

Administrator Walk-Through

Literacy in Classrooms Serving Children with Low Incidence Disabilities

Teacher: _____

Date: _____

Observer: _____

Lesson: _____

Code: **2-points:** High level of implementation
 1-point: Inconsistent level of implementation
 0-points: Element absent or not observed

<i>Instructional Components</i>	<i>Level of Implementation</i>			<i>Comments</i>
Shared Reading				
Teacher lesson plan/schedule reflects daily opportunities to engage in shared reading.	2	1	0	
There is evidence that the teacher has a selected a book that relates to a current unit/topic.	2	1	0	
Throughout the shared reading activity, the teacher insures that all students have a way to communicate (i.e., multiple location AAC device, single message device, paper symbols, tactual symbols).	2	1	0	
There is evidence that all classroom staff has been trained on the programming and setup of communication devices for shared reading.	2	1	0	
Communication opportunities for students extend beyond repeated lines and responses to direct questions. Teacher supports students in making comments and relating the book to their personal experiences.	2	1	0	
Before reading, the teacher briefly introduces book, activates student background knowledge and introduces new words/concepts.	2	1	0	
During reading, teacher facilitates and encourages ongoing interaction and discussion.	2	1	0	
During reading, teacher acknowledges students’ attempts to communicate during activity by attributing meaning to, restating and expanding on the communication attempt.	2	1	0	
During reading, the teacher and/or teaching staff model the use of AAC systems.	2	1	0	
Writing				
Teacher lesson plan/schedule reflects daily opportunities to engage writing.	2	1	0	
Teacher has developed ways to offer a selection of personally meaningful topics to the student (presents pictures, uses a remnant book of student personal experiences, uses a classroom topic list of shared experiences, offers verbal choices or signs) in a manner that the student communicates a choice.	2	1	0	

Teacher has an assortment of alternative methods for students to generate print (i.e. eye gaze frames, alphabet flip chart, alternative keyboards, Braille etc.).	2	1	0	
There is evidence that the teaching staff has been trained on use of alternative writing supports and can independently setup and use all alternative pencils with students.	2	1	0	
Teacher has a method for organizing/using student writings, as well as celebrating/sharing students' writing samples.	2	1	0	
Self-Selected Reading	2	1	0	
Teacher lesson plan/schedule reflects the frequency of self-selected reading:	2	1	0	
Teacher has developed ways to offer a selection of books to the student (presents actual books, electronic bookshelf, choices programmed on AAC device) in a manner that the student communicates a choice.	2	1	0	
Teacher offers an assortment of different genres of books (storybooks, informational books, poetry, mysteries).	2	1	0	
The books observed above are available in a variety of alternative formats: Electronic books for students who use switches or alternative keyboards	2	1	0	
Alternative formats such as Braille/tactuals for students with low vision/blindness	2	1	0	
There is evidence that the teacher regularly changes the assortment of books offered to the students.	2	1	0	
Teacher has a method for tracking students' personal preferences for books.	2	1	0	

General Observations of the Classroom

<i>Area</i>	<i>Level of Implementation</i>			<i>Comments</i>
The teacher sets clear expectations for student behavior that are reinforced and supported by classroom staff.	2	1	0	
The teacher and classroom staff encourage student effort.	2	1	0	
The teacher and classroom staff appear familiar and confident with assistive technology.	2	1	0	
A variety of technology supports are physically accessible to the students.	2	1	0	
Teacher responds to student initiations and other efforts to communicate.	2	1	0	
Students are engaged with the adults and appear motivated to participate in the learning activities presented to them.	2	1	0	
Student efforts to initiate interactions are met with sustained attention and effort to attribute meaning.	2	1	0	
A variety of technology supports are physically accessible to the students.	2	1	0	

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