

Classroom Observation Form
USU Severe Alternative Teacher Preparation Program

SATP Teacher Name: _____

Coach Name: _____

Date of Observation: _____ Semester (circle): Fall Spring

Semester Observation (circle): 1st 2nd 3rd

During a 20-minute observation period, record tally marks for each section below:

| Class Climate Specific (During a 10 minute observation, record the following:) | | | | | |
|---|--|------------------|----------------------------------|------------------------|-----------|
| | Positive Interactions/Praise/Reinforcement | | Negative Interactions | | Ratio |
| Praise Rates | Task Related | Behavior Related | Task Related | Behavior Related | Pos/Neg |
| Interfering Behaviors | Talking | | Response to Interfering Behavior | Gave Attention | |
| | Hands/Feet to Self | | | Did Not Give Attention | |
| | Non-Compliance | | | Terminated Demands | |
| | Aggression | | | Other | |
| | Other | | | | |
| Instruction Specific (Do another 10 minute observation and record the following:) | | | | | |
| Student Response Opportunities | Group | | Individual | | Total SRO |
| | Verbal | Non-verbal | Verbal | Non-verbal | |

Step 2: Take a 5-minute sample and mark at second intervals whether pupils were on task/engaged in *active responding* during the lesson.

| Student | :30 | 1:00 | 1:30 | 2:00 | 2:30 | 3:00 | 3:30 | 4:00 | 4:30 |
|-----------|-----|------|------|------|------|------|------|------|------|
| Student 1 | | | | | | | | | |
| Student 2 | | | | | | | | | |
| Student 3 | | | | | | | | | |
| Student 4 | | | | | | | | | |
| Student 5 | | | | | | | | | |

Comments and highlights of observation: _____

Class-wide Behavior Management

| Class Rules | |
|--------------------|---|
| 3 | 3-5 classroom rules posted with visual supports. "What If I do, What If I Don't" chart is posted with visual supports. Consequences on chart are appropriate and logical and follow a hierarchy and conform to LRBI Guidelines. Staff consistently <u>uses</u> rules and consistently and systematically reinforces following rules. Staff provides instruction/review of class rules using appropriate rehearsal, prompting and reinforcement strategies to support successful rule following. Staff consistently applies "What If I Don't" strategies when rules are broken. |
| 2 | 3-5 classroom rules posted with visual supports. "What If I do, What If I Don't" chart is posted with visual supports. Consequences on chart need improvement to be logical, appropriate and follow a hierarchy for serious and repeated behavior infractions. Staff consistently uses rules and consistently and systematically reinforces following rules. Staff provides instruction/review of class rules, appropriate rehearsal, prompting and reinforcement strategies to support successful rule following. Staff consistently applies "What If I Don't" consequences when rules are broken. |
| 1 | 3-5 rules are posted. Visual supports do not facilitate understanding/clarification of rules. "What If I do, What If I Don't" consequences are not appropriate and logical or are ineffective in modifying behavior or do not conform to LRBI Guidelines. Staff does not use appropriate teaching, prompting and reinforcement strategies for rule following. Staff is inconsistent when applying consequences for "What If I do, What If I Don't" |

| Reinforcement | |
|----------------------|--|
| 3 | Structured reinforcement system is in place across environments and used consistently. Rate of reinforcement to directives/correctives is at least 6:1*. Reinforcement is individualized and choices provided. Reinforcement follows IFEED-AV (immediate, frequent, enthusiastic, eye contact, descriptive, anticipation, varied) *Throughout the school |
| 2 | Structured reinforcement system is in place. Rate of reinforcement to directives is at least 4:1*. Work may be needed to meet IFEED-AV guidelines (see above). *Throughout the school |
| 1 | Reinforcement system is not structured. Rate of reinforcement to directives/correctives is less than 4:1*. Reinforcement does not meet IFEED-AV guidelines (see above). *Throughout the school |

| "Low Key", Preliminary and Level 1 Strategies | |
|--|--|
| 3 | Teacher effectively uses low key preliminary and Level 1 Strategies as identified in the LRBI Guidelines to prevent and manage behaviors (including eye contact, proximity, "precision requests"). |
| 2 | Teacher needs support to identify and carry out low-key preliminary and Level 1 Strategies as identified in the LRBI Guidelines. |
| 1 | Teacher is unable to use low key preliminary and Level 1 Strategies as identified in the LRBI Guidelines. |

| Individual Behavior Support Plans | |
|--|--|
| 3 | Individual rules, support plans, BIPs, or behavior guides are in place for re-occurring behaviors. Visual supports help to clarify rules as necessary. Plans are consistently followed. Plans comply with LRBI Guidelines. |
| 2 | Individual rules, support plans, BIPs, or behavior guides have been developed for some, but not all students who need them. Visual supports help to clarify rules as necessary. Plans are consistently followed. Plans comply with LRBI Guidelines guidelines. |
| 1 | Individual rules, support plans, BIPs or behavior guides are not in place for re-occurring behaviors. Plans that are not in place are not well designed or may not comply with LRBI Guidelines. Plans are not followed consistently. |

| <i>Classroom and School-wide Expectations</i> | |
|--|---|
| 3 | Teacher has identified and taught expectations for all activities/environments throughout the school day. Ongoing staff training is in place to teach paraprofessional staff to support student behaviors across environments. |
| 2 | Teacher has identified and taught expectations for most activities and environments throughout school day. Ongoing staff training is in place to teach paraprofessional staff to support student behaviors across environments. |
| 1 | Teacher has not identified and taught expectations for most activities and environments throughout school day. There is no systematic, ongoing staff training for paraprofessional staff to gain the skills to support student behaviors across environments. |

| <i>Routines and Procedures</i> | |
|---------------------------------------|---|
| 3 | Routines and procedures have been carefully planned for routine and housekeeping activities and taught to students and staff. Staff uses appropriate prompting and reinforcement strategies (including pre-rehearsal) to support successful completion of routines and procedures. Routines and procedures are consistently followed. |
| 2 | Routines and procedures have been planned and taught for some routine and housekeeping activities. Staff uses appropriate prompting and reinforcement strategies (including pre-rehearsal) to support successful completion. Routines and procedures are not consistently followed. |
| 1 | Routines and procedures for routines and housekeeping activities have not been developed or taught. |

| <i>Continuously Monitors Student Behavior</i> | |
|--|--|
| 3 | The teacher is aware of the behavior of all students in the classroom at all times (not just a single student or group of students). The teacher steps in as necessary to control behavior without disrupting the entire class. |
| 2 | The teacher is aware of the behavior of all students in the classroom at all times. The teacher needs support to step in using strategies to control behavior without disrupting the entire class. |
| 1 | The teacher is unaware of the behavior of students in classroom other than the student(s) he/she is currently working with. The teacher uses inappropriate strategies, which disrupt the class in an attempt to control behaviors. |

| <i>Can Multi-Task</i> | |
|------------------------------|--|
| 3 | The teacher is able to continue instruction while monitoring behavior, collecting data, monitoring activities of paraprofessional staff and handling minor interruptions without disrupting entire class. Disruptions are kept to a minimum. |
| 2 | The teacher interrupts instruction to monitor behavior, activities of paraprofessional staff, collect data or handle minor interruptions. |
| 1 | The teacher is unable to continue instruction while monitoring behavior and activities of paraprofessional staff or collecting data. Disruptions that affect the whole class occur frequently. |

Planning and Preparation

| <i>Structured Daily Schedule</i> | |
|---|---|
| 3 | Daily schedule is posted which strives to maximize instructional opportunities for IEP goals. Schedule indicates who, what, when, where, how long (including content of session and adult responsible). Schedule is followed consistently. Schedule is balanced for new learning (acquisition), maintenance (fluency and generalization), and breaks. |
| 2 | Daily schedule is posted which is tied to IEP goals. Schedule does not give enough information to enable staff to know what expectations are. Schedule is followed consistently. Schedule is balanced for new learning opportunities, fluency and maintenance, generalization, and breaks. |
| 1 | Daily schedule is posted but is not tied to IEP goals. Does not indicate who, where, when or what. Schedule is not followed consistently. Schedule does not balance opportunities for new learning, fluency, and maintenance / generalization, and breaks. |

| Transitions | |
|--------------------|---|
| 3 | Transitions are carefully planned and orchestrated by teacher. Students know what to do to transition. Staff uses appropriate prompting and reinforcement strategies (including pre-rehearsal) to support successful transitions. Transitions are brief and smooth. |
| 2 | Transitions are brief. Teacher or staff react to behaviors that interfere with smooth transitions, routines and procedures. Prompting and reinforcement strategies are inconsistent. |
| 1 | Transitions have not been carefully planned. Student misbehavior is likely to occur during transitions. Teacher / staff do not use teaching strategies, prompting strategies, and reinforcement strategies that promote successful transitions. Transitions take too much time to complete. |

| Lesson Plans or Written Instructional Programs | |
|---|---|
| 3 | Lesson plans or written instructional programs are available for >80% of activities throughout the school day. |
| 2 | Lesson plans or written instructional programs are available for >50% of activities throughout the school day. A systematic plan for increasing written instructional programs is in place and on target. |
| 1 | Lesson plans or written instructional programs are available for <50% of activities throughout the school day. Teacher is not making adequate progress in writing programs. |

| Classroom Materials | |
|----------------------------|---|
| 3 | Materials and visual displays in room are age appropriate and chosen to support learning objectives. Materials support student's independence in movement, communication and goal achievement. Visual supports are in place and use is supported with appropriate prompting and reinforcement strategies. |
| 2 | Materials and visual displays in room have been chosen to support learning objectives. Materials are age suitable. Some environmental modifications are in place, which promote independence in movement, communication, and goal achievement. Visual supports are in place but need modifications to support individual learner needs. |
| 1 | Materials and visual displays in room do not reflect specific learning objectives. Materials are not age suitable. Environment does not promote independence in movement, communication, and goal achievement. |

| Evidence of Accommodation made for Success in General Education | |
|--|---|
| NA | Not applicable to this lesson/student |
| 3 | Lessons, materials & student response form reflect the expectations or are appropriate for the general education classroom. Lessons allow the student to complete work in the general education class with minimal disruption to the classroom. The teacher monitors and supports student performance in general education class. |
| 2 | The lesson, materials, and student response form has been considered in the context of the general education class. The lesson is designed to move the student closer to participating in a general education class. Monitoring and support system are insufficient to document performance in general education class. |
| 0 | The lesson, materials or student response form, are inappropriate within the context of a general education classroom. No monitoring or support is provided for student while in general education class. |

| Physical Environment Arranged | |
|--------------------------------------|---|
| 3 | Room arrangement reflects specific learning objectives. Work objectives are supported by the use of furniture and space. It allows teacher to monitor all students at all times. Room is uncluttered and organized, materials are organized and appropriately stored or accessible. Supports student independence in movement, communication, and goal achievement. |
| 2 | Furniture choice and arrangement reflects and supports specific learning objectives. Teacher may not be able to monitor students at all times. Distractions are apparent which may affect learners. Room is uncluttered and organized. Arrangement supports student independence in movement, communication, and goal achievement. |
| 1 | Room arrangement does not reflect specific learning objectives. Does not support student independence in movement, communication, and goal achievement. It is not conducive to behavior management and monitoring or room is cluttered and disorganized. |

Assessment, Evaluation, Data Collection

| Data Collection and Use | |
|--------------------------------|---|
| 3 | Data is collected on all programs to monitor progress on IEP goals and objectives. Type of data collected is appropriate to the lesson, task, skill, or IEP and at a rate useful for making program decisions. Data collection is easy to mark and interpret. |
| 2 | Data is collected on 80% of programs to monitor progress on IEP goals/objectives. Type of data collected is appropriate to the lesson, task, or skill and to the learning phase of the student. Data collection may be cumbersome to mark and interpret. |
| 1 | Data is collected on <80% of programs to monitor IEP goals/objectives. Type of data collected is not appropriate for the lesson, task, skill, IEP goal, or at a rate appropriate for making program decisions. |

