

# Intervention Observation

Grade: \_\_\_\_\_ English/language arts teacher: \_\_\_\_\_ Interventionist: \_\_\_\_\_

Number of students: \_\_\_\_\_ Type of intervention (circle one): Tier II / Tier III Date: \_\_\_\_\_

Reading Component	Time			Activity or Objective	Instruction/ Management		
	Start Time	End Time	Total Minutes		Mostly Instructing	Often Managing	Mostly Managing
Fluency							
Vocabulary							
Comprehension							
Thinking and Reasoning About Text							
Motivation							

*Note.* The components taught should reflect students' needs.

Intervention Instruction Observation	3 Most of the Time	2 Some of the Time	1 Rarely	0 Not at all
The Interventionist...				
1. Introduces the concepts and skills in <b>small steps</b>				
2. Explains concepts and skills in <b>clear and direct language</b>				
3. <b>Models</b> and demonstrates procedures with the use of <b>many examples</b>				
4. Checks initial practice items for correctness and provides immediate <b>feedback</b>				
5. Provides <b>many opportunities for practice</b> after initial presentation of task/skill				
6. Gives individual and/or group <b>opportunities to respond</b>				
7. <b>Monitors</b> students during an activity to be sure that they are performing correctly				
8. Provides <b>scaffolding</b> to assist students in their learning and practice				
9. Uses <b>correction procedures</b> and provides feedback				
10. <b>Paces instruction adequately</b> by transitioning quickly between tasks and allowing extra time, when needed				
11. <b>Redirects</b> off-task behavior when it occurs				
12. <b>Carefully and purposefully designs</b> the intervention lesson by sequencing the tasks from easy to difficult	<b>YES</b>		<b>NO</b>	

## Using the Observation Data

Teacher strengths:

- 1.
- 2.
- 3.
- 4.
- 5.

Area of Need	Priority

### Beginning an action plan:

Which need did you give highest priority?

What would be your first step toward meeting this high-priority need?

What resources might you use to meet this high-priority need?

Excerpted from Vaughn Gross Center for Reading and Language Arts at The University of Texas at Austin. (2010). *Response to intervention: Intervention instruction*. Austin, TX: Author.

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