Observation Forms

Tools for principals, coaches, supervisors, and peer teachers

Anita L. Archer, PhD

Author, Consultant, Teacher

**Observation: Delivery of Instruction**

**Teacher \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Observer \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Date/Time/Period\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_ Drop-in \_\_\_Extended Observation\_\_\_ (Check One)**

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| **Teacher Behaviors** | **The Teacher:** |
| \_\_\_\_All of the time  \_\_\_\_Most of the time  \_\_\_\_Some of the time  \_\_\_\_Never  \_\_\_\_No opportunity to observe | 1. **Frequent Responses:** Requests frequent responses from students, allowing rehearsal of content and checking for understanding. |
| \_\_\_\_All of the time  \_\_\_\_Most of the time  \_\_\_\_Some of the time  \_\_\_\_Never  \_\_\_\_No opportunity to observe | 1. **Limited Use of Volunteers:** Avoids asking students to volunteer to answer questions. |
| \_\_\_\_All of the time  \_\_\_\_Most of the time  \_\_\_\_Some of the time  \_\_\_\_Never  \_\_\_\_No opportunity to observe | 1. **Proactive Handling Inattentive Students:** Avoids calling on inattentive students. Uses other methods to regain their attention such as: physical proximity to the inattentive student, re-directives ("Listening.") to the whole group, or tasks involving a physical behavior ("Highlight the first heading."). |
| \_\_\_\_All of the time  \_\_\_\_Most of the time  \_\_\_\_Some of the time  \_\_\_\_Never  \_\_\_\_No opportunity to observe | 1. **Inclusive Participation:** Uses practices that involve all students in responding, encouraging all students to formulate answers and to participate. |
| \_\_\_\_All of the time  \_\_\_\_Most of the time  \_\_\_\_Some of the time  \_\_\_\_Never  \_\_\_\_No opportunity to observe | 1. **Equity of Individual Turns:** Calls on a variety of students using a preplanned system to randomize students who are called on to ensure equity. |
| \_\_\_\_All of the time  \_\_\_\_Most of the time  \_\_\_\_Some of the time  \_\_\_\_Never  \_\_\_\_No opportunity to observe | 1. **Adequate Thinking Time:** Provides adequate thinking time for responses. |
| \_\_\_\_All of the time  \_\_\_\_Most of the time  \_\_\_\_Some of the time  \_\_\_\_Never  \_\_\_\_No opportunity to observe | 1. **Monitoring Responses:** Monitors student responses through focused listening and observing, circulating around the room when students are sharing with partners or teams, reading with partners, or completing written responses. |
| \_\_\_\_All of the time  \_\_\_\_Most of the time  \_\_\_\_Some of the time  \_\_\_\_Never  \_\_\_\_No opportunity to observe | 1. **Error Corrections:** Provides immediate, clear corrections for individual or group errors, telling students or guiding them to the correct answer. |
| \_\_\_\_All of the time  \_\_\_\_Most of the time  \_\_\_\_Some of the time  \_\_\_\_Never  \_\_\_\_No opportunity to observe | 1. **Feedback and Acknowledgement:** Provides specific feedback and positive affirmation for performance, focusing on achievement and effort rather than on inherent qualities. |
| \_\_\_\_All of the time  \_\_\_\_Most of the time  \_\_\_\_Some of the time  \_\_\_\_Never  \_\_\_\_No opportunity to observe | 1. **Lesson Adjustment:** Adjusts the lesson based on student performance (e.g., Re-teaches challenging content. Provides additional practice. Moves forward in lesson.). |
| \_\_\_\_All of the time  \_\_\_\_Most of the time  \_\_\_\_Some of the time  \_\_\_\_Never  \_\_\_\_No opportunity to observe | 1. **Brisk Pace:** Having prepared for the lesson, maintains a brisk instructional pace while providing adequate thinking time. Avoids digressions. |
| \_\_\_\_All of the time  \_\_\_\_Most of the time  \_\_\_\_Some of the time  \_\_\_\_Never  \_\_\_\_No opportunity to observe | 1. **Positive Learning Environment:** Promotes a positive learning environment, connecting with the learners and promoting student success. Utilizes positive procedures to encourage appropriate behavior. |
| \_\_\_\_All of the time  \_\_\_\_Most of the time  \_\_\_\_Some of the time  \_\_\_\_Never  \_\_\_\_No opportunity to observe | 1. **Enthusiasm:** Displays a genuine interest in the content of the lesson and the learning of his/her students. |

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| **Student Behaviors** | **The students:** |
| \_\_\_\_All of the time  \_\_\_\_Most of the time  \_\_\_\_Some of the time  \_\_\_\_Never  \_\_\_\_No opportunity to observe | 1. **On-task Behavior:** Exhibit on-task behavior, following the teacher's directives and completing requested tasks. |
| \_\_\_\_All of the time  \_\_\_\_Most of the time  \_\_\_\_Some of the time  \_\_\_\_Never  \_\_\_\_No opportunity to observe | 1. **Frequent Responses:** Respond when asked to give verbal, written, or action responses. |
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| \_\_\_\_All of the time  \_\_\_\_Most of the time  \_\_\_\_Some of the time  \_\_\_\_Never  \_\_\_\_No opportunity to observe | 1. **Accuracy:** Provide accurate responses (at least 80% accuracy when new material is presented and at least 90% during review). |
| \_\_\_\_All of the time  \_\_\_\_Most of the time  \_\_\_\_Some of the time  \_\_\_\_Never  \_\_\_\_No opportunity to observe | 1. **Appropriate Behavior:** Exhibit behavior that allows them to learn, their peers to learn, and the teacher to teach. |

Developed by Anita L. Archer based on *Explicit Instruction: Effective and Efficient Teaching*  by Anita Archer and Charles Hughes

**Glows:**

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**Classroom Walk Through Checklist**

**Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Observer\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Scoring:** 3 = Evident 2 = Somewhat Evident 1 = Not Evident 0 = Not Observed

|  |  |
| --- | --- |
| **Instruction** |  |
| **Objectives** for the lesson are clear and articulated. |  |
| **Clarity** of expectations and instructional input is evident. |  |
| **Explicit Instruction** occurs during most of the observation. (*I do it. We do it. You do it*.) |  |
| **Frequent, inclusive** (all students respond) **responses** are requested. |  |
| Adequate **think time** is provided. |  |
| **Circulating** (close proximity) **and monitoring** (checking understanding, providing coaching) occurs. |  |
| **Feedback** (praise, encouragement, corrections) on student performance is provided. |  |
| The **pace** of instruction is brisk while providing adequate thinking time. |  |
| A **positive learning environment** is evident. |  |
| A ratio of three **positive** interactions to one negative is maintained. |  |
| **Positive to Negative Interactions** |  |
| Positive Interactions: Negative Interactions: |  |

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| **Active Participation**  (Responses per minute\_\_\_\_\_\_\_\_\_\_\_\_\_\_) | | | |
| Time observed:  # minutes | All students respond: | One student responds: | Types of responses |
| (examples: choral or partner, white boards, response cards, written responses, gestures; choral, cloze,  or partner reading) | | | |

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| --- | --- | --- | --- | --- |
| **On-Task Behavior** | | | | |
| Time observed:  # minutes | Intervals On-Task: | Intervals Off-Task: | % Intervals On-Task: | Comments: |
| **Personal Goal** | | | | |
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| **Glows** |
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| **Next Step** |
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**Classroom Walk Through Checklist**

**Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Observer\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Scoring:** 3 = Evident 2 = Somewhat Evident 1 = Not Evident 0 = Not Observed

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| **Instruction** |  |
| **Objectives** for the lesson are clear and articulated. |  |
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| Adequate **think time** is provided. |  |
| **Circulating** (close proximity) **and monitoring** (checking understanding, providing coaching) occurs. |  |
| **Feedback** (praise, encouragement, corrections) on student performance is provided. |  |
| The **pace** of instruction is brisk while providing adequate thinking time. |  |
| A **positive learning environment** is evident. |  |
| A ratio of three **positive** interactions to one negative is maintained. |  |
| **Positive to Negative Interactions** |  |
| Positive Interactions: Negative Interactions: |  |

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| **Active Participation**  (Responses per minute\_\_\_\_\_\_\_\_\_\_\_\_\_\_) | | | |
| Time observed:  # minutes | All students respond: | One student responds: | Types of responses |
| (examples: choral or partner, white boards, response cards, written responses, gestures; choral, cloze,  or partner reading) | | | |

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| --- | --- | --- | --- | --- |
| **On-Task Behavior** | | | | |
| Time observed:  # minutes | Intervals On-Task: | Intervals Off-Task: | % Intervals On-Task: | Comments: |
| **Personal Goal** | | | | |
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| **Glows** |
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| **Next Step** |
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**Skill/Strategy Lesson Observation**

**Teacher \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Observer \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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| **I do it** | Did the teacher: | **Comments** |
| Show | Show students how to perform the skill or strategy |  |
|  | Proceed step by step |
|  | Exaggerate the steps |
| Tell | Tell students how to perform the skill or strategy |
|  | Tell students what he/she was doing |
|  | Tell students what he/she thinking |
| Responses | Gain responses (If model is long) |
|  | What they already know |
|  | Tell students what he/she was thinking |
| Language | Present models that are clear, consistent, concise |
| Precorrections | Anticipate potential errors and precorrect |
|  |  |  |
| **We do it.** | Did the teacher: |  |
|  | Guide students in performing the skill/strategy |  |
|  | Guide the students step-by-step |
|  | Use language that is clear, consistent, concise |
|  | Gradually fade the prompting |
|  | Continue prompting until the students demonstrate accuracy |
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| **You do it.** | Did the teacher: |  |
|  | Verify students’ understanding before independent work was given |  |
|  | Carefully monitor students’ responses |
|  | Continue until students were consistently accurate |
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Developed by Anita L. Archer based on *Explicit Instruction: Effective and Efficient Teaching*

**Vocabulary Lesson Observation**

**Teacher \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Observer \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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| **Words** | Teacher selected words that are: | **Comments** |
|  | Unknown |  |
|  | Critical to passage or unit |
|  | Useful in the future |
|  | More difficult |
| **Meaning** | Teacher clearly conveyed meanings using: |  |
|  | Student-friendly explanations |  |
|  | List of critical attributes |
|  | Relevant parts of words |
| **Examples/**  **Non** | Teacher used examples and non-examples that: |  |
|  | Were clear and unambiguous |  |
|  | Included examples that were familiar and others directly related to passage |
|  | Included range of examples |
| **Instruction** | Teacher effectively: |  |
|  | Introduced words |  |
|  | Practiced the pronunciation of the word |
|  | Clearly presented meanings |
|  | Illustrated words with examples |
|  | Concrete examples |
|  | Visual examples |
|  | Verbal examples |
|  | Checked understanding |
|  | Choices |
|  | Examples and Non-Examples |
|  | Generate Examples |
|  | Deep Processing Questions |
|  | Communicated clearly |
|  | Actively involved students |
|  | Provided multiple exposures to words |
|  | Expanded instruction in appropriate ways: |
|  | Logs |
|  | Word Wall |
|  | Synonyms – Antonyms |
|  | Parts of Speech |
|  | Word Families |

Developed by Anita L. Archer based on *Explicit Instruction: Effective and Efficient Teaching*

**STUDENT ENGAGEMENT OBSERVATION TOOL**

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| Date: | Name of Observer: |
| Teacher Observed: | School: |
| Grade Level: | Time of Observation: |

**Directions:**

**Use the following guidelines when the teacher prompts a *group response:***

* **The *majority* of students respond: mark “+” in a category based on the type of response**
* ***Less than half* of the students respond: mark “-” in a category based on the type of response**

**Use the following guidelines when the teacher prompts a *partner response*:**

* **One or more partners respond: mark a “+” in a category based on the type of response**
* **Neither partner responds: mark “-” in a category based on the type of response**

**Use the following guidelines when the teacher prompts an *individual response*:**

* **Student responds and answer is *correct*: mark “+ √” in a category based on the type of response**
* **Student responds and answer is *incorrect*: mark “+ x” in a category based on the type of response**
* **Student responds and you are *unsure* if the answer is correct: mark “+ ? ” in a category based on the type of response**
* **Student *does not* respond: mark “–” in a category based on the type of response**

**Group Responses**

1) Choral Responses (students respond together):

2) Partner Responses:

3) Group Written Response (everyone is asked to provide a written response):

4) Group Action Response:

**Individual Responses**

1) Individual Oral Response:

2) Individual Written Response:

3) Individual Action Response:

4) Team-Individual Response:

**Definitions**

**Group Responses**

**Choral Responses:** students are asked to say the answer together; the teacher may or may not provide a signal to assist students in responding together

**Partner Responses:** students are asked to say the answer to a partner or to another student(s); partners may or may not be assigned ahead of time

**Group Written Response:** all students in the class (or all students in the instructional group) are asked to provide a written response; students may write a response on paper or on a response slate; this category also includes students using pre-printed response cards to respond to a prompt from the teacher

**Group Action Response:** all students are asked to perform some action; examples include touching/pointing (“Put your finger on the first word in the sentence.”), acting out (“Show me an angry face.”), or hand signals (“Put your thumb up if you agree.”)

**Individual Responses**

**Individual Oral Response:** one student is asked, either by a verbal request or a silent gesture, to provide an oral response

**Individual Written Response:** one student is asked to provide a written response; response may be provided on paper, on a response slate, or using a pre-printed response card

**Individual Action Response:** one student is asked to perform some action, such as touching/pointing, acting out, or hand signals

**Team/Individual Response:** a team works together to develop a response and an individual shares the response in verbal, written, or action format

**For more detailed descriptions, please see *Explicit Instruction* by Anita L. Archer and Charles A. Hughes.**

***Seven-Minute Observation Form***

Teacher \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Period \_\_\_\_\_\_\_

Observer\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Signature of Observer \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Directions: Mark** “**Yes” for observed,** **“No”** **for not observed, and provide “Comments” at end of checklist.**

1. \_\_\_\_\_\_\_ Teacher is teaching critical content.
2. \_\_\_\_\_\_\_ Teacher and students have all necessary materials.
3. \_\_\_\_\_\_\_ Teacher provides clear, easy to understand explanations and  
    directions.
4. \_\_\_\_\_\_\_ Teacher is using positive and encouraging techniques to respond to behavior.
5. \_\_\_\_\_\_\_ Teacher elicits responses throughout the lesson and corrects errors.
6. \_\_\_\_\_\_\_ Teacher monitors students’ performance, circulating around   
    the room when necessary.
7. \_\_\_\_\_\_\_Students receiving instruction are attentive and actively participate.
8. \_\_\_\_\_\_\_Students are making written responses when requested.
9. \_\_\_\_\_\_\_Students are following directions.

Comments:

**Continuous Interval Observation of On-Task Behavior**

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

**Observer:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Start:\_\_\_\_\_\_\_ Stop:\_\_\_\_\_\_\_**

**Summary of Data**

**# of intervals in which ON-TASK BEHAVIOR was observed: \_\_\_\_\_\_\_\_**

**# of intervals in which OFF-TASK BEHAVIOR was observed: \_\_\_\_\_\_\_**

**% of intervals in which ON-TASK BEHVIOR was observed: \_\_\_\_\_\_\_\_\_**

**Continuous Interval On-Task Behavior Observation**

**Directions**

1. Fill in top of form.
2. Draw in student desks if you are observing whole group instruction. OR
3. Draw in small group table.
4. If you know the students’ names or a few of their names, add to the diagram.
5. Record the start time.
6. Look at the first student briefly. Determine if the student is doing what is required at the moment. For example:

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| **Activity** | **On-task Behavior** |
| **Teacher is introducing material using the document camera.** | **Student is looking at the screen and is saying choral responses.** |
| **Students are reading page silently.** | **Student is looking at the book.** |
| **Students are working on fluency with their partner.** | **Student is looking at material and reading to his/her partner.** |
| **Teacher is reading story out loud.** | **Student is looking at the teacher and the book.** |

1. Record a + for on-task and – for off-task.
2. As soon as the observation has been made, move to the next student and quickly record a + or -.
3. At the end of observation, determine the # of intervals in which on-task behavior was observed. Determine the # of intervals in which off-task behavior was observed.
4. Determine % of intervals in which on-task behavior occurred.

