

Specially Designed Instruction Observation Checklist

According to IDEA Sec. 300.39 (b),
 “Specially designed instruction means adapting, appropriate to the needs of an eligible child under this part, the content, methodology, or delivery of instruction-
 (i) To address the unique needs of the child that result from the child’s disability; and
 (ii) To ensure access of the child to the general curriculum, so that the child can meet the educational standards within the jurisdiction of the public agency that apply to all children.”

Teacher	Date
School	Start time End time
Observer	Grade Level
Lesson: Beginning Middle End	Subject
Number of students:	Service Type: Co-Teach Supportive Instruction Small Group Other

Overarching question: Has SDI been calculated based on individual student's needs identified in the PLAAFP?

Evidence of Planning (Lesson Plans):

	Yes	No	N/A
Specially Designed Instruction is reflected in the lesson plans as any strategies, supports, instructional accommodations that the special education teacher puts in place to assist the SWDs in accessing the curriculum in the general education setting or a special class.			
Plans reflect that SWDs are accessing the same content objectives as their grade level peers			
Testing accommodations are listed. (if applicable to the lesson)			
IEP goals/objectives are aligned to the lesson plan (if applicable to the lesson)			
Plans indicate a rationale for how groups were formed for differentiation/co-teaching models.			

Evidence of Classroom Personnel (Paras)

	Yes	No	N/A
Teacher Assistant(s) or Teacher Aide(s) are actively engaged in supporting instruction in the learning environment.			
Specific duties are included in lesson plans.			

Evidence of Instruction (Questioning)

	Yes	No	N/A
What is being taught to allow students to access general education program?			
Is it evident that teachers structure the learning so that it includes a balance of lower level questions (remember, understand, apply) and higher level questions (analyze, evaluate, create) for students?			
Are adaptations needed for the content as a result of the disability?			
Is the content aligned to the student's academic needs?			
Is the content aligned to the student's grade level standards?			
Is the content aligned to the student's functional needs?			
Does the content address engagement and behavioral supports?			
Are student's strengths and current knowledge leveraged?			

Grow and Glow Statement: