The *2-Minute Principal Observation Form* allows the observer to get into and out of classrooms quickly by focusing on one and only one important aspect of instruction: on-task behavior. **The main thing the form is designed to capture is the approximate percent or number of students that are following the teacher's instructions consistently.** The observer doesn't need to stay in the classroom the full two minutes, just long enough to determine how many of the students are on task.

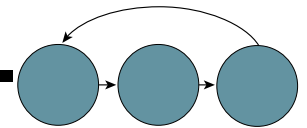
This form has several advantages over other, more complex forms:

1. **It is simple.** The form can be used by an observer who needs virtually no training. Reviewing the points below in the bulleted list should be enough to get someone started conducting observations.
2. **It is short.** The observer can cover a lot of classrooms quickly. This is important for a district person, principal, coordinator or coach who has a short time window for conducting observations.
3. **It is not Direct Instruction-specific.** Because the form is generic, it can be done for any subject area. It can be used to gauge the on-task behavior of students in any instructional situation.

The form can be used in conjunction with 5-minute or other observations. It can be used as a screener to identify groups that are struggling, which should be followed by a more in-depth observation to determine the precise problems.

Here are some aspects of the form that might need explanation to someone starting out:

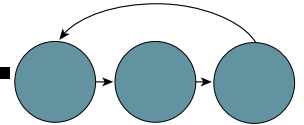
- A separate row should be devoted to each instructional group observed. If a teacher or assistant is teaching a group as well as overseeing another group doing independent work, fill out a row for each group with the teacher/assistant's name in each row. Observers should use the reverse side of the form if they need space for additional comments.
- Column 1: Start time of the observation  
Observers should record the start time for the observation, but not the end time. This gives observers one less thing to track. On-task observations should take a short amount of time. If they take several minutes, this can be noted in the "comments" section along with an explanation why the observation took longer.
- Column 2: Is the teacher/assistant teaching?



Observers have two choices for recording whether the teacher (or assistant) is teaching an activity or program: Yes or No. If the teacher/assistant is teaching, observers should record a "Y" and continue to record information for the other columns. *Teaching includes actively monitoring students' independent work* (walking around, checking students' work and addressing common problems). If the teacher/assistant is **NOT** teaching or actively monitoring students' independent work (e.g., sitting at his/her desk recording grades), the observer should record an "N" and skip to the comments section to describe what is taking place in the room instead of instruction.

- **Column 3: Activity or program**  
Observers have a lot of latitude to describe succinctly the instruction that is taking place. A general description of the program (e.g., math) or of the specific activity (e.g., counting backwards from 10) are acceptable. More specific information is preferable, but information about the specific activity is not as important as information about on-task behavior (recorded in subsequent columns). If the group activity is independent work, the observer should record "workbook" or "independent work".
- **Column 4: Number of students in the group**  
Observers record the number of students in the targeted instructional group, not the whole class. If the class has more than one instructional group with a teacher and an assistant, a separate row should be filled out for each group observed. If a student does not appear to be participating in any group or instructional activity (e.g., a boy is sitting at a desk in the corner of the room with his head down), note the child's name and what s/he is doing in the comments section.
- **Column 5: Approximate number or % consistently engaged**  
The form only requires approximate number of students consistently engaged in the intended activity. The observer does not need to provide a precise number of students engaged--just an approximation of those who are consistently responding to the teacher.

Students must be *engaged in the activity intended by the teacher*, not just engaged in some activity. If students are reading a book when they should be working on math, for instance, they are **NOT** engaged in the targeted activity.



- Column 6: Comments  
This column provides a place for observers to provide additional information on the classroom situation, including reasons why students are not on task.

There is a wide range of reasons why students might not be engaged in the targeted activity: students might not be motivated; they may not have their materials open to the correct page; they may be distracted by other students; the teacher's pacing may be too slow or too fast; students may not be able to see the presentation book; they may be in the wrong group, etc. If the reason for the lack of engagement is clear to the observer, s/he can describe the reason(s) in the comments section. If the reason for the lack of engagement is not clear, the observer does not need to write any comments. A follow-up visit by a peer coach, the school's coordinator, or the NIFDI Implementation Manager can determine the precise nature of the problem.

