

LELAND SCHOOL DISTRICT CLASSROOM OBSERVATION

PERSONAL DATA

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

AREA(S) OF CONCERN

Indicate any academic area(s) of concern: <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: _____	Indicate any behavioral area(s) of concern: <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 Internalizing emotional/behavioral concerns (e.g., withdrawn, fearful, or depressed) 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>

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: