

Special Education Observation Form

Student: _____ Supervisor: _____ Date: _____

Stages of Development:

P= Polished (performed as an experienced teacher)

E=Exceed Expectations (performed as a student teacher at the end of experience)

M=Meeting Expectations (performed as a student teacher in preparation)

D=Developing (showed awareness and beginning skills)

N= Not applicable/observed for this lesson

Observations		P	E	M	D	N
The candidate effectively engaged in active supervision:		P <input type="checkbox"/>	E <input type="checkbox"/>	M <input type="checkbox"/>	D <input type="checkbox"/>	N <input type="checkbox"/>
Remote: Candidate effectively provides active supervision of the remote learning environment by: <ul style="list-style-type: none"> ▪ Moving between breakout rooms ▪ Brief individual student check ins –verbal or in chat (e.g., great to see you today, how are you doing?) ▪ Responding to questions or needs expressed in chat ▪ Respond to student facial or nonverbal cues (e.g., you seem confused by that statement can I help you?) 	Hybrid: Candidate effectively provides active supervision of both learning conditions by: <ul style="list-style-type: none"> ▪ Visually scanning and interacting with students in both conditions ▪ Responding to student needs in both conditions 					
The candidate effectively provided most/all students with opportunities to respond and participate during instruction:		P <input type="checkbox"/>	E <input type="checkbox"/>	M <input type="checkbox"/>	D <input type="checkbox"/>	N <input type="checkbox"/>
Remote: Candidate effectively uses OTRs to engage students by using a range of response options, including: <ul style="list-style-type: none"> ▪ Chat ▪ Electronic participation (e.g., polling, on-line surveys, on-line white boards) ▪ Response cards (students print or make at home) ▪ Non-verbal signals (e.g., thumbs up, fist to 5) ▪ verbal OTRs ▪ Candidate effectively (a) teaches students how to engage in the OTR (e.g., how to participate in a poll) and (b) adjusts OTRs based on students ‘access or use of technology 	Hybrid: Candidate effectively uses OTRs to engage students in both learning conditions by: <ul style="list-style-type: none"> ▪ Including students in both learning conditions in OTRs ▪ Adapting the type of OTRs provided in person to also be effective for those in the remote condition (e.g., response cards, non-verbal signals) ▪ Allowing students in-person to access technology to participate in similar electronic response opportunities (e.g., polling, on-line surveys, on-line white boards) 					

The candidate effectively provided specific praise to acknowledge appropriate student academic and social behavior		P <input type="checkbox"/>	E <input type="checkbox"/>	M <input type="checkbox"/>	D <input type="checkbox"/>	N <input type="checkbox"/>
Remote: Candidate effectively provides specific praise to students using: <ul style="list-style-type: none"> ▪ Chat (private or public) ▪ Verbal statements ▪ Positive written feedback on assignments 	Hybrid: Candidate provides effective specific praise to students in both learning conditions by: <ul style="list-style-type: none"> ▪ Naming students (individually or as a group) participating both remotely and in person ▪ Acknowledging a range of behaviors displayed by students in both learning conditions 					
The candidate provided more frequent acknowledgement for appropriate behaviors than inappropriate behaviors:		P <input type="checkbox"/>	E <input type="checkbox"/>	M <input type="checkbox"/>	D <input type="checkbox"/>	N <input type="checkbox"/>
Remote: Candidate uses strategies above to provide higher rates of acknowledgement than corrective statements <ul style="list-style-type: none"> ▪ Candidate delivers corrective statements via private chat or other private and respectful conversations 	Hybrid: Candidate combines remote and in person strategies to provide higher rates of acknowledgement than corrective statements					

Additional Notes	
Next Steps & Assignments:	Next Scheduled Meeting/Observation:
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