

## IOTI OBSERVATION FORM

Name \_\_\_\_\_

Date \_\_\_\_\_ Observer \_\_\_\_\_

Nature of Activity Observed \_\_\_\_\_

Time of Observation \_\_\_\_\_

3 = excellent (90-100% of observed time)      2 = good (75-89% of observed time)      1 = needs improvement (<75% of observed time)      NA = not applicable

<b>1. Preparation</b>				
All materials ready prior to lesson.	3	2	1	NA
Arrives at site at least five minutes before instruction is set to begin.	3	2	1	NA
Organizes curriculum in logical sequence.	3	2	1	NA
Corrects pupil work and maintains data daily	3	2	1	NA
<b>II. Instruction</b>				
Models good use of spoken and written language	3	2	1	NA
Engages and maintains student attention at 80% or better	3	2	1	NA
Offers specific, contingent feedback on academic performance	3	2	1	NA
Keeps non-instructional time to a minimum by beginning and ending lessons on time, keeping transition times short, and managing instruction so as to minimize disruptive behavior.	3	2	1	NA
Conveys task oriented focus and priority on learning and teaching	3	2	1	NA
<b>III. Behavior Management</b>				
Circulates around the room during seatwork activities, keeping students on task and providing help as needed	3	2	1	NA
Consequences for meeting and/or violating standards clearly and consistently followed.	3	2	1	NA
Monitors student behavior continuously	3	2	1	NA
Maintains awareness of rest of class when working with individuals or small groups and takes appropriate action to keep all students on task and engaged.	3	2	1	NA
Offers specific, contingent feedback on behavior	3	2	1	NA
Enforces school-wide/classroom rules and imposes consequences consistently and fairly.	3	2	1	NA
Teaches and reinforces positive, prosocial behaviors and skills, including self-management skills.	3	2	1	NA
Intervenes quickly when disruptions occur, taking care to avoid disrupting the whole class.	3	2	1	NA
Handles crises/severe problems calmly and deliberately without escalating problem situation.	3	2	1	NA
<b>IV. Interpersonal Skills/Professional Skills</b>				
Treats student/client with respect	3	2	1	NA
Modifies instruction following feedback	3	2	1	NA
Consults with others about teaching	3	2	1	NA
Communicates with parents (as requested)	3	2	1	NA
Works collaboratively with other staff	3	2	1	NA
Communicates enthusiasm for teaching and learning	3	2	1	NA

### ON TASK BEHAVIOR

+ = on task

- = off task

30 second intervals

Pupils	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20

#### Positive Paraeducator Responses (praise statements)

GROUP	INDIVIDUAL

- 1<sup>ST</sup> Identify whether the responses focused on an individual or group of students. Place the tally in the appropriate box.  
 2<sup>ND</sup> Circle the tally if the positive response focused on classroom behavior such as raising hand to talk, sitting in a chair, etc., rather than a correct academic response  
 3<sup>RD</sup> DO NOT circle if the praise focused on an academic response.