

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>

## Classroom Practices Record (CPR)\* Form VA

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### CPR: Identification Information

Date of Observation \_\_\_\_\_ Observer \_\_\_\_\_ Observation No. \_\_\_\_\_  
Preservice Teacher's Code No. \_\_\_\_\_ School \_\_\_\_\_  
School District \_\_\_\_\_ City \_\_\_\_\_  
State \_\_\_\_\_  
Grade Level \_\_\_\_\_ No. of Target Students in Classroom \_\_\_\_\_ No. Target Girls \_\_\_\_\_  
No. Target Boys \_\_\_\_\_  
Total No. of Students in Classroom \_\_\_\_\_ No. of Girls \_\_\_\_\_  
No. of Boys \_\_\_\_\_

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During your first observation in a given classroom, please indicate the number of Target Students in each category:

\_\_\_\_\_ Limited English Proficient (specify native language[s] \_\_\_\_\_)  
\_\_\_\_\_ Handicapping Condition[s] (specify \_\_\_\_\_)  
\_\_\_\_\_ Economically Disadvantaged (i.e., free or reduced lunch)  
\_\_\_\_\_ Student[s] accelerated one grade  
\_\_\_\_\_ Student[s] accelerated more than one grade

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Ethnicity of Target Student[s]:

\_\_\_\_\_ African American \_\_\_\_\_ Native American  
\_\_\_\_\_ Asian American/Pacific Islander \_\_\_\_\_ Caucasian American  
\_\_\_\_\_ Hispanic American \_\_\_\_\_ Other

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\* Adapted from Westberg, K. L., Archambault, F., X., Jr., Dobyms, S. M., & Salvin, T. J. (1993). *An observational study of instructional and curricular practices used with gifted and talented students in regular classrooms* (Research Monograph No. 93104). University of Connecticut, The National Research Center on the Gifted and Talented. <https://nrcgt.uconn.edu/wp-content/uploads/sites/953/2015/04/rm93104.pdf>

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Ways in Which Target Students Are Identified (check all applicable):

- |  |  |
|--|--|
| <input type="checkbox"/> Achievement Tests     | <input type="checkbox"/> Parent Nomination         |
| <input type="checkbox"/> Group IQ Tests        | <input type="checkbox"/> Self Nomination           |
| <input type="checkbox"/> Individual IQ Tests   | <input type="checkbox"/> Peer Nomination           |
| <input type="checkbox"/> Teacher Rating Scales | <input type="checkbox"/> Student Interview         |
| <input type="checkbox"/> Grades                | <input type="checkbox"/> Portfolios/Product Rating |
| <input type="checkbox"/> Creativity Tests      | <input type="checkbox"/> Other (please specify)    |
| <input type="checkbox"/> Response Lessons      |  |

### **CPR Physical Environment Inventory**

During each observation, please place an "x" in the appropriate blank:

Learning Centers/Work Groups

- 3 or more learning/interest centers or small working groups  
 2 learning/interest centers or small working groups  
 1 learning/interest center or small working group  
 No learning/interest centers or small working groups

### **CPR: Curricular Activities**

**Activity Codes**, i.e., (1) audio visual (2) demonstration (3) discussion (4) explain/lecture (5) games (6) nonacademic activity (7) oral reading (8) project work (9) review/recitation (10) silent reading (11) simulation/role playing (12) testing Teacher Activity (13) verbal practice or performance involving Target Students (14) written assignments (15) lab

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

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

**Descriptive Notes:** (1) Target Student[s] is/are involved in advanced content instruction/materials  
(2) Target Student[s] is/are involved in advanced process instruction/materials  
(3) Target Student[s] is/are involved in advanced product or project work  
(4) Target Student[s] is/are working on an independent study project based on assigned topic  
(5) Target Student[s] is/are working on an independent study project based on self-selected topic  
(6) Higher order question[s] addressed to Target Student[s]  
(7) Target Student[s] is/are taking advanced test  
(8) Target Student[s] is/are assigned advanced homework  
(9) Other indication of differentiation experienced by Target Student[s].

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Please explain briefly in notes column

**Miscellaneous Notes:** Observer's notes for conducting the teacher interview and/or writing the summary report.

**Academic Subject(s)**

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