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
    a. Teacher sustains dialogue by asking follow-up question to the same student
    b. Does not include student restatement

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

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

Interacting with Students

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

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

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

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

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

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

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

25. Checks for understanding
    a. Yes – Periodically checks by questioning, brief written response, brief demonstrations, etc.
    b. No – "Does everyone understand?"