| Data Use | |
|-----------------|--|
| 3 | Data is summarized consistently in graph form. Teacher knows how to analyze graphs and use this data to make programming modifications. |
| 2 | Data is summarized consistently in graph form. The teacher needs support to analyze the graphs and make appropriate modifications to the programs. |
| 1 | Data is not consistently summarized in graph form. The teacher is not analyzing data nor using data to make modifications to student programs. |

| IEPs | |
|-------------|---|
| 3 | The teacher is up-to-date on IEPs. Forms are completed correctly. Assessment data is cited in PLAFP statements. Teacher has been "signed off" to complete IEP forms/IEPs by district. |
| 2 | The teacher is making progress toward being "signed off" for IEPs by the district. Progress is deemed sufficient for completion by the end of the semester. |
| 1 | The teacher is not up-to-date with IEP due dates. The teacher needs continued support to complete and conduct IEP meetings in a professional manner. Progress is deemed insufficient for completion by the end of the semester. |

Instruction

| Lesson Structure | |
|-------------------------|---|
| 3 | Teaches from clearly designed lesson plans/instructional programs. All instructional materials are available at the start of instruction. Seating arrangement is appropriate to lesson/group. Teacher gains student attention before beginning the lesson, is able to maintain or refocus attention throughout the lesson. All students have multiple opportunities to respond throughout the lesson. Alternative communication strategies/assistive technology available to non-verbal students. Applies strategies for generalization and maintenance of skills. Ends instruction with a positive student response. Ends lesson with a smooth transition. |
| 2 | Teaches from lesson plan/instructional programs. Most instructional materials are available at the start of instruction. Seating arrangement is appropriate for the lesson/group. Teacher gains student attention before beginning the lesson; does not regain attention if necessary during the lesson. Not all students have multiple opportunities to respond during the lesson. Alternative or assistive communication/technology is inadequate or inappropriate for non-verbal students. Ends instruction with a positive student response. Ending transition needs additional teaching. |
| 1 | Does not have a clearly designed lesson plan/instructional program. Instructional materials are not ready at the start of instruction. Seating arrangement is not appropriate for the lesson/group. Teacher does not gain student attention before beginning lesson nor maintain student attention throughout lesson. Alternative or assistive communication/technology is not available for non-verbal students. Students do not have multiple opportunities to respond during the lesson. Instruction ends with student errors. Ending transition is not well designed. |

| Lesson Delivery | |
|------------------------|---|
| 3 | Instructional cues are appropriate and clearly delivered. Teacher uses appropriate prompting strategies as identified in written program/lesson. Reinforcement for correct responding is delivered as identified in written program/lesson and keeps students responding at a high rate. Error correction is consistently delivered as identified in written program. Students are reinforced for appropriate work behavior as well as correct responding. Conducts the lesson at a quick and interesting pace. |
| 2 | Instructional cues are appropriate. Prompting strategies are identified in program but may not be appropriate for the lesson/students. Reinforcement is delivered as identified in written program/lesson. Pacing may not be quick enough to maintain interest throughout the lesson. Students are reinforced for correct responding but not appropriate work behavior. |
| 3 | Instructional cues are not appropriate to the lesson or delivered clearly. Prompting strategies are inappropriate or ineffective. Reinforcement is not identified or not delivered consistently; reinforcement does not increase student responses. Students are not reinforced for appropriate behavior during instruction. Pacing is poor. |

