

# Special Education Observation Form

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

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

Use as a coaching tool = mark with  $\checkmark$  = Observed,  $+\checkmark$  = Strength,  $-\checkmark$  = Target for Improvement  
Use as a data collection tool = Determine the percentage of italicized indicators observed. \_\_\_/40 = \_\_\_%

## 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

### 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

**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

**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

