# Observation 6: timed interval observation

This is a more quantitative version of the format from Observation 4. Don't attempt this observation until you have started solo teaching. This approach is effective for observing specific learner/teacher behaviours or phenomena in the classroom, such as:

* on/off task behaviour of specific learners
* interaction (e.g. talk or questioning): teacher to pupil; pupil to teacher; or pupil to pupil
* learning behaviours (e.g. reading guidance material, self or peer assessment, etc.)
* collaborative verses independent work
* etc.

Discuss the focus for this observation with your ITT Mentor. The columns can be used for **either** (tick as appropriate to this observation):

* observing *multiple individuals* for a single behaviours/phenomena **or**
* observing *a single individual* for multiple behaviours/phenomena

In these modes, the response every 5 minutes can be as simple as a tick (✓) or a cross (🗶). More advanced approaches can use simple codes to observe *multiple individuals* **and** *multiple behaviours/phenomena*. **Note:** this observation continues on the next page…

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Date:** | |  | | | | | | | | | **Group:** |  | |
| **School:** | |  | | | | | | | | | **Room:** |  | |
| **Observation focus:** | | | | | | | | | | | | | |
|  | | | | | | | | | | | | | |
| **Interval** | **Minutes** | Use the columns on the below to identify specific individuals **or** behaviours/phenomena to be observed over the lesson. Be clear about the whether you are observing the teacher, the class, a group(s) or individual(s) – and record the details above. Decide on how you will ‘code’ observations – i.e. 🗸/🗴, 1/0 etc. | | | | | | | | | | | |
|  |  |  |  |  |  |  |  | **Comments**  (to help you remember what happened) | | |
|  | | |
| A | **0** |  |  |  |  |  |  |  |  |
| B | **5** |  |  |  |  |  |  |  |  |
| C | **10** |  |  |  |  |  |  |  |  |
| D | **15** |  |  |  |  |  |  |  |  |
| E | **20** |  |  |  |  |  |  |  |  |
| F | **25** |  |  |  |  |  |  |  |  |
| G | **30** |  |  |  |  |  |  |  |  |
| H | **35** |  |  |  |  |  |  |  |  |
| I | **40** |  |  |  |  |  |  |  |  |
| J | **45** |  |  |  |  |  |  |  |  |
| K | **50** |  |  |  |  |  |  |  |  |
| L | **55** |  |  |  |  |  |  |  |  |
| M | **60** |  |  |  |  |  |  |  |  |

*Continue over page…*

*After the observed lesson…*

|  |  |  |
| --- | --- | --- |
| **Field notes** (additional comments and observations recorded immediately after the lesson) | | |
|  | | |
| **Reflections on observations and interpretation of collected data** | | |
|  | | |
| **Targets** | | |
|  | | |
| **Required action** | **Required Resources** | **Required by (date)** |
|  |  |  |