

**Certificate Level**

**MANUAL**  
**SCHOOL OBSERVATION**

**CODE No: 8329**



Department of Special Education  
Faculty of Education  
Allama Iqbal Open University, Islamabad

**Certificate Level**

**SCHOOL OBSERVATION**

**MANUAL**

**COURSE CODE: 8329**



**DEPARTMENT OF SPECIAL EDUCATION**  
**ALLAMA IQBAL OPEN UNIVERSITY**  
**ISLAMABAD**

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# Certificate Level

## SPECIAL EDUCATION

### MANUAL OF

## SCHOOL OBSERVATIONS

### COURSE CODE: 8329

**Student ID/ROLL No:** .....

**Registration No:** .....

**Specialization/Disability Type:** \_\_\_\_\_

Marks Allocated	Attendance	Observation Report (Special Needs)	Observation Report (assessment practices)	Observation Report (teaching practices)	Observation Report (Inclusive practices)	Total
	20	20	20	20	20	100
Marks Obtained						

Signature of the Examiner

Seal of the Examiner

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## **COURSE DESCRIPTION**

School Observations is a comprehensive course designed to orient students with the knowledge and requirements necessary to teach according to the diverse needs of learners with special needs. The intricacy of the unique special education needs of the children will be understood by the prospective teachers after observing children with specific disabilities, i.e. intellectual disability, hearing impairment, visual impairment, etc., in special as well as inclusive education setups. In this course, students will get exposure to the specific assessment procedures to identify the special needs of children. The assessment reports of children with disabilities guide the teachers to plan their lessons according to the unique needs of the students. The course will enable prospective teachers to understand unique educational strategies, techniques, and best practices for students with varied disabilities. The students need to complete the 4-week observation period as follows:

The following are the key mandatory/compulsory components of this course:

1. Workshop for 3 days
2. Observation visits of 3 weeks to a special school of chosen disability type, e.g. intellectual disability/visual impairment, hearing impairment, physical and health impairment, etc.
3. Observation of visits of 1 week to a mainstream school.
4. Four observation Reports as follows
  - i. Observation report 1: Observations about the special needs of children with a specific chosen disability type.
  - ii. Observation report 2: Observations regarding assessment procedures for children with a specific chosen disability type.
  - iii. Observation report 3: Observations about teaching methodologies for children with a specific chosen disability type.
  - iv. Observation report 4: Observations about adapted assessment and teaching methodologies for children with a specific chosen disability type in an inclusive setup.

## **COURSE LEARNING OUTCOMES**

After the completion of observations, students will be able to:

- Understand the diverse range of special education needs in the classroom related to the chosen type of disability.
- Develop skills in employing various observation techniques and tools to accurately assess the strengths, challenges, and progress of students with disabilities.
- Develop understanding of the importance and requirements of varied classroom assessment procedures related to the chosen type of disability.
- Explore effective teaching strategies that support the participation, engagement, and academic success of students with diverse learning needs.
- Analyse the roles and responsibilities of educators, support staff, and other stakeholders in providing appropriate accommodation, modifications, and support services to students with special needs.
- Gain practical experience in observing and documenting the behaviours, interactions, and learning experiences of students with varied special needs within inclusive educational environments.

## **OBSERVATION**

Observation has been defined as “the selection, provocation, recording and encoding of that set of behaviours and setting/s concerning an organism ‘in situ’ which is consistent with empirical aims”. Observation is a process of ‘seeing’ the things or events with the naked eye, with or without the use of any device, to unravel the complexity of any phenomenon to satisfy the demands of an empirical question. Observation is a way of gathering data by watching behaviour, events, or noting physical characteristics in their natural settings. Observations can be overt (everyone knows they are being observed) or covert (no one knows they are being observed, and the observer is concealed). The benefit of covert Observation is that people are more likely to behave naturally if they do not know they are being observed. However, you will typically need to conduct overt Observations because of ethical problems related to concealing your Observation.

Observation can also be either direct or indirect. Direct Observation is when you watch interactions, processes, or behaviours as they occur. For example, observing a teacher teaching a lesson from a Psychology curriculum to determine whether they are delivering it with fidelity. Indirect Observation is when you watch the results of interactions, processes, or behaviours. For example, observing the amount of plate waste left by students in a school cafeteria to determine whether a new food is acceptable to them.