**Active Participation Observation**

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| **Start Time** | **Stop**  **Time** | **Activity** | **Choral**  **Responses** | **Other Group Responses** | **Partner Responses** | **Individual**  **Responses** | **Responses per Minute** | **%Responses**  **Inclusive** |
|  |  |  |  |  |  |  |  |  |
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**\* Inclusive Responses = Choral + Other Group Responses + Partner Responses**

**Summary:**

**Other Observations:**

**Observation of Instructional Behaviors**

**TEACHER \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ OBSERVER\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**DATE \_\_\_\_\_\_\_\_\_\_\_\_\_\_BEGINNING TIME\_\_\_\_\_\_\_ ENDING TIME\_\_\_\_\_\_**

(In the following box, make a sketch of the classroom. Include the desks or tables and the teaching area.)

**ALL STUDENTS RESPOND: Say - group \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

(Tally responses by category.) **Say - partner \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Write \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Other \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**INDIVIDUAL RESPONSES: Individual Responses \_\_\_\_\_\_\_\_\_\_\_\_\_**

(Record “R” on the “desk”. )

(After the lesson, record number of **TOTAL # OF RESPONSES \_\_\_\_\_\_\_\_\_**

individual responses and total.)

**MONITOR:**

(Record M on “desk” if the teacher stops and looks at the student’s work or in any other way interacts with the student.)

**ACKNOWLEDGMENT, PRAISE, POSITIVE COMMENTS: \_\_\_\_\_\_\_\_\_\_\_\_\_**

(Tally comments given to class or individuals.)

**Using the data, answer the following questions. (Note: This analysis can be done by the teacher or the observer.)**

**1. Were many responses elicited during the lesson?**

**2. Were all students given opportunities to respond?**

**3. Were the individual responses distributed across students?**

**4. Did the teacher move around the room and monitor?**

**5. During monitoring, did the teacher connect with all of the**

**students?**

**6. Did the teacher acknowledge, honor and praise the**

**students?**

**OTHER OBSERVATIONS:**

**Classroom Management Checklist**

Teacher\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Grade\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Coach\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Start Time\_\_\_\_\_\_\_\_\_\_\_\_ End Time\_\_\_\_\_\_\_\_\_\_\_\_\_

|  |  |  |  |
| --- | --- | --- | --- |
| **In Place Status** | | | **Essential Practices** |
| **Full** | **Partial** | **Not** |
|  |  |  | **Classroom Management** |
|  |  |  | 1. 3 to 1 positive to negative interactions (# observed below).  # Positive # Negative |
|  |  |  | 2. Classroom rules & expectations are posted, taught directly, practiced, and positively reinforced. |
|  |  |  | 3. Efficient transition procedures taught, practiced, and positively reinforced.  a. Entering Classroom Y N  b. Lining Up Y N  c. Changing activities Y N  d. Exiting Classroom Y N |
|  |  |  | 4. Typical classroom routines taught directly, practiced and positively reinforced.  a. Start of Class Y N  b. Whole Group Work Y N  c. Small Group Work Y N  d. Independent Seat Work Y N  e. Obtaining materials Y N  f. Seeking help Y N  g. End of Class Y N |
|  |  |  | 5. Attention getting cue/rule taught directly, practiced, and positively reinforced. |
|  |  |  | 6. Continuous active supervision across settings and activities, including moving throughout setting and scanning. |
|  |  |  | 7. Desks/room arranged so that all students are easily accessible by the teacher. |
|  |  |  | 8. Necessary materials and supplies are accessible to students in an orderly fashion. |
|  |  |  | 9. Minor problem behaviors managed positively, consistently and quickly. |
|  |  |  | 10. Chronic problem behaviors anticipated and precorrected. |
|  |  |  | 11. Students are provided with activities to engage in if they complete work before other students in the class. |

|  |  |  |  |
| --- | --- | --- | --- |
|  |  |  | **Instructional Management** |
|  |  |  | 1. Instructional time involves active academic engagement with quick-paced instruction. |
|  |  |  | 2. Provides clear directions of assignments. |
|  |  |  | 3. Provides corrective feedback. |
|  |  |  | 4. Active academic engagement results in high rates of student success (90%+). |
|  |  |  | 5. Actively involves all/majority of students in lesson (# or responses observed below).  # Individual # Partner # Unison Group |