Send feedback on this form to the National Institute for Direct Instruction (NIFDI) at [www.nifdi.org](http://www.nifdi.org), fax 541-505-5907, [info@nifdi.org](mailto:info@nifdi.org), or toll-free: 1-877-485-1973.

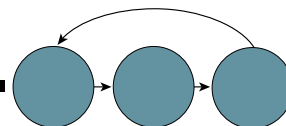


## 2-Minute Observation Form

School: \_\_\_\_\_

Date: \_\_\_\_\_

	Start time of the observation	Is the teacher/assistant teaching?	Activity or Program	Approximate number or % of consistently engaged students in the instructional group		Comments:
Teacher/Assistant Name		Y / N				
1						
2						
3						
4						
5						
6						



# Five-Minute Observation

School: \_\_\_\_\_ Name: \_\_\_\_\_ T TA  
Grade: \_\_\_\_\_ Date: \_\_\_\_\_  
Start Time: \_\_\_\_\_ Program/Level: \_\_\_\_\_  
End time: \_\_\_\_\_ Lesson: \_\_\_\_\_

**During a five-minute observation, watch for the following:**

- \_\_\_\_\_ The subject and lesson you were expecting to see is being taught.
- \_\_\_\_\_ Number of students in group is appropriate.
- \_\_\_\_\_ Physical arrangement allows students and teachers to see and hear all parts of the lesson.
- \_\_\_\_\_ Students receiving group instruction are attentive and engaged.
- \_\_\_\_\_ Teacher follows the script as written.
- \_\_\_\_\_ Teacher corrects when students make errors.
- \_\_\_\_\_ Teacher relies on positive techniques to manage student behavior.
- \_\_\_\_\_ Students doing independent work are on-task.
- \_\_\_\_\_ Independent work is corrected and students have done fix-ups.
- \_\_\_\_\_ Student work is neat and well organized.
- \_\_\_\_\_ Teacher and student materials are organized and accessible.
- \_\_\_\_\_ Written records of student performance are posted or accessible.
- \_\_\_\_\_ Thermometer charts are posted and implemented correctly.

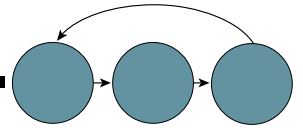
Time and date of  
Conference:

Follow-up from last visit:

Date and procedure for  
Follow-up:

Specific structural or training solutions:

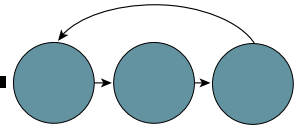
Signature :



# Five-Minute Observation

## How-to

- ◆ Use Five-Minute Observation Form
- ◆ Check off some items on the form before going to the class
- ◆ Go into classroom
  - ◆ Look at students as much as possible
  - ◆ Listen to teacher interacting with students
  - ◆ Look at written work
  - ◆ Look at thermometer charts



# Five-Minute Observation

## Clip 2

### Practice Scenario: L. Hardwick

- ◆ **Grade:** First
- ◆ **Number of Students:** 10
- ◆ **Schedule:** Reading begins at 8:45
- ◆ **Program:** RMSE 1
- ◆ **Today's Expected Lesson:** 94  
(based on the LPC)
- ◆ **Student Workbooks:** Corrected and fixed-up; work is neat and well organized.
- ◆ **Teacher and student material** is organized and accessible.
- ◆ **Records:** LPC & STS are accessible
- ◆ **Thermometer charts** are posted and implemented correctly.

# LESSON 94

## CAPITAL LETTERS

### TASK 1 Reviewing hard capitals

- These are capital letters that you have seen before. See if you can tell me the letter name of each capital letter on this page.
- Point under capital **Q**. What capital? (Signal.) **Q**.
- Repeat step *b* for each remaining capital.
- Repeat steps *b* and *c* until firm.

**Q G R E**

**B L A H D**

## READING VOCABULARY

### TASK 2 Words beginning with capital letters

- The words in this column begin with capital letters. First you're going to spell each word. Then you're going to read that word the fast way.
- Touch the ball for **If**. Spell it. Get ready. Tap under each letter as the children say *i-f*. Return to the ball. Read it. Get ready. Slash. *If*.
- Repeat step *b* for each remaining word in the column.
- Repeat steps *b* and *c* until firm.

### To correct

word-identification errors  
(**note**, for example)

- That word is note.** What word? (Signal.) *Note*.
- Spell note.** Get ready. Tap under each letter. *N-o-t-e*.
- What word did you spell?** (Signal.) *Note*.
- Repeat 2 and 3 until firm.
- Return to the first word in the column and present all words in order. **Starting over.**

**If**

**Tim**

**You**

**At**

**And**

**Hide**

**Does**

**TASK 3** Words with underlined parts

- First you're going to read the underlined part of each word in this column. Then you're going to read the whole word.
- Touch the ball for each. Read the underlined part. Get ready. Tap the ball. Eee. Read the whole word. (Pause.) Get ready. Slash. *Each*.
- Repeat step *b* until firm.
- Repeat steps *b* and *c* for each remaining word in the column.
- Repeat the column until children read all the words in order without making a mistake.

• each →

• farm →

• pouch →

• cheese →

• fool →

• hard →

• leaves →

**TASK 4** Words with underlined parts

- First you're going to read the underlined part of each word in this column. Then you're going to read the whole word.
- Touch the ball for words. Read the underlined part. Get ready. Tap the ball. Word. Read the whole word. (Pause.) Get ready. Slash. *Words*.
- Repeat step *b* until firm.
- Repeat steps *b* and *c* for each remaining word in the column.
- Repeat the column until children read all the words in order without making a mistake.

• words →

• before →

• hopped →

• hoped →

• began →

• planted →

• canner →

**TASK 5** Read the fast way

- You're going to read all the words in this column the fast way.
- Touch the ball for **fixes**. (Pause.) **Get ready.** Slash. *Fixes*.
- Repeat step *b* until firm.
- Repeat steps *b* and *c* for each remaining word in the column.
- Repeat the column until the children read all the words in order without making mistakes.

• **fixes** →

• **don't** →

• **hide** →

• **slop** →

• **time** →

• **slope** →

• **spent** →

**TASK 6A** Rule for words with long and short vowels

- Touch the ball for **tapping**. Look at this word. (Pause.) Is there only **one p** in this word? (Signal.) *No*.
- So does the letter **a** say its name? (Signal.) *No*. Read this word. (Pause three seconds.) **Get ready.** (Signal.) *Tapping*.
- Touch the ball for **caned**. Look at this word. (Pause.) Is there only **one n** in this word? (Signal.) *Yes*.
- So does the letter **a** say its name? (Signal.) *Yes*. Read this word. (Pause three seconds.) **Get ready.** (Signal.) *Caned*.

**To correct**

- The **a** says its name. So the word is **caned**.  
OR  
The **a** does not say its name. So the word is **tapping**.
- Return to the first word in the column and present all words in order. **Starting over.**

**TASK 6B** Children spell, then read

- First you're going to spell each word. Then you're going to read the word the fast way.
- Touch the ball for **tapping**. **Spell it. Get ready.** Tap under each letter as the children say *t-a-p-p-i-n-g*. Return to the ball. **Read it. Get ready.** Slash. *Tapping*.

- Repeat step *b* for each remaining word in the column.
- Repeat steps *b* and *c* until firm.

• **tapping** →

• **caned** →

• **hid** →

• **first** →

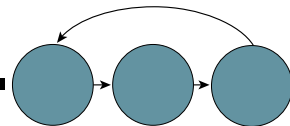
• **teaches** →

• **very** →

• **would** →

**Individual test**

- Call on different children to read one column of words from the lesson.
- Praise children who read all words with no errors.



# Five-Minute Observation

## Clip 3

### Video Scenario: Ms. Douglas

- ◆ **Grade:** Fourth/Fifth
- ◆ **Number of Students:** Eighteen
- ◆ **Schedule:** Reading begins at 9:30
- ◆ **Program:** RM V
- ◆ **Today's Expected Lesson:** 52  
(based on the LPC)
- ◆ **Student Workbooks:** Not Corrected  
or fixed-up
- ◆ **Expectations:** Not posted in the  
classroom
- ◆ **Records:** LPC, STS, and Independent  
Work accessible



# Lesson 52

## PART A

## Word Lists

1

overhead  
hillslope  
waterfall  
motionless  
downstream

2

mine  
miner  
baggage  
cricket  
Thornton  
exchanged

3

### Vocabulary words

1. flicker  
2. sneer  
3. murmur  
4. hurl  
5. coil  
6. miserable  
7. reflection

4

### Vocabulary words

1. lingered on  
2. buds  
3. staggered  
4. sap  
5. runners

## WORD PRACTICE AND VOCABULARY

### EXERCISE 1 Word family

- Everybody, find lesson 52, part A in your skillbook. *Wait.* Touch column 1. *Check.* All those words are made up of two shorter words. Touch under the first word. *Pause.* What word? *Signal.* **Overhead.**
- Next word. *Pause.* What word? *Signal.* **Hillslope.**
- Repeat step 2 for each remaining word in column 1.
- Repeat the words in column 1 until firm.

### EXERCISE 2 Word practice

- Everybody, touch under the first word in column 2. *Pause.* What word? *Signal.* **Mine.**
- Next word. *Pause.* What word? *Signal.* **Miner.**
- Repeat step 2 for each remaining word in column 2.
- Repeat the words in column 2 until firm.

### EXERCISE 3 Vocabulary review

#### Task A

- Everybody, touch column 3. *Check.* First you're going to read the words in column 3. Then we'll talk about what they mean.
- Touch under the first word. *Pause.* What word? *Signal.* **Flicker.**
- Next word. *Pause.* What word? *Signal.* **Sneer.**
- Repeat step 3 for each remaining word in column 3.
- Repeat the words in column 3 until firm.

#### Task B

Word 1 is **flicker**. *Call on a student.*  
What does **flicker** mean? *Idea:* Shine unsteadily.

#### Task C

Word 2 is **sneer**. *Call on a student.*  
Show me what a **sneer** looks like. *Check.*

#### Task D

Word 3 is **murmur**. *Call on a student.*  
What is a **murmur**. *Idea:* A sound.

#### Task E

Word 4 is **hurl**. *Call on a student.*  
What does **hurl** mean? *Idea:* Throw.

# Lesson 50

## PART A Word Lists

1	2	3	4
ugly	volcano	<b>Vocabulary words</b>	<b>Vocabulary words</b>
quietly	volcanic	1. scramble	1. rustling
doubtfully	glacier	2. lean	2. flounder
hardly	Juneau	3. eventually	3. miserable
bitterly	Yukon	4. disgraceful	4. crest
exactly		5. treacherous	5. boulder
		6. descend	6. rapids
		7. vivid	

## WORD PRACTICE AND VOCABULARY

### EXERCISE 1 Word family

- Everybody, find lesson 50, part A in your skillbook. *Wait.* Touch column 1. *Check.* All those words end with the letters **I-y**. Touch under the first word. *Pause.* What word? *Signal.* **Ugly.**
- Next word. *Pause.* What word? *Signal.* **Quietly.**
- Repeat step 2 for each remaining word in column 1.
- Repeat the words in column 1 until firm.

### EXERCISE 2 Word practice

- Everybody, touch under the first word in column 2. *Pause.* What word? *Signal.* **Volcano.**
- Next word. *Pause.* What word? *Signal.* **Volcanic.**
- Repeat step 2 for each remaining word in column 2.
- Repeat the words in column 2 until firm.

### EXERCISE 3 Vocabulary review

#### Task A

- Everybody, touch column 3. *Check.* First you're going to read the words in column 3. Then we'll talk about what they mean.
- Touch under the first word. *Pause.* What word? *Signal.* **Scramble.**
- Next word. *Pause.* What word? *Signal.* **Lean.**
- Repeat step 3 for each remaining word in column 3.
- Repeat the words in column 3 until firm.

#### Task B

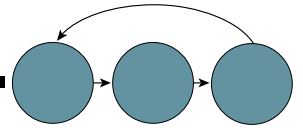
You've learned the meanings for all these words. Word 1 is **scramble**. *Call on a student.* What do you do when you **scramble**? *Idea:* You move as fast as you can.

#### Task C

Word 2 is **lean**. *Call on a student.* If somebody is lean, how would you describe that person? *Idea:* That person has no fat.

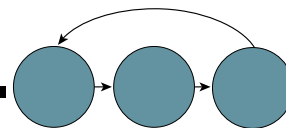
#### Task D

- Word 3 is **eventually**. *Call on a student.* What does **eventually** mean? *Idea:* At last.
- Everybody, what's another way of saying **She came home at last**? *Signal.* **She came home eventually.**
- Everybody, what's another way of saying **At last, he grew up**. *Signal.* **Eventually, he grew up.**



## Communicating Solutions

- **Limit the number of solutions to give a teacher**
- **Choose one or two solutions that . . .**
  - will make the biggest and most immediate difference in student performance, and that
  - the teacher is most likely to be successful with in improving student performance



## Five-minute Observations

### Rationale and Procedures

#### Who uses the Five-minute Observation Form?

- Principals—to survey the overall status of the implementation
- Coordinators—to develop inservice topics based on shared needs of teachers
- Coaches—to determine which teachers need assistance, and in what areas

#### Why Use the Five-minute Observation Form? How often? When?

The Five-minute Observation Form provides a broad overview of how a classroom is functioning. It focuses the observer on required fundamental elements. Without the basics established, assignments intended to refine a teacher's presentation skills would be premature.

- ideally conducted during the first five minutes of a lesson
- allows quick screening across the building of how well the classrooms are running (or of any critical problems) at the start of the year
- helps monitor if basics of implementation (grouping, data, etc...) are established
- helps guide a brief classroom visit for maintenance anytime during school year
- provides a structure for follow-up interaction with teachers
- helps monitor that basics remain in place through the end of the school year

#### What happens next?

Five-minute Observations must be followed by some form of verbal or written feedback.

An observer may choose to use any or all of the following as appropriate.

##### *After observation, leave:*

- brief note about two or three positive things observed
- brief reminder about time and place for follow-up conference
- copy of the Five-minute Observation Form

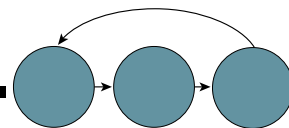
##### *Location:*

- teacher's classroom
- teacher's mailbox
- other prearranged location

##### *Form of follow-up:*

- brief follow-up meeting
- in-depth conference
- written instructions

(Five-minute Observation Form can be used to guide verbal or written feedback, indicate if old assignment was met, and indicate new assignment to be completed.)



## **A. Conducting Five-minute Observations**

Sometimes problems are not identified from written records or teacher reports. Instead they are identified by observing in a classroom while the teacher is working with students. Generally, an observer can identify critical problems within a 5-minute observation. Especially for teachers new to DI, problems tend to occur at the beginning of the lesson, are often associated with transitions, management of activities, or a structural factor, and do not tend to improve during the lesson.

An observer should initially see teachers at the beginning of an activity. If teachers are not positive with students, do not have materials ready, have seating arrangement problems, or do not have established routines for those working at their seats and so cannot concentrate on the small group, you will see these problems during the first five-minutes of group.

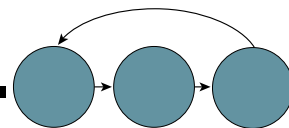
## **B. Preparing for Observations**

Before entering a teacher's classroom, several preparation steps may be helpful. If the observation is planned in advance, you and the teacher have already talked about when you are going to that teacher's classroom. You have obtained the following information about the group to be observed: time for group, program and level, lesson number, and number of students in the group. You have a Five-minute Observation form with you. If you have not planned in advance, be sure you and the teacher have already discussed the possibility that you will visit without preplanning.

## **C. Entering and being in the teacher's classroom: The observer's demeanor**

Be on time. If you told the teacher a certain time you would be there, then arrive a couple minutes before that time. When you enter a classroom, your demeanor should be as low-key as possible; you do not want to draw students' attention away from the teacher or their work and onto you.

If a student does look up from his/her work, smile, look away, and keep moving, or indicate by pointing that she/he should keep working. Move in a direction away from students who attended to you. Do not move toward those students who were distracted by your entering. Behave in a way that emphasizes how important it is to attend to the teacher or to keep working. It is not important to have students attending to the observer. Instead, walk around and attend to students who are working hard. Reinforce them, attend to what they are doing, and prompt them to re-examine items they are doing wrong. However, stay away from students who are completing timed tasks.



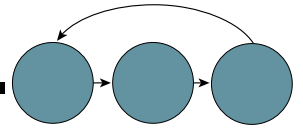
## Five-Minute Observation Form: Directions for Use

### I. Complete short information section at top of form.

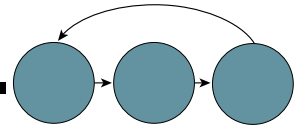
1. *Write instructor's name, student grade level(s), and beginning and ending times of observation. Circle T for teacher or TA for Teaching Assistant.*
2. *Write Program, Level and Lesson Number.*
  - Program, or title of series, may be expressed as an abbreviation.
  - Level within a series may be expressed as a number or letter.
  - Examples: Reading Mastery Level II = RM II. Connecting Math Concepts Level D = CMC D. Reasoning & Writing Level B = R&W B. Spelling Mastery A = SM A.

### II. Complete items in box. Place a ☐ or a + sign on the line next to each item you observe.

1. *The subject and lesson you were expecting to see is being taught.*
  - What you observe matches building schedule, teacher's group schedule, and/or teacher's lesson plan.
2. *Number of students in group is appropriate.*
  - Small groups for Distar Arithmetic, CMC K, and Reading Mastery Levels I and II (or the Signature Edition equivalent). General guideline: High = 10-12, Medium = 8-10, and Low = up to 6.
  - Small groups for lower performing or remedial students who require more individual practice.
  - Large groups for upper levels of Reading Mastery, all levels of R&W, CMC, and SM.
3. *Physical arrangement allows students and teachers to hear all parts of the lesson.*
  - Small groups in curved row and able to see teacher's presentation book. Teacher within arm's reach from children and able to see over group to rest of children in room.
  - Large groups at desks facing teacher and able to see visual presentations and hear teacher's voice. Teacher able to see students' faces, hear responses, and move among desks to check independent work.
4. *Students receiving group instruction are attentive and engaged.*
  - Students watch teacher or presentation book.
  - Students respond on signal.
  - Students make appropriate and timely written responses.
5. *Teacher follows the script as written.*
  - Extraneous teacher talk is minimal.
  - Individual turns are implemented as scripted.
  - Students make appropriate and timely written responses.



6. *Teacher corrects when students make errors.*
  - Specified error corrections are implemented as scripted (e.g. the final 'rule correction procedure).
7. *Teacher is relying on positive techniques to manage student behavior.*
  - Expectations clearly communicated to students.
  - Teacher implements techniques such as effective praise, scanning, and movement around room.
  - Instructional tone is inviting, even, and adjusted to the age and grade levels of students.
  - Teacher responds with enthusiasm to correct responses and appropriate behavior. No nagging, sarcasm.
  - Physical evidence of motivational programs in place (e.g. student/teacher game).
8. *Students doing independent work are on task.*
  - Students stay on the job at designated work areas (rather than exhibit out of seat behavior).
  - Students work only on assigned lesson items.
9. *Independent work is corrected and students have done fix-ups.*
  - Students have marked red C's and X's (or other symbols) in workbooks.
  - Items originally marked as incorrect redone in red.
  - No uncorrected lesson pages prior to the most recent lesson taught.
10. *Student work is neat and well organized.*
  - Students have out on desks only materials needed for lesson currently being taught.
  - Responses in student workbooks have neat handwriting (consistent with students' ability), and pages are without scribbles, drawings, or unnecessary marks in margins or other spaces.
  - Students have and use system for turning in completed work to teacher.
11. *Teacher and student materials are organized and accessible.*
  - Students use colored folders, bins, or some other method of quickly accessing and retrieving materials.
  - Teacher and student materials are placed in area where group is taught.
12. *Written records of student performance are posted or accessible.*
  - Lesson Progress Chart
  - Mastery Test data
  - Data from daily independent work in each group taught



*13. Thermometer charts are posted and implemented correctly.*

- One thermometer chart for each major subject area: Reading, Math, Language.
- Charts in use as indicated by strips of colored paper (with cells that are initialed or stamped).
- Benchmarks for rewards visually indicated with arrows, dates, labels, or other markers.

**III. Complete follow-up information at bottom of form.**

*1. Write time and date of conference.*

- Indicate when you will meet with teacher regarding this five-minute observation.

*2. Write follow-up from last visit.*

- Indicate target skill or assignment teacher was to work on since your last observation, if any.
- Example: “Last assignment: data and written records. Good follow up on organizing your mastery test data and LPCs. Documents are now up-to-date.”

*3. Write date and procedure for follow-up.*

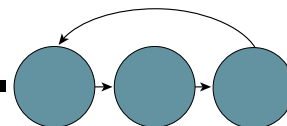
- Indicate new assignment, if any, and specify target date and method of completion, if any.
- Examples of assignments: “grouping,” “positive management techniques,” “thermometer charts.”
- Examples of methods: “Meet with DI coordinator to regroup math students,” or “5-Minute Observation next Tuesday at 1:00.”

*4. Write specific structural or training solutions.*

- Structural solutions are efficient, non-training remedies that permit the teacher to avoid the problem, such as a new setting, alternate procedure, or a different teacher for group.
- Example: “Let’s move this group back ten lessons and use more part firming.”
- Training solutions involve working with teachers to progressively improve their skills. They may take place in the classroom, in individual training sessions, or at inservice.
- Example: “Observe Mr. Roberts’s reading group for three days this week. List the positive techniques you see him use to manage student behavior. Incorporate two or more into your teaching before I observe again.”

*5. Sign the form.*





# Five-Minute Observation

School: \_\_\_\_\_ Name: \_\_\_\_\_ T TA  
 Grade: \_\_\_\_\_ Date: \_\_\_\_\_  
 Start Time: \_\_\_\_\_ Program/Level: \_\_\_\_\_  
 End time: \_\_\_\_\_ Lesson: \_\_\_\_\_

**During a five-minute observation, watch for the following:**

- \_\_\_\_\_ The subject and lesson you were expecting to see is being taught.
- \_\_\_\_\_ Number of students in group is appropriate.
- \_\_\_\_\_ Physical arrangement allows students and teachers to see and hear all parts of the lesson.
- \_\_\_\_\_ Students receiving group instruction are attentive and engaged.
- \_\_\_\_\_ Teacher follows the script as written.
- \_\_\_\_\_ Teacher corrects when students make errors.
- \_\_\_\_\_ Teacher relies on positive techniques to manage student behavior.
- \_\_\_\_\_ Students doing independent work are on-task.
- \_\_\_\_\_ Independent work is corrected and students have done fix-ups.
- \_\_\_\_\_ Student work is neat and well organized.
- \_\_\_\_\_ Teacher and student materials are organized and accessible.
- \_\_\_\_\_ Written records of student performance are posted or accessible.
- \_\_\_\_\_ Thermometer charts are posted and implemented correctly.

Time and date of  
Conference:

Follow-up from last visit:

Date and procedure for  
Follow-up:

Specific structural or training solutions:

Signature

# FIVE MINUTE OBSERVATIONS SUMMARY

School: \_\_\_\_\_

Date: \_\_\_\_\_

Teacher	Time	Program being taught/ lesson number	Subject and lesson expected	Number of students appropriate	Physical arrangement appropriate	Students attentive and engaged	Teacher follows script as written.	Teacher corrects when students make errors.	Behavior management positive	Students on-task, working independently	Independent work corrected & fix ups done	Student work neat and organized	Teacher & student materials are organized & accessible	Written records accessible	Thermometer charts posted & implemented correctly.
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2.															
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