



NAAC – PAC6 Student /Program Observation Tools

With the advent of the Individuals with Disabilities Education Act (IDEA) amendments of 1997, its subsequent reauthorization in 2004 and 2008, and the No Child Left Behind Act (NCLB) of 2001, access to the general curriculum for all students has been clearly identified as an important educational component for students with significant cognitive disabilities. Additionally, NCLB requirements reinforce the inclusion of specific academic content (reading, math, and science) for all students. The purpose of this set of tools is to gauge the extent to which students with significant cognitive disabilities are learning academic content and the extent to which their individual needs for daily living and social interactions continue to be addressed within the instructional context.

Validity Evaluation

This set of tools is designed to investigate important questions of consequential validity regarding intended and unintended consequences of alternate achievement standards assessments and the provision of access to the general curriculum. Specifically, we are interested in 1) the extent to which students are currently engaged in academic content curriculum and instruction and 2) the extent to which students continue to receive instruction in skills that are critical to participating in school or community contexts. In addition, these tools look at the extent to which instruction appropriately links to the student's level of communication. Further, the skills and services required to enhance a student's independent performance are considered part of a high quality instructional program.

Purpose and Use

This instrument contains a student profile concerning the student to be observed and four tools: 1) a student/classroom observation tool, 2) a student work analysis, 3) teacher/s interview, and 4) an IEP analysis. These tools allow researchers to examine and describe the extent to which an individual student (particularly a student with significant cognitive disabilities) is provided with a range of instructional targets, supports, and practices, which allow appropriate access to the general curriculum. The tools were developed to report the presence of specific indicators of effective practices that may be observed in a single visit. The tools are designed to be used concurrently in the validity evaluation as part of a

triangulated approach. Data from the four coordinating instruments used concurrently provide a more valid picture of instructional practices than any of the instruments used singly. Although many elements of effective practice and program quality are included in the indicators, these tools should not be used to evaluate teacher competence or student performance.

Using the Tools

- 1) Read all the supporting materials and indicator definitions prior to conducting the observation.
- 2) All the tools must be completed for each student observed. Observations that do not include all tools completed for a single student should not be used in a validity evaluation for an alternate achievement standards assessment.
- 3) Fully disclose the purpose of your visit, the tools, and the results following the visit. Human Subjects Clearance and permissions have been obtained from the University of Guam with written guidance provided to each PAC6 entity on the required permissions.

Student Profile

The student profile uses a previously developed Learning Characteristics Inventory (Kearns et. al. 2006) to develop a profile of characteristics that may influence the student's responses or ability to respond. The evaluator will have to seek teacher input in the administration of the Student Profile. It would be helpful to complete the profile in advance of the student observation.

Student Observation Protocol

The Student Observation Tool contains three components 1) Classroom Environment, 2) Learning Activity, and 3) Student Response/Task. We recommend that the observation target one student. The following parameters should be observed:

- 1) The student should be observed for a minimum of 20 minutes or until the task/activity has been completed.
- 2) While either an academic activity (the tools are specifically designed to be used within the content areas of reading, math, and science) or a life-skills activity can be observed or both, we do not recommend observing personal care routines that may invade the student's privacy. The observer may note on the instrument that a student is engaged in a personal care routine.
- 3) We also recommend that if the student is experiencing difficulty with behavior or health issues that the observation be rescheduled for a time to observe a typical or even optimal performance.

- 4) Other than courtesy interactions with the student (e.g., greeting) before or after the observation, the observer should not influence or attempt to engage the student during the observation.

Activity/Task

We are interested in the type of activity, type of group arrangement, and who is delivering the instruction. For these indicators, check the best description.

Type of Activity/Task refers to either an academic task or a life-skills task. An *academic task* should clearly focus on reading, math, science although it may have an authentic or real life context (i.e, writing to advocate a position). A *life-skills* task may include some academic skills (i.e., using a calculator) but the context and outcome is clearly life-skills related (i.e., grocery shopping). It is here where personal care routines may be noted.

Grouping describes the type of group in which the student is participating. Large group refers to a typical general education classroom arrangement with an average ratio of student to teacher at 22:1. Small group refers to 2-5 students instructed by one teacher or paraprofessional; while one to one instruction refers to one student and one teacher. Students may also be participating in cooperative learning groups or may work independently.

Instruction may be provided by the general educator, special educator, related service provider, para-professional or a peer tutor. Collaborative teachers may deliver instruction jointly.

Student Observation: Student Response

Indicators for the Student Response Component characterize the student's response to the task/activity. They are designed to indicate the extent to which the student responds to the instruction.

Student Communication describes the student's communication during the observed activity.

Student Work Protocol

The student work protocol is designed to consider indicators of student work that are similar to those in the observation. However, it should be noted that this tool is not designed to score student work, merely look for the extent to which the indicators exist. To complete the student work protocol, the observer should review 3 to 5 work samples within a single content area. Indicators should be applied to the total sample and not to the individual pieces.

Teacher Interview

The teacher interview is designed to confirm the student performance observed in the activity/task observation, and obtain teacher feedback on the student's expected performance level. In addition, we are interested in the extent to which the teacher has received training, technical assistance, or other support in assisting access to the general curriculum and the influence of accountability assessments (reading, math and science) upon IEP development. The interview included in this packet is designed specifically for special education teachers.

If the observation setting is a general education classroom, the GT Interview, a separate form, must ALSO be completed with the general education teacher (GT) who provides services for the student being observed. As the interview with the special education teacher is scheduled, you might consider interviewing the general education teacher at the same time to foster collaboration. The “action plan” development and implementation in the Coding Sheet would then support both teachers in their efforts to improve instruction. Submit the completed GT Interview form with your completed observation tools, which includes the completed interview with the special education teacher.

IEP Analysis

The IEP Analysis is designed to investigate the extent to which academic content objectives/goals/benchmarks occur in student's IEP and the presence or absence of selected effective practice indicators. Two types of objectives may be evaluated: content objectives and life-skills objectives. For each objective indicate the type of objective using the coding system. Content objectives are coded R = reading, M=math, and S = science. Other content objectives (i.e., social studies) are coded as O=other. Life-skills objectives are coded C= communication, self-care = SC, B = social behavioral, V= vocational. The coding for the IEP analysis is similar to the other instruments in that each objectives/goals/benchmarks are rated by (+) if observed, a (-) if not observed. If the student's IEP includes more than 10 objectives/goals, code the first 10 only.

Student Profile

Student ID _____ **Age** _____ **Grade** _____
Teacher _____ **Observer** _____
School _____ **Date** _____
Classroom Setting for Observation _____
Observation Time: Begin _____ **End** _____

A. Student’s IDEA Disability label (choose only the student’s primary handicapping condition):

- Developmental Delay
- Mental Retardation (includes Mild, Moderate, and Profound)
- Multiple Disabilities
- Autism
- Speech/Language Impairment
- Hearing Impairment
- Deafness
- Visual Impairment
- Traumatic Brain Injury
- Emotional Disability
- Deaf/Blind
- Other Health Impairment
- Orthopedic
- Specific Learning Disability

B. Is your student an English Language Learner (i.e., speaks a language other than English primarily at home)?

Yes

No

C. Health issues/Attendance (check the best description)

Attends at least 90% of school days.

Attends approximately 75% of school days; absences primarily due to health issues.

Attends approximately 50% of school days; absences primarily due to health issues.

Receives Homebound Instruction due to health issues.

Highly irregular attendance or homebound instruction due to issues *other* than health.

1. Expressive Communication (check one answer that best describes your student)

Uses symbolic language to communicate: Student uses verbal or written words, signs, Braille, or language-based augmentative systems to request, initiate, and respond to questions, describe things or events, and express refusal.

Uses intentional communication, but not at a symbolic language level: Student uses understandable communication through such modes as gestures, pictures, objects/textures, points, etc., to clearly express a variety of intentions.

Student communicates primarily through cries, facial expressions, change in muscle tone, etc., but no clear use of objects/textures, regularized gestures, pictures, signs, etc., to communicate.

1a. Does the student use an augmentative communication system in addition to or in place of oral speech?

