FORM #6A: CLASSROOM OBSERVATION FORM FOR **EDUCATION SPECIALISTS** (Page 1)

Instructor **Date** **Observation #** **Placement**: ☐ Education Specialist

Students Subject Unit of Study Grade level/period

Observer Time Standards based lesson plan available: ☐ yes ☐ no

A: Making Subject Matter Comprehensive to Students

TPE 1: Specific pedagogical skills for subject matter instruction

- ☐ Understands the state-adopted core academic content standards and how to adapt the standards based on the student's IEP.
- ☐ Demonstrates knowledge of disabilities and their effect on learning and behavior.
- ☐ Designs and implements accommodations and adaptations for assessment and instruction as described in the IEP.

B: Assessing Student Learning

TPE 2: Monitoring student learning during instruction

- ☐ Determines student progress toward achieving the state-adopted academic content standards based on the student's IEP.
- ☐ Supports students' learning during instruction.

TPE 3: Interpretation and use of assessments

- ☐ Understands and uses a variety of formal and informal assessments.
- ☐ Interprets and explains assessment results to all students, including students with cultural, ethnic, gender, behavioral, or linguistic differences, and their families.

C: Engaging and Supporting Student in Learning

TPE 4: Making content accessible

- ☐ Develops and implements IEP goals aligned with state content standards.
- ☐ Prioritizes and sequences essential skills and strategies.
- ☐ Uses various strategies to facilitate student learning.

TPE 5: Student engagement

- ☐ Communicates instructional objectives to students.
- ☐ Ensures active and equitable participation of all students.
- ☐ Monitors student progress towards academic, behavioral, and IEP goals.
- ☐ Uses strategies that foster student independence, self-determination, and self-advocacy.

TPE 6: Developmentally appropriate teaching practices

- ☐ Understands theories, principles, and instructional practices for English Language development
- ☐ Designs developmentally appropriate instructional activities.
- ☐ Provides appropriate educational experiences.
- ☐ Sets student expectations based on typical and atypical development.
- ☐ Develops and implements appropriate behavior support plans.

TPE 7: Teaching English learners

- ☐ Understands and implements theories, principles, and instructional practices for English Language development.
- ☐ Implements instructional programs based on assessment information that facilitates English Language development
- ☐ Applies theories, principles, and systematic instructional strategies for comprehensive instruction of English learners.

Notes:

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D: Planning Instruction and Designing Learning Experiences for Students

TPE 8: Learning about students

- ☐ Uses principles of child and adolescent development in planning.
- ☐ Uses formal and informal measures to learn about students' needs and abilities.
- ☐ Uses information about students to plan specialized instruction.

TPE 9: Instructional planning

- ☐ Establishes long-term and short-term goals for students.
- ☐ Connects academic content to the students.
- ☐ Selects and adapts strategies/activities/materials.
- ☐ Uses support personnel to help students reach instructional goals.

E: Creating and Maintaining Effective Environments for Student Learning

TPE 10: Instructional Time

- ☐ Allocates instructional time.
- ☐ Establishes procedures/routines to maximize instructional time.
- ☐ Coordinates and communicates effectively with school personnel.

TPE 11: Social Environment

- ☐ Uses strategies for building constructive relationships between all students.
- ☐ Establishes and maintains a positive environment for learning.
- ☐ Engages in behaviors that support a positive environment.

F: Developing as a Professional

TPE 12: Demonstrates professional obligations

- ☐ Demonstrates professional obligations.
- ☐ Carries out legal obligations.
- ☐ Demonstrates ethical behaviors.

TPE 13: Professional growth

- ☐ Evaluates teaching practice.
- ☐ Improves teaching practice.
- ☐ Reflects on feedback.

Notes:

Distribution: white=student, yellow=DT/SP, pink=supervisor