The Classroom Check-Up

Check-Up Feedback

	Goal	Notes	Area to Improve	Needs Attention ⟵				⟶ Strength	
Classroom Structure			Physical Layout						
			Classroom Rules						
			Classroom Routines						
			Smooth Transitions						
			Other:_____ _____						
Instruction Management			Schedule Posted and Followed						
			Academic Objectives						
			Pacing of Instruction						
			Student Accuracy						
			Student Engagement						
			Other:_____ _____						
Behavior Management			Behavioral Expectations						
			Active Supervision						
			Use of Praise						
			Use of Reprimands						
			Positive to Negative Ratio						
			Use of Reinforcement						
			Other:_____ _____						
Classroom Climate			Use of Noncontingent Attention						
			Interactions with Students						
			Level of Disruptive Behavior						
			Other:_____ _____						

Check-Up Feedback: Physical Layout
▲ *Classroom Structure*

0

- No clear traffic patterns and excessive clutter and crowding.
- Teacher is unable to access all areas of the room.
- The room is set up so that several students are always hidden and cannot be seen in some areas.
- No clear organization to materials.

1

- Traffic patterns do not provide best route to needed materials or equipment. Room is cluttered and crowded.
- Teacher cannot actively supervise students due to difficulties with accessing several areas as needed.
- The room is set up so that students can place themselves in several areas of the room that cannot be seen by the teacher.
- Labeling of materials is utilized, but only minimally.

2

- Traffic patterns do not provide best route to needed materials or equipment. Some clutter, but the room is not crowded.
- Teacher can get to students by navigating the room with some difficulty due to obstacles that prevent smooth movement.
- The room is set up so that in one area of the room, students can place themselves in a way (e.g., sit behind bookstand) that cannot be seen by the teacher.
- Some materials are organized with some labeling, but not readily accessible to students.

3

- Traffic patterns are defined, but some obstacles are present that prevent access to certain materials of areas of the room. Minimal clutter present and no crowding.
- Teacher is able to access most areas of the room, but a few obstacles could be removed.
- From certain angles, some students are always hard to view.
- Some materials are organized, labeled, and readily accessible to students.

4

- Traffic patterns are defined, but some obstacles are present that prevent access to certain materials or areas of the room. No clutter or crowding.
- Teacher is able to access most areas of the room, but a few obstacles could be removed.
- From certain angles, some students are always hard to view.
- Most classroom materials are labeled, organized, and easily accessible to students.

5

- Traffic patterns are clearly defined, allowing movement without disrupting others. No clutter or crowding.
- Teacher has access to all areas of the room.
- Students can be seen at all times from all angles.
- Classroom materials are labeled, organized, and easily accessible to all students.

The Classroom Check-Up

0

- No classroom rules exist.
- No rules are posted.
- Students do not appear to be aware of rules or behavioral expectations.

1

- The classroom has more than five rules.
- Rules only provide expectations of what not to do.
- Rules are posted, but not easily noticed by students or visitors to the classroom.
- Only some behavioral expectations exist and are unpredictably applied.

2

- The classroom has more than five rules.
- Some rules are not stated positively (i.e., telling students what to do) and are not specific or observable.
- Rules are posted, but not easily noticed by students or visitors to the classroom.
- Behavioral expectations corresponding to rules exist but are applied inconsistently.

3

- The classroom has five or fewer rules.
- Some rules are not stated positively but are specific and observable.
- Rules are posted, but not easily noticed by students or visitors to the classroom.
- Behavioral expectations corresponding to rules exist but are applied inconsistently.

4

- The classroom has five or fewer rules.
- Most of the rules are specific, observable, and positively stated.
- Rules are prominently posted in an area of the classroom for all to see. However, <u>this is a K-2 classroom</u> and visual display (pictures) of what each rule implies is missing.
- Behavioral expectations corresponding to rules exist, but some are applied inconsistently.

5

- The classroom has five or fewer rules.
- All rules are specific, observable, and positively stated.
- Rules are prominently posted in an area of the classroom for all to see. Also, <u>if this is a K-2 classroom</u>, visuals are used alongside written rules to support comprehension of younger students.
- Behavioral expectations corresponding to rules exist and are consistently applied.

0

- No behavioral expectations exist for classroom routines (i.e., how and when to sharpen pencil).

