

Classroom Observation

V one or more that applies for the situation.

Class observed: _____ Date: _____ Time: _____

Physical Aspects					
Walls	<input type="checkbox"/> plaster	<input type="checkbox"/> wood	<input type="checkbox"/> brick	<input type="checkbox"/> cinder block	<input type="checkbox"/> other _____
Ceiling	<input type="checkbox"/> acoustical tile	<input type="checkbox"/> plaster	<input type="checkbox"/> wood	<input type="checkbox"/> other	_____
Flooring	<input type="checkbox"/> carpet	<input type="checkbox"/> wood	<input type="checkbox"/> tile	<input type="checkbox"/> other	_____
Windows	<input type="checkbox"/> complete wall	<input type="checkbox"/> individual	<input type="checkbox"/> number of windows	_____	
Window Covering	<input type="checkbox"/> drapes () none () scanty () full		<input type="checkbox"/> blinds () none () venetian () shades	_____	
Blackboards	<input type="checkbox"/> on one side of room		<input type="checkbox"/> on two sides of room	<input type="checkbox"/> on 3 sides of room	
Lighting	<input type="checkbox"/> satisfactory		<input type="checkbox"/> unsatisfactory		
Room Size	<input type="checkbox"/> large	<input type="checkbox"/> medium	<input type="checkbox"/> small	_____	
Type of seating	<input type="checkbox"/> desks	<input type="checkbox"/> tables & chairs	<input type="checkbox"/> other	_____	

Comment: _____

Environmental Aspects					
Room location	<input type="checkbox"/> quiet location		<input type="checkbox"/> in proximity to noise source	_____	
External Noise Sources	<input type="checkbox"/> traffic	<input type="checkbox"/> adjacent room	<input type="checkbox"/> corridor	<input type="checkbox"/> other _____	
# of students in classroom	<input type="checkbox"/> 30 or more	<input type="checkbox"/> 20 to 29	<input type="checkbox"/> 19 or less	_____	
# of Special Needs Students	<input type="checkbox"/> None	<input type="checkbox"/> 1 to 3	<input type="checkbox"/> 3 or more	_____	
Internal noise level	<input type="checkbox"/> low	<input type="checkbox"/> moderate	<input type="checkbox"/> high	_____	
Constant noise sources	<input type="checkbox"/> students	<input type="checkbox"/> radiator/fan/A/C	<input type="checkbox"/> chairs	<input type="checkbox"/> pipes	
	<input type="checkbox"/> by product of media		<input type="checkbox"/> other	_____	
Noise Treatment	<input type="checkbox"/> carpeting	<input type="checkbox"/> drapes	<input type="checkbox"/> acoustic tile	<input type="checkbox"/> other _____	

Comment: _____

Amplification Implemented					
Student	<input type="checkbox"/> Hearing Aid(s)	<input type="checkbox"/> Cochlear Implant	<input type="checkbox"/> Soundfield FM	<input type="checkbox"/> Personal FM	<input type="checkbox"/> None
Consistency of Use	<input type="checkbox"/> Always		<input type="checkbox"/> Occasionally	<input type="checkbox"/> Seldom	<input type="checkbox"/> N/A
Teacher	<input type="checkbox"/> Personal FM		<input type="checkbox"/> Soundfield FM	<input type="checkbox"/> None	
Consistency of Use	<input type="checkbox"/> Always	<input type="checkbox"/> Occasionally	<input type="checkbox"/> Seldom	<input type="checkbox"/> N/A	

Comments:

Teaching Strategies & Style Observed	
<input type="checkbox"/> repeats responses of other students	<input type="checkbox"/> D redundant teaching style (theme/vocab presented in different ways)
<input type="checkbox"/> uses repetition	<input type="checkbox"/> multi-sensory teaching approach
<input type="checkbox"/> uses paraphrasing	<input type="checkbox"/> some lecture
<input type="checkbox"/> identifies speakers in discussions	<input type="checkbox"/> mostly lecture
<input type="checkbox"/> checks for understanding of verbal directions	<input type="checkbox"/> hands on opportunities
<input type="checkbox"/> provides visual and written information	<input type="checkbox"/> little hands on opportunities
<input type="checkbox"/> stands close to student to aid in audition	<input type="checkbox"/> allows other students to use FM microphone

Comments:

Student Characteristics			
Participation	<input type="checkbox"/> volunteers information	<input type="checkbox"/> answers direct questions	<input type="checkbox"/> rarely participates
Attention to speaker	<input type="checkbox"/> always	<input type="checkbox"/> usually	<input type="checkbox"/> rarely
Speech	<input type="checkbox"/> intelligible	<input type="checkbox"/> audible	<input type="checkbox"/>
			<u>Other</u>
Behavior	<input type="checkbox"/> appropriate	<input type="checkbox"/> withdrawn	<input type="checkbox"/> very physical
Check all that apply			
<input type="checkbox"/> wears amplification consistently		<input type="checkbox"/> does not wear amplification consistently	
<input type="checkbox"/> demonstrates comprehension of verbal directions		<input type="checkbox"/> requests clarification/ repetition of directions	
<input type="checkbox"/> uses vision to supplement auditory cues		<input type="checkbox"/> uses visual cues inappropriately (copies other's answers)	
<input type="checkbox"/> turns around to follow comments from classmates		<input type="checkbox"/> completes assignments independently	
<input type="checkbox"/> follows directions D pt time D 2 nd time		<input type="checkbox"/> interacts with peers	
<input type="checkbox"/> seated near speaker away from noise sources		<input type="checkbox"/>	<u>other</u>

Comments:

Summary of observation:

Recommended follow-up
