



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**



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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.

Questions about the 2-Minute Observation form? Contact the National Institute for Direct Instruction (NIFDI) at www.nifdi.org, fax 541-505-5907, info@nifdi.org, or toll-free: 1-877-485-1973.

2-Minute Observation Form

School: _____

Date: _____

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