

1. Organize Before Students Arrive
2. Give Clear, Concise Directions

<p><b>1. Organize Before Students Arrive</b>  <i>Definition:</i> The teacher gathers and positions all instructional and behavior management materials and equipment to facilitate classroom organization and transitions before the students arrive in the classroom and/or instructional time begins.</p>	<p><u>Example:</u> Prior to class, the teacher gathers worksheets and places materials for an art project on student worktables. When the bell rings for class to start, the teacher immediately begins delivering instruction.</p> <p><u>Non-Example:</u> After the bell has rung, the teacher uses up to five minutes of instructional time to place materials for an art project on student worktables.</p>	<p><b>All</b> materials and equipment were gathered while students waited. <b>Five</b> or more minutes of total instructional time were used to gather and organize materials and equipment.</p>	<p><b>Few</b> materials for the lesson were organized and ready before the students arrived. <b>Three to four</b> minutes of instructional time were used to gather and organize materials and equipment.</p>	<p><b>Most</b> materials for the lesson were organized and ready before the students arrived. <b>One to Two</b> minutes of instructional time were used to gather and organize materials and equipment.</p>	<p><b>All</b> materials for the lesson were organized and ready before the students arrived. <b>Zero</b> instructional minutes were used to gather and organize materials and equipment.</p>
<p><b>2. Give Clear, Concise Directions</b>  <i>Definition:</i> The teacher's directions are succinct, easy to understand, appropriate to the students' learning level and phrased as statements.</p>	<p><u>Example:</u> "Group 'A' - Please open your green English books to page ten."  <u>Non-Example:</u> "Will you take out your books now?"</p>	<p>Teacher directions were <b>unclear, inappropriate</b> to students' learning level, phrased as questions, sarcastic, or <b>no</b> directions were given to students.</p>	<p><b>Few</b> directions were clear and concise.</p>	<p><b>Most</b> directions were clear and concise.</p>	<p><b>Nearly All</b> directions were clear and concise.</p>

**3. Give Positive, Appropriate Feedback**

**4. Purpose of Instruction is Clear to Students**

<p><b>3. Give Positive, Appropriate Feedback</b>  <i>Definition: The teacher provides feedback to the students that is positive, descriptive, contingent upon desired behavior, varied, frequent, integrated into classroom instruction, and delivered within 5 seconds of the desired student behavior.</i></p>	<p><u>Example:</u> “Jennie, your comment that Iowa’s climate is wetter than Arizona’s is very perceptive. I can see you’ve been studying. Iowa is more humid than Arizona.”</p> <p><u>Non-Example:</u> “Didn’t you know that Iowa is more humid than Arizona?” or the teacher ignores on-task remarks.</p>	<p>Feedback was <b>inappropriate</b> because it was negative, unclear, not contingent upon student behavior, delivered <b>6</b> or more seconds after student behavior, or <b>no</b> feedback was given to students.</p>	<p><b>Little</b> positive, appropriate feedback was given.</p>	<p><b>Regular</b> positive, appropriate feedback was given.</p>	<p><b>Nearly All</b> feedback was positive and appropriate.</p>
<p><b>4. Purpose of Instruction is Clear to Students</b>  <i>Definition: The objective of each instructional task is stated or implied to students and aligns with the purpose of instruction.</i></p>	<p><u>Example:</u> “Please circle each capital letter ‘M’ on your papers. This way, you will learn to recognize capital ‘M’.”</p> <p><u>Non-Example:</u> “Please fill out this worksheet.”</p>	<p>Purpose was stated or implied but <b>did not align</b> with the lesson or instructional task, or no purpose of instruction was stated for any instructional task.</p>	<p>Purpose of instruction was stated or implied for <b>few</b> instructional tasks.</p>	<p>Purpose of instruction was stated or implied for <b>most</b> instructional tasks.</p>	<p>Purpose of instruction was stated or implied for <b>nearly all</b> instructional tasks.</p>

