

## Special Services Structured Classroom Observation Tool (updated 08/10/2020)

Observer:

Instructional Expectations	Educator Performance Standards & Quality Indicators	Essential Skills Classroom	ED Classroom	CC/ECSE Classroom	Notes
Academic instruction is aligned with IEP goals, appropriately differentiated, and engaging for each student in the classroom.	2:1, 2:4, 2:5, 3:2, 3:3	Y / N	Y / N	Y / N	
Students are engaged in various academic activities utilizing different modalities and instructional strategies. No student goes without instruction for longer than ten minutes.	1:2, 4:1, 4:2	Y / N	Y / N	Y / N	
Data reflects student academic/behavioral performance and progress and is accessible and up-to-date.	7:1, 7:2, 7:5	Y / N	Y / N	Y / N	
Evidence exists that students are actively involved in monitoring personal progress both academically and behaviorally.	7:3, 7:5	Y / N	Y / N	Y / N	
Worktask baskets/folders/cue cards are established and utilized to promote student independence.	3:3, 4:2	Y / N	Y / N	Y / N	
<b>Student Communication Expectations</b>					
Student's educational programming includes communication goals.	2:1, 2:2	Y / N	Y / N	Y / N	
All students have a functional communication system.	6:2, 6:3	Y / N	Y / N	Y / N	
Staff teach, prompt, and/or arrange environment to facilitate communication.	3:2, 5:2	Y / N	Y / N	Y / N	
Students with augmentative and alternative communication (AAC) have access to devices at all times.	5:2, 6:2, 6:4	Y / N	Y / N	Y / N	
<b>Social Emotional Learning Expectations</b>					

The generalization of social skills instruction is occurring in three ways: 1) direct instruction daily, 2) direct instruction when the student requires immediate guidance during a situation, and 3) as a reflection after an incident has occurred.	2:1, 2:5, 2:6, 4:1, 5:1	Y / N	Y / N	Y / N	
Direct, explicit, and personalized social skill instruction is occurring daily to teach behavior which are addressed in the student's Behavior Intervention Plan, as applicable (i. e., social stories, social skills lessons, social skills visual supports, etc.).	2:1, 2:5, 2:6, 4:1, 5:1, 5	Y / N	Y / N	Y / N	
Replacement behaviors are taught both as a part of social skill instruction before the behavior occurs and when the behavior occurs.	2:1, 2:4, 5:1, 5:3	Y / N	Y / N	Y / N	
Adult responses to a student's violation of classroom behavior standards are educational (i.e. provides student with useful information about his/her behavior, its impact on others, and better options available to him/her).	5:1, 5:2, 5:3	Y / N	Y / N	Y / N	
Visual choice boards/reinforcement boards/charts are utilized as part of an established daily routine.	5:1, 5:2	Y / N	Y / N	Y / N	
Play and Leisure Skills: Teaching students to engage in appropriate leisure skills or play with one another at an appropriate level. (Staff is engaged in student learning at all times.)	2:1, 3:2, 3:3, 4:1, 5:1	Y / N	Y / N	Y / N	
Social Initiation (joint attention, greetings): Relevant plan for teaching the skills including: mands for attention, obtaining the attention of a listener, identification of methods to assist student in discriminating when to greet, consideration of techniques to initiate joint attention interactions, and processes to establish joint attention as a valued interaction.	2:1, 3:2, 3:3, 6:3	Y / N	Y / N	Y / N	
Social maintenance: Observation, data review, or other assessment of processes used to assist students in maintaining social engagement.	7:2, 7:5	Y / N	Y / N	Y / N	

Self-Management: Instruction addresses skills including but not limited to individual time management, choice making skills, independent task engagement. (maybe independent work stations)	3:2, 4:1	Y / N	Y / N	Y / N	
Perspective taking: Social instruction includes a sequenced set of skills for teaching students to reasonably predict the behavior of others, assess the effects of the student's behavior on others, and identify possible feelings of others in response to various types of social interactions.	2:1, 3:2, 3:3	Y / N	Y / N	Y / N	
<b>Environmental Expectations</b>					
Classroom space is organized for a variety of instructional strategies and conducive for a smooth flow between classroom activities.	5:1, 5:2	Y / N	Y / N	Y / N	
Students are utilizing visual schedules and referring to the schedules during the student's day.	6:1, 6:2	Y / N	Y / N	Y / N	
Room is organized and structured to promote independence (e.g., labeled/reduced visual/auditory distractions, increased visual cues for behaviors and independence around the room).	5:2, 6:1, 6:2	Y / N	Y / N	Y / N	
<b>Classroom Management Expectations</b>					
Classroom management system is being implemented consistently and with fidelity.	5:1, 5:2, 5:3	Y / N	Y / N	Y / N	
System for positive/negative reinforcement of behavior exists and is implemented with consistency and fidelity. For example: direct specific feedback in the moment, classroom DOJO, reinforcement charts (star/sticker charts) referred to and completed, point systems, rewards, etc.	2:1, 5:1, 5:2, 5:3, 7:5	Y / N	Y / N	Y / N	
Frequent behavior support/feedback is given to a student when he/she is working well in the classroom, not just for redirection.	2:1, 5:1	Y / N	Y / N	Y / N	
Staff are effectively using de-escalation skills of: providing choices, setting limits, and rational detachment (not taking it personally).	2:1, 5:1	Y / N	Y / N	Y / N	

Sensory breaks are consistent, built into the schedule as needed, and implemented.	2:1, 5:1	Y / N	Y / N	Y / N	
<b>Staff Expectations</b>					
Special education teacher facilitates effective and frequent communication with parents/guardians.	9:3	Y / N	Y / N	Y / N	
Special education teacher facilitates effective communication with district and school staff.	9:3	Y / N	Y / N	Y / N	
Paraprofessional schedule is created by the teacher and posted in the classroom.	5:2, 8:3	Y / N	Y / N	Y / N	
Paraprofessionals are participating by implementing and supporting student learning as directed by the teacher.	8:3	Y / N	Y / N	Y / N	