

### SLD Classroom Observation Form

*This observation is intended to capture and profile how the student is responding to instruction, curriculum, and the learning environment. Data from this observation will be useful in modifying interventions/ instruction, linking the academic concern with relevant behaviors, and identifying a instructor's natural supports. It could also be useful in tailoring a recommendation for pre-referral interventions or clarifying differences in performance across multiple settings.*

#### Section A to be completed by the regular education teacher or team recommending the observation.

Learner	Teacher
Date Section A was completed:	
What is the learning concern or reason for requesting an observation:	
<p>Describe the activity/task where student experiences the greatest difficulty. <i>This should be the target of the observation.</i></p>	
<p>What supports are currently in place that supports the student?</p>	
<p>Describe the instructional plan or lesson the observer will see:</p>	
<p>State the grade level content standard being addressed:</p>	
<p>What stage of instruction should be observed to maximize understanding of the learning difficulty?</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Introducing concept or skill</li> <li><input type="checkbox"/> Guided practice</li> <li><input type="checkbox"/> Independent practice</li> <li><input type="checkbox"/> Review for assessment</li> </ul>	

**Section B to be completed by the observer.** The focus is on analyzing how the student is interacting with instruction and responding to current supports. Data will be used in problem solving the next right instructional step. Observations may lend themselves to more focused and supportive interviewing of what works well to address the guiding questions driving comprehensive evaluation.

<b>Duration of observation:</b>		<b>Timing of observation within lesson:</b>	
<p><b>Expectations</b>—Briefly describe the observed expectations Standard being addressed:</p> <p>Is there evidence that academic expectations of what students will know and do are posted, modeled, or explicitly taught?</p> <p>If behavioral issues are a concern, are the behavioral expectations posted, modeled, explicitly taught, and reinforced?</p>			
<b>Context of Instruction</b> --Check the box that most closely describes the learning environment			
<b>Nature of Instruction:</b>		<b>Group size</b>	<b>Group configuration</b>
<input type="checkbox"/> Cooperative <input type="checkbox"/> Competitive <input type="checkbox"/> Independent seat work		<input type="checkbox"/> Large Group <input type="checkbox"/> Small Group <input type="checkbox"/> One-to-one	<input type="checkbox"/> Heterogeneous <input type="checkbox"/> Homogeneous
<b>Structure of Lesson</b> --check components to which the student responded well			
<input type="checkbox"/> Cue <input type="checkbox"/> Do <input type="checkbox"/> Review		<input type="checkbox"/> I do it <input type="checkbox"/> We do it <input type="checkbox"/> All do it <input type="checkbox"/> You do it	<input type="checkbox"/> Pretest <input type="checkbox"/> Describe <input type="checkbox"/> Model <input type="checkbox"/> Controlled practice <input type="checkbox"/> Advanced practice <input type="checkbox"/> Post-test/reflect <input type="checkbox"/> Generalize, transfer, apply
<b>Students stage of functioning with content:</b>			
<b>As indicated by the teacher</b>		<b>As observed</b>	Comments:
<input type="checkbox"/> Acquisition <input type="checkbox"/> Proficiency <input type="checkbox"/> Maintenance <input type="checkbox"/> Generalization <input type="checkbox"/> Adaptation		<input type="checkbox"/> Acquisition <input type="checkbox"/> Proficiency <input type="checkbox"/> Maintenance <input type="checkbox"/> Generalization <input type="checkbox"/> Adaptation	
<b>Observations of student response to instructional setting:</b>			
<p><b>A. Orienting and focusing to instruction:</b> Location of instruction relative to student if auditory processing issues are a</p>			

concern:

Location of distractions relative to student:

Group dynamics (energy level, movement, routines) explicitly note when auditory and attention issues are suspected:

Observed strategies to orient and compensate on part of student and/or teacher:

Observed and effectiveness of compensatory strategies student uses to orient and understand verbal instruction:

**B. Task approach**

Time to initiate task (*specifically address if issues of processing speed and/or attention are suspected be sure to include comparison to relative peer group*):

Observed and effectiveness of compensatory strategies to approach and initiate task:

**C. Opportunities to respond during instruction** (ratio of student response to teacher talk):

Ratio of target student receiving specific and targeted feedback/compared with peers during instruction:

Note student's response to feedback.

**D. Task completion** (ratio of student to peers length of attending or endurance):

- Attempts task:
- Completes task:
- Gives up:
- Works diligently but does not complete task:

Environmental or instructional supports to redirect and sustain attention to task:

Observed and effectiveness of student compensatory strategies to maintain focus on task:

**Accessibility of curriculum and materials** (note how teacher mediating the impact or differentiate to student needs):

Note curricular changes the teacher uses to effectively differentiate and support the learner at his/her instructional level:

- Change in the Instructional level of materials:
- Change in way instruction is delivered:
- Change in way student demonstrates mastery of content:
- Change in expected level of mastery:

What is the comparability of materials for target student relative to peers functioning within grade-level expectations (*If relevant, note student's approach and response to materials (resistance, frustration, etc.)*):

**Wrap-up and debrief of observation:**

Note the extent to which this observation representative of this student's typical performance in this setting?

What was not observed that typically occurs?