**5. Use Advance and Post Organizers**  
**6. Provide Models, Prompts, and Cues**

<p><b>5. Use Advance and Post Organizers</b>  <i>Definition: The teacher uses advance and post organizers to prepare students for, introduce, or conclude the lesson, link information, provide rationale for the lesson, or review material.</i></p>	<p><u>Example:</u> “To review what we learned in our last music lesson: the treble clef space notes from the bottom up are, in order, F-A-C-E.”   <u>Non-Example:</u> “Find a ‘C’ in your music.”</p>	<p>Advance and post organizers were used at <b>inappropriate times</b> during the lesson or did not relate to the lesson’s purpose or content, <i>or no</i> advance or post organizers were provided during the lesson.</p>	<p>The teacher used <b>either</b> advance or post organizers, but not both.</p>	<p>The teacher used <b>both</b> advance and post organizers <b>most</b> of the times they were appropriate.</p>	<p>The teacher used <b>both</b> advance and post organizers <b>nearly all</b> the times they were appropriate.</p>
<p><b>6. Provide Models, Prompts, and Cues</b>  <i>Definition: Prior to or during a student’s response, the teacher uses verbal, motor, &amp; facial cues, assists a student in answering correctly or completing a task. This is done to engage students, help generate more information, or assist in evoking a desired or correct response.</i></p>	<p><u>Example:</u> The student says, “This word is ‘apple’.” The teacher models, “This word is ‘ample’.”   <u>Non-Example:</u> The student says, “This word is ‘apple’,” and the teacher fails to provide a correct model or prompt.</p>	<p>Models, prompts, and cues were used when they were not needed, or were <b>inappropriate</b> to the teaching situation, <i>or no</i> models, prompts or cues were given to students.</p>	<p><b>Few</b> appropriate models, prompts, or cues were given to students.</p>	<p><b>Regular</b> appropriate models, prompts, or cues were given to students.</p>	<p>Models, prompts, or cues were given to students in <b>nearly every</b> instance in which they were appropriate.</p>

**7. Provide Review, Maintenance, or Pre-Requisite Skills to Begin Lesson**  
**8. Provide Appropriate Guided Practice**

<p><b>7. Provide Review, Maintenance, or Pre-Requisite Skills to Begin Lesson</b> <i>Definition: The teacher summarizes previous learning, or provides a short model or guided practice in foundational knowledge or skills intrinsic to the lesson, thus providing scaffolding for new material.</i></p>	<p><u>Example:</u> The teacher introduces a lesson on compound words by reviewing known words &amp; shows how they combine to form new words.</p> <p><u>Non-Example:</u> The teacher asks students to circle compound words on a worksheet, without prior examples.</p>	<p>The teacher begins the lesson with <b>virtually no</b> review of previously learned or pre-requisite material.</p>	<p>The teacher reviews previous learning and provides pre-requisite knowledge for <b>few</b> instances of new learning.</p>	<p>The teacher reviews previous learning and provides pre-requisite knowledge for <b>most</b> instances of new learning.</p>	<p>The teacher reviews previous learning and provides pre-requisite knowledge for <b>nearly all</b> instances of new learning.</p>
<p><b>8. Provide Appropriate Guided Practice</b> <i>Definition: The teacher: 1) Models guided practice, 2) Uses prompts, 3) Reduces assistance upon student success, 4) Checks work to ensure success, and 5) Provides instruction based on student errors</i></p>	<p><u>Example:</u> The teacher assists students to successfully complete the lesson, utilizing all 5 definitional components.</p> <p><u>Non-Example:</u> Immediately following the initial lesson, the teacher assigns independent work without further assistance.</p>	<p>Guided practice was provided before modeling lesson concepts, after independent practice, or was given when it <b>did not fit the students' academic needs, or no</b> guided practice was provided to students.</p>	<p>The teacher appropriately provided students with <b>1</b> definitional component of guided practice.</p>	<p>The teacher appropriately provided students with <b>2-3</b> definitional components of guided practice.</p>	<p>The teacher appropriately provided students with <b>4 or more</b> definitional components of guided practice.</p>

**9. Provide Independent Practice**  
**10. Pace Instruction Appropriately**

<p><b>9. Provide Independent Practice</b> <i>Definition:</i>  <i>The teacher: 1) Explains the rationale of the independent practice, 2) Uses questioning to ensure that students understand the assignment, 3) Circulates to monitor and assist students, and 4) Holds students accountable for the quality of their independent work.</i></p>	<p><u>Example:</u> After guided practice, the teacher provides a related independent practice assignment or activity.</p> <p><u>Non-Example:</u> The teacher passes out an independent practice activity before teaching the material to students or modeling the activity for them.</p>	<p>Independent practice tasks were <b>inappropriate</b> to the students' learning level, were given prior to guided practice, or were the sole component of the lesson, <i>or</i> <b>no</b> independent practice was provided to students.</p>	<p>The teacher appropriately provided students with <b>1</b> component of independent practice.</p>	<p>The teacher appropriately provided students with <b>2-3</b> components of independent practice.</p>	<p>The teacher appropriately provided students with <b>4 or more</b> components of independent practice.</p>
<p><b>10. Pace Instruction Appropriately</b> <i>Definition:</i>  <i>The pace within tasks and between tasks is suitable to the students' learning level and engages the students in learning.</i></p>	<p><u>Example:</u> The teacher changes instructional tasks three times in ten minutes when working with Kindergarten students.</p> <p><u>Non-Example:</u> The teacher reads to a group of Kindergarten students from the same book for 15 min.</p>	<p>Instruction was paced <b>too quickly</b> or <b>too slowly</b> for the students' learning level.</p>	<p><b>Some</b> of the lesson was paced appropriately for the students' learning level.</p>	<p><b>Most</b> of the lesson was paced appropriately for the students' learning level.</p>	<p><b>Nearly all</b> of the lesson was paced appropriately for the students' learning level.</p>

**11. Use Questions and Wait Time Appropriately**  
**12. Use Instructional Time Effectively**

<p><b>11. Use Questions and Wait Time Appropriately</b>  <i>Definition: Questions are suitable to the students' learning level and include both closed and open questions. Additionally, the teacher provides the students with sufficient time to think through and answer any questions (e.g., 3-5 seconds) without inordinately slowing the pace of instruction.</i></p>	<p><u>Example:</u> After recently introducing the concept of square roots, the teacher asks, "Theresa, what is the square root of 4?" and waits up to 5 seconds for Theresa to answer.</p> <p><u>Non-Example:</u> After recently introducing the concept of square roots, the teacher asks, "Theresa, what is the square root of 169?" and asks for an immediate response.</p>	<p>Questions were asked that were <b>too easy, too difficult</b>, followed with a wait time of <b>less than 3</b> or <b>more than 5</b> seconds, <i>or no</i> questions were asked.</p>	<p><b>Few</b> questions asked of students were appropriate to their learning level or <b>few</b> questions were followed by a <b>3-5</b> second wait time.</p>	<p><b>Most</b> of the questions asked of students were appropriate to their learning level and were <b>mostly</b> followed by a <b>3-5</b> second wait time.</p>	<p><b>Nearly all</b> questions asked of students were appropriate to their learning level and <b>nearly all</b> questions were followed by a <b>3-5</b> second wait time.</p>
<p><b>12. Use Instructional Time Effectively</b>  <i>Definition: The teacher uses instructional time in such a way that it facilitates high rates of academic success.</i></p>	<p><u>Example:</u> The teacher begins class immediately, provides varied activities and reinforces positive behavior.</p> <p><u>Non-Example:</u> The teacher becomes side-tracked, using lesson time on irrelevant activities.</p>	<p><b>Almost no</b> instructional time was used teaching lesson concepts.</p>	<p><b>Little (about 1/3)</b> instructional time was used teaching lesson concepts.</p>	<p><b>Much (about 2/3)</b> instructional time was used teaching lesson concepts.</p>	<p><b>Nearly all</b> instructional time was used teaching lesson concepts.</p>

