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 |