

# Intervention Observation

Grade: \_\_\_\_\_ Homeroom 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
Phonemic Awareness							
Phonics							
Fluency							
Vocabulary							
Comprehension							

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 small steps				
2. Explains concepts and skills in clear and direct language				
3. Models and demonstrates procedures with the use of many examples				
4. Checks initial practice items for correctness and provides immediate feedback				
5. Provides many opportunities for practice after initial presentation of task/skill				
6. Gives individual and/or group opportunities to respond				
7. Monitors students during an activity to be sure that they are performing correctly				
8. Provides scaffolding to assist students in their learning and practice				
9. Uses correction procedures and provides feedback				
10. Paces instruction adequately by transitioning quickly between tasks and allowing extra time, when needed				
11. Redirects off-task behavior when it occurs				
12. Carefully and purposefully designs the intervention lesson by sequencing the tasks from easy to difficult	YES		NO	

# 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.

Adapted from Vaughn Gross Center for Reading and Language Arts at The University of Texas at Austin. (2008). *Intervention instruction (Version 2.0)*. Austin, TX: Author.