### 13. Keep Students Actively Engaged

### 14. Vary Material According to Learner Needs

<p><b>13. Keep Students Actively Engaged</b> <i>Definition: The teacher structures instructional time, interacts with the students, provides feedback and reinforcement to keep students actively engaged and completing academic tasks.</i></p>	<p><u>Example:</u> The teacher circulates around the classroom. The teacher praises students for actively participating in the lesson.</p> <p><u>Non-Example:</u> The teacher sits at his/her desk as students complete worksheets. The teacher provides little reinforcement to assist students in remaining on-task.</p>	<p>Teacher interactions or lack of teacher attention served to <b>distract</b> students from on-task behavior or impeded students from completing academic work <i>or</i> the teacher undertook <b>virtually no</b> interactions to keep students actively engaged in the lesson.</p>	<p>The teacher <b>minimally</b> interacted with students to keep them actively engaged in the lesson.</p>	<p>The teacher <b>moderately</b> interacted with students to keep them actively engaged in the lesson.</p>	<p>The teacher interacted with students at a <b>high level</b> to keep them actively engaged in the lesson.</p>
<p><b>14. Vary Material According to Learner Needs</b> <i>Definition: The teacher customizes materials and the way those materials are used as necessary during the lesson to introduce information cumulatively, build retention, separate confusing elements and terminology, and show sensitivity to and meet the diverse learning needs of individual students.</i></p>	<p><u>Example:</u> Regular education readers are customized according to student needs to prepare students for reading and to build word retention.</p> <p><u>Non-Example:</u> The teacher uses a single text, <i>without adapting methods of instruction or presentation</i>, for a group of eight high school students who read at varying levels of fluency.</p>	<p>Lesson materials did not take individual learner needs into consideration or were <b>inappropriate</b> for learner needs, or the teacher provided <b>virtually no</b> individualization of materials for learner needs.</p>	<p>In <b>Few</b> instances, the teacher varied materials as needed to make them appropriate to learner needs.</p>	<p>In <b>Most</b> instances, the teacher varied materials as needed to make them appropriate to learner needs.</p>	<p>In <b>Nearly all</b> instances, the teacher varied materials as needed to make them appropriate to learner needs.</p>

**15. Vary Delivery of Instruction**

**16. Instruction Appropriate to Stage of Learning**

<p><b>15. Vary Delivery of Instruction</b> <i>Definition: The lesson contains diverse instructional activities, which may include manipulatives, drills, worksheets, role-plays, technology, games, discussions, and peer activities. The teacher varies these according to learner needs.</i></p>	<p><u>Example:</u> The teacher begins class with discussion, followed by drill/practice, and concludes with a role-play.</p> <p><u>Non-Example:</u> The teacher delivers a lecture to a 3<sup>rd</sup>-grade class without visual aids, discussion, or hands-on practice for 50 minutes.</p>	<p>Delivery of instruction did not match student needs and was <b>inappropriate</b> for learner needs and characteristics.</p>	<p>The lesson contained <b>1</b> instructional activity that was appropriate to student needs.</p>	<p>The lesson contained <b>2</b> instructional activities that were appropriate to student needs.</p>	<p>The lesson contained <b>3 or more</b> instructional activities that were appropriate to student needs.</p>
<p><b>16. Instruction Appropriate to Stage of Learning</b> <i>Definition: Instruction and instructional activities align with the students' stage of learning (acquisition, fluency, maintenance, generalization).</i></p>	<p><u>Example:</u> Students are in the fluency stage of learning addition. The teacher gives them timed worksheets to increase accuracy &amp; speed.</p> <p><u>Non-Example:</u> Students are in the acquisition stage of learning addition. The teacher gives them timed worksheets to increase accuracy and speed.</p>	<p><b>Almost no</b> instruction was appropriate for the students' stage of learning.</p>	<p><b>Some</b> instruction was appropriate for the students' stage of learning.</p>	<p><b>Most</b> instruction was appropriate for the students' stage of learning.</p>	<p><b>Nearly all</b> instruction was appropriate for the students' stage of learning.</p>