1

- Behavior expectations for routines are not posted.
- All of the behavioral expectations for routines are vague or not positively stated (i.e., telling students what to do rather than what not to do).
- Only a few students demonstrate or are clearly aware of routines throughout the day (e.g., morning routine, end of day, returning from lunch).

2

- Behavior expectations for routines are posted, but in a place where students can't see them.
- Most of the behavioral expectations for routines are vague or not positively stated.
- Only a few students demonstrate or are clearly aware of routines throughout the day (e.g., morning routine, end of day, returning from lunch).

3

- Behavior expectations for routines are clearly posted but are not developmentally appropriate (e.g., may need to use visuals alongside words).
- Some of the behavioral expectations for routines lack clarity or are not positively stated.
- Some students demonstrate and rare clearly aware of routines throughout the day.

4

- Behavior expectations for routines are clearly posted, but some are not developmentally appropriate.
- Most of the expectations for routines are specific, positively stated, and observable.
- Most students demonstrate and are clearly aware of routines throughout the day.

5

- Behavior expectations for routines are clearly posted and developmentally appropriate.
- All expectations for routines are specific, positively stated, and observable.
- All students demonstrate and are clearly aware of routines throughout the day.

0

- Transitions consistently occur without a clear prompt.
- No precorrective statement provided prior to the start of transition, and students often appear confused.
- No attention signal is provided. Instead, the teacher may talk loudly or yell over students when redirecting or trying to tell students what they need to do.
- During transitions, teacher spends extensive amounts of time redirecting disruptive behavior.
- No clear routine for the observed transition. Very inefficient.
- Students are unclear about expectations for transitioning.
- No praise or positive attention is provided to students when transitioning.
- Transitions interfere with instruction, with no students getting to work.

1

- Some, but not all transitions are prompted by the teacher.
- No precorrective statement provided prior to the start of transition, but due to confusion, teacher explains what to do during transition.
- An attention signal is used, but less than 50% of students respond.
- During transitions, some time is spent redirecting disruptive behavior.
- The routines used during the transitions are not time efficient.
- The majority of students are unclear about expectations for transitioning.
- Little praise or positive attention is provided to students when transitioning in a timely manner (i.e., when behavior is occurring).
- Transitions take much longer than necessary, with few students getting to work.

2

- Some, but not all transitions are prompted by the teacher.
- For some transitions, a precorrective statement specifying the behavioral expectations prior to the start of the transition is provided.
- An attention signal is used, and about 75% of students respond.
- During transitions, some time is spent redirecting disruptive behavior.
- The routines used during the transitions are not time efficient.
- About half of the students are unclear of expectations for transitioning.
- Little praise or positive attention is provided to students when transitioning in a timely manner (i.e., when behavior is occurring).
- Transitions are not smooth, but eventually, most students get to work.

3

- Most transitions are prompted by the teacher.
- For some transitions, a precorrective statement specifying the behavioral expectations prior to the start of the transition is provided.
- An attention signal is used, and about 75% of students respond.
- During transitions, some time is spent redirecting disruptive behavior.
- The routines used during the transitions are not time efficient.
- About half of the students are unclear of expectations for transitioning.
- Praise or positive attention are provided to some students for transitioning in a timely fashion, but some opportunities are missed.
- Transitions are not smooth, but eventually, most students get to work.

4

- Most transitions are prompted by the teacher.
- For most transitions, a precorrective statement specifying the behavioral expectations prior to the start of the transition is provided.
- An attention signal is used, and more than 85% of students respond.
- Few to no disruptive behaviors occur, and students clearly understand the behavioral expectations for the transition.
- Routines take a bit longer than optimal.
- Most students are clear about expectations for transitioning.
- Praise or positive attention are provided to some students for transitioning in a timely fashion, but some opportunities are missed.
- Overall, transitions could be slightly smoother and more efficient.

5

- All transitions are prompted by the teacher.
- A precorrective statement specifying the behavioral expectations prior to the start of the transition is always provided.
- An attention signal is used, and more than 85% of students respond.
- Few to no disruptive behaviors occur, and students clearly understand the behavioral expectations for the transition.
- The routines used during the transitions are time efficient.
- All students are clear about expectations for transitioning.
- Praise and positive attention are consistently provided to students for transitioning smoothly.
- Overall, transitions are smooth and efficient.

