

ADMINISTRATIVE TOOLS

Observation Checklist

SCHOOL _____ TEACHER _____ DATE _____

NUMBER OF STUDENTS _____ NUMBER OF _____

General

Unique Learning System materials are evident in multiple instructional areas of the classroom.

ROUTINELY EVIDENT	SOMEWHAT EVIDENT	NOT EVIDENT	N/A
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Standards-based instruction reflects the chronological grade band of the students with age and ability respectful materials.

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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All team members show consistent responses and interactions with individual students (e.g., wait time before prompts, responding to communication forms, natural cues to encouraging independence).

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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Communication/Behavior

All students are presented with communication opportunities, including verbal and nonverbal modes of expression.

ROUTINELY EVIDENT	SOMEWHAT EVIDENT	NOT EVIDENT	N/A
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Level of prompting is appropriate to meet the individual student's participation levels, while maintaining the greatest level of independence and addressing appropriate wait time.

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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Students are offered communication supports (e.g. objects, pictures, text) and technology as needed to increase responses.

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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Literacy/Reading

There is evidence of shared reading experiences, including visual supports or voice output options to build on student participation.

ROUTINELY EVIDENT	SOMEWHAT EVIDENT	NOT EVIDENT	N/A
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

There is evidence of differentiated reading instruction to build on word recognition and "learning-to-read" skills (e.g. word wall, phonics activities).

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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Age-respectful / leveled reading materials are available and accessible to all students.

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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Comprehension activities are scaffolded using a variety of formats appropriate to the different levels of students (e.g. symbol support, text).

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Writing Activities

There is evidence of varied writing activities for all levels of learners including errorless writing, response to literature, book reports, topic paragraphs and journaling activities.

ROUTINELY EVIDENT	SOMEWHAT EVIDENT	NOT EVIDENT	N/A
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Math Activities

There is evidence of math instruction for all level of learners ranging from errorless engagement to full independence.

ROUTINELY EVIDENT	SOMEWHAT EVIDENT	NOT EVIDENT	N/A
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Reflects application to real life skills (e.g., scenarios, money, measurement and time).

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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Social Studies/Science Activities

Lessons align with the current topic for the month and presented in age/grade appropriate materials.

ROUTINELY EVIDENT	SOMEWHAT EVIDENT	NOT EVIDENT	N/A
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Profiles/Assessments

Student profiles and assessments are completed and up to date.

ROUTINELY EVIDENT	SOMEWHAT EVIDENT	NOT EVIDENT	N/A
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Evidence of data from assessments is being utilized to drive instructional strategies.

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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Life Skills Activities

The following life skills instruction was demonstrated during observation:

Assistive Technology

The following technology was utilized during the observation: (e.g. interactive whiteboard, voice output, communication devices, alternative keyboards, switch-activated software, iPod®, iPad®)

- 1. _____
- 2. _____
- 3. _____

Observation/Notes