

Classroom Practices Record (CPR)

CPR: Identification Information

Date of Observation _____	Observer _____	Observation No. _____ (in this classroom)
Classroom Teacher _____	School _____	
School District _____	City _____	State _____
Grade Level _____	No. of Students in Classroom _____	No. of Girls _____ No. of Boys _____

Target Student #1:

- _____ Gender (M/F)
- _____ Limited English Proficient (specify native language, _____)
- _____ Handicapping Condition (specify, _____)
- _____ Economically Disadvantaged (i.e., free or reduced lunch)

Ethnicity:

- _____ African-American
- _____ Asian-American /Pacific Islander
- _____ Hispanic-American
- _____ Native-American
- _____ Caucasian-American
- _____ Other

Target Student #2:

- _____ Gender (M/F)
- _____ Limited English Proficient (specify native language, _____)
- _____ Handicapping Condition (specify, _____)
- _____ Economically Disadvantaged (i.e., free or reduced lunch)

Ethnicity:

- _____ African-American
- _____ Asian-American/Pacific Islander
- _____ Hispanic-American
- _____ Native-American
- _____ Caucasian-American
- _____ Other

CPR: Physical Environment Inventory

Learning Centers:

- __3 or more learning/interest centers (specify topics, _____)
- __2 learning/interest centers (specify topics, _____)
- __1 learning/interest center (specify topic, _____)
- __No learning/interest centers

Attach the classroom teacher's seating chart. Circle and label Target Student #1 (S#1) and Target Student #2 (S#2).

CPR: Curricular Activities

- Activity Codes, i.e.,**
- | | | |
|---|---------------------------|-------------------------------------|
| (1) audio visual | (6) non-academic activity | (11) simulation/role playing |
| Tchr. Act. involving S#1: (2) demonstration | (7) oral reading | (12) testing |
| (3) discussion | (8) project work | (13) verbal practice or performance |
| (4) explain/lecture | (9) review/recitation | (14) written assignments |
| (5) games | (10) silent reading | |

- Group Size Codes, i.e., Target Student #1 is working:**
- | | |
|--------------------------------|--------------------------------------|
| (1) individually | (3) in a group of 7 or more students |
| (2) in a group of 2-6 students | (4) with a total class |

- Group Composition Codes:**
- (Ht) heterogeneous ability grouping
 - (Hm) homogeneous ability grouping

- Descriptive Notes:**
- (1) Target Student #1 is involved in advanced content instruction/materials
 - (2) Target Student #1 is involved in advanced process instruction/materials
 - (3) Target Student #1 is working on an advanced product or project work
 - (4) Target Student #1 is working on an independent study project based on assigned topic
 - (5) Target Student #1 is working on an independent study project based on self-selected topic
 - (6) Other indications of differentiation experienced by Target Student #1

Miscellaneous Notes: Observer's notes for recording S#2's activity, conducting the teacher interview, or writing the summary report.

Academic Subject: _____

Beg. Time	End. Time	Act.	Grp./Size Code	Grp./Cmp. Code	Codes & Descriptive Notes Code	Misc. Notes of Differentiation

CPR: Verbal Interactions

Who and To Whom Codes:

(T) Teaching adult
(S#1) Target Student #1
(S#2) Target Student #2
(NT) Non-target Student
(AL) Students At-Large

What Codes:

(KC) knowledge/comprehension question
(HOTS) higher-order thinking skills question
(RC) request or command
(ES) explanation or statement

(R) response
(N) no verbal response

Wait Time:

(√) minimum of 3 seconds pre or post response time

Who	To Whom	What	Wait Time	Miscellaneous Notes

(additional space on the back of this sheet)