0

- Daily schedule is not posted.
- Students do not appear to be aware of the schedule.
- Students may often ask the teacher what will happen next.
- Students are not informed of changes to schedule.
- Unclear how much of the day is scheduled for instructional activities.

1

- Daily schedule is posted, but difficult to find.
- Most sections of the posted schedule are not clear or developmentally appropriate.
- The schedule is inconsistently followed.
- When changes to schedule occur, teacher informs the students right before it is about to happen.
- The schedule less than 50% of the day to instructional activities.

2

- Daily schedule is posted in an area of the classroom not readily viewed.
- Some sections of the posted schedule are not clear or developmentally appropriate.
- The schedule is inconsistently followed.
- When changes to schedule occur, teacher informs the students right before it is about to happen.
- Schedule allots about 50% of the day to instructional activities.

3

- Daily schedule is posted in an area of the classroom not readily viewed.
- One or two sections of the posted schedule are not clear or developmentally appropriate.
- The teacher mostly follows the daily schedule with some variation.
- When changes to schedule occur, teacher informs the students right before it is about to happen.
- Schedule allots between 50-69% of the day to instructional activities.

4

- Daily schedule is posted in an area where students and visitors can easily view.
- One or two sections of the posted schedule are not clear or developmentally appropriate.
- The teacher follows the daily schedule.
- When changes to schedule occur, the teacher informs the students somewhat in advance of the change (e.g., the period before).
- The schedule allots about 70% of the day to instructional activities.

5

- Daily schedule is posted in an area where students and visitors can easily view.
- The posted schedule is clear and developmentally appropriate (e.g., visual images as well as words for younger children).
- The teacher follows the daily schedule.
- When changes to schedule occur, the teacher informs the students at the start of the day or well in advance.
- The schedule allots about 80% of the day to instructional activities.

0

- The attention of less than 50% of students is gained at the beginning of a lesson.
- No explanation of the task is provided.
- The majority of students are unclear about the assignments. Students seem confused and ask many clarifying questions.
- Most students are disengaged in the tasks due to a lack of interest.

1

- The attention of 50% of students is gained at the beginning of a lesson.
- A limited or vague explanation of the task is provided.
- Most students are unclear about the assignments. Many students ask questions of the teacher or ask peers what to do.
- Some students become disengaged in the tasks due to lack of interest.

2

- The attention of 65% of students is gained at the beginning of a lesson.
- The explanation of the task is somewhat unclear, requiring clarification.
- Many students were unclear about the assignments. The teacher spends time with small groups of students answering questions before those students are able to proceed.
- Some students appear to be less engaged in the task because they don't understand what to do.

3

- The attention of 75% of students is gained at the beginning of a lesson.
- Prior to an academic task, an explanation of the task is provided, but some of the information is not clear.
- Some students were unclear about the assignments, asking some clarifying questions.
- A few students appear to be less engaged in the task because they don't understand what to do.

4

- The attention of 85% of students is gained at the beginning of a lesson.
- Prior to an academic task, an explanation of the task is provided, but some of the information is not clear.
- Most students were clear about the assignments, asking some clarifying questions.
- Most students are engaged in the task.

5

- The attention of 100% of students is gained at the beginning of a lesson.
- Prior to an academic task, a very clear expectation is provided, needing no clarification.
- Students were clear about the assignments, asking few clarifying questions.
- All students are readily engaged in the task.

0

- No opportunities to respond are provided. Instruction was all lecture with no questions posed to evaluate whether students understood.
- The lesson content was continuously interrupted by disruptive behavior or need to review materials.

1

- Less than 1 opportunity to respond was provided to students per minute.
- Opportunities to respond were only provided to students who raised their hands or who had been called on previously.
- The lesson was often interrupted by disruptive behavior or need to review materials.

2

- About 1 opportunity to respond was provided to students per minute.
- Only students who were eager to respond were offered opportunities to respond.
- The lesson was sometimes interrupted by disruptive behavior or need to review materials.

3

- About 2 opportunities to respond were provided to students per minute.
- Questions of groups of students as well as individual students were provided.
- The need to review material before continuing with instruction occurred, but overall, instruction was fairly fluent.

4

- About 3 opportunities to respond were provided to students per minute.
- Questions of groups of students as well as individual students were provided.
- The need to review material before continuing with instruction occurred, but overall, instruction was fairly fluent.

5

- Three or more opportunities to respond were provided to students per minute.
- Questions of groups of students as well as individual students were provided. Also, students were randomly selected to respond.
- The lesson was well prepared and instruction was fluent.

The Classroom Check-Up

0

- Students were not provided any opportunities to respond to allow for assessing student knowledge during instruction, OR when provided an opportunity to respond, the students were able to answer correctly 50% of the time for new material and 65% of the time for review material.
- The majority of students seemed to be disengaged or off-task because the lesson was too difficult or too easy.
- No corrective feedback was provided, despite the wrong academic responses being provided.

1

- When provided an opportunity to respond, the students were able to answer correctly 60% of the time for new material and 70% of the time for review material.
- Most students seemed to be disengaged or off-task because the lesson was too difficult or too easy.
- Corrective feedback such as "no" or "wrong" was provided without telling, showing, or demonstrating the correct answer.

2

- When provided an opportunity to respond, the students were able to answer correctly 65% of the time for new material and 75% of the time for review material.
- Some material appeared either too easy or too difficult for the students. Some students were challenged and remained engaged. Other students became disengaged.
- On occasion, corrective feedback included telling, showing, or demonstrating the correct answer.

3

- When provided an opportunity to respond, the students were able to answer correctly 70% of the time for new material and 80% of the time for review material.
- Some material appeared either too easy or too difficult for the students. Some students were challenged and remained engaged. Other students became disengaged.
- On occasion, corrective feedback included telling, showing, or demonstrating the correct answer.

4

- When provided an opportunity to respond, the students were able to answer correctly 75% of the time for new material and 85% of the time for review material.
- Most materials did not appear to be too easy or too difficult for the students. Most students were challenged and remained engaged.
- Corrective feedback always included telling, showing, or demonstrating the correct answer.

5

- When provided an opportunity to respond, the students were able to answer correctly 80% of the time for new material and 90% of the time for review material.
- The material did not appear to be too easy or too difficult for the students. The students were challenged but remained engaged.
- Corrective feedback always included telling, showing, or demonstrating the correct answer.

0

- Fewer than 60% of students were engaged during instruction.
- The majority of students are bored or disinterested.
- The majority of students are off-task.

1

- About 60% of students were engaged during instruction.
- Many students are bored or disinterested.
- Many off-task or disruptive behaviors occur.

2

- About 70% of students were engaged during instruction.
- Although students are doing what they are asked, many seem bored or disinterested.
- A large number of students are off-task, but not necessarily disruptive.

3

- About 85% of students were engaged during instruction.
- Most students are engaged, but some seem disinterested in the lessons.
- Some students are off-task.

4

- About 90% of students were engaged during instruction.
- Most students seem truly interested in the material.
- Few students are off-task.

5

- 95% or more of students were engaged during instruction.
- The majority of students seem truly interested in the material.
- No students are off-task.

0

- There appear to be no clear expectations.
- Fewer than 50% of students clearly understand the expected classroom behaviors.
- No attention or praise are provided to students who display appropriate classroom behaviors.
- Expectations are not reviewed despite the need to spend a significant amount of instructional time correcting students' behaviors.

1

- Most visitors would be unclear about what students are expected to do in the classroom.
- About 50% of students clearly understand the expected classroom behaviors.
- Minimal attention or praise are provided to students who display appropriate classroom behaviors.
- When many students are struggling in a small group or individual settings, behavioral expectations are not reviewed, but instead reprimands are provided to correct behaviors.

2

- Visitors may have difficulty figuring out what students are expected to do in the classroom.
- About 65% of students clearly understand the expected classroom behaviors.
- Positive attention is provided to students, but it is not strategic toward helping students understand behavioral expectations.
- When more than half of students are struggling, the behavioral expectations are reviewed.

3

- Visitors may have difficulty figuring out what students are expected to do in the classroom.
- About 75% of students clearly understand the expected classroom behaviors.
- Positive attention is provided to students, but it is not strategic toward helping students understand behavioral expectations.
- When more than half of students are struggling, the behavioral expectations are reviewed.

4

- Most visitors would readily understand the classroom expectations.
- About 80% of students clearly understand the expected classroom behaviors.
- Some attention or praise is periodically provided to students who display appropriate classroom behaviors.
- Behavioral expectations are reviewed as needed and students who followed the expectations are acknowledged.

5

- Visitors would readily understand the classroom expectations.
- 90% or more students clearly understand the expected classroom behaviors.
- Students who display appropriate classroom behaviors are consistently reinforced.
- Behavioral expectations are reviewed regularly and as needed and students who followed the expectations are acknowledged. In addition, the teacher actively models behavior expectations in everyday interactions with students.

0

- Neither scanning or moving around the classroom to observe students occurs, and/or students are left unattended for extended periods of time (e.g., checking e-mail, talking on the phone or with another adult, leaving classroom).
- All disruptive or disengaged behaviors are ignored.
- Students who need support are often neglected for long periods of time.

1

- Scanning or moving around the classroom to observe students rarely occurs, and when it does occur, it is from a location fairly removed from the students (e.g., desk), despite several students' clearly needing redirection or support.
- Most disruptive or disengaged behaviors are ignored.
- Students who need support may be asked to come to the teacher after waiting for a period of time.

2

- Scanning of the room to determine if students need support occurs periodically, but without moving about the students.
- Disruptive behavior is corrected from a distance, reprimanding students from across the room.
- Only students who come to the teacher receive support.

3

- Scanning of the room to determine if students need support occurs periodically, but without moving about the students.
- Disruptive behavior is corrected from a distance, reprimanding students from across the room.
- Some supports are provided to students who need it, but others are ignored.

4

- Active supervision occurs by actively moving throughout the classroom, scanning with eyes and ears, but interactions with students do not occur.
- Most students are on task and when disruptive behavior occurs, the teacher moves closer to those students.
- Students in need of support readily receive attention without the need to come to the teacher.

5

- Active supervision occurs by actively moving throughout the classroom, scanning with eyes and ears, and interacting with students.
- Proximity is used to prevent problem behavior (notices and moves close to the student before the problem occurs).
- Students in need of support readily receive attention without the need to come to the teacher.

0

- No praise or positive attention is used to encourage student behavior.

1

- Only general praise is used to encourage student behavior.
- When praise is used, it seemed unrelated to student behavior (e.g., simply saying "good" out of habit with no target).
- The majority of praise was unrelated to behaviors (e.g., being smart, clothing) or was related to trivial behavior.
- When praise is observed, it is followed by a negative qualification or delivered in an insincere manner.

2

- Only general praise is used to encourage student behavior.
- Some praise is contingent on expected behaviors.
- Praise was related to behavior, but the majority of these behaviors were trivial.
- When praise is observed, it is followed by a negative qualification or delivered in an insincere manner.

3

- More general than behavior-specific praise is used to encourage student behavior.
- Some praise is contingent on expected behaviors.
- On occasion, praise was provided for trivial behaviors.
- On occasion, praise does not seem genuine.

4

- Similar rates of general and behavior-specific praise are used (1:1) to encourage student behavior.
- Praise is mostly contingent on expected behaviors.
- Most praise was provided for important, socially relevant behaviors.
- On occasion, praise does not seem genuine.

5

- More behavior-specific praise than general praise (2:1 or better) is used to encourage student behavior.
- Praise is always contingent on expected behaviors.
- The large majority of praise was provided for important, socially relevant behaviors.
- The majority of praise is genuine.

0

- Reprimands are not related to student behavior.
- The majority of reprimands are not always developmentally appropriate.
- One or more reprimands were delivered in a harsh, disrespectful, or demeaning manner; OR most reprimands included sarcasm.

1

- Reprimands are often unclear and do not inform the student of what to do instead.
- Some reprimands go on for more than 30 seconds.
- Some reprimands are not always developmentally appropriate.
- Some reprimands include sarcasm.

2

- Reprimands are often unclear and do not inform the student of what to do instead.
- Some reprimands go on for more than 20 seconds and are not calmly delivered.
- Some reprimands are not always developmentally appropriate.
- Some reprimands include sarcasm.

3

- Reprimands are clear but do not always inform the student of what to do instead.
- Most reprimands could be shorter and may include an emotional tone, but are not overly harsh.
- Most reprimands are developmentally appropriate.
- Reprimands are never harsh, sarcastic, disrespectful, or demeaning to students.

4

- Reprimands are clear but do not always inform the student of what to do instead.
- Some reprimands are brief, consistent, and calm. However, some reprimands are longer than necessary.
- The majority of reprimands are developmentally appropriate.
- Reprimands are never harsh, sarcastic, disrespectful, or demeaning to students.

5

- Reprimands are clear and always inform the student of what to do instead.
- The majority of reprimands are brief, consistent, and calm.
- The majority of reprimands are developmentally appropriate.
- Reprimands are never harsh, sarcastic, disrespectful, or demeaning to students.

0

- Teacher provides no praise statements OR 4 or more reprimands for each praise statement (1:4+).

1

- Three reprimands were provided for each praise statement (1:3).

2

- Two reprimands were provided for each praise statement (1:2).

3

- One reprimand was provided for each praise statement (1:1).

4

- Two praise statements were provided for each reprimand (2:1).

5

- Three praise statements were provided for each reprimand (3:1).

Check-Up Feedback: Used Variety of Reinforcement
● *Behavior Management*

0

- No use of any type of positive reinforcement, including verbal praise.
- Rewards or reinforcers are discussed with students but never provided, or it is unclear how to earn the award.
- No system in place to reward appropriate behavior for individual students or the entire class.

1

- Only uses one way to acknowledge and reward students' desired academic and social behavior.
- Reinforcement is rarely contingent on behavior.
- Rewards or reinforcers are promised, but not delivered, or removed as punishment.
- A system is in place to reward appropriate behavior, but it is used inconsistently or students seem unaware of the system.

2

- Only uses one way to acknowledge and reward students' desired academic and social behavior.
- Reinforcement is mostly contingent on behavior but used inconsistently.
- Rewards or reinforcers are sometimes promised, but not delivered, or not delivered in a timely fashion (i.e., shortly after expected behavior).
- A system is in place to reward appropriate behavior, but it is used inconsistently or students seem unaware of the system.

3

- Uses two ways to acknowledge and reward students' desired academic and social behavior (e.g., small tangible items, preferred activities, verbal praise, points toward larger reward, etc).
- Reinforcement is mostly contingent on behavior and consistent.
- Group or individual reinforcement/rewards are utilized and delivered in a timely fashion.
- System is in place that uses a variety of reinforcement to reward appropriate behavior for individual students or the entire class and students are aware of the system.

4

- Uses two ways to acknowledge and reward students' desired academic and social behavior (e.g., small tangible items, preferred activities, verbal praise, points toward larger reward, etc).
- Reinforcement is mostly contingent on behavior and consistent.
- Group or individual reinforcement/rewards are utilized and delivered in a timely fashion.
- System is in place that uses a variety of reinforcement to reward appropriate behavior for individual students or the entire class and students are aware of the system.

5

- Uses three or more ways to acknowledge and reward students' desired academic and social behavior.
- Reinforcement is always contingent on behavior and used consistently.
- Both group and individual reinforcement/rewards are utilized and delivered in a timely fashion.
- System is in place that uses a variety of reinforcement to reward appropriate behavior for individual students or the entire class and students are aware of the system.

0

- No use of noncontingent attention with students.
- No use of any type of positive reinforcement, including verbal praise.
- The teacher has no genuine knowledge of the likes and dislikes of the students.
- There are no classroom displays or visible acknowledgment of student work.

1

- About 25% of students are greeted at the door, but not systematically, or a few individual conversations between the teacher and students occur.
- Reinforcement is rarely contingent on behavior.
- The teacher has genuine knowledge of the likes and dislikes of one or two students.
- Classroom displays of student work are all achievement oriented.

2

- About 25% of students are greeted at the door, but not systematically, or a few individual conversations between the teacher and students occur.
- Reinforcement is mostly contingent on behavior but used inconsistently.
- The teacher has genuine knowledge of the likes and dislikes of a subgroup of students.
- Classroom displays of student work are all achievement oriented.

3

- About 50% of students are greeted at the door, but not systematically, or some individual conversations between the teacher and students occur.
- Reinforcement is mostly contingent on behavior and consistent.
- The teacher has genuine knowledge of the likes and dislikes of most students.
- Classroom displays student work without emphasis on quality of work (i.e., not only students who received high grades).