**17. Positive, Proactive Approach to Management**  
**18. Deliver Precise Praise**

<p><b>17. Positive, Proactive Approach to Management</b> <i>Definition: management strategies are employed with enthusiasm, encouragement, and a positive disposition. The focus of classroom management is on increasing positive behaviors and preventing negative behaviors.</i></p>	<p><u>Example:</u> The teacher praises students, delivers tokens, and makes eye contact with students who are completing their assignments.</p> <p><u>Non-Example:</u> The teacher strongly reacts to students' negative behaviors and ignores positive student behaviors while s/he 'puts out fires.'</p>	<p>The teacher employed classroom management strategies that were <b>negative, reactive, sarcastic, and/or degrading</b> to students <i>or</i> the teacher used <b>virtually no</b> positive, proactive classroom management strategies.</p>	<p>The teacher employed <b>few</b> positive, proactive management strategies.</p>	<p>The teacher <b>regularly</b> employed positive, proactive management strategies.</p>	<p><b>Virtually all</b> classroom management was positive and proactive.</p>
<p><b>18. Deliver Precise Praise</b> <i>Definition: Verbal and non-verbal praise is immediately delivered (within 3 seconds of the behavior's occurrence) and is contingent on student behavior, descriptive (e.g., it specifically names the desired behavior), appears sincere, and does not disrupt the flow of classroom activities.</i></p>	<p><u>Example:</u> Each member of a group of four students raises his/her hand to answer a question. The teacher praises, "Nice job, each of your raised your hand."</p> <p><u>Non-Example:</u> Three students in a group of four raise their hands to answer a question. Mike shouts out the answer without raising his hand. The teacher praises, "Good job, Mike."</p>	<p>Praise delivered was <b>inappropriate</b> because it was non-contingent on student behavior, did not specify the behavior it was meant to reward, appeared insincere, or disrupted the flow of classroom activities <i>or almost no</i> precise praise was given.</p>	<p><b>Few</b> praise statements were appropriate.</p>	<p><b>Most</b> praise statements were appropriate.</p>	<p><b>Nearly all</b> praise statements were appropriate.</p>

**19. Provide Opportunities for Choice-Making**  
**20. Keep Students Engaged with Tasks**

<p><b>19. Provide Opportunities for Choice-Making</b>  <i>Definition:</i>  <i>Teacher provides students with choices re: activities, academic tasks, and materials to engage &amp; empower students within teacher-determined limits.</i></p>	<p><u>Example:</u> “Would you like to do library-based or computer research first?”</p> <p><u>Non-Example:</u> “What would you like to do instead?”</p>	<p>Opportunities for choice-making were provided when they were <b>inappropriate</b> (e.g., an option was offered that was unrealistic or that the teacher could not, or did not follow up on) <i>or</i> <b>almost no</b> opportunities for choice-making were provided.</p>	<p><b>Few</b> opportunities for choice-making were provided.</p>	<p>Opportunities for choice-making were <b>often</b> provided.</p>	<p>Opportunities for choice-making were provided <b>nearly every</b> time it was appropriate.</p>
<p><b>20. Keep Students Engaged with Tasks</b>  <i>Definition:</i>  <i>Teacher interacts with students to prompt, guide, and reinforce student engagement with learning tasks.</i></p>	<p><u>Example:</u> The teacher makes tasks interesting by relating them to familiar concepts or student interests, presents tasks enthusiastically; rewards on-task students.</p> <p><u>Non-Example:</u> The teacher presents tasks to students devoid of interest; fails to interact with students to keep them engaged.</p>	<p>Teacher-student interactions (whether initiated by the teacher <i>or</i> by the student) <b>distracted</b> students from task -engagement <i>or</i> the teacher initiated <b>almost no</b> interactions designed to keep students engaged in learning tasks.</p>	<p><b>Few</b> teacher-student interactions were designed to keep students engaged in learning tasks.</p>	<p><b>Most</b> teacher-student interactions were designed to keep students engaged in learning tasks.</p>	<p><b>Nearly all</b> teacher-student interactions were designed to keep students engaged in learning tasks.</p>

