

WALKTHROUGH PROTOCOL

Student: _____

District: _____

Date: _____

School: _____

Observer: _____

Setting: _____ Reg _____ Segr _____ Resource _____ Grade _____

Student's Schedule Matches Placement Yes or No

Reason: _____

State Department of Education Walkthrough Review
of IEP implementation, Use of Supplementary Aids and Services and Best Practices
in the Instruction of Students with Disabilities in INSTRUCTIONAL Classes

INDICATOR #1-6: GENERAL EDUCATION CLASSES

#	<u>Indicators</u>	<u>Little or No Evidence</u> <i>Score pt. = 0</i>	<u>Sufficient Evidence</u> <i>Score pt. = 1</i>	<u>Score</u> <i>0 or 1</i>	<u>Not</u> <u>Applic-</u> <u>able (NA)</u>
1	The student is seated within the same seating structure as the other students in the classroom.	<i>Student is in a study carrel, separate seat apart from the reg. group, or back of the room.</i>	<i>Student is seated alongside typical peers in the general seating arrangement (i.e., whole class, groups, peer pairs, etc.).</i>		
2	The general education teacher is the main provider of the instruction or assessment or as a part of a co-teaching support, in partnership with the special education teacher (a paraprofessional or other adult may be available to assist the student when necessary, but the student is viewed as attentive to the teacher and the teacher is attentive to the student).	<i>Student is being taught by a paraprofessional or special ed teacher and is not part of the regular classroom instruction/lesson.</i>	<i>Student is receiving instruction from the regular ed teacher or there is general/ special ed teacher coteaching arrangement where shared teaching is evident.</i>		
3	Student is engaged in the same curricular activity as the other members of the class (the material/instruction may be accommodated or the content/performance accommodated or modified for students needs but these do not change the intent or nature of the activity from the grade level standard)	<i>Student is engaged in a separate unrelated activity or different content area Student's activity is weakly connected to the grade level standard, more superficial in nature.</i>	<i>Student is engaged in the same activity as his/her typical peers. Student's activity is tied into the grade level standard but may be modified or accommodated for in accordance with his/her IEP. Student may have a reduced workload, manipulatives, simplified reading, assistive technology (AT), etc.</i>		

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INDICATOR #1-6: GENERAL EDUCATION CLASSES (Continued from page 1)

#	<u>Indicators</u>	<u>Little or No Evidence</u> <i>Score pt. = 0</i>	<u>Sufficient Evidence</u> <i>Score pt. = 1</i>	<u>Score</u> <i>0 or 1</i>	<u>Not Applicable (NA)</u>
4	The general education teacher or the general education-special education co-teachers check for the student's understanding of the concept (rather than another adult in the room assuming total responsibility for checking the student's understanding).	<i>Para or special ed teacher who is not teaching the lesson checks for understanding. The special ed teacher is not part of a dynamic coteaching arrangement.</i>	<i>General ed teacher questions or calls on the student. They may check in with the student or observe their execution of a task. Teacher may also check in by observing and/or listening to the student when engaged in group work.</i>		
5	Peer assistance is occurring as appropriate to the culture of the classroom (if students are permitted to assist each other, than this is also occurring for the student being observed).	<i>Student is assisted by para or the teacher rather than a peer, or student receives no help at all from peer(s).</i>	<i>Peer offers to help the student or student requests assistance from a peer. Teacher may pair up children to work together.</i>		
6	Peer interactions between the student and peers are comparable to other students in the class (student engages peers and peers engage the student).	<i>Student does not attempt to interact with peer or makes an attempt to engage a peer who does not respond to him/her. Peer engages the student but student does not respond or responds inappropriately.</i>	<i>Student and peer are meaningfully engaged with each other in either a discussion, activity, question & answer exchange, or nonverbal exchange similar to the interactions of other peers/groups in the class.</i>		

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INDICATOR #7-10: GENERAL, SEGREGATED/RESOURCES SETTINGS

7	Student is actively engaged in the activity and demonstrates some level of understanding of the concept or the application of the skill being instructed.	<i>Student is off-task, not attending to the general ed teacher, preoccupied with something/someone, or self-stimulating behaviors are noted. Student has great difficulty answering questions or executing a given task. Part of a group, but not participating.</i>	<i>Student answers the teacher's question(s), executes a given task, demonstrates mastery orally, in writing, with manipulatives, or with the use of AT.</i> <i>In a group setting, student actively participates w/ others demonstrating mastery orally, in writing, with manipulative, or with the use of AT.</i>		
8	The student's IEP goals and objectives are integrated as part of the lesson design and instructional delivery.	<i>Lesson content unrelated. Little or no evidence of scaffolding of instruction.</i>	<i>Lesson content is directly aligned with IEP objective(s). Or, preteaching of skills, vocab., concepts are noted.</i>		
9	The student's IEP supplementary aids and services, accommodations, and modifications are applied as appropriate to the curricular activity.	<i>Absence of para support, per IEP. Lack of utilization of the instructional strategies, materials, books, equip., AT, preferred seating, etc. as outlined in IEP. Content is not modified, if applicable. There is little or no attendance to a behavior plan, if required.</i>	<i>Para assistance per IEP. Student utilizes AT, materials, books, equipment, etc. as depicted in IEP for the specific subject area class. Identified instructional strategies are evident. Modifications to work, tests, time, etc. are noted, as applicable. There is adherence to a behavior plan if required for the student.</i>		
10	Paraprofessional, if applicable, appropriately assists the student without interfering with appropriate peer assistance or developing an overdependence of the student on the assistance of the paraprofessional.	<i>Para is positioned directly next to the student and interferes w/ the teacher's ability to directly instruct, reclarify, question, assess or interact w/ the student. Para answers for, or provides the answer to the student. Para does not allow other students to assist or, the child to self-advocate for him/herself.</i>	<i>Para is positioned a comfortable distance from the child allowing for free interaction with peers and the teacher. Para allows the student to ask questions of the teacher or peers. The student is given the opportunity to learn by doing or to make a mistake and may require para assistance to clarify or correct.</i>		

Total Points _____ out of total applicable indicators _____