

Classroom Observation

The *Classroom Observation* documents an observation by a qualified professional to examine the child's learning and behavior in a classroom setting, the teacher's support for the child's learning and behavior, and the impact of the child's instructional environment. Direct observations of the child in the classroom should be considered by the Multidisciplinary Evaluation Team (MET) in their determination of eligibility and, if eligible, in the development of an Individualized Education Program (IEP). The *Classroom Observation*, or a similar form containing the same information, is recommended for use when conducting a comprehensive evaluation or reevaluation for any disability categories but must be used when considering eligibility for Specific Learning Disabilities (SLD).

1. The *Classroom Observation* must be completed by a professional trained in conducting classroom observations. The specialty/position of the qualified professional who completes the classroom observation should be recorded along with the observer's signature and the date on the bottom of the form.
2. The *Classroom Observation* must be conducted in the location(s) and/or during instruction in the subject(s) in which the child is reported to have difficulties. Multiple observations may need to be conducted to ensure that adequate information is gathered to assist in determining eligibility and to provide for quality planning for the child's IEP, if eligible.
3. The *Classroom Observation* should be used to document strengths as well as weaknesses of the child and the child's instructional environment to enable quality planning for the child's IEP, if eligible.
4. To conduct the *Classroom Observation*:
 - a. Before conducting the observation, the observer should record the student information and the area(s) of concern.
 - b. At the beginning of the observation, the observer should record information about the observational setting including the location, subject(s), and teacher(s) being observed as well as describe the physical environment of the classroom.
 - c. During the observation, the observer should record narratives of supporting evidence related to each of the learning and behavioral components being observed.
 - d. At the end of the observation, the observer should rate the amount/quality of evidence supporting each of the learning and behavioral components being observed and complete the observation summary statements.

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CLASSROOM OBSERVATION

PERSONAL DATA

Name:	MSIS #:	DOB:
District:	School:	Grade:

AREA(S) OF CONCERN

<p>Indicate any academic area(s) of concern:</p> <input type="checkbox"/> Listening comprehension <input type="checkbox"/> Oral expression <input type="checkbox"/> Written expression <input type="checkbox"/> Basic reading skills <input type="checkbox"/> Reading fluency skills <input type="checkbox"/> Reading comprehension <input type="checkbox"/> Mathematics calculation <input type="checkbox"/> Mathematics reasoning <input type="checkbox"/> Other: _____ <input type="checkbox"/> Other: _____	<p>Indicate any behavioral area(s) of concern:</p> <input type="checkbox"/> Inattention, hyperactivity, and/or impulsivity <input type="checkbox"/> Planning ahead/problem solving <input type="checkbox"/> Social interaction/social problem solving <input type="checkbox"/> Externalizing emotional/behavioral concerns (e.g., disruptive behaviors or explosive outbursts) <input type="checkbox"/> Internalizing emotional/behavioral concerns (e.g., withdrawn, fearful, or depressed) <input type="checkbox"/> Other: _____ <input type="checkbox"/> Other: _____ <input type="checkbox"/> Other: _____
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OBSERVATIONAL SETTING

Location:	Subject(s) observed:	Teacher(s):
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Describe the physical environment (e.g., arrangement of seating, classroom organization, level of noise/activity).

SUPPORTS FOR LEARNING

Instructional method(s) observed: (check all that apply)

<input type="checkbox"/> Independent seatwork	<input type="checkbox"/> Whole class instruction	<input type="checkbox"/> Cooperative/small group learning
<input type="checkbox"/> Independent reading	<input type="checkbox"/> Whole class discussions	<input type="checkbox"/> Small group activities/projects
<input type="checkbox"/> Child-directed activities	<input type="checkbox"/> Highly-structured activities	<input type="checkbox"/> One-on-one/peer-assisted learning
<input type="checkbox"/> Other: _____		

Pacing of instruction is consistent with the child's skill level and attention span.

<i>Extensive support</i>	<i>Some support</i>	<i>Limited support</i>	<i>Supporting evidence:</i>

The child is provided opportunities to be an active and involved learner.

<i>Extensive support</i>	<i>Some support</i>	<i>Limited support</i>	<i>Supporting evidence:</i>

Assigned activities are directly connected to the instructional goals and produce meaningful learning.

<i>Extensive support</i>	<i>Some support</i>	<i>Limited support</i>	<i>Supporting evidence:</i>

The child receives adequate review and practice, especially in area(s) of difficulty.

<i>Extensive support</i>	<i>Some support</i>	<i>Limited support</i>	<i>Supporting evidence:</i>

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SUPPORTS FOR BEHAVIOR

Behavioral support method(s) observed: (check all that apply)

- Prevention strategies (e.g., supervision, student choice, rules/routines, advanced organizers, check in/check out)
- Educative strategies (e.g., social skills training, peer coaching, instruction/modeling of behavioral expectations)
- Reinforcement strategies (e.g., positive feedback, token reinforcement, work passes, earned breaks)
- Consequence strategies (e.g., time-out, verbal/nonverbal feedback, response costs, overcorrection, restitution)
- Other: _____

Classroom climate (e.g., teacher-child interactions, child's comfort level, etc.) is positive and supportive.

Extensive support	Some support	Limited support

Supporting evidence:

Classroom rules and routines are clearly understood by the child.

Extensive support	Some support	Limited support

Supporting evidence:

Directions are clear and reasonable for the child to achieve.

Extensive support	Some support	Limited support

Supporting evidence:

Effective strategies are used to motivate the child's performance and behavior.

Extensive support	Some support	Limited support

Supporting evidence:

OBSERVATION SUMMARY

Describe the learning and behavioral supports that promote the child's achievement in the classroom.

Describe any additional learning and behavioral supports needed to increase the child's achievement that can be embedded in the typical classroom routine.

Describe any additional learning and behavioral supports needed to increase the child's achievement that exceed those that can be embedded in the typical classroom routine.

Observer:

Position:

Observation Date: