

Specialized Support Classroom Observation Protocol

INSTRUCTION

Class/Grade _____ Teacher _____ Start Time _____
 School _____ Teacher or Paraeducator _____ End Time _____

COORDINATED

Instructional Objective:

Activity:

Students Engaged in Discrete Activities:

1. # _____

2. # _____

3. # _____

Academic Learning Time
 (# minutes actively engaged in appropriate instruction)

Grouping: Whole Small Group Individual

EFFECTIVE

| | Observed | Not Observed | Reverse Observed |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|--------------|------------------|
| 1. Standards-based general education curriculum is the framework for instructional delivery. | | | |
| 2. Teacher(s) do not address multiple subjects or grade levels at the same time. | | | |
| 3. Instruction is effective and research-based. | | | |
| 4. Students are grouped appropriately for instruction. | | | |
| 5. Instructional accommodations are applied appropriately. | | | |
| 6. Curriculum modifications are not applied if an instructional accommodation would be effective. | | | |
| 7. Students receiving instruction appear to be appropriately assigned to receive service outside of the general education classroom for the subject(s) observed. | | | |

TARGETED

Interview Questions (specific descriptions requested):

1. On what basis do you plan with grade level or subject area teams?
2. Do you review the continued need for specialized support for students on a regular basis?
3. On what basis do you collaborate with general education colleagues?
4. How do you align your instruction with the general education classroom and curriculum?
5. What evidence do you have that students benefit from specialized support?