**Directed Observation Journal—Special Education**

Classroom Setting

1. List the types of instructional aids available and where they are located (manipulatives, art supplies in copy room, etc.).
2. List any print and electronic resources available (trade books, magazines, electronic classroom subscriptions, etc.).
3. How does this classroom support students with disabilities in a way that allows them to use their strengths comfortably amongst their peers?
4. What makes this classroom inviting (“people friendly”)?
5. How are visual aids used in various locations in general and special education settings (white board, “to do list,” etc.)?

Morning Routine

1. What is expected of students on your caseload when they come into the building/classroom in the morning? How are these expectations communicated to students?
2. How do students behave when they come into the classroom?
3. What is the special education teacher doing while students are preparing for the day?
4. How do students show that they are prepared for the day?
5. At what time are students expected to be ready to start the day? What happens if they are not prepared?
6. What are students working on when they are ready and waiting for the school day to begin?
7. What are the expectations for memory work?
8. What do students have on their desks when the day begins?
9. What procedures are followed to take attendance and church attendance?
10. What happens if students are tardy?

End of Day Routine

1. At what time does the end of the day routine take place? What are the expectations for students at the end of the day?
2. How does the special education teacher support students at the close of the school day?
3. Describe the dismissal procedure for the special education teacher.

Classroom Management [Tied closely to ISP accommodations/modifications/behavior plans]

1. What are the classroom expectations according to the teacher? Obtain and attach a copy of the classroom expectations, routines, and procedures.
2. What are the classroom expectations according to the students?
3. Where are the classroom expectations posted? When/how are they taught to students?
4. Describe the routines and procedures used during instructional time (pencil sharpening, technology usage, peer tutoring/talking, distributing materials, general movement, etc.).
5. Describe any additional routines and procedures that are expected to be followed throughout the day (recess, snack, restroom, lunch, library, etc.).
6. What are the consequences for failing to meet the classroom expectations? (Describe steps taken to address these issues.)
7. Record an example of the teacher appropriately using Law and Gospel in a Christian discipline situation. Remember, law is best taught when students are in their cortex. Co-regulate when in lower states—love them first.
8. How does the teacher call students to attention?
9. What verbal and nonverbal cues does the teacher use to redirect students?
10. What techniques does the teacher use to keep students on task and to promote effective and efficient transitions (proximity, positive reinforcement, countdowns, etc.)? Do they match the accommodations on the ISP?
11. Explain how the management strategies used by the teacher are developmentally appropriate for your students.
12. How does the teacher keep students engaged in lessons? How does this engagement impact classroom management?
13. Where is student work turned in to the teacher?
14. How/when is corrected work returned to students?
15. How does the teacher cultivate positive relationships with students?

Preparation and Instruction

1. Observe and list the teacher’s activities from the time he/she arrives at school until the opening devotion in the morning. How is this different from your general education student teaching experiences?
2. How is the teacher’s prior preparation for instruction evident throughout the day (manipulatives sorted and ready, handouts printed, slide presentations prepared, etc.)?
3. List the instructional groupings used in the classroom (push-in, pull out, small group, peer tutoring, para support, etc.).
4. What do students do in their free time?

What do students do in their free time/unstructured time? How is unstructured time managed for students on the caseload?

1. What types of assistive technology are used by the teacher and students? How are they used?
2. What evidence of accommodations do you observe (materials, assignments, choices, etc.)?
3. What evidence of Christian integration do you observe (natural and/or planned)?

Interaction with Students

Record two relationship-building interactions you had with two different students on the caseload.

Specialized Instruction Observation

Choose one lesson to observe and identify the parts of the lesson. Discuss this lesson with your cooperating teacher at the end of the day.

Subject: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Standards

Objectives

Materials

Differentiation

Academic Language

Instructional Elements

Assessment

Reflection