**Project GLAD® Study Observation Recording Form**

<table>
<thead>
<tr>
<th>Observer</th>
<th>Teacher</th>
<th>School</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Subject</td>
<td>Number of students in classroom</td>
<td>Start Time</td>
<td>End Time:</td>
</tr>
</tbody>
</table>

This recording form is designed to accompany the Classroom Observation Protocol for the Project GLAD study. For each observation, record the following:

1. **“Walls” column**: Insert a check mark when there is physical evidence of a strategy on the walls or in the classroom (e.g., a cooperative strip paragraph chart on the wall).
2. **“Used” column**: Insert a check mark for every strategy the teacher uses during the observation.
3. **“R1-R10” columns**: Insert a rating of 1, 2, or 3 for each descriptor in the corresponding rubric found in the Classroom Observation Protocol.
   - “3” = definitely or very close
   - “2” = somewhat
   - “1” = not really or not at all

**Questions about this protocol or the Project GLAD® study?**

Contact Theresa Deussen (email: Theresa.deussen@educationnorthwest.org  
phone 1-800-547-6339 x631)

Or visit [projectgladstudy.educationnorthwest.org](http://projectgladstudy.educationnorthwest.org)

---

This tool was developed as part Grant R305A100583 to Education Northwest supported by the Institute of Education Sciences, U.S. Department of Education. The opinions expressed are those of the authors and do not represent views of the Institute or the U.S. Department of Education.
|----------|--------------|-----------|-------------------|-----------------------------|----------------|------------------------|----------------|----------------------|----------------|----------------|------------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|