

Tomlinson, C. A., Callahan, C. M., Moon, T. R., Tomchin, E. M., Landrum, M., Imbeau, M, Hunsaker, S. L., & Eiss, N. (1995). *Preservice teacher preparation in meeting the needs of gifted and other academically diverse students* (Research Monograph 95134). University of Connecticut, The National Research Center on the Gifted and Talented.
<https://nrcgt.uconn.edu/wp-content/uploads/sites/953/2015/04/rm95134.pdf>

UNIVERSITY OF VIRGINIA

**Classroom Practices Observation of Preservice Teachers
 Data Collection Form**

Observer Novice _____

Teacher Code Number _____ Date of Observation _____

Observation Number _____

As you observe interactions of the preservice teacher with Target Student(s), please record and explain instances of differentiated instruction as indicated by the following:

INDICATOR	STUDENT CATEGORY (T/S/G)	DESCRIPTION OF EVENT/ACTIVITY (including approx. duration)
Target Student(s) was/were assigned different content from others in the class		Target Student(s) was/were assigned a different practice or sense-making activity from others in the class
Target Student(s) was/were assigned a different product or output task from others in the class		Target Student(s) was/were allowed to omit part or all of the content or task

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INDICATOR	STUDENT CATEGORY (T/S/G)	DESCRIPTION OF EVENT/ACTIVITY (including approx. duration)
Target Student(s) was/were assigned a different homework assignment than others in the class		Target Student(s) was/were working on an independent study assignment based on advanced material and/or student interest
Target Student(s) was/were working on a small group task designed to present him/her/them advanced materials and/or tasks		What evidence do you see that the preservice teacher is aware of the presence/needs of any target students? How is that awareness expressed?
What evidence do you see that the preservice teacher does or does not possess and/or use a range of teaching strategies which should be helpful in meeting the needs of target students?		