Class-wide Interpersonal Skills

| Positive Attitude with Students | |
|--|--|
| 3 | Shows enthusiasm toward students and teaching. Is prepared to teach daily. Approaches teaching in a pro-active positive manner. Has a high expectation for all students. Finds ways for all students to actively participate in daily activities. Interacts, develops, maintains positive relationship with students. Maintains confidentiality. |
| 2 | Shows enthusiasm toward students and teaching most of the time. Is prepared to teach usually. Approaches teaching in a reactive manner. Has not found ways to actively involve all students in daily activities. Needs support to interact, develop or maintain positive relationships with students. Maintains confidentiality. |
| 1 | Is frequently unprepared to teach. Has little enthusiasm for teaching or students. Complains about students or work expectations. Students are not actively involved in daily activities. Does not interact, develop, or maintain positive relationships with students. Does not maintain confidentiality. |

| Is Professional in Dress, Language, and Attitude | |
|---|---|
| 3 | Teacher wears clean, modest, kempt clothing appropriate to the status and tasks of a teacher of students with severe disabilities. Teacher uses appropriate language and grammar for the community. Teacher upholds district and University code of conduct. Teacher represents the profession in a positive way. |
| 2 | Teachers clothing may be inappropriate / unprofessional for the status of teacher. Teacher uses poor grammar or slang expressions. Teacher upholds district and University code of conduct. Teacher represents the profession in a positive way. |
| 1 | Teachers clothing is inappropriate or unprofessional. Teacher uses inappropriate language. Teacher does not uphold district and University code of conduct. Teacher speaks negatively about the district or profession. |

| Modifies Teaching When Presented with Feedback | |
|---|---|
| 3 | Responds favorably to constructive feedback. Accepts feedback and constructive criticism, acknowledges need for improvement, asks questions for clarification and immediately implements recommended changes. |
| 2 | Responds favorably to constructive feedback. Accepts feedback and constructive criticism. Takes some steps toward implementation of changes based on recommendations in a timely manner. |
| 1 | Does not respond favorably to constructive feedback. Becomes defensive, makes excuses, or becomes angry or upset when feedback is given. Does not implement changes based on recommendations. Changes are not made in a timely manner |

| <i>Interpersonal Relationships with parents</i> | |
|--|--|
| 3 | Maintains on-going and appropriate communication with parents using a variety of mediums (phone calls, notes, newsletters, email, etc.). Gives parents notification of progress, school activities, meetings, etc., in a timely fashion. Views parents as partners in the education of the student. Is sensitive to and respects cultural, linguistic, ethnic diversity of families. |
| 2 | Notifies parents of progress on IEP goals, meetings in a timely fashion. Contacts parents on an "as needed" basis when issues arise. Includes parents in decisions about student IEPs. Is sensitive to and respects cultural, linguistic, ethnic diversity of families. |
| 1 | Communication with parents is strained or inappropriate. Notification to parents about progress, school activities, and meetings is not timely. Does not seek genuine parent input regarding the student's education. Is insensitive or unaware of cultural, linguistic, ethnic diversity of families. |

| <i>Interpersonal Relationships with Para Educators</i> | |
|---|--|
| 3 | Views para-educator as a team member. Provides para with a job description, structured daily schedule, and lesson plans. Provides on-going opportunities for on the job training and feedback regarding job performance. Acknowledges and respects the para's contribution to the classroom. Maintains a positive, professional relationship with all para-educators assigned to the classroom. |
| 2 | Views para-educator as a team member. Needs assistance or improvement in providing a job description, structured daily schedule, and lesson plans. Has some opportunities for on the job training but is not systematic in training and feedback. Acknowledges and respects the para's contribution to the classroom. Maintains a positive, professional relationship with all para-educators assigned to the classroom. |
| 1 | Does not provide a job description, structured daily schedule, or lesson plans for the para-educator. Provides no training or feedback or rudimentary training regarding job performance. Relationship with one or more para-educator(s) is strained and effects the classroom. |

SATP Teacher: _____

Date: _____ Scheduled Review Date: _____

Improvement Plan

List 3-5 specific items or strategies that the SATP Teacher must do to improve his/her rating. Present the improvement plan to your University supervisor for approval.

1.

2.

3.

4.

5.

Initial Plan Date: _____

Plan Review Date: _____

SATP Teacher_____
SATP Teacher_____
Cooperating Teacher_____
Cooperating Teacher_____
University Supervisor_____
University Supervisor

Sufficient Improvement on items:

1. 2. 3. 4. 5.

Needs continued Improvement on items:

1. 2. 3. 4. 5.