## **CLASSROOM OBSERVATION**

Classroom observation plays a central role in teacher training and teaching practice; however, the nature and limitations of observation must be kept in mind. Teaching is a complex and dynamic activity, and many activities occur simultaneously in classrooms. The teacher may be struggling mentally to keep up the flow of the lesson plan, and students will be responding differently according to their diverse nature, level of motivation and needs. Observing all at the same time is not possible; therefore, deciding beforehand what is to be observed is very important. At the same time, the presence of the observer may affect the usual behaviour of both teacher and students; therefore, discussion with the experienced teacher about the purpose of observation is pertinent.

## **OBSERVATION PROCEDURES**

Frequently used observation procedures are as follows:

### **1. Checklist**

A checklist contains different features of a lesson which you will focus on during the observation period. A checklist clearly explains the focus of observation and is filled out during observation. It is usually used to observe and record the countable aspects of the lesson, and other aspects, like motivation, engagement level, may not be fully captured through the checklist.

### **2. Seating chart observation record**

The seating chart shows the arrangements of students, desks and teachers' positions in the classroom. It can be used to code the number of questions asked by the teacher, the number of times students interact with other students or teachers, etc.

### **3. Field notes**

It consists of a brief description of all important events occurring in the classroom in note form. It can be time-based and provide a summary of all key events that occurred during a lesson, e.g. 8:30 class begins, 8:35 teacher instructed to open notebooks, 8:33 silence, 8:40 teacher wrote important points on the board, etc.

### **4. Narrative summary**

It is the summary of the lesson that tries to capture all the main events happening in the classroom. The observer may describe the nature and sequence of activities, along with the involvement level of students in activities, etc. The narration should contain as much detail of the events as possible, but not in a judgmental way. The observer may have a follow-up discussion with the teacher being observed to clarify the course of action taken in the classroom.

Interpretation of the observations made is done through follow-up questions/meetings.

Learning through observations plays an important part in teaching practice. To make the most out of the observation opportunity, students must have a clear focus of observation. Students should decide beforehand about the clear procedure of their observation method (any of the procedures discussed above), keeping in mind that they are just observers, not evaluators. It is suggested to remain non-participant in activities of the classroom during observation and always discuss the reasons for the course of action after each observation to clarify your understanding. The number of observations for each category, i.e. special needs, assessment practices, teaching strategies, and inclusive practices, is five. You must write a report at the end of each observation week for each mentioned aspects.

## **GUIDING PRINCIPLES FOR SPECIAL EDUCATION**

When observing a special education (SPED) teacher, one can obtain evidence of instructional practice in a context where student work may differ from what one might observe from a general education teacher. Teachers in special education work with students who have been diagnosed with a disability and need specialised teaching or related services. Instead of seeing special education as a place to send troubled students, educators and leaders should see it as a component of the continuum of services and support that promotes a respectful and inclusive environment. As a special educator, you are essential in creating a school-wide perspective that views special education as an essential component of the school community.

- There is no such thing as special education. In terms of individual needs, services, and placement, it is the most extensive intervention on the care continuum.
- The cornerstone of a cooperative and welcoming atmosphere that helps ALL students is at all levels.
- All pupils may begin as general education students.
- Every student can learn, grow, and must have access to excellent, research-based instruction that optimises their potential in the least restrictive setting.
- The secret to students' success is their teachers, who are professionals and subject matter experts. Both professional and educational help should be given to them.
- After school, success is achievable for all students. Effective teaching methods boost student outcomes, and special education programs are no different.
- Every teacher may identify areas to enhance student learning through the collaborative process of observation, feedback, and assistance, and every observer can back a strict vision of top-notch instruction across the entire school.

## **CLASSROOM OBSERVATION GUIDELINES**

Teacher observation describes the practice of sitting in another teacher's class to observe, learn and reflect. Teacher observation is a formal or informal observation of teaching while it's taking place in a classroom or other learning environment. They're often used to provide teachers with constructive, critical feedback about classroom management and instructional techniques. Various aspects of the class can be examined, such as students' needs, motivation level, routines, use of time, schedule, participation, assessment strategies, teaching strategies, learner interest, and much more. Teaching observation can be a few minutes or a few days long. There's no set duration, and it all depends on the goal of each observation. Regardless of goals and duration, each classroom observation is meant to be done with professionalism, integrity and courtesy. It should have an agreed-upon protocol, and it should be done objectively and confidentially.

### **How should you approach a teacher for observation?**

Remember that doing observations can be a sensitive topic for most teachers. Allowing someone to observe your practice can be daunting for any teacher (regardless of their experience), as teachers give their heart and soul to the job, and it's probably something they take great pride in. Here are three tips to keep in mind for anyone observing a teacher:

- Give positive feedback to the teacher! It's always rewarding to hear something positive about your teaching.
- If you are asked for any constructive feedback, try to do so in a supportive manner.
- Always make sure you thank them for allowing you to observe them.

### **What is required? What is the process/Protocol of observation?**

To observe the expert teacher of the chosen disability type, the student will visit the nearby public/private school having enrollment of children with special needs

(chosen disability type). The list of approved schools for school observation in their area/region can be obtained from their regional offices. The region will provide a letter of permission to all students for special as well as mainstream schools. The students will get permission from the school authorities to observe the teaching practices going on in classrooms. The students will observe the special needs of the students, assessment, intervention/teaching and evaluation practices of any experienced teacher/educator working in the schools of children with a chosen area of specialisation/Disability. Learners/prospective teachers will carry out the observations of experts' teaching practices for 4 weeks as per the following schedule:

**A. Three weeks of observation in special school settings as follows:**

1. Observations regarding the unique special education needs of the children
2. Observations regarding assessment strategies for children with a specified disability type
3. Observations regarding teaching strategies for children with a specified disability type

**B. One-week observations in Inclusive school settings**

For documentation of assessment and teaching strategies adopted by teachers to meet the unique needs of the child with special needs in general/inclusive education classrooms

Students will observe the class teacher for at least one hour daily. Students are advised to take notes of their classroom observations daily. These notes will help them to write observation reports at the end of each observation week. Students will fill out the following table, number 1, to maintain the record of their observation visits made to schools. The observed teacher at the respective school will sign in Table 1 at the end of each class observed.

## **WORKSHOP SCHEDULE SCHOOL OBSERVATION (8329)**

The following is the proposed schedule of the workshop and the topic of presentation. The region will allocate the resources for each session and will monitor the workshop activities accordingly.

### **Day 1:**

<b>S.No</b>	<b>Duration (1 hour)</b>	<b>Topic of presentation</b>	<b>Resource person allocated by the region</b>
1	Session 1	Introduction of participants/welcome	
2	Session 2	Orientation to course components and requirements (introduction of the manual of 8329)	
3	Session 3	Introduction to Special needs & characteristics of children with special needs	
<b>Break</b>			
4	Session 4	Introduction to assessment practices in special education	
5	Session 5	Introduction to teaching practices in special education	

### **Day 2:**

<b>S.No</b>	<b>Duration (1 hour)</b>	<b>Topic</b>	<b>Resource person</b>
1	Session 1	Introduction to inclusive education practices	
2	Session 2	Group Discussion of Observation Report 1	
3	Session 3	Group Discussion of Observation Report 2	

<b>Break</b>			
4	Session 4	Group Discussion of Observation Report 3	
5	Session 5	Group Discussion of Observation Report 4	

### **Day 3:**

<b>S.No</b>	<b>Duration (1 hour)</b>	<b>Topic</b>	<b>Resource person</b>
1	Session 1	Students will practice writing Report 1 on Special Needs after watching a video clip of children with special needs.	
2	Session 2	Students will practice writing Report 2 on Assessment Practices after watching a video clip of a special education class where the teacher is assessing children.	
3	Session 3	Students will practice writing Report 3 on Teaching Practice after watching video clips of a special education class where teachers are involving students in different activities.	
<b>Break</b>			
4	Session 4	Students will practice writing Report 4 on Inclusive Practices after watching a video clip of a mainstream class in which the teacher is teaching a special child with normal peers.	
5	Session 5	Q/A session, Feedback, Concluding remarks	

## RECORD OF SCHOOL OBSERVATION VISITS

Each student is required to maintain a record of the school visits and help the evaluator ensure the observations of the class teachers' classroom practices. All students must get the signatures of the observed teacher at the end of a one-hour observation each day. The evaluator/designated person to check the student's manual will mark the observation reports only after confirming the visits made by students, duly signed by teachers observed.

