Handout 5

OBSERVATION SETTING & ENVIRONMENT CHECKLIST

Classroom: _____ Observer: _____ Date: _____

ENVIRONMENT Describe the classroom (Regular Ed., SPED, Co-teaching, Subject, etc.):		**INSTRUCTION** Describe the instruction (number of staff, etc.):	**LEARNER** Describe the make-up of class (grade, number of students, etc.):
Physical Setting: ☐ Organized, neat & uncluttered ☐ Furniture is adjusted to the proper size for the students ☐ Students are seated in areas that allow them to see instruction ☐ Furniture is placed to decrease traffic flow challenges ☐ Instructional areas of the classroom have clear, visual boundaries ☐ Unnecessary/distracting items are removed from view & reach ☐ Materials are organized and easily accessible ☐ Learning goals/standards are displayed ☐ Standards-based student work is displayed ☐ Other visuals support learning ☐ Classroom rules are posted in a manner easy to see ☐ Procedures are posted in a manner easy to see ☐ Students have personal space to place belongings **Classroom Management:** ☐ Safe & orderly environment ☐ Behavior skills are taught in the settings and situations in which they naturally are needed ☐ 3-5 Classroom rules ☐ Rules are positively stated ☐ Rules are worded in observable and measurable terms ☐ Rules are broken down into specific steps	**Scheduling/Transitioning:** ☐ Daily schedule posted and reviewed regularly ☐ Transitions are structured and described clearly ☐ Transitions & non-instructional activities posted and reviewed regularly ☐ Procedures are in place for posting changes to the schedule ☐ Daily schedule includes independent activities ☐ Daily schedule includes one-to-one instruction ☐ Daily schedule includes small & large group instruction ☐ Daily schedule includes socialization & free time ☐ Unstructured/downtime is limited ☐ Students are given opportunities to demonstrate or learn new choice making skills ☐ Efficient transitions ☐ Time is used effectively & efficiently **Reinforcement:** ☐ Reinforcers are in place to promote positive behavior ☐ Criteria is in place for earning reinforcers ☐ Specific behavioral praise provided at a rate of 4 positives to every 1 corrective statement	**Differentiation:** ☐ Content ☐ Learning Process ☐ Student Product ☐ Skill Development ☐ Support ☐ Learning Time ☐ Flexible, fluid groupings **Lesson Design:** ☐ Lessons are based on students' functioning levels ☐ Timelines are adequate for the tasks planned ☐ Task directions are clear and brief ☐ Oral directions are paired with pictures, icons, or written words that students can read ☐ Pace of the instruction is appropriate for the needs of all students ☐ Non-punitive provisions are made for students who need more time ☐ Alternating whole & small group activity ☐ Adaptations & modifications are made for individual student needs **Direct Instruction:** ☐ Modeling ☐ Think-alouds ☐ Re-teaching ☐ "I do, we do, you do" ☐ Mini-lessons (5-7 mins) ☐ Scaffolding ☐ Guided practice ☐ Lecture/Presentation ☐ Visual Aids	**Student Engagement (90% of the class):** ☐ Authentically on-task ☐ Passive/compliant ☐ Disengaged/disruptive **Whole Class:** ☐ Asking & responding to questions ☐ Listening & note taking ☐ Participating in discussion ☐ Participating in guided practice **Small Group or Paired:** ☐ Students have defined responsibilities ☐ Students encourage one another ☐ Collaboratively producing a product ☐ Collaboratively problem-solving ☐ Participating in discussion ☐ Presenting **Individual:** ☐ Independently producing a product ☐ Independently solving a problem ☐ Independent Practice/application ☐ Presenting ☐ Silent reading ☐ Writing activities ☐ Researching information **Level(s) of Student Work:** ☐ Remembering ☐ Understanding ☐ Applying ☐ Analyzing ☐ Evaluating ☐ Creating

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☐Consequences for rule violation is sequential ☐Consequences are preplanned and posted ☐Consequences for rule violation are explained and reviewed regularly ☐Consequences are delivered in a calm, matter-of-fact manner ☐Students are reminded of their choices in a calm, positive manner prior to escalation in behavior ☐Consequences are delivered consistently and in a timely manner ☐Routines & procedures are evident ☐Evidence that students understand behavioral expectations ☐Evidence that students share responsibility for effective operations ☐Negative behavior addressed through re-directing **Classroom Culture:** ☐Respectful, positive student-teacher relationships are evident ☐Students demonstrate mutual respect ☐Students are comfortable sharing ideas, questions, concerns, or needs ☐Evidence of celebrating student success ☐Evidence of developing leadership skills ☐Friendships promoted between students with and without disabilities	☐Reinforcers(verbal, nonverbal, items, activities) are available to all that earn them ☐Reinforcers are varied and individualized ☐Reinforcement opportunities are posted **Communication:** ☐Mechanics for daily communication between the teacher and family **Staff:** ☐All staff members are actively involved with students ☐Staff circulates throughout the classroom ☐Staff manages/monitors many activities simultaneously ☐Staff displays energy & enthusiasm ☐Staff in the classroom model appropriate social behaviors	**Research-based Strategies:** ☐Cooperative learning ☐Vocabulary instruction ☐Think-pair-share ☐Reciprocal teaching ☐Frontloading strategies ☐Graphic organizers **Classroom Discussion:** ☐Student-lead discussion/presentation ☐Teacher-directed Q&A **Check for Learning/Understanding:** ☐Frequent student checks for understanding ☐Specific academic praise during guided practice ☐Prompt & positive corrective feedback during independent practice ☐Verbal questioning ☐Monitoring student practice ☐Total group response (e.g., white boards, show of hands, choral response) ☐Writing activity ☐Formative assessments (e.g., quizzes, oral/written) **Instructional Materials/Technology:** ☐Assignments/materials are relevant and meaningful to students ☐Manipulatives/hands-on materials ☐Technology resources used by teacher to enhance learning ☐Technology used by students to master content (e.g., computer, online resources)	
Notes:		**Notes:**	**Notes:**