Special Education Observation Form

Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Observer\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ School \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Use as a coaching tool = mark with 🗸 = Observed, +🗸= Strength, -🗸 = Target for Improvement

Use as a data collection tool = Determine the percentage of italicized indicators observed. \_\_\_/40 = \_\_\_%

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| **PLANNING**  □**Plans Lesson/Activity Carefully**  \_\_\_*Objective is clear, specific, and measurable*  \_\_\_*Objective aligns with standard and IEP*  \_\_\_*Plan matches instructional model*  \_\_\_*Plan components are complete and congruent*  \_\_\_*Plan is written concisely and clearly*  \_\_\_Plan includes accommodations (&/or modifications) in  instruction and/or classroom management for individuals.  \_\_\_*Lesson or activity plan is based on research and student data*  *\_\_\_Plan is written concisely and clearly*  **INSTRUCTION**  □**Used an opening for the lesson or activity**  \_\_\_*Stated and showed the objective of the lesson/activity*  \_\_\_Gave specific examples to explain purpose of the  lesson/activity  \_\_\_Made connections between current learning and other learning  \_\_\_*Created a context for the lesson/activity*  \_\_\_Involved all students in the opening  □**Taught key terms and vocabulary words**  \_\_\_Selected important key terms and vocabulary to teach  \_\_\_Taught words at the time when needed for the lesson/activity  \_\_\_Assessed understanding of key terms & vocabulary words  \_\_\_Taught key terms/vocabulary correctly  \_\_\_Used visual supports to clarify meaning of words  □**Provided clear explanations**  \_\_\_*Explanations of key ideas were complete and posted*  \_\_\_*Explanations were clear and concise and supported with*  *examples*  \_\_\_*Explanations of key ideas were accurate and emphasized*  \_\_\_Explanations of key ideas promoted understanding by all  students  \_\_\_Explanations of key ideas were relevant to students  □**Promoted active participation**  \_\_\_Used active participation (AP) strategies correctly  \_\_\_Used strategies for varied purposes  \_\_\_*Used strategies that required different types of responses (3)*  \_\_\_*Used active participation strategies frequently*  \_\_\_Used strategies to meet diverse individual needs of students  □**Monitored student progress**  \_\_\_*Checks for understanding (CFU) were used to adjust teaching*  \_\_\_CFUs were used frequently – whenever needed  \_\_\_Used a variety of response strategies for CFUs  \_\_\_*Evaluation was congruent*  \_\_\_Each student was evaluated individually & independently  □**Used visual supports**  \_\_\_Used visual supports to increase effectiveness of instruction  \_\_\_Visual supports made information/explanations/directions  more comprehensible  \_\_\_Used for various purposes  \_\_\_*Used a variety of types of visual supports (3)*  \_\_\_Visual supports were appealing and professional  □**Used a closing for the lesson or activity**  \_\_\_Used a closing for the lesson/activity  \_\_\_*Used the closing to review key information/main ideas*  \_\_\_Used the closing to tie main ideas together  \_\_\_Used the closing to preview future learning  \_\_\_Provided opportunities for students to rehearse/practice the  new information  □**Used partner/small group work**  \_\_\_Using partners/groups was appropriate for this lesson/activity  \_\_\_Made thoughtful decisions for pairing/grouping students  \_\_\_Communicated clear directions for partner/group work  \_\_\_Monitored partner/group work carefully  \_\_\_Prevented behavior problems during partner/group work  **CLASSROOM MANAGEMENT**  □**Gained attention of group**  \_\_\_Selected appropriate signal and response for gaining attention  \_\_\_Communicated the signal for attention and response  \_\_\_Implemented the signal/response strategy correctly  \_\_\_*Gained attention whenever needed*  \_\_\_Supported class/individuals in paying attention | □**Used demonstrations and/or modeling**  \_\_\_*Demonstrated throughout lesson/activity as needed*  \_\_\_Demonstrated/modeled correctly  \_\_\_*Demonstrated a product correctly*  *\_\_\_Demonstrated/modeled a process correctly*  \_\_\_Modeled behavioral skills correctly  □**Gave clear directions**  \_\_\_Gave directions whenever needed  \_\_\_*Presented directions in multiple ways*  *\_\_\_Directions were clearly explained*  *\_\_\_Directions were clearly written*  \_\_\_Responded to class diversity when giving directions  □**Provided practice**  \_\_\_Used congruent supervised practice for accuracy practice  \_\_\_*Monitored the practice of every student*  \_\_\_*Varied types and amounts of practice in response to*  *individual student’s needs*  \_\_\_Provided authentic practice of behavior skill when  appropriate  \_\_\_Provided role-play practice of behavior skill when  appropriate  □**Used effective questions and questioning skills**  \_\_\_Questions were planned and used effectively  \_\_\_*Questions were clearly worded*  \_\_\_A variety of question types was used  \_\_\_Responded correctly to student answers  \_\_\_*Used wait-time effectively*  \_\_\_Varied the question response strategies used  □**Communicated behavior expectations**  \_\_\_Selected relevant and important expectations  \_\_\_*Thoroughly communicated expectations (stated, explained,*  *demonstrated, posted)*  \_\_\_Communicated new expectations at transitions in  lesson/activity (just before needed)  \_\_\_Acknowledged students for following expectations  \_\_\_Followed through with stated expectations consistently  □**Acknowledged appropriate behavior**  \_\_\_*Frequently*  *\_\_\_Ratio: 3 times as often as responded to inappropriate*  *behavior*  *\_\_\_Specifically (described the behavior)*  \_\_\_Sincerely (for best effort)  \_\_\_Fairly (all students)  \_\_\_With emphasis on important behaviors  □**Monitored student behavior**  \_\_\_Scanned classroom  \_\_\_*Moved around classroom*  \_\_\_Positioned self to monitor  \_\_\_Used monitoring to prevent behavior problems  \_\_\_Monitored behavior of individuals  □**Planned for logistics**  \_\_\_Teacher equipment and materials were ready  \_\_\_Student equipment and materials were ready  \_\_\_ Procedures for equipment/materials were planned and  communicated effectively  \_\_\_Setup, cleanup, and assistance were arranged  \_\_\_ Structure/support were provided to prevent problems with  equipment/materials  \_\_\_*Pacing of instruction was appropriate*  □**Managed transitions**  \_\_\_Prepared in advance for transitions  \_\_\_*Prepared students for transitions*  *\_\_\_Made transition procedures clear*  \_\_\_Supported appropriate behavior during transitions  \_\_\_Supported individuals in making transitions  □**Encouraged compliance**  \_\_\_*Stated directives clearly*  *\_\_\_Delivered directives to support compliance*  *\_\_\_Followed through with directives consistently*  \_\_\_Made it easy for students to comply  \_\_\_Shared power and control with students |