**Table 1**

*Students' Record of Observation Visits made to Schools for children with special needs.*

S.No	Name and address of the school with contact number	Specialised area of observation	Observation Day No	Observed the class teachers' signature	Date of visit made by the student
1.		<b>Special needs of the students</b>	1.		
			2.		
			3.		
			4.		
			5.		
2.		<b>Assessment practices</b>	1.		
			2.		
			3.		
			4.		
			5.		

3.		<b>Teaching strategies</b>	1.		
			2.		
			3.		
			4.		
			5.		
4.		<b>Inclusive Education practices</b>	1.		
			2.		
			3.		
			4.		
			5.		

## **RESPONSIBILITIES OF STUDENTS**

- Do not miss your course workshop, as it will help you to understand the course requirements and protocols.
- Listen to the class recording for follow-up.
- Visit your regional office to get a list of approved schools for observations and a letter of permission for special as well as mainstream/normal schools.
- Do not hesitate to contact the course coordinator for any confusion.
- Take permission from the school authorities for observations of teachers in their schools.
- Observe professional discretion and confidentiality with children, families, and professionals.
- Communicate directly with the head of school if a concern arises during class observations.
- Be punctual and arrive well in time during the supervised school observation practicum period.
- Complete an hour of onsite participatory observation each day over the course.
- Please do not hesitate to ask your mentor questions. Remember, questioning improves learning.
- Dress with a professional appearance/code.
- Work with a positive attitude, enthusiasm, and acceptable norms.
- Stay calm in tense/tough situations. Show flexibility with tasks and schedules.
- Practice good health, hygiene, and safety standards.
- Read the school observation manual till the end and fill in all the required pages.

## **GUIDELINES FOR CLASSROOM OBSERVATION REPORT 1 (SPECIAL NEEDS)**

Students are required to carry out non-participatory observations of the special education class of the chosen disability type. Students are advised to take notes of their classroom observations for five days. These notes will help them to write observation reports on the last day of the week. Students will write their observations on this manual for the chosen disability/category. The observation report will contain the following (1-10) observation areas for which students will write comments during observations in the classroom.

### **OBSERVATION AND COMMENT AREAS FOR STUDENT:**

1. Physical needs, e.g. health, nutrition, mobility, etc.
2. Needs related to the Learning environment, e.g. seating arrangement, lights, auditory, etc.
3. Educational needs, e.g. literacy, numeracy, cognitive, etc.
4. Psychological and emotional needs, e.g. self-image, contentment, parental care, etc.
5. Communication needs, e.g. receptive language, expressive language, etc.
6. Vocational needs, e.g. pre-vocational skills, self-expression/priority/choice, etc.
7. Technological needs, e.g. assistive devices, technological requirements, etc.
8. Therapeutic needs, e.g. physiotherapy, speech therapy, occupational therapy, etc.
9. Guidance and counselling needs, e.g. disruptive behaviour, conflict resolution, etc.
10. Unique needs (if any found other than described above)

At the end of class, students will discuss the observations made during class regarding specific needs of children with their class teacher. Students will write about the discussion with the teacher at the end of the observation report mentioning what was observed about the specified needs of the children. Expert teachers from respective schools will sign the observation report at the end of each observation day.

**CLASSROOM OBSERVATION REPORT 1**  
**(SPECIAL NEEDS)**

Student Name: \_\_\_\_\_ Student ID: \_\_\_\_\_

Chosen Disability/Specialization Area: \_\_\_\_\_

Grade/Class observed: \_\_\_\_\_

Number of students in special education class: \_\_\_\_\_

Expert Special Education Teacher Name: \_\_\_\_\_

Contact Details of the special education teacher observed: \_\_\_\_\_

Name and address of Special School Visited for observation purposes:

\_\_\_\_\_  
\_\_\_\_\_

Dates of observing special education class: \_\_\_\_\_

**Observation Notes:**

1. What are the Physical needs, e.g. health, nutrition, mobility, etc. Of the children you have observed?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

2. What are the students' observed needs related to the Learning environment, e.g. seating arrangement, lights, auditory, etc.?

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3. What are the educational needs, e.g. literacy, numeracy, cognitive, etc., of children you have observed?

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4. What type of psychological and emotional needs, e.g. self-image, contentment, parental care, etc. Have you observed children?

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5. What are the communication needs, e.g. receptive language, expressive language, etc., of the children you have observed?

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6. What are the vocational needs, e.g. pre-vocational skills, self-expression/priority/choice, etc., of children you have observed?

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7. What type of technological needs e.g. assistive devices, technological requirements etc., did you identify for the children under observation in the special class?

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8. What kind of therapeutic needs, e.g. physiotherapy, speech therapy, occupational therapy, etc., have you identified for the children you have observed?

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9. What type of guidance and counselling needs e.g. disruptive behaviour, conflict resolution etc. You have identified for the children observed?

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10. What Unique needs (if any found other than described above) you have observed for the children under observation?

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**Reflection notes after discussion about the identified needs of the children of the chosen disability type:**

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**Name & Signature of the teacher observed:** \_\_\_\_\_

**Seal of school visited for observation purposes:** \_\_\_\_\_

**Date:** \_\_\_\_\_

## **GUIDELINES FOR CLASSROOM OBSERVATION REPORT 2 (ASSESSMENT PRACTICES)**

Students are required to carry out non-participatory observations of the special education class of the chosen disability type. Students are advised to take notes of their classroom observations for five days. These notes will help them to write observation reports on the last day of the week. Students will write their observations on this manual for the chosen disability/category. The observation report will contain the following (1-10) observation areas for which students will write comments during observations in the classroom.

### **OBSERVATION AND COMMENT AREAS FOR STUDENT:**

1. How a teacher assessed the physical needs e.g. health, nutrition, mobility etc. of children in the classroom. Which tools of assessment were used by the expert/teacher?
2. How a teacher assessed the sensory needs of the children related to the learning environment in the classroom, i.e. seating arrangement, lights, auditory etc. Which method or tools of assessment were used by the expert/teacher?
3. How was a teacher assessing the educational level, e.g. literacy, numeracy skills, etc., of the children in the classroom? Which method or tools of assessment were used by the expert/teacher?
4. How a teacher was assessing the psychological and emotional needs e.g. self-image, contentment level, etc. of the children in classroom. Which method or tools of assessment were used by the expert/teacher?
5. How was a teacher assessing the communication needs e.g. receptive language, expressive language etc. of the children in classroom? Which

method or tools of assessment were used by the expert/teacher?

6. How was the teacher assessing the vocational needs, e.g. pre-vocational skills, career choice etc., of children in the classroom? Which method or tools of assessment were used by the expert/teacher?
7. How was the teacher assessing the assistive technological needs, e.g. assistive devices, maintenance requirements, etc., of children in the classroom? What procedure/SOP was adopted by the expert/teacher for the purpose?
8. How was the teacher deciding upon the therapeutic needs, e.g. physiotherapy, speech therapy, occupational therapy, etc., of the children in the classroom? What procedure was adopted by the expert/teacher for the purpose?
9. How was the teacher deciding upon the guidance and counselling needs of the children in the classroom? Which method or procedure was used by the expert/teacher for the purpose?
- 10.** How was the teacher showing sensitivity towards the unique strengths and weakness of each child? What method/procedure was used to document these needs of the children?

At the end of class, students will discuss the observations made during class with the expert/teacher who observed. Students may ask the teacher to provide them with the tools of assessment, specimens of assessment reports, records of students' assessments made earlier, etc., if they can. The student will write about the discussion made with the expert teacher at the end of the observation report, mentioning and attaching the tools of assessment used by the expert/teachers in classrooms. Students are also advised to meet with professionals involved in the rehabilitation of children in schools. The student may ask other professionals, like psychologists, counsellors, vocational teachers, speech/ physio/occupational

therapists, etc., to share the assessment tools used by them to assess the specific needs and condition of the children. They may write separately about the discussion made with allied health professionals and other staff of the school. Expert teachers and professionals from respective schools will sign the observation report at the end of each observation week.

