

Assessing Classroom Differentiation Scoring Form - Revision for Field Study

Teacher _____		Date/Time _____		Observer _____			
Time segment		1	2	3	4	5	
Identified	Activity						
	Student Engagement	<input type="checkbox"/> L <input type="checkbox"/> M <input type="checkbox"/> H	<input type="checkbox"/> L <input type="checkbox"/> M <input type="checkbox"/> H	<input type="checkbox"/> L <input type="checkbox"/> M <input type="checkbox"/> H	<input type="checkbox"/> L <input type="checkbox"/> M <input type="checkbox"/> H	<input type="checkbox"/> L <input type="checkbox"/> M <input type="checkbox"/> H	
	Pace of Instruction	<input type="checkbox"/> S <input type="checkbox"/> R <input type="checkbox"/> F	<input type="checkbox"/> S <input type="checkbox"/> R <input type="checkbox"/> F	<input type="checkbox"/> S <input type="checkbox"/> R <input type="checkbox"/> F	<input type="checkbox"/> S <input type="checkbox"/> R <input type="checkbox"/> F	<input type="checkbox"/> S <input type="checkbox"/> R <input type="checkbox"/> F	
	Cognitive Activity	Remember	① ② ③	① ② ③	① ② ③	① ② ③	① ② ③
		Understand	① ② ③	① ② ③	① ② ③	① ② ③	① ② ③
		Apply	① ② ③	① ② ③	① ② ③	① ② ③	① ② ③
		Analyze	① ② ③	① ② ③	① ② ③	① ② ③	① ② ③
		Evaluate	① ② ③	① ② ③	① ② ③	① ② ③	① ② ③
	Create	① ② ③	① ② ③	① ② ③	① ② ③	① ② ③	
Learning Director	① ② ③ ④ ⑤	① ② ③ ④ ⑤	① ② ③ ④ ⑤	① ② ③ ④ ⑤	① ② ③ ④ ⑤		
Classroom Management	<input type="checkbox"/> L <input type="checkbox"/> M <input type="checkbox"/> H	<input type="checkbox"/> L <input type="checkbox"/> M <input type="checkbox"/> H	<input type="checkbox"/> L <input type="checkbox"/> M <input type="checkbox"/> H	<input type="checkbox"/> L <input type="checkbox"/> M <input type="checkbox"/> H	<input type="checkbox"/> L <input type="checkbox"/> M <input type="checkbox"/> H		
Time segment		1	2	3	4	5	
Not Identified	Activity						
	Student Engagement	<input type="checkbox"/> L <input type="checkbox"/> M <input type="checkbox"/> H	<input type="checkbox"/> L <input type="checkbox"/> M <input type="checkbox"/> H	<input type="checkbox"/> L <input type="checkbox"/> M <input type="checkbox"/> H	<input type="checkbox"/> L <input type="checkbox"/> M <input type="checkbox"/> H	<input type="checkbox"/> L <input type="checkbox"/> M <input type="checkbox"/> H	
	Pace of Instruction	<input type="checkbox"/> S <input type="checkbox"/> R <input type="checkbox"/> F	<input type="checkbox"/> S <input type="checkbox"/> R <input type="checkbox"/> F	<input type="checkbox"/> S <input type="checkbox"/> R <input type="checkbox"/> F	<input type="checkbox"/> S <input type="checkbox"/> R <input type="checkbox"/> F	<input type="checkbox"/> S <input type="checkbox"/> R <input type="checkbox"/> F	
	Cognitive Activity	Remember	① ② ③	① ② ③	① ② ③	① ② ③	① ② ③
		Understand	① ② ③	① ② ③	① ② ③	① ② ③	① ② ③
		Apply	① ② ③	① ② ③	① ② ③	① ② ③	① ② ③
		Analyze	① ② ③	① ② ③	① ② ③	① ② ③	① ② ③
		Evaluate	① ② ③	① ② ③	① ② ③	① ② ③	① ② ③
	Create	① ② ③	① ② ③	① ② ③	① ② ③	① ② ③	
Learning Director	① ② ③ ④ ⑤	① ② ③ ④ ⑤	① ② ③ ④ ⑤	① ② ③ ④ ⑤	① ② ③ ④ ⑤		
Classroom Management	<input type="checkbox"/> L <input type="checkbox"/> M <input type="checkbox"/> H	<input type="checkbox"/> L <input type="checkbox"/> M <input type="checkbox"/> H	<input type="checkbox"/> L <input type="checkbox"/> M <input type="checkbox"/> H	<input type="checkbox"/> L <input type="checkbox"/> M <input type="checkbox"/> H	<input type="checkbox"/> L <input type="checkbox"/> M <input type="checkbox"/> H		

Pre-Observation Interview (Attach the lesson plan to this form)

1. Were students in this class pre-assigned in accordance with their academic ability or achievement level? _____
2. If students in this class have been identified as having High Ability (or G/T) or as having an Individual Education Plan for special education services, is the teacher licensed in that area? _____ If yes, which area? _____
3. Are the materials to be used in this lesson for high ability students written above grade level? _____
Are any of the standards to be addressed in this lesson above grade-level standards? _____

4. Who developed this lesson? _____ This teacher _____ or Other: _____ How closely will you be following the pre-designed lesson plan? _____
5. Are differentiation strategies being used so that different students have different levels of activities, directions, or expectations?
 - ___ Yes (multiple identified students)
 - ___ Yes (single identified student)
 - ___ Yes (not related to identified status, but current skill level)
 - ___ Yes (IEP-determined)
 - ___ No (all students are completing the same activities)
6. Has any of this lesson been compacted for any child? If so, please explain the alternate learning activities that are substituting for the lesson. _____
7. Were students pre-assessed for content knowledge so that some will not be participating in this content? ___
8. What are the goals/objectives of this lesson? _____
9. Anything else the teacher wants to add before the observation: _____

Classroom Observation - Use Form Above with Coded Segments

1. Total number of students: _____ Number from identified group: _____
 2. List additional adults in room, including time in room, role, and number of children served: _____
- At the conclusion of the segment ratings, complete the following items, PRIOR TO the teacher debriefing.
3. Describe how grouping (if any) occurred in this classroom: _____
 4. Did the teacher demonstrate high level content knowledge for the lesson topic? ___ Yes ___ No
 5. Were differentiated practices used in the classroom for Identified and Not-Identified students? ___ Yes ___ No

Post-Observation Debriefing & Reflection

Debriefing with Teacher - Thank the teacher for the observation period, and use this last segment of approximately 5 minutes to clarify anything observed. Then, ask the teacher: Is there anything you wanted to add regarding the observation before I leave? (take detailed notes)

Final Reflection - After leaving the classroom, take a couple of minutes to make any other written comments that will help you remember what you saw or make the observation more contextually-based or comprehensive. Such issues may include the tone, demeanor, or attitude of the teacher and/or students.

NOTE: This is a Field Study Edition. We are interested in your feedback to make this both reflective of good practice and a useful tool for improvement of instruction. Contact us at klspeirsneum@bsu.edu