

## 20 Minute Observation Form

Teacher \_\_\_\_\_ Grade Level \_\_\_\_\_ Date \_\_\_\_\_ Observer \_\_\_\_\_

Time in: \_\_\_\_\_ Time out: \_\_\_\_\_ # Students: \_\_\_\_\_ # Adults: \_\_\_\_\_

**Student schedule posted?** → Yes → No

**Schedule used by:** → Students → Staff

**On Schedule?** → Yes → No

**Classroom rules posted?** → Yes → No

**Staff have visual rules with them:** → Yes → No

**Student work displayed:** → Yes → No

Curriculum Used/Activity Observed	
Creative Curriculum	
Leisure Activity	
PECS (or other communication system)	
Personal Care Activity	
Social Skills Instruction/Activity	
Touchmath	
Unique Learning System	
Other: _____	

Student Behavior/Learning	
# Engaged/Participating	
# of students alone or unengaged	
# who have/use communication system	
# of students who walked/wheeled/moved independently in the classroom (without physical guidance)	
# of students who used PECS to communicate independently	
Evidence of Positive Behavior Intervention Supports:	

### Research Based Strategies

Identifying similarities and differences summarizing/note-taking reinforcing effort/recognition homework/practice Nonlinguistic representations Cooperative learning Setting objectives/feedback Generating/testing hypotheses Cues/questions/advance organizers Other: _____  Comments:	
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<b>Teacher Behavior</b>	<b>TOTAL</b>
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# of times visual reminders used		
Staff are teaching/reviewing the rules	Yes/No	
Visuals/Manipulatives used to assist with understanding of concepts taught	Yes/No	
Tally of positive student contacts		
Tally of negative student contacts*		
Ratio of positives to negatives	_____to 1	
Additional Comments:		

Was the activity made functional for the students?	
Comments:	Yes/No

Para Educator Behavior	
Engaged/Participating Comments:	Yes/No

Was the activity made functional for the students?	
Comments:	Yes/No
IEP Goals and Objectives	
Observer can identify data collection method	Yes/No

Depth of Knowledge
Level 1 – Recall Level 2 – Skill / Concept Level 3 – Strategic Thinking Level 4 – Extended Thinking Comments: