

DOCUMENT #2

District _____ Date _____
 Teacher(s) _____

Office of Special Education Programs - Classroom Walkthrough

Monitor _____
 Class: SC PO ICS GE

Directions: Check all that apply.

Environment	Instruction and Student Engagement		Professional Staff	Notes/Comments
Classroom Arrangement: <input type="checkbox"/> Location is accessible <input type="checkbox"/> Allows for access to all areas <input type="checkbox"/> Allows all students to see and hear instruction <input type="checkbox"/> Allows for teacher to see and monitor all students <input type="checkbox"/> Allows students to work without distraction <input type="checkbox"/> Noise level does not interfere with learning <input type="checkbox"/> Lighting does not interfere with learning <input type="checkbox"/> Students with disabilities are seated within the same seating structure as the other students in the classroom.	Lesson Design: <input type="checkbox"/> Alternating whole & small group activities <input type="checkbox"/> Efficient transitions <input type="checkbox"/> Equitable student participation <input type="checkbox"/> Evidence of differentiation <input type="checkbox"/> Evidence of direct instruction <input type="checkbox"/> Classroom discussions <input type="checkbox"/> The students' IEP goals and objectives are integrated as part of the lesson design and instructional delivery, as applicable <input type="checkbox"/> Materials match students' needs and are age-appropriate <input type="checkbox"/> Instruction is adjusted as needed <input type="checkbox"/> Evidence that data was used to design lessons and deliver instruction	Lesson Presentation Methods <input type="checkbox"/> Chalk/White board <input type="checkbox"/> Smart Board <input type="checkbox"/> Overhead <input type="checkbox"/> Lecture <input type="checkbox"/> Printed notes/handouts <input type="checkbox"/> Videos/movies <input type="checkbox"/> Graphic organizers <input type="checkbox"/> Visual supports <input type="checkbox"/> Objects/manipulatives <input type="checkbox"/> Supplementary aids and services, accommodations, and modifications are applied as appropriate to the curricular activity. <input type="checkbox"/> Other _____	Staff in Classroom <input type="checkbox"/> General education teacher <input type="checkbox"/> Special Education Teacher <input type="checkbox"/> Classroom aide <input type="checkbox"/> One-to-one aide	
Classroom Appearance <input type="checkbox"/> organized, neat and uncluttered <input type="checkbox"/> learning goals/data is displayed <input type="checkbox"/> student work is displayed <input type="checkbox"/> visual supports are used (e.g. word wall and other materials on walls) <input type="checkbox"/> centers are utilized	Check for Learning/Understanding <input type="checkbox"/> Verbal questioning <input type="checkbox"/> Monitoring student practice <input type="checkbox"/> Total group response <input type="checkbox"/> Formative assessments <input type="checkbox"/> The general education teacher or the general education-special education co-teachers check that the students with disabilities are understanding the instruction (rather than the paraprofessional)	Instructional Format <input type="checkbox"/> Small-group discussion <input type="checkbox"/> Large-group discussion <input type="checkbox"/> Lecture <input type="checkbox"/> Independent reading <input type="checkbox"/> Individual seatwork <input type="checkbox"/> Dyads/partners <input type="checkbox"/> 1:1 instruction <input type="checkbox"/> In-class assignment <input type="checkbox"/> Homework <input type="checkbox"/> Students with disabilities are engaged in the same curricular activity as the other members of the class <input type="checkbox"/> Other _____	Co-Teaching Methods <input type="checkbox"/> Complementary teaching <input type="checkbox"/> Station Teaching <input type="checkbox"/> Parallel Teaching <input type="checkbox"/> Supportive Teaching <input type="checkbox"/> Shared Teaching <input type="checkbox"/> General education teacher is the primary provider of the instruction or assessment <input type="checkbox"/> Teachers differentiate instruction	
Classroom Management <input type="checkbox"/> Safe and orderly environment <input type="checkbox"/> Routines and procedures are used	Materials Used by Students <input type="checkbox"/> Textbook <input type="checkbox"/> Workbook <input type="checkbox"/> Trade Book	Observed Level of Engagement <input type="checkbox"/> Authentically and actively on-task <input type="checkbox"/> Passive/Compliant	Role of Classroom Aides/Paraprofessionals <input type="checkbox"/> Small group instruction <input type="checkbox"/> One-to-one instruction	

<input type="checkbox"/> Positive behavior is reinforced <input type="checkbox"/> Teacher moves throughout the classroom <input type="checkbox"/> Teacher manages more than one activity	<input type="checkbox"/> Worksheets <input type="checkbox"/> Newspapers/Magazines <input type="checkbox"/> Other _____	<input type="checkbox"/> Disengagement/Disruptive	<input type="checkbox"/> Proximity support <input type="checkbox"/> Paraprofessional appropriately assists students with disabilities without interfering with appropriate peer assistance or developing an overdependence of the students on the assistance of the paraprofessional	
Classroom Culture <input type="checkbox"/> Student-teacher interactions are positive <input type="checkbox"/> Students are comfortable sharing ideas and asking questions. <input type="checkbox"/> Peer assistance is occurring as appropriate <input type="checkbox"/> Peer interactions occur naturally among all students <input type="checkbox"/> Teachers interact with students with disabilities	Technology Used by Students <input type="checkbox"/> Computers <input type="checkbox"/> Internet <input type="checkbox"/> e-mail <input type="checkbox"/> Instructional software <input type="checkbox"/> Graphics software <input type="checkbox"/> Printer/scanner <input type="checkbox"/> Other _____			