

Student Shadowing Observation Tool

Student's Name: _____ Grade: _____ EL Level: _____

Time @ 1 min intervals	Student Activity Notes Context, answers, questions, actions	Speaking	Reading	Writing	Listening	Other Activities such as cutting, gluing, transitioning (T)	Teacher Activity Notes Context, questions, comments, actions
		Social academic	Choral, Guided independent	copy, frames independent	social academic		
	Speaking Codes MO missed opportunity WP word/phrase CS complete sentence ED extended discourse NL native language T speaking to teacher; S speaking to stud.	Reading Codes MO missed opp. CR choral reading GR guided reading NL native lang. ✓ independent	Writing Codes MO missed opp. CW copy writing SF sentence frame NL native lang. ✓ independent	Listening Codes MOT missed opp. to listen to teacher MOS missed opp. to listen to student T listening to teacher S listening to student NL native lang.			

Modified by Beth Skelton with permission from Joan Wink. Original Document can be retrieved at: <http://www.joanwink.com/scheditems/observational-tool-jw1108.pdf>



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Coding Directions:

1. If possible, position yourself facing the student near enough to hear what is said and observe behaviors. Try not to give away the student you are observing; watch other students in between each coding interval.
2. Bring a time keeping device to mark the one-minute intervals. Record only what the student is doing at the precise moment or 'snapshot' time. For example, record what the student is doing at the top of each minute, but do not record for the entire minute. Each line on this coding form should have just one code.
3. Make notes about what the student and teacher are doing in the first and last columns. These notes can provide additional data or corroboration with other coders later. Code "Other" with one word about what that activity was. If student is doing something 'off task' code it as MO, not other. See below.

Code Explanations:

MO= missed opportunity (student was 'off task' or not listening, speaking, reading, or writing, when asked to). MO can be used in any category of L, S, R, or W, depending on what the teacher asked the students to do. (e.g. If the teacher asked for a choral response answer to a content question, but the student did not speak, mark MO for academic speaking.)

Speaking Codes: (Add **T** or **S** to each code below to indicate if speaking to student(s) or teacher. Add **NL** to indicate speaking in native language.)

WP= Student speaks using just a **Word or Phrase** (not a complete sentence)

CS = Student speaks in one complete sentence

ED= Student speaks with an **Extended Discourse** (complete sentences) about academic or social/instructional topic.

Reading Codes: (Add **NL** to indicate reading in native language)

CR= Student is **Reading Chorally** with one or more students

GR= The teacher or reading buddy is closely supporting the student in **Guided Reading**.

✓=The student is reading independently (silently or aloud).

Writing Codes: (Add **NL** to indicate writing in native language)

CW= Student is **Copy Writing** notes from board, learning target, passages from a text, etc.

SF= Student is writing words into or from **Sentence Frames** or copying sentence frames and filling in words.

✓=The student is writing independently

Listening Codes: (Add **NL** to indicate listening to native language)

T= Listening to **Teacher** either in academic or social contexts. Note, giving directions is considered 'social and instructional' language and should be coded in 'social' language.

S= Listening to a **Student**

MOT= The student has **Missed Opportunity to listen to Teacher**. The student is actively doing something other than listening. This is a subjective code. We cannot be sure a student is not listening, even if they appear to be 'disengaged', so make a note in student column about what student was doing such as texting, making faces at a friend, head down on desk, etc.

MOS= The student has **Missed Opportunity to listen to another Student**. The student is actively doing something other than listening. This is a subjective code. We cannot be sure a student is not listening, even if they appear to be 'disengaged', so make a note in student column about what student was doing such as texting, making faces at a friend, head down on desk, etc.