



Special Education Teacher Observation Form

Domain III: INSTRUCTION

Name:		Date:	Observation #:	Coach:
Component	Needs Improvement	Developing	Proficient	Exemplary
a. Communication	<p>☐ Explanations, directions, and procedures are confusing, vague, or excessively detailed. Verbal/written communication contains multiple errors and/or is inappropriate for students.</p>	<p>☐ Explanations and procedures are clarified after confusion. The teachers' written/verbal communication, directions, vocabulary, and/or grammar contain some errors and are at times inaccurate and/or inappropriate for students.</p>	<p>☐ Explanations and procedures are clear. The explanation of the content is clear, and the teacher models when appropriate. The teacher's verbal/written communication, directions, and/or vocabulary are accurate.</p>	<p>☐ Explanations and procedures are clear and point out possible areas for student misunderstanding. Students are able to explain what they are learning. Teacher asks students to explain the content to their classmates. The teacher and students use academic vocabulary correctly.</p>
b. Communication of Learning Targets	<p>☐ Teacher does not state and post learning targets.</p>	<p>☐ Teacher states and posts learning targets at the beginning of the lesson.</p>	<p>☐ Teacher clearly states what students will be learning and monitors student understanding of learning targets. Learning targets are posted and visible throughout the lesson. The learning target is revisited to conclude the lesson.</p>	<p>☐ Teacher states, posts, and monitors student understanding of learning targets. The learning target is layered throughout the lesson. Students have an opportunity to reflect or summarize their understanding of the learning target.</p>
c. Questioning & Discussion	<p>☐ Questioning skills and/or discussion techniques are ineffective. Questions do not invite student thinking. Questions are predominately recitation style and/or only a few students participate. Response time is inadequate.</p>	<p>☐ Questioning skills and/or discussion techniques are somewhat effective and elicit some student responses. Most questions are low level with single correct answers. Teacher attempts to ask questions designed to engage students in thinking, but only a few students are involved.</p>	<p>☐ Questioning promotes thinking and understanding by asking open ended questions. Teacher uses strategies to elicit responses from most students. Discussions allow students to talk to one another. Teacher asks students to justify their reasoning. Response time is adequate.</p>	<p>☐ Questioning promotes higher level thinking and meaningful responses. Students initiate higher order questions and extend the discussion, enriching it as developmentally appropriate. They ask for comments from their classmates. Students are engaged in the discussion.</p>
d. Engagement & Pacing	<p>☐ Teacher fails to engage students. Students are inactive. Pacing is slow or rushed, and/or students have excessive down time.</p>	<p>☐ Teacher engages some students with limited strategies. Students are minimally engaged. Pacing is inconsistent – suitable in parts but rushed or dragging in others, and/or students have considerable down time.</p>	<p>☐ Teacher engages most students with multiple strategies throughout most of the lesson. Learning tasks provide opportunity for higher order thinking. Pacing is appropriate for student engagement.</p>	<p>☐ Students are cognitively engaged in content through activities that require complex thinking and explanations of their thinking throughout the lesson.</p>
e. Assessment for Learning & Feedback	<p>☐ Teacher makes little or no effort to determine whether students understand the lesson. Feedback is not specific, general to the whole class, limited to a few students, and/or not evident.</p>	<p>☐ Teacher monitors understanding through a single method or without eliciting evidence of student understanding. Feedback does not support learning.</p>	<p>☐ Teacher elicits evidence of student understanding through formative assessment. Feedback is accurate and specific, provides guidance, and helps students learn. Students apply the feedback.</p>	<p>☐ Formative assessment is fully integrated into instruction. Feedback comes from teacher and/or peers and advances student learning. Students assess their own work and/or progress as developmentally appropriate.</p>
f. Flexibility & Responsiveness	<p>☐ Teacher ignores student questions. Teacher makes no attempt to adjust the lesson even when students don't understand the content.</p>	<p>☐ Teacher attempts to incorporate student questions and interests in lessons. Teacher attempts to adjust instruction but is uncertain how to assist students and/or is minimally successful.</p>	<p>☐ Teacher incorporates student interests and/or questions into lesson. Teacher makes adjustments when necessary and/or successfully uses other approaches when students experience difficulty.</p>	<p>☐ Teacher seizes opportunities to enhance learning or build on spontaneous events. Teacher successfully adjusts or differentiates instruction to address individual student misunderstandings. Teacher persists in seeking effective approaches.</p>



STMA Dist. 885

Q Comp

Special Education Teacher Observation Form

At least 5 out of 6 Components must be rated proficient to have an overall rating of proficiency.

Evaluation meets Q-Comp Standard of Proficient:

☐ Yes

☐ No

Teacher Signature: _____

Date: _____

Instructional Coach Signature: _____

Date: _____