Yes

No

1b. For students using augmentative communication systems, **choose the item below that best** describes the student's use of the augmentative communication system:

- Uses only one symbol or sign at a time and uses only a few symbols in total to express simple or early intents (e.g., drink, eat, toilet, greet, refuse, more).
- Combines two symbols together to express broader intents (e.g., express social exchanges, greeting with peer name, personal interests)
- Combines mostly iconic symbols (clear representations) or signs sequentially to express intents and respond consistently (e.g., wants/needs, social exchanges, academic concepts and skills, personal interests)
- Uses multiple abstract symbols, signs, or print in sentences or phrases on the augmentative communication system to express a variety of academic, social, self-initiated interactions.

2. **Receptive Language** (check the best description)

- Independently follows 1-2 step directions** presented through words (e.g. words may be spoken, signed, printed, or any combination) and **does NOT need additional cues.**
- Requires additional cues** (e.g., gestures, pictures, objects, or demonstrations/models) to follow 1-2 step directions.
- Alerts** to sensory input from another person (auditory, visual, touch, movement) **BUT requires actual physical assistance** to follow simple directions.
- Uncertain response to sensory stimuli (e.g., sound/voice; sight/gesture; touch; movement; smell).

3. **Vision** (check the best description)

- Vision within normal limits.
- Corrected vision within normal limits.
- Low vision; uses vision for some activities of daily living.
- No functional use of vision for activities of daily living, or unable to determine functional use of vision.

4. **Hearing** (check the best description)

- Hearing within normal limits.
- Corrected hearing loss within normal limits.
- Hearing loss aided, but still with a significant loss.
- Profound loss, even with aids.
- Unable to determine functional use of hearing.

5. **Motor** (check the best description)

- No significant motor dysfunction that requires adaptations.
- Requires adaptations to support motor functioning (e.g., walker, adapted utensils, and/or keyboard).
- Uses wheelchair, positioning equipment, and/or assistive devices for most activities.
- Needs personal assistance for most/all motor activities.

6. **Engagement** (check the best description)

- Initiates and sustains social interactions.
- Responds with social interaction, but does not initiate or sustain social interactions.
- Alerts to others.
- Does not alert to others.

7. **Instructional Setting** (Based on the IDEA 618 data collected, check the educational environment category identified for the student)

- Inside the regular class 80% or more of the day.
- Inside the regular class 40%-79% of the day.
- Inside the regular class less than 40% of the day.
- In a separate school.
- Receives services primarily at home.

Observation Information (Collect prior to observation.)

Content Area to be Observed:

Content Standards to be Addressed:

Expected Targeted Student Performance:

- **What activities are planned for the lesson?**

- **What are other students doing?**

- **What will the targeted student be doing?**

- **Are there functional skills being intentionally instructed? If so, what are they?**

- **What supports will be in place for the targeted student?**

- **Is there a positive behavior support plan in place? If so, what is it?**

- **Other**

Activity Observation (Check the best description)

8. Instructional Setting

- General Education Class
- Special Education class with non-disabled peers
- Special Education class students with disabilities only
- Homebound/hospital

9. Activity Type (Chronologically age-appropriate content standards refer to grade level standards specific to the chronological grade level of the observed student. For example, if the student is 10 years old or appropriately categorized as a “fifth grader”, the chronologically age-appropriate content standards would be those standards from the fifth grade.) While students should engage in similar activities to their age peers participating in the 5th grade curriculum, appropriate adaptations and modifications that maintain a strong link to the curriculum content standards should be evident.

- Academic activity (represents chronologically age-appropriate content standards)

0 Reading 0 Math 0 Science

Describe:

- Academic activity (but does not represent chronologically age-appropriate content standards)

0 Reading 0 Math 0 Science

Describe:

- Life skills activity (represents a routine skill, critical for the development of independence in daily living)

Describe:

10. **10a. Instructional Group Arrangement** (Indicate all those observed.)

- Large group instruction
- Cooperative group instruction
- Independent work
- Small group instruction
- 1:1 instruction

10b. Check the best description

- Instruction delivered by general education teacher
- Instruction delivered by special education teacher
- Instruction delivered collaboratively by general and special education teachers
- Instruction delivered by paraprofessional
- Instruction delivered by peer/peer tutor
- Instruction delivered by related service provider

11. Instruction is

- 0 a. on the **chronologically age appropriate /grade level general curriculum** (i.e., the same curriculum as other typical students of that age and grade level).
- 0 b. linked to the chronologically age appropriate /grade level general curriculum but may be at a lower grade level
- 0 c. delivered in the context of the chronologically age appropriate /grade level general curriculum but on different, non-academic skills (i.e., student uses the same materials in the same activities as other students but the expectations for learning are about something else – social, motor, etc.)
- 0 d. not linked to or delivered in the context of chronologically age appropriate/grade level general curriculum

Observation Indicator	+/-	Notes
12. Classroom activities are reading, math, or science tasks in which age appropriate, general education peers are involved.		
13. Target student uses chronologically age appropriate materials (i.e., materials look substantively similar to the materials being used by age appropriate, general education peers while allowing for accommodations to meet the accessibility needs of the student and engage the student in reading, math, or science).		
14. The instruction allows appropriate option(s) for the student to demonstrate what they know or are learning about the grade level content (e.g., eye gaze, pointing, switches, adapted keyboards, custom overlays, drawing, dictation, word prediction, etc.).		
15. The instruction provides various appropriate options for the student to have access to the instruction on the grade level content (e.g., tactile cues, symbol based text, simplified syntax, text reader, concrete objects, etc.).		

Observation Indicator	+/-	Notes
<p>16. The instruction provides various options to interest student and maintain the participation in the instruction/learning about the grade level content (e.g., positive behavior supports, consideration of personal interests and preferences in terms of look, feel, personal space, goal setting, self-assessment, etc.).</p>		
<p>17. Traditional “functional” skills (i.e., communication, social/behavioral, motor, self-care) are intentionally embedded as needed within naturally occurring classroom routines (e.g., academic activities, transition activities, daily class routines etc.).</p>		
<p>18. Instruction requires student to perform at more than one level of depth of knowledge. Check all that are observed:</p> <p>0 recall/routine task 0 application 0 strategic 0 extended</p>		
<p>19. Instruction and activities facilitate the student’s interactions with chronologically age appropriate, general education peers (must be more than provision of the opportunity: the student must interact or be facilitated to interact).</p>		
<p>20. The student has a way to communicate that is appropriate for his/her communication level and includes the appropriate content (see Student Profile).</p>		

Student Response

Observation Indicator	+/-	Notes
<p>21. Student response demonstrating understanding of content is appropriately tailored and specifically designed for the target student (e.g., eye gaze, pointing, switches, adapted keyboards, custom overlays, drawing, dictation, word predication, etc.). The student response expectations may be reduced in complexity but cannot change the intent of the performance as it relates to the intent of the content standards (e.g., the grade level content standard is “analyze an experiment to determine the accuracy of a prediction”: typical students are expected to identify results of an experiment that cause a prediction to be correct or incorrect; if the student with disabilities is only required to identify a prediction, the intent of the standard has been changed).</p>		
<p>22. Student performs at more than one level of depth of knowledge. Check all that are observed:</p> <p>0 recall/routine task 0 application 0 strategic 0 extended</p>		
<p>23. The student evaluates his/her own performance. (This may be prompted – “check your work”, “did you do better than yesterday”, “make sure everything is correct” [not “this is wrong, change it” or “fix this one”] or independent – student uses a checklist to evaluate task completion, corrects work independently, monitors progress, etc.)</p>		

Observation Indicator	+/-	Notes
24. The student demonstrates social behavior appropriate to the task and environment.		
25. The student maintains appropriate attention to the instruction or task (may be facilitated preventatively through the use of positive behavior supports).		