**21. Engage in Activities to Motivate Students**  
**22. Maintain Order/Discipline**

<p><b>21. Engage in Activities to Motivate Students</b>  <i>Definition: The teacher provides activities such as choice-making, discussion, goal-setting, charting, conferencing, group contingency plans, high expectations, advance and post organizers, and contingent reinforcers to motivate students.</i></p>	<p><u>Example:</u> The teacher conferences with each student at the end of a unit to set goals for the next unit.</p> <p><u>Non-Example:</u> The teacher sets behavioral and/or academic goals for each student, but does not communicate these expectations to the students.</p>	<p>Motivational activities were used negatively or otherwise <b>inappropriately</b> or <b>almost no</b> activities were used to motivate students.</p>	<p><b>Few</b> activities were provided to motivate students.</p>	<p><b>Most</b> activities were structured to include a motivational component.</p>	<p><b>Nearly all</b> activities were structured to include a motivational component.</p>
<p><b>22. Maintain Order/Discipline</b>  <i>Definition: The teacher has designed an environment both physically and verbally in which the students respond in a variety of teacher-approved, appropriate ways to school-related tasks and directions.</i></p>	<p><u>Example:</u> The teacher writes a self-starter. As students enter class, s/he greets them, directs them to complete the assignment independently &amp; raise hands when finished. The students complete the assignment as directed.</p> <p><u>Non-Example:</u> The teacher writes a self-starter assignment on the blackboard &amp; catches up on e-mail. As students enter class, the teacher is distracted by computer work. Students wander around the room and begin to talk together.</p>	<p>Activities and interactions created <b>confusion</b> and chaos or <b>virtually no</b> order or discipline was present in the classroom</p>	<p>A <b>minimal</b> level of order existed in the classroom.</p>	<p>A <b>moderate</b> level of order existed in the classroom.</p>	<p>A <b>high</b> level of order existed in the classroom.</p>

**23. Manage Small Group Behavior**  
**24. Manage Large Group Behavior**

<p><b>23. Manage Small Group Behavior</b> <i>Definition: The teacher provides frequent feedback, reinforcement, proximity, and constant access for assistance.</i></p>	<p><u>Example:</u> The teacher works with 5 groups of 4 children each. S/he sits in the middle, provides feedback, &amp; is available for questions.</p> <p><u>Non-Example:</u> The teacher assigns students to 5 groups of 4 children each. S/he leaves the room to prepare handouts.</p>	<p>Students were placed in small groups when small group work was <b>inappropriate</b> or were not placed in small groups when small group work was appropriate, or the lesson contained <b>virtually none</b> of the criteria for managing small group behavior.</p>	<p>The lesson contained <b>1</b> of the criteria for managing small group behavior.</p>	<p>The lesson contained <b>2-3</b> of the criteria for managing small group behavior.</p>	<p>The lesson contained all <b>4</b> of the criteria for managing small group behavior.</p>
<p><b>24. Manage Large Group Behavior</b> <i>Definition: The teacher keeps instruction brief, uses frequent questions, encourages participation from all students, presents the lesson with a lively pace; uses many response modes (e.g., written, choral, to a peer, oral).</i></p>	<p><u>Example:</u> The teacher spends 10 min instructing the large group, then questions students, encourages participation, &amp; elicits a variety of responses.</p> <p><u>Non-Example:</u> The teacher spends 30 min lecturing; does not provide for student discussion or input.</p>	<p>The lesson contained either <b>none</b> or just <b>1</b> of the criteria for managing large group behavior.</p>	<p>The lesson contained <b>2</b> of the criteria for managing large group behavior.</p>	<p>The lesson contained <b>3</b> of the criteria for managing large group behavior.</p>	<p>The lesson contained <b>4-5</b> of the criteria for managing large group behavior.</p>

