

School Name:  
Number of Students Present:

Teacher Name:  
Number of Paraprofessionals:

Date:

<b>General:</b>	Routinely Evident	Somewhat Evident	Not Evident	N/A
Unique Learning System materials are evident in multiple instructional areas of the classroom.				
Standards-based instruction reflects the chronological grade band of the students with age and ability respectful materials.				
All team members show consistent responses and interactions with individual students. (e.g., wait time before prompts, responding to communication forms, natural cues to encouraging independence)				

<b>Communication / Behavior:</b>	Routinely Evident	Somewhat Evident	Not Evident	N/A
All students are presented with communication opportunities, including verbal and non-verbal modes of expression.				
Level of prompting is appropriate to meet the individual student's participation levels, while maintaining the greatest level of independence and addressing appropriate wait time.				
Students are offered communication supports (e.g. objects, pictures, text) and technology as needed to increase responses.				
A socially supported communication environment reflects various levels of student-student-teacher engagement.				

<b>Literacy / Reading:</b>	Routinely Evident	Somewhat Evident	Not Evident	N/A
There is evidence of shared reading experiences, including visual supports or voice output options to build on student participation.				
There is evidence of differentiated reading instruction to build on word recognition and "learning-to-read" skills. (e.g. word wall, phonics activities)				
Age respectful / leveled reading materials are available and accessible to all students.				
Comprehension activities are scaffold using a variety of formats appropriate to the different levels of students. (e.g. symbol support, text)				

<b>Writing Activities:</b>	Routinely Evident	Routinely Evident	Routinely Evident	Routinely Evident	Routinely Evident
There is evidence of varied writing activities for all levels of learners including errorless writing, response to literature, book reports, topic paragraphs and journaling activities.					

<b>Math Activities:</b>	Routinely Evident	Routinely Evident	Routinely Evident	Routinely Evident	Routinely Evident
There is evidence of math instruction for all level of learners ranging from errorless engagement to full independence.					
Instructional math reflects application to real life skills (e.g., scenarios, money, measurement and time).					

<b>Social Studies / Science Activities:</b>	Routinely Evident	Routinely Evident	Routinely Evident	Routinely Evident	Routinely Evident
Lessons align with the current topic for the month and presented in age/grade appropriate materials.					

<b>Profiles / Assessments:</b>	Routinely Evident	Routinely Evident	Routinely Evident	Routinely Evident	Routinely Evident
Student profiles and assessments are completed and up to date.					
Evidence of data from assessments is being utilized to drive instructional strategies					

<b>Life Skills Activities:</b>					
The following life skills instruction was demonstrated during observation:					

### **Assistive Technology:**

The following technology was utilized during the observation: (e.g. interactive whiteboard, voice output, communication devices, alternative keyboards, switch-activated software, Apple® iPod, iPad)

- 1.
- 2.
- 3.

### **Observation / Notes:**