26. **Most** student responses are (indicate only one):

- correct and independent
- correct but prompted
- independent but incorrect
- prompted but incorrect
- no response or refusal

Teacher Interview (Special Education)

27. Student’s performance (as compared to his/herself) during the observation is best described as:

- Typical or usual
- Atypical high or better than usual
- Atypical low or worse than usual

28. Student’s communication (as compared to his/herself) during the observation period was

- Typical or usual
- Atypical high or better than usual
- Atypical low or worse than usual

29. Student’s attention (as compared to his/herself) during the observation period was

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0 Typical or usual 0 Atypical high or better than usual 0 Atypical low or worse than usual

30. Student's level of independence (as compared to his/herself) during the observation is best described as

0 Typical or usual 0 More independent than usual 0 Less independent than usual

31. How would you describe the student's reading?

0 Reads fluently with critical understanding in print or Braille (e.g. differentiate fact/opinion; point of view, emotional response)

0 Reads fluently with basic (literal) understanding from paragraphs/short passages with narrative/informational texts in print or Braille

0 Reads basic sight words, simple sentences directions, bullets, and/or lists in print or Braille.

0 Aware of print/Braille, follows directionality, makes letter distinctions, tells story from the pictures that is not linked to the text.

0 No observable awareness of print or Braille.

32. How would you describe the student's math skills?

0 Applies computational procedures to solve real-life problems in a variety of contexts.

0 Does computational procedures with or without a calculator.

0 Counts with 1:1 correspondence to at least 10, and/or makes numbered sets of items.

0 Counts by rote to five.

0 No observable awareness of numbers/ numeracy.

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33. How would you describe the student's attendance?
- 0 Regular attendance
 - 0 Irregular attendance due to health issues
 - 0 Homebound instruction due to health issues
 - 0 Irregular or homebound instruction NOT related to health issues
34. Please check the item that best describes the extent to which the student is receiving speech/language as a related service.
- 0 Direct services for communication/language therapy (separate setting)
 - 0 Direct services integrated into student's routine/classroom (collaboration)
 - 0 Consultation services only
 - 0 Student does not receive speech language as a related service
35. List content area classes/activities and other school routines (e.g., lunch, recess, field trips, etc.) that the student shares with chronologically age-appropriate, general education peers and number of minutes per week of each.
36. What type of support do you receive on helping students access the general curriculum? Indicate all that apply.
- 0 formal professional development activities related to accessing the general curriculum
 - 0 monthly
 - 0 yearly
 - 0 one time
 - 0 school based activities (staff meetings, teacher work groups, etc.) related to accessing the general curriculum
 - 0 weekly

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- 0 monthly
- 0 yearly
- 0 one time

0 teacher to teacher activities (planning times, scheduled or unscheduled collaboration, etc.) related to accessing the general curriculum

- 0 daily
- 0 weekly
- 0 monthly
- 0 yearly
- 0 one time

0 technical assistance (from district or entity liaison, curriculum specialist, or outside consultant, etc.) related to accessing the general curriculum

- 0 monthly
- 0 yearly
- 0 one time

0 receive no support

NOTES SECTION

Student Work

Examine work related to the observation. If no work is required for the observed activity, data may be used instead, although this will adversely impact the number of indicators observed.

Observation Indicator	+/-	Notes
<p>37. Work sample relates to reading, math, or science activities in which age appropriate, general education peers are involved</p>		
<p>38. Work sample is aligned to the chronologically age appropriate/grade level academic content standards in reading, math, or science. The student response expectations may be reduced in complexity but the performance cannot change the intent of the content standards (e.g., the grade level content standard is “analyze an experiment to determine the accuracy of a prediction”: typical students are expected to identify results of an experiment that cause a prediction to be correct or incorrect; if the student with disabilities is only required to identify a prediction, the intent of the standard has been changed).</p>		
<p>39. Materials look substantively similar to the materials being used by age appropriate, general education peers (while allowing for accommodations to meet the accessibility needs of the student) and engage the student in reading, math, or science.</p>		
<p>40. Work sample requires student to perform at more than one level of depth of knowledge. Check all that are included:</p> <ul style="list-style-type: none"> 0 recall/routine task 0 application 0 strategic 0 extended 		

Observation Indicator	+/-	Notes
<p>41. Work sample is appropriately tailored and specifically designed for the target student in terms of access to the instruction on the grade level content (e.g., tactile cues, symbol based text, simplified syntax, audio tapes, concrete objects, etc.).</p>		
<p>42. Work sample is appropriately tailored and specifically designed for the target student in terms of performance on the grade level content (e.g., eye gaze, pointing, switches, adapted keyboards, custom overlays, drawing, dictation, word predication, etc.).</p>		
<p>43. Work sample requires student to perform at least one application or generalization item/activity.</p>		
<p>44. Work sample includes performance on more than one academic content standard in reading, math, or science. Indicate how many: 0 1 0 2 0 3 0 4 0 5 or more</p>		
<p>45. Work sample is graded and includes % or number of correct and independent responses related to the standard being addressed and/or level of prompting required. (Sometimes items on work samples may not be related to the standard so those should not be considered in the % calculation.)</p>		

46. Most work sample items are

- 0 a. on the **chronologically age appropriate /grade level general curriculum** (i.e., the same curriculum as other typical students of that age and grade level).
- 0 b. linked to the chronologically age appropriate /grade level general curriculum but may be at a lower grade level

- 0 c. delivered in the context of the chronologically age appropriate /grade level general curriculum but on different, non-academic skills (i.e., student uses the same materials in the same activities as other students but the expectations for learning are about something else – social, motor, etc.)
- 0 d. not linked to or delivered in the context of chronologically age appropriate/grade level general curriculum

IEP Analysis

IEP Analysis Tool Analyze the IEP at the most discreet level available (i.e., benchmark or short term objective).	(+)= present (-) absent									
	Obj. 1	Obj. 2	Obj. 3	Obj. 4	Obj. 5	Obj. 6	Obj. 7	Obj. 8	Obj. 9	Obj. 10
Benchmark Type (see coding system below)										
47. Is observable/measurable										
48. Is chronologically age appropriate grade level referenced (mentions general education peers, general curriculum, grade level content, etc)										
49. Is a foundational content area skill (e.g., decoding, computation, etc.) necessary for future learning in the academic content area										
50. Allows student to participate in more life environments, access new people, experiences, and environments or replace less appropriate behaviors										
51. Is necessary for learning in the current or next chronologically age-appropriate school, community, or vocational environment										

IEP Analysis Tool Analyze the IEP at the most discreet level available (i.e., benchmark or short term objective).	(+)= present (-) absent									
	Obj. 1	Obj. 2	Obj. 3	Obj. 4	Obj. 5	Obj. 6	Obj. 7	Obj. 8	Obj. 9	Obj. 10
Benchmark Type (see coding system below)										
52. Specifies instructional strategies/techniques (e.g., using system of least prompts/time delay, given several options to choose from, in the context of cooperative learning, etc.)										
53. Specifies chronologically age appropriate materials/activities/strategies/techniques/settings										
54. Describes quality of performance (e.g., independently and accurately, with verbal prompts, etc.)										
55. Specifies opportunities for application or generalization (e.g., <i>re: math skill...</i> and uses to solve scientific problems, <i>re: reading skill...</i> and uses in the contexts of social studies and science texts, <i>re: reading and/or math skills...</i> apply to a novel situation, etc.)										

IEP Summary

Goal Type Coding	% Occurrence	Goal Type Coding	% Occurrence
S= Science R = Reading M= Math 0 = Other		C= Communication B= Social behavioral V = Vocational SC = Self-care	

- 56.** Minutes per week in general education with chronologically age-appropriate, general education peers overall specified in the IEP:
- 57.** Minutes per week in general education reading with chronologically age-appropriate, general education peers specified in the IEP:
- 58.** Minutes per week in general education math with chronologically age-appropriate, general education peers specified in the IEP:
- 59.** Minutes per week in general education science with chronologically age-appropriate, general education peers specified in the IEP:

60. Supplementary aides and services are specified within the IEP and/or related documents as a whole.

0 Yes 0 No
 If “Yes”, what are they?

61. Does IEP specify need for an alternate assessment based on alternate achievement standards?

What is the justification?

NOTES SECTION

Student ID _____ Age _____ Grade _____
Teacher _____ Observer _____
School _____ Date _____
Classroom Setting for Observation _____
Observation Time: Begin _____ End _____

General Education Teacher (GT) Interview

The teacher interview is designed to confirm the student performance observed in the activity/task observation, and obtain teacher feedback on the student's expected performance level. In addition, we are interested in the extent to which the teacher has received training, technical assistance, or other support in assisting access to the general curriculum and the influence of accountability assessments (reading, math and science) upon IEP development. **If the observation setting is a general education classroom, this interview needs to be completed with the general education teacher (GT) who provides services for the student being observed. Submit this completed form with your completed observation tools.**

A. How long have you been providing services for the student observed?

Since planning this observation Since the beginning of this school year Since last school year More than 2 years

B. Have you had other students with significant cognitive disabilities in your classroom before working with the student observed?

Yes No

GT Teacher Interview

27GT. Student's performance (as compared to his/herself) during the observation is best described as:

Typical or usual Atypical high or better than usual Atypical low or worse than usual Unsure

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28GT. Student's communication (as compared to his/herself) during the observation period was

Typical or usual Atypical high or better than usual Atypical low or worse than usual Unsure

29GT. Student's attention (as compared to his/herself) during the observation period was

Typical or usual Atypical high or better than usual Atypical low or worse than usual Unsure

30GT. Student's level of independence (as compared to his/herself) during the observation is best described as

Typical or usual More independent than usual Less independent than usual Unsure

31GT. How would you describe the student's reading?

- Reads fluently with critical understanding in print or Braille (e.g. differentiate fact/opinion; point of view, emotional response)
- Reads fluently with basic (literal) understanding from paragraphs/short passages with narrative/informational texts in print or Braille
- Reads basic sight words, simple sentences directions, bullets, and/or lists in print or Braille.
- Aware of print/Braille, follows directionality, makes letter distinctions, tells story from the pictures that is not linked to the text.
- No observable awareness of print or Braille.

32GT. How would you describe the student's math skills?

- Applies computational procedures to solve real-life problems in a variety of contexts.
- Does computational procedures with or without a calculator.
- Counts with 1:1 correspondence to at least 10, and/or makes numbered sets of items.

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0 Counts by rote to five.

0 No observable awareness of numbers/ numeracy.

33GT. How would you describe the student's attendance?

0 Regular attendance

0 Irregular attendance due to health issues

0 Irregular attendance due to _____ (please specify)

34GT. Please check the item that best describes the extent to which the student is receiving speech/language as a related service.

0 Direct services for communication/language therapy (separate setting)

0 Direct services integrated into student's routine/classroom (collaboration)

0 Consultation services only

0 Student does not receive speech language as a related service

0 Unaware or not sure of the speech/language service

35GT. List content area classes/activities and other school routines (e.g., lunch, recess, field trips, etc.) that the student shares with chronologically age-appropriate, general education peers and number of minutes per week of each.

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36GT. What type of support do you receive on helping students, including students with disabilities, access the general curriculum? Indicate all that apply.

- 0 formal professional development activities related to accessing the general curriculum
 - 0 monthly
 - 0 yearly
 - 0 one time

- 0 school based activities (staff meetings, teacher work groups, etc.) related to accessing the general curriculum
 - 0 weekly
 - 0 monthly
 - 0 yearly
 - 0 one time

- 0 teacher to teacher activities (planning times, scheduled or unscheduled collaboration, etc.) related to accessing the general curriculum
 - 0 daily
 - 0 weekly
 - 0 monthly
 - 0 yearly
 - 0 one time

- 0 technical assistance (from district or entity liaison, curriculum specialist, or outside consultant, etc.) related to accessing the general curriculum
 - 0 monthly
 - 0 yearly
 - 0 one time

- 0 receive no support

NOTES SECTION (GT)

NAAC – PAC6 Student/Program Observation Tools Coding Sheet

Student ID _____ Age _____ Grade _____
 Teacher _____ Observer _____
 School _____ Date _____

Using the +/- codes from indicators/items on the observation recording sheets, tally the number of pluses (+) in each Effective Practice area. Items A-C & 1-7 (Student Profile) are not used in coding effective practice. They contain only background information about the student, not information from observation. IEP indicators should be coded if a majority of the IEP goals/objectives have been coded as pluses (+) on the observation recording sheets.

Effective Practice Themes	Indicators		# of +’s	Total # Available	Other Items (non-coded) That Impact Themes
1. Instruction on age appropriate, grade level specific general curriculum	Activity	12, 13, 14		16	9, 11, 36, 46
	Student	20, 21			
	Work	37, 38, 39, 41, 42, 44, 45			
	IEP	48, 49, 51, 53			
2. Learning in integrated environment(s)	Activity	12, 19		7	7, 8, 10, 35, 56, 57, 58, 59
	Student	24			
	Work	37			
	IEP	48, 50, 51			
3. Use of appropriate supports	Activity	13, 14, 15, 16		11	1, 1b, 34
	Student	20, 21, 25			
	Work	39, 41, 42			
	IEP	52			
4. High expectations for student performance	Activity	18		12	27, 28, 29, 30, 31, 32, 33
	Student	20, 22			
	Work	37, 38, 40, 43, 44			
	IEP	50, 51, 53, 55			
5. Use of evidence-based instructional practices	Activity	16, 17		8	1, 1b, 10, 34, 36, 60, 61
	Student	23			
	Work	39, 45			
	IEP	47, 52, 54			

1. Instruction on age appropriate, grade level specific general curriculum

Requirements of both No Child Left Behind Act of 2001 (NCLB, 2001) and the Individuals with Disabilities Education Improvement Act of 2004 (IDEA, 2004) include the stipulation that all students, regardless of disability, have access to the general curriculum – that is the curriculum that is the same as for students who are non-disabled. The items that sample this theme examine the access the target student has to the grade-specific general curriculum related to the academic content standards in reading, math, and science. Additionally, they sample the materials, activities, and settings relating to the instructional programming for the target student in comparison to typical students. Essential to this theme is the availability of a communication system which allows the student to communicate about the academic content.

QUESTIONS	NOTES

ACTION	PERSON RESP.	DATE	FOLLOW-UP

2. Learning in integrated environment(s)

Thirty years of research confirms the positive influence of inclusion of students with disabilities and academic achievement on both those students and students without identified handicaps. Also corroborated by research is the superior achievement of IEP goals of students with disabilities who are included as compared to those who are in resource or segregated classrooms. The items in this theme examine not only the physical placement of the target student but also the instructional grouping, interactions, and who is delivering the content area instruction. A comparison of the actual observation vs. the reported number of minutes of “integration” vs. the number of minutes documented on the IEP could yield additional and important information.

QUESTIONS	NOTES

ACTION	PERSON RESP.	DATE	FOLLOW-UP

3. Use of appropriate supports

As is true of all students, students with disabilities need appropriate instructional supports to maximize learning. The items that sample this theme answer the questions of 1. How is the content presented so the student can understand it?; 2. How can the student do what is expected and communicate what she knows?; and 3. How is the content made interesting to the student and how is the interest maintained? These supports can be available to the target student through options available to all students or through more customized and individualized strategies. Critical to this theme is use of an expressive and receptive communication system that is appropriate for the needs of the target student.

QUESTIONS	NOTES

ACTION	PERSON RESP.	DATE	FOLLOW-UP

4. High expectations for student performance

The change in curricular focus from a traditional, functional skills-based curriculum for students with disabilities to the general education curriculum based upon grade specific content standards requires a shift towards higher expectations for learning academic content. The items that sample this theme examine what content is instructed and learning is expected for the target student in the context of what all students are doing, related to the grade specific general curriculum. The target student should be expected to achieve some degree of performance of the grade level curriculum, with supports, at a range of levels of depth of knowledge, not just the lowest.

QUESTIONS	NOTES

ACTION	PERSON RESP.	DATE	FOLLOW-UP

5. Use of evidence-based instructional practices

The use of evidence-based teaching practices (i.e., those instructional strategies that have been proven to be effective through research) is essential to ensure students are receiving the best instruction currently available. The items that sample this theme examine the access of the targeted student not only to effective special education practices (e.g., embedding functional skills, communication skills, and related services in academic instruction, the use of special education pedagogical strategies, data collection that is appropriate and accurate, etc.) but also effective general educational practices (e.g., setting goals, cooperative learning, appropriate means of presenting information/for students to demonstrate what they know/of getting and maintaining student interest, etc.). Teachers must have access to high quality professional development opportunities to expand and refine these skills.

QUESTIONS	NOTES

ACTION	PERSON RESP.	DATE	FOLLOW-UP