**25. Ensure Students Understand Rules and Expectations**  
**26. Manage Student Transitions Effectively**

<p><b>25. Ensure Students Understand Rules and Expectations</b>  <i>Definition: Classroom rules are publicly posted in an easy-to understand format and reviewed regularly. Rules and expectations are consistently implemented with positive reinforcement for compliance and consequences for infractions.</i></p>	<p><u>Example:</u> Tommy raises his hand before asking a question (a classroom rule). The teacher praises Tommy. S/he specifically names the behavior (raising his hand) and refers to the rule he obeyed (raise your hand and wait for the teacher to call on you). The teacher then allows Tommy to ask his question.</p> <p><u>Non-Example:</u> Tommy shouts out an answer to a question. Instead of ignoring him as outlined in classroom rules &amp; expectations, the teacher allows him to ask his question.</p>	<p>Classroom rule and expectations were <b>not posted or referenced</b>, or they were <b>incorrectly applied</b> (students were reinforced for breaking rules or negative consequences were applied even when a student did follow the rules), or <b>no</b> classroom rules existed.</p>	<p><b>Posted rules were unclear</b> or hard to see or understand, or <b>few</b> rules and expectations were consistently applied.</p>	<p><b>Rules were clearly posted</b> and <b>most</b> rules and expectations were consistently applied.</p>	<p><b>Rules were clearly posted</b> and rules and expectations were <b>nearly always</b> consistently applied.</p>
<p><b>26. Manage Student Transitions Effectively</b>  <i>Definition: Transitions between activities and transitions to begin and dismiss class are quick and organized. The expectations for the transition are stated or are understood by the students because they have been taught and rehearsed.</i></p>	<p><u>Example:</u> The teacher says, “When I say, ‘line up,’ please walk quietly to the door and line up in alphabetical order. Line up.” The students walk quietly to the door &amp; line up as they have previously been taught and practiced.</p> <p><u>Non-Example:</u> The teacher says, “We’re late for recess, so line up.” Students run from their desks, create a bottleneck at the exit, running in various clusters of student groups.</p>	<p><b>Almost no</b> transitions were managed effectively.</p>	<p><b>Few</b> transitions were managed effectively.</p>	<p><b>Most</b> transitions were managed effectively.</p>	<p><b>Nearly all</b> transitions were managed effectively.</p>

**27. Promote Generalization of Positive Behavior**

**28. Adjust Physical Environment to Students' Needs**

<p><b>27. Promote Generalization of Positive Behavior</b> <i>Definition: The teacher programs and rehearses students for the occurrence of preferred behaviors under various non-classroom conditions.</i></p>	<p><u>Example:</u> The teacher trains a student to pick up assignments as s/he enters the resource room, the general ed classroom and the work site.</p> <p><u>Non-Example:</u> A student refuses to work with anyone but the teacher, &amp; is not required to respond to other classroom or worksite professionals.</p>	<p>Generalization was <b>discouraged</b>, or <b>almost no</b> programming for generalization occurred.</p>	<p>Programming for generalization occurred for <b>few</b> behaviors.</p>	<p>Programming for generalization occurred for <b>most</b> behaviors</p>	<p>Programming for generalization occurred for <b>nearly all</b> behaviors</p>
<p><b>28. Adjust Physical Environment to Students' Needs</b> <i>Definition: The physical environment (classroom space) is arranged to promote student learning and facilitate smooth transition, and ease of student monitoring.</i></p>	<p><u>Example:</u> Javier needs frequent teacher contact. S/he places him in the center front of the room.</p> <p><u>Non-Example:</u> Javier needs frequent contact with the teacher. S/he places him in the back of the classroom.</p>	<p>Classroom space <b>hindered</b> student learning, smooth transitions or student monitoring, or <b>virtually no</b> physical classroom space was adjusted according to student needs.</p>	<p><b>Minimal</b> classroom space was adjusted to students' needs.</p>	<p><b>Most</b> classroom space was adjusted to students' needs.</p>	<p><b>Nearly all</b> classroom space was adjusted to students' needs.</p>

**29. Use Teacher Proximity Effectively**

**30. Use Eye Contact Effectively**

<p><b>29. Use Teacher Proximity Effectively</b> <i>Definition: The teacher uses proximity to promote student learning or desired behaviors, or decrease undesirable behaviors.</i></p>	<p><u>Example:</u> Linnie begins to talk to another student. The teacher walks next to Linnie’s desk &amp; stands there as s/he continues the lecture.</p> <p><u>Non-Example:</u> Linnie begins to talk during a lecture. The teacher does not move.</p>	<p>Teacher proximity was <b>almost never</b> used to promote student learning, promote desirable behaviors or decrease undesirable behaviors.</p>	<p>Teacher proximity was <b>rarely</b> used to promote student learning, promote desirable behaviors or decrease undesirable behaviors.</p>	<p>Teacher proximity was <b>often</b> used to promote student learning, promote desirable behaviors or decrease undesirable behaviors.</p>	<p>Teacher proximity was <b>nearly always</b> used to promote student learning, promote desirable behaviors or decrease undesirable behaviors.</p>
<p><b>30. Use Eye Contact Effectively</b> <i>Definition: The teacher frequently establishes positive, direct eye-to-eye communication with each student. . The teacher looks directly at students as s/he delivers instruction, asks questions, awaits student responses, and as s/her answers student questions and other requests.</i></p>	<p><u>Example:</u> The teacher smiles and looks each student directly in the eye as s/he greets them upon entering the classroom.</p> <p><u>Non-Example:</u> The teacher looks at his/her notes continually or the teacher does not scan the room <i>or</i> the teacher uses negative eye contact to discourage legitimate requests.</p>	<p>The teacher established <b>virtually no</b> positive eye contact with students or the teacher used negative eye contact to discourage legitimate student requests.</p>	<p>The teacher established positive eye contact with <b>a few</b> students on <b>few</b> occasions.</p>	<p>The teacher <b>regularly</b> established positive eye contact with <b>most</b> students.</p>	<p>The teacher maintained a <b>high level</b> of positive eye contact with <b>nearly all</b> students.</p>

**31. Deliver Varied Verbal and Non-Verbal Praise**  
**32. Deliver Specific Praise to All Students**

<p><b>31. Deliver Varied Verbal and Non-Verbal Praise</b> <i>Definition: Varied verbal &amp; non-verbal praise (e.g., head nods, smiles, thumbs up) is frequently given for positive behaviors, within 5 seconds of the behavior, &amp; appears sincere.</i></p>	<p><u>Example:</u> The teacher uses a combination of verbal and non-verbal praise when students follow instructions.</p> <p><u>Non-Example:</u> The teacher delivers only non-verbal praise during a lesson.</p>	<p><b>Inappropriate</b> praise was given to students which was non-contingent on student behavior, sarcastic, and/or appeared insincere <i>or</i> <b>almost no</b> verbal or non-verbal praise was given to students.</p>	<p>Varied verbal and non-verbal praise was <b>rarely</b> given to students when appropriate.</p>	<p>Varied verbal and non-verbal praise was <b>often</b> given to students when appropriate.</p>	<p>Varied verbal and non-verbal praise was <b>almost always</b> given to students when appropriate.</p>
<p><b>32. Deliver Specific Praise to All Students</b> <i>Definition: Verbal praise is frequently given to students. This praise is contingent upon positive behavior, delivered within 5 seconds of the behavior's occurrence, is varied, and appears sincere to the students. The praise statement names the student by name.</i></p>	<p><u>Example:</u> Within a 30-minute lesson, the teacher praises each student at least once, &amp; uses the student's name.</p> <p><u>Non-Example:</u> The teacher gives group praise during the course of a lesson, but does not give individual praise that names the recipient by name.</p>	<p><b>Inappropriate</b> praise was delivered which was non-contingent, sarcastic, and/or non-convincing or <b>did not use the student's name</b>, or <b>almost no</b> verbal or non-verbal praise was delivered.</p>	<p><b>Few</b> individuals in the classroom were specifically praised.</p>	<p><b>Most</b> individuals in the classroom were specifically praised.</