

Managing the Classroom

1. Fails to respond immediately to disruptive behavior
 - a. Fails to stop distractions
 - b. One tally each time disruption disturbs another student
 - c. Focuses on what students are doing and teacher's lack of response
2. Uses management routines
 - a. Low – Management routines do not exist, leads to off-task behavior
 - b. Mod – Routines exist, repeated explanations required
 - c. High – Students follow routines without detailed explanations
3. Classroom management
 - a. Low – Ignores disruptive behavior, interventions fail to stop behavior
 - b. Mod – Teacher intervenes, switches between instruction & discipline
 - c. High – Uses differentiated management strategies, little or no need to apply management strategies, teacher models appropriate behavior

Delivering Instruction

4. Factual questions
 - a. 1 tally for each answered question
 - b. Academic content
 - c. Recall of information, facts, definitions
 - d. Do not record procedure, rhetorical or personal experience questions
5. Explains academic concepts
 - a. Defines concept AND
 - b. Provides examples, non-examples
 - c. Describes rules that apply
 - d. Compare/contrast
 - e. Needed to understand lesson – Academic Content
6. Demonstrates skills/procedures
 - a. Model skill or use manipulative
 - b. Physical process or demonstration
 - c. Teacher does then students

7. Illustrates relationships
 - a. 1 tally for each
 - b. Provide academic examples
 - c. Subject matter relates to students' lives
 - d. Context goes beyond school
8. Emphasizes important points
 - a. 1 tally for each
 - b. Saying, "This is important."
 - c. Underlining or highlighting important points
 - d. Draw attention to key points – repetition
 - e. Focus on important information not getting student attention
9. Reviews
 - a. 1 tally for each review or summary
 - b. May take place at any time in the lesson
 - c. No tally if merely referring to previous lesson
10. Use of high-leverage strategies
 - a. Think-pair-share, summarizing, graphic organizers, etc.
 - b. Use of indicators 4-17
 - c. Multiple opportunities to interact
11. Goals, objectives, or expectations
 - a. Low – Fails to state or write goals, obj's, exp's
 - b. Mod – States or writes goals, obj's, exp's
 - c. High – States & relates to learning activity – must tie to lesson & can occur at anytime during the lesson
12. Instructional Delivery
 - a. Low – Difficulty conveying content info, inadequate information given
 - b. Mod – Basic instruction or integration
 - c. High – Integrates elements of instruction, lesson relates to objectives, includes information from indicators 4-17
13. Higher-order questions
 - a. 1 tally for each
 - b. Compare and contrast
 - c. Determine cause & effect
 - d. Systemize or analyze information
 - e. Integrate info from different contexts
14. Wait time
 - a. Teacher pauses at least 3 seconds before soliciting responses from students
 - b. Observer should note silence

15. Sustains interactions
- Teacher sustains dialogue by asking follow-up question to the same student
 - Does not include student restatement

16. Prepares students for activities
- Low – Does not state directions
 - Mod – States directions, no check for understanding
 - High – States directions, checks for understanding

17. Supervises independent activity
- No – No practice observed
 - Low – Teacher doesn't circulate
 - Mod – Teacher circulates, assists a few students
 - High – Circulates, inspects work, assists many
 - Intent – monitoring of students

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

23. Student demonstration of knowledge or skills
- Yes – student shares knowledge through demonstration, perform skills, oral presentation, demonstration on board

24. Practices communication skills
- Yes – identifying and stating others needs, restating ideas expressed by others (summarizing)
 - Enhances communication skills

25. Checks for understanding
- Yes – Periodically checks by questioning, brief written response, brief demonstrations, etc.
 - No – “Does everyone understand?”

Interacting with Students

18. Student participation
- 1 tally per student only
 - Participation is on an individual basis
 - Teacher calls on student

19. Academic feedback
- 1 tally each time the teacher: acknowledges correct responses, makes short statements to students unsure of self, re-explains steps, corrects partially correct responses
 - Do not count OK, all right, uh-huh

20. Gets students attention
- 1 tally each time the teacher gets students attention
 - May be verbal or nonverbal
 - Can occur anytime during the less
 - Signal with increased attentiveness

21. Encourages reluctant students
- Solicits involvement from students who are paying attention but not volunteering or participating
 - Individual