4

- Most students are greeted at the door and have individual conversations with their teacher.
- Reinforcement is mostly contingent on behavior and consistent.
- The teacher has genuine knowledge of the likes and dislikes of most students.
- Classroom displays student work without emphasis on quality of work (i.e., not only students who received high grades).

5

- All students are greeted at the door and have individual conversations with their teacher.
- Reinforcement is always contingent on behavior and used consistently.
- The teacher has genuine knowledge of the likes and dislikes of the majority of students. Student likes and dislikes are worked into daily instruction.
- Classroom displays student work without emphasis on quality of work (i.e., not only students who received high grades).

0

- Two or more harsh and critical interactions are observed.
- Has a negative tone or uses sarcasm in interactions with students frequently.
- Student names are never used in interactions.
- Students clearly do not respect the teacher or are uncomfortable with the teacher.
- Students do not participate freely in classroom activities or discussions.

1

- One harsh or critical interaction with students was observed.
- Tone is mostly negative and may have hints of sarcasm when interacting with students.
- Names are only consistently used for one or two students.
- Students are disconnected from the teacher (e.g., they do not laugh at jokes).
- Few students participate freely in classroom activities or discussions.

2

- No harsh or critical interactions with students were observed.
- Tone is mostly negative but no use of sarcasm when interacting with students.
- Names are used for a few students but not consistently.
- Several students may not interact or seem disconnected from the teacher.
- Most students participate freely in classroom activities or discussions.

3

- No harsh or critical interactions with students were observed.
- Tone is mostly positive and there is no use of sarcasm when interacting with students.
- Some names are used when interacting with students.
- Some, but not all students laugh at teacher jokes or are connected to the teacher in a positive way.
- Most students participate freely in classroom activities or discussions.

4

- No harsh or critical interactions with students were observed.
- Tone is mostly positive and there is no use of sarcasm when interacting with students.
- Some names are used when interacting with students.
- Some, but not all students laugh at teacher jokes or are connected to the teacher in a positive way.
- The majority of students participate freely in classroom activities or discussions.

5

- No harsh or critical interactions with students were observed.
- Tone is always positive and there is no use of sarcasm when interacting with students.
- The teacher knows and uses the names of all students when interacting with them.
- The majority of students laugh at teacher jokes or seem connected to the teacher in a positive way.
- The majority of students participate freely in classroom activities or discussions.

0

- The level of disruptions in the classroom was about **more than 7** during a 10-minute observation **OR 2 or more severe behaviors** occurred (e.g., aggressive behavior, fighting).
- More than 50% of students were responsible for disruptive behaviors. The classroom felt chaotic.
- Students were not cooperative with one another (e.g., fighting over materials, not sharing).
- Many behaviors were highly disruptive, interrupting instruction for more than 30 seconds.

1

- The level of disruptions in the classroom was about **more than 6** during a 10-minute observation **OR 1 severe behavior** occurred.
- About 50% of students were responsible for disruptive behaviors.
- Some students were cooperative with one another.
- Several behaviors were highly disruptive, interrupting instruction for more than 30 seconds.

2

- The level of disruptions in the classroom was **about 6** during a 10-minute observation with no severe behaviors occurring.
- About 3 students were responsible for disruptive behaviors.
- Most students were cooperative with one another but refused to cooperate with a subgroup or individual students.
- A few behaviors were highly disruptive, interrupting instruction for more than 30 seconds.

3

- The level of disruptions in the classroom was minimal with **about 5** during a 10-minute observation with no severe behaviors occurring.
- One or two students were the primary individuals responsible for those disruptive behaviors that occurred.
- Most students were cooperative with one another.
- A few behaviors were highly disruptive, interrupting instruction for more than 30 seconds.

4

- The level of disruptions in the classroom was minimal with **about 5** during a 10-minute observation with no severe behaviors occurring.
- One or two students were the primary individuals responsible for those disruptive behaviors that occurred.
- Most students were cooperative with one another.
- Disruptive behavior was brief, not interrupting instruction for more than a few seconds.

5

- The level of disruptions in the classroom was minimal with **fewer than 5** during a 10-minute observation with no severe behaviors occurring.
- No student stood out as particularly disruptive.
- All students were cooperative with one another.
- Disruptive behavior was brief, not interrupting instruction for more than a few seconds.