1. Students off-task
   - 4 ten minute intervals, begin 5 minutes into lesson
   - Off-task = socializing, out of seat, sleeping

2. Intervenes/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

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
    - I 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- Engetic, 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
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, Non-specific 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

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