



Program:

Teacher:

Observer:

Date of Observation

Skills and Indicators	Frequency			Observations/Evidence Date of Observation:	Observed	Reported
	3	2	1			
<b>Teaming</b>						
1. Collaborative team has regularly scheduled meetings with agendas						
2. Systems for follow-up for decisions made at team meetings, action plans, and a problem solving process are in place						
3. Team members implement programs in a consistent manner						
4. All team members are invited to meetings regarding important programming decisions						

List the members of the team and their roles:

Teacher:

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Comments:



Skills and Indicators	Consistently	Occasionally	Seldom	Observations/Evidence Date of Observation:	Observed	Reported
	3	2	1			
<b>Arranging the Physical Environment</b>						
1. A daily schedule of activities is used by students and staff; individual schedules are utilized as necessary						
2. Students are adequately prepared for transitions (e.g., informed in advance of changes in routine or activity)						
3. The environment is instructionally organized and safe (e.g., teachers can see all students)						
4. Students have access to instructional materials						
5. Materials are organized and in good working order						
6. Each student has his/her own place to locate personal items, such as backpacks, jackets, lunch boxes, similar to other students						
7. Visual supports are displayed in appropriate areas for students						

Comments:



**Membership Barometer:**

Typically developing peers are actively involved in a manner than promotes participation, learning, and social interaction.

<b>Obs. 1/date:</b>	1	2	3	4	5
<b>Obs. 2/date:</b>	1	2	3	4	5

*No typically developing peers present*

*Some peers present*

*Peers included in most activities*

Comments:



Skills and Indicators	Consistently	Occasionally	Seldom	Observations/Evidence Date of Observation:	Observed	Reported
	3	2	1			
<b>Instructional Environment</b>						
1. Each student spends most of his/her time actively engaged in meaningful learning activities, with little or no unengaged time						
2. Student spends time in a variety of appropriate environments						
3. Students needing alternative communication devices and adaptive equipment have access to them and use these supports throughout the day						
4. Students are given opportunities to make choices						
5. The roles and responsibilities of all team members, including Para educators, are clearly defined						
6. Para educators in the classroom are actively involved with students in a manner that promotes their independence, learning, and interactions with peers						
7. Activity matrices, lesson plans, or other organizational devices are developed and utilized for planning instruction						
8. A low student-teacher ratio is maintained to insure instructional fidelity and appropriate intensity of intervention						

Comments:



**Instructional Climate Barometer:**

Please indicate on the scale provided below your overall impression of the classroom climate. Indicators of classroom climate include physical space, schedule, type of activities, type and amount of materials, amount and type of teacher talk, adult affect, engagement level of children, and child affect.

<b>Obs. 1/date:</b>	1	2	3	4	5
<b>Obs. 2/date:</b>	1	2	3	4	5

<p><i>Extremely negative</i> <i>Unorganized</i> <i>Students are not engaged</i> <i>Teachers are not positive</i></p>	<p><i>Acceptable</i> <i>Relatively Organized</i> <i>Students are engaged more than 50%</i> <i>Teachers are mostly positive</i></p>	<p><i>Outstanding</i> <i>Highly Organized</i> <i>Students are engaged more than 85%</i> <i>Teachers establish 5:1 positive to negative ratio</i></p>
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Comments: