

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. Courteous 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, Abrupt switches between instruction and discipline
- High- No need for management procedures
- Minimal, preventative procedures
- 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- teacher doesn't integrate elements, Amount of instruction inadequate
- Mod- Integrates some but not all elements
- High- Integrates all elements, 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. Application 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