**CLASSROOM OBSERVATION REPORT 2  
(ASSESSMENT PRACTICES)**

Student Name: \_\_\_\_\_ Student ID: \_\_\_\_\_

Chosen Disability/Specialization Area: \_\_\_\_\_

Grade/Class observed: \_\_\_\_\_

Number of students in special education class: \_\_\_\_\_

Expert Special Education Teacher Name: \_\_\_\_\_

Contact Details of the special education teacher observed: \_\_\_\_\_

Name and address of Special School Visited for observation purposes:

\_\_\_\_\_  
\_\_\_\_\_

Dates of observing special education class: \_\_\_\_\_

**Observation Notes:**

1. How a teacher assessed physical needs, e.g. health, nutrition, mobility, etc., of children in the classroom. Which tools of assessment were used by the expert teacher?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

2. How a teacher was assessing the sensory needs of the children related to the learning environment in classroom i.e. seating arrangement, lights, auditory etc. Which method or tools of assessment were used by the expert teacher?

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3. How was a teacher assessing the educational level, e.g. literacy, numeracy, etc., of the children in the classroom? Which method or tools of assessment were used by the expert teacher to assess the learning outcomes?

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4. How a teacher assessed the psychological and emotional needs, e.g. self-image, contentment level, etc., of the children in the classroom. Which method or tools of assessment were used by the expert teacher?

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5. How was a teacher assessing the communication needs, e.g. receptive language, expressive language etc. of the children in classroom? Which method or tools of assessment were used by the expert teacher?

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6. How was the teacher assessing the vocational needs, e.g. pre-vocational skills, career choice, etc., of children in the classroom? Which method or tools of assessment were used by the expert teacher?

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7. How was the teacher assessing the assistive technological needs e.g. assistive devices, maintenance requirements etc. of children in the classroom? What procedure/SOP was adopted by the expert teacher for this purpose?

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8. How was the teacher deciding upon the therapeutic needs, e.g. physiotherapy, speech therapy, occupational therapy, etc., of the children in the classroom? What procedure was adopted by the expert teacher for the purpose?

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9. How was the teacher deciding upon the guidance and counselling needs of the children in the classroom? Which method or procedure was used by the expert teacher for this purpose?

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10. How was the teacher showing sensitivity towards the unique strengths and weakness of each child? What method/procedure was used to document these needs of the children?

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**Reflection notes after discussion about the Assessment practices carried out by teachers for the children of the chosen disability type:**

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**Reflection notes after discussion about the Assessment practices carried out by other professionals, e.g. /psychologists/ vocational, counsellors, etc., for the children of the chosen disability type:**

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**Name & Signature of the teacher observed:** \_\_\_\_\_

**Name & Signature of the professional consulted:** \_\_\_\_\_

**Seal of the school visited for observation purposes:** \_\_\_\_\_

**Date:** \_\_\_\_\_

## **GUIDELINES FOR CLASSROOM OBSERVATION REPORT 3 (TEACHING PRACTICE)**

Students are required to carry out non-participatory observations of the class teacher. Students are advised to take notes of their classroom observations for five days. These notes will help them to write observation reports on the last day of the week. Students will write their observations on this manual for the chosen disability type. The observation report will contain the following (1-10) observation areas for which students will write comments during observations in classroom.

### **OBSERVATION AND COMMENT AREAS FOR STUDENT:**

1. Subject matter/ content
2. Classroom organization, and management
3. Report with the students
4. Teaching method used
5. Assistive technology used during teaching/learning
6. Lesson presentation pace and sequence
7. Different activities carried out
8. Sensitivity to students' learning
9. Personality dynamics of the teacher
10. Classroom Learning Environment

At the end of class, students will discuss the observations made during class with the expert teacher who observed. Students will write reflection notes at the end of the observation report mentioning what was observed, why was the teacher doing any specific action, what else can be done, what lessons learned etc. Expert/teachers from respective schools will sign the observation report at the end of observation week.

