

**Pennsylvania Training and Technical Assistance Network
Project MAX Instructional Observation Tool**

Date: _____ Observer: _____ School: _____

Teacher: _____ Instructional Grouping: Whole Small Individual

Role of Observer: Colleague Internal Coach Administrator External coach PATTAN Other

Environment: Gen Ed _____ Special Ed _____ Grade Level(s): _____

Length of observation: _____ Number of adults: _____ Number of Students: _____

<p>Instructional Design</p> <ul style="list-style-type: none"> <input type="checkbox"/> Alignment to PA Core/Academic Standards and general education curriculum <input type="checkbox"/> Learning Target(s) link to students' individual grade levels <input type="checkbox"/> Lesson/unit incorporates principles of Universal Design for Learning (UDL) <input type="checkbox"/> Materials and resources are <ul style="list-style-type: none"> <input type="checkbox"/> age appropriate <input type="checkbox"/> accessible to each student <input type="checkbox"/> Vocabulary is prioritized for individual students <input type="checkbox"/> Accommodations/modifications are provided <input type="checkbox"/> Planning for individual student access to communication (augmentative communication and/or assistive technology) is evident <input type="checkbox"/> Clearly defined roles and responsibilities for: teachers, paraprofessionals, SLP, etc. 	<p>Instructional Delivery</p> <ul style="list-style-type: none"> <input type="checkbox"/> Provides explicit instruction using <ul style="list-style-type: none"> <input type="radio"/> Direct instruction (model, lead, test) <input type="radio"/> Errorless teaching <input type="radio"/> Questioning/discussion <input type="radio"/> Graphic organizers <input type="radio"/> Responding <ul style="list-style-type: none"> <input type="checkbox"/> choral, partner, individual <input type="checkbox"/> verbal, written, action <input type="radio"/> Error correction <input type="radio"/> Read alouds <input type="checkbox"/> Scaffolds instruction <input type="checkbox"/> Uses clear language throughout instruction <input type="checkbox"/> Provides supportive and/or corrective feedback throughout guided practice <input type="checkbox"/> Models the use of augmentative and alternative communication
<p>Student Engagement</p> <ul style="list-style-type: none"> <input type="checkbox"/> Actively engages students using appropriate techniques for whole group, small group, and/or individual students <input type="checkbox"/> Instruction requires student thinking <input type="checkbox"/> Students are actively participating <input type="checkbox"/> Suitable pacing of lesson including student reflection and closure 	<p>Assessment</p> <ul style="list-style-type: none"> <input type="checkbox"/> Pays close attention to evidence of student understanding <input type="checkbox"/> Uses varied formative assessment strategies to inform and adjust instructional practices <input type="checkbox"/> Assesses learning through individual students' modes of communication <input type="checkbox"/> Circulates to monitor student learning and to offer feedback