

## MANAGING THE CLASSROOM

1. Students off-task
  - 4 ten minute intervals, begin 5 minutes into lesson
  - Off-task = socializing, out of seat, sleeping
2. Interrupts/obscures instruction
  - Teacher interrupts instruction: refer to vague stimuli, vague terms redundant, false starts, over-correcting self, stringing questions together, repeatedly, using distracting words (OK)
  - One tally for each distracting word or phrase
3. Fails to address misunderstandings
  - Misses opportunities to address misunderstandings
  - Acknowledges concern but doesn't resolve problem
  - Fails to complete activities
4. Fails to respond immediately to disruptive behavior
  - Fails to stop distractions
  - One tally each time disruption disturbs another student
  - Focuses on what students are doing and teacher's lack of response
5. Adjusts instruction
  - Remediation and reteaching
  - Yes = Instruction did not need to be adjusted
6. Smooth Transitions
  - May or may not involve movement
  - Change from one activity to another
  - Minimal misbehavior
  - Materials prepared beforehand
  - Longer than one minute = Minutes of Nonacademic Time
7. Positive learning climate
  - Listens and responds to questions
  - Cooperation and courtesy
  - Focus-ways teacher encourages cooperation, interaction, and courtesy
8. Responds consistently to behaviors
  - Teacher responses are consistent
  - Yes = no blatant inconsistencies
9. Applies low key tactics for misbehavior
  - Low- Tactics used excessively, behavior continues, no tactics used
  - Mod- Uses tactics to reduce behavior
  - High- Uses tactics and prompts, positive behavior, or no need to use Tactics
  - Tactics include: brief requests, proximity, eye contact, non-verbal signals, stating students name, reinforcing desired behavior
  - Should not slow down classroom
10. Identifies initiators of disruptive behavior
  - Low- Ignores initiators, targets by-standers, disruptive student doesn't respond
  - Mod- Several disruptions, teacher identifies disruptions, students respond appropriately
  - High- Very few or no disruptions
11. Uses management routines
  - Collecting papers, roll call, etc.
  - No Need = Management routines not needed
  - Low- Management routines do not exist, leads to off-task behaviors
  - Mod- Routines exist, repeated explanations required
  - High- Students follow routines without detailed explanations
    - Over 1 minute = Minutes of Nonacademic time
12. Classroom management
  - Low- Ignores disruptive behavior, Interventions fail to stop behavior
  - Mod- Teacher intervenes, switches between instruction and discipline
  - High- Uses differentiated management strategies
    - Little or no need to apply management strategies
    - Teacher models appropriate behavior
13. Minutes of nonacademic time
  - Include; socializing, lengthy management routines, disorderly transitions, extended disciplinary interruptions
  - Majority of students not engaged in academics
  - Focus- how well teacher maximizes available time
  - Lengthy transitions = Tracking Time

## DELIVERING INSTRUCTION

14. Factual questions
  - 1 tally for each factual question
  - Deals with academic content
  - Recalling of information-facts, definitions
  - Do not record procedure, rhetorical, or personal experience questions
15. Explain academic concepts
  - Defines concept and:
    - provides examples and non-examples
    - describes rules that apply
    - point out distinctive attributes
    - comparing/contrasting with related concepts
  - Academic content= key idea needed for understanding lesson
16. Demonstrates skills/procedures
  - Model skill or use manipulative
  - Physical process or demonstration
  - Usually precedes Guided Practice
17. Illustrates relationships
  - 1 tally each time:
    - Provide academic examples
    - Present previously learned material in new situation
    - Subject matter relates to students lives
    - Context goes beyond school
18. Emphasizes important points
  - 1 tally each time:
    - Saying, "This is important," etc.
    - Underlining or highlighting important points
    - Draw attention to key points-repetitions
  - Focus-Important parts of lesson rather than Getting Students Attention
19. Reviews
  - 1 tally for each review or summary
  - May take place at any time in lesson
  - No tally if merely referring to previous lesson
20. Pre-assessment
  - Yes= teacher determines if students have prerequisite skills for understanding new concepts by use of oral questions, written tests, written assignments
21. Advanced Organizer
  - Yes= brief overview of materials is presented
  - Can be a preview or outline
  - Anticipatory- What is coming?
  - Ties to goals, Obj's Expectations
  - May also be a teaching /learning strategy
22. Teaching/learning strategies
  - Yes= teacher uses a strategy to aid students in acquiring new information
  - Includes: graphic organizers, study guides, outlines, peer tutoring, cooperative learning
23. Structure and sequence of activities
  - Yes= students master prerequisite concepts prior to moving on
  - Students know where they are in the lesson and why
  - Lesson moves logically, is well organized
24. Energy and enthusiasm
  - Low- students are disinterested, teacher is not dynamic
  - Mod- Vocal energy, occasional use of body language
  - High- Energetic, enthusiastic speech, varied body movements, interest in subject matter
    - Focus - Energy and enthusiasm of teacher
25. Goals, objectives and expectations
  - Low- Fails to state or write goals, obj's, exp's
  - Mod- States or writes goals, obj's, exp's
  - High- States and relates to learning activity
    - Must tie to lesson
    - Can occur at any time during the lesson
26. Instructional delivery
  - Low- Difficulty conveying content information, Amount of instruction inadequate
  - Mod- Basic instruction or integration
  - High- Integrates elements of instruction, lesson relates to objectives
    - Includes: goals, expectations, questions, demonstrations, applications, reviews, etc.
    - This is a summary of #14-25

## DELIVERING INSTRUCTION

### 27. Higher order questions

- 1 tally for each higher order question:
- Compare and contrast
- Determine cause and effect
- Evidence to support hypothesis
- Systemize or analyze information
- Provide criteria to judge merit of ideas
- Support an opinion
- Integrate information into different contexts

### 28. Wait time

- Teacher pauses 3 seconds before receiving responses
- Observer should note a silence

### 29. Sustains interactions

- Teacher sustains dialogue by asking follow-up questions
- Does not include restatements of student responses
- At least 2 responses by students before going on to another student
- Questions should be marked as factual of higher order

### 30. Task-oriented peer interaction

- Yes= peer interaction or academic interaction  
Students working together

### 31. Problem Solving

- Yes= Teacher poses problem and goes through problem solving process; additional information, giving clues, reframing suggestions supplying additional questions, modeling
- This must be a sustained activity

### 32. Cause-effect analysis

- Can discuss either causes or effects
- Includes; predictions, hypothesizing
- More elaborate discussion needed

### 33. Authentic learning activity

- Yes= activity applies learning to personal experience, work situation
- Must be longer than 2 minutes

### 34. Brainstorming activity

- Yes= students express varied ideas
- Ideas are compiled, related to goals, obj's

### 35. Prepares students for activities

- Low- Does not state directions, no activities or assignments
- Mod- States directions, no check for understanding
- High- States directions, checks for understanding

### 36. Supervises independent practice

- No- No practice observed
- Low- Teacher doesn't circulate
- Mod- Teacher circulates, assists few students
- High- Circulates, inspects work, assists many
- Intent- capture teacher assistance and monitoring of students

### 37. Correctives

- No- No incorrect student responses
- Low- Teacher gives answer, No clarifications, Does not identify incorrect responses
- Mod- Responds in incorrect responses, Nonspecific encouragement
- High- Teacher responds by rephrasing questions, providing prompts, reteaching
- May tie to Academic feedback

### 38. Monitors student performance

- Low- Does not monitor student performance or understanding
- Mod- Monitors students, observes performance and understanding of most students
- High- Monitors, actively guides performance of all students

## INTERACTING WITH STUDENTS

### 39. Student Participation

- 1 tally each time a student participates
- 1 tally per student
- Participation must be on an individual basis

### 40. Academic feedback

- 1 tally each time the teacher; acknowledges correct responses, makes short statements to students unsure of self, re-explains steps to arrive at correct answers, corrects partially or incorrect responses
- Don't count OK, all right, uh-huh, etc.

### 41. Gets students attention

- 1 tally each time the teacher gets students not volunteering or participating
- May be verbal or non-verbal
- Must increase student attentiveness
- Can occur at any time, usually at beginning
- Whole group involvement

### 42. Encourages reluctant students

- Solicits involvement from students not volunteering or participating
- Individual responses
- May tie with acknowledges learning efforts

### 43. Reinforces desired behaviors

- Specific praise to individuals, groups, or entire class to reinforce acceptable behavior
- Deals with social not academic
- Statements about following rules and procedures

### 44. Acknowledges learning efforts

- 1 tally each time a statement or non-verbal gesture to acknowledge effort
- Individual praise
- Focus-effort spent on fulfilling task

### 45. Student demonstrations of knowledge or skills

- Yes= students share knowledge through demonstration, perform skill, oral presentations, demonstrations on board

### 46. Practices communication skills

- Yes= identifying and stating others needs, restating ideas expressed by others role playing, descriptive activities, show & tell, personal experiences engaging in negotiations
- Enhances communication skills

### 47. Guided Practice

- Yes= Provides guided practice of new concept after taught. answering higher number of questions while frequently checking for understanding

### 48. Checks for understanding

- Yes= periodically checks for understanding by questioning, brief written exercises choral responses, brief demonstrations, breaking into groups to review information
- Several students must be involved, non-volunteers
- No= "Does everyone understand"

### 49. Learning environment

- Low- embarrasses student, limited student interaction
- Mod- Limited interaction, majority of students eager to participate
- High- High student interaction, high student interest
- Interactions include: instruction, explanation, discussion, review reading aloud, practice, drill
- Ties to student participation