**CLASSROOM OBSERVATION REPORT 3**  
**(TEACHING PRACTICE)**

Student Name: \_\_\_\_\_ Student ID: \_\_\_\_\_

Chosen Disability/Specialization Area: \_\_\_\_\_

Grade/Class observed: \_\_\_\_\_

Number of students in special education class: \_\_\_\_\_

Expert Special Education Teacher Name: \_\_\_\_\_

Contact Details of the special education teacher observed: \_\_\_\_\_

Name and address of Special School Visited for observation purposes:

\_\_\_\_\_  
\_\_\_\_\_

**Observation Notes:**

1. Describe how the teacher's content selection, sequence and standards are based on sound pedagogical principles and address the diverse needs and abilities of children with specified disability.

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\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
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2. Describe how the classroom organization and management are based on sound pedagogical principles and how the teacher has created a conducive environment to meet the diverse needs and abilities of all students.

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3. Describe how the teacher has built a strong rapport with the students? Describe the level of ease in student-teacher communication & interaction among students.

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4. Describe how the teacher was using a variety of instructional strategies that engage students in active learning aligned with objectives.

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5. Describe how the teacher used the technology to implement instruction that facilitates the learning of students. How was the teacher monitoring the output of assistive devices used by the students?

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6. Describe what different ways the teacher was using to connect content to the life experiences of students and adapting instruction to unanticipated circumstances.

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7. Describe how the teacher remained focused during different activities and how he/she established efficient procedures to monitor groups' effectiveness.

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8. Describe how the teaching valued and supported student diversity and addressed individual needs. How did the teacher identify student characteristics that may affect their learning?

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9. Comment on the personality dynamics of the teacher, e.g. the appropriateness of vocabulary for communicating confidence in students' ability to achieve objectives.

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10. Describe how teacher was engaged in establishing a positive learning environment, set clear standards of conduct for students and responds in appropriate and respectful ways.

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**Reflection notes after discussion about the teaching practices carried out by the teacher for the children of the chosen disability type:**

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**Name & Signature of the teacher observed:** \_\_\_\_\_

**Seal of the school visited for observation purposes:** \_\_\_\_\_

**Date:** \_\_\_\_\_

## **GUIDELINES FOR CLASSROOM OBSERVATION REPORT 4 (INCLUSIVE PRACTICES)**

Students are required to carry out non-participatory observations of the class teacher working in an inclusive school. The students are responsible for locating the students of chosen disability studying along with normal peers. Students are suggested to take notes of their classroom observations for five days. These notes will help them to write observation reports on the last day of the week. Students will write their observations on this manual for the chosen disability/category. The observation report will contain the following (1-10) observation areas for which students will write comments during observations in the classroom.

1. **Instructional plan:** How has the teacher planned for instruction to address the individualized needs of each student? How skillfully does the teacher articulate each student's knowledge/skill set and the unique support planned for each learner?
2. **Alternative assessment:** In what ways has the teacher planned for students to demonstrate their learning? How has the teacher ensured multiple access points and ways for students to demonstrate their skills/learning?
3. **Respectful environment:** What are some techniques teachers have used to establish the motivational environment of the class? What strategies have teachers used to help students navigate positive engagement with classmates?
4. **Academic feedback:** Note the presence of the corrections and adjustments provided by the teacher, as well as interactions in which students are supporting each other. How skillfully has the teacher include technology and/or used multiple formats through which students can present their work/progress?
5. **Expectations:** How effectively students are allowed to manage themselves independently in the instructional space. How many opportunities have

teachers created for every student to have successful engagement with both the content and classmates?

6. **Managing student behaviour:** How effectively the teacher has utilized various techniques when responding to student behaviours and how students engage in moments of competition, deal with loss/frustration, and interact with other students at different skill levels.
7. **Environment:** How well students understand the rules of the classroom and abide by them. Note how students demonstrated a growth mindset, empathy, and the ability to effectively make good decisions. Note the frequency of useful student-to-student feedback and the level of student-to-student support during class activities.
8. **Standards and objectives:** How clearly the teacher has articulated the objectives of the day, and how effectively the students have progressed toward their short-term objectives to achieve their long-term goals.
9. **Motivating students:** How the teacher and/or classmates have reinforced and rewarded the individual efforts. How often do students engage, especially when presented with novel learning or tasks? How effectively does a teacher help students generate alternate strategies to achieve success?
10. **Presenting instructional content:** How effectively do students engage with the teacher during direct instruction, and how is modelling used to support student learning? Note how effectively the teacher uses visual support and modelling.

At the end of class, students will discuss the observations made during class with the expert/teacher who observed. Students will write reflection notes at the end of the observation report, mentioning what was observed, why teacher was doing any specific action, what else can be done, what were lessons learned etc. Experts/teachers from respective schools will sign the observation report at the end of observation week.

**CLASSROOM OBSERVATION REPORT 4  
(INCLUSIVE PRACTICE)**

Student Name: \_\_\_\_\_ Student ID: \_\_\_\_\_

Chosen Disability/specialization Area: \_\_\_\_\_

Grade/Class observed: \_\_\_\_\_

Number of students in special education class: \_\_\_\_\_

Expert Special Education Teacher Name: \_\_\_\_\_

Contact Details of the special education teacher observed: \_\_\_\_\_

Name and address of Special School Visited for observation purposes:  
\_\_\_\_\_  
\_\_\_\_\_

**OBSERVATION NOTES:**

1. How has the teacher planned for instruction to address the individualized needs of each student? How skillfully does the teacher articulate each student's knowledge/skill set and the unique support planned for each learner?

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2. In what ways has the teacher planned for students to demonstrate their learning? How has the teacher ensured multiple access points and ways for students to demonstrate their skills/learning?

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3. **Respectful environment:** What are some techniques teachers has used to establish the motivational environment of the class? What strategies teacher has used to help students navigate positive engagement with classmates?

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4. **Academic feedback: Note** the presence of the corrections and adjustments provided by the teacher, as well as interactions in which students are supporting each other. How skillfully has the teacher include technology and/or used multiple formats through which students can present their work/progress?

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**5. Expectations:** How effectively students are allowed to manage themselves independently in the instructional space. How many opportunities have teachers created for every student to have successful engagement with both the content and classmates?

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**6. Managing student behaviour:** How effectively the teacher has utilized various techniques when responding to student behaviours and how students engage in moments of competition, deal with loss/frustration, and interact with other students at different skill levels.

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**7. Environment:** How well students understand the rules of the classroom and abide by them. Note how students demonstrated a growth mindset, empathy,

and the ability to effectively make good decisions. Note the frequency of useful student-to-student feedback and the level of student-to-student support during class activities.

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**8. Standards and objectives:** How clearly the teacher has articulated the objectives of the day, and how effectively the students have progressed toward their short-term objectives to achieve their long-term goals.

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**9. Motivating student:** How the teacher and/or classmates have reinforced and rewarded the individual efforts. How often do students engage, especially when presented with novel learning or tasks? How effectively does a teacher helps students generate alternate strategies to achieve success?

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**10. Presenting instructional content:** How effectively do students engage with the teacher during direct instruction, and how is modelling used to support student learning? Note how effectively the teacher uses visual support and modelling.

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**Reflection notes after discussion about the inclusive teaching practices carried out by the teacher for the children of the chosen disability type in a mainstream school:**

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**Name & Signature of the teacher observed:** \_\_\_\_\_

**Seal of the school visited for observation purposes:** \_\_\_\_\_

**Date:** \_\_\_\_\_

## SCORING GUIDE FOR OBSERVATION REPORTS

The allocated marks for each observation report are twenty-five. The student will prepare four observation reports against the chosen specialization/disability type. The evaluator/examiner may use the following table 2 for ease of scoring:

**Student Name:** \_\_\_\_\_ **Student ID:** \_\_\_\_\_

**Registration No:** \_\_\_\_\_ **Specialization/Disability Type:** \_\_\_\_\_

**Table 2**

**Score Sheet for Evaluator/Examiner**

S.No	Observation Report	Observation Report No	Does the report contain the observed teachers' signature/school stamp	Marks obtained Out of 20	Total Marks obtained
1.	Special Needs	1	Yes/no		
2.	Assessment Practices	2	Yes/no		
3.	Teaching Practices	3	Yes/no		
4.	Inclusive Practices	4	Yes/no		

Signature of the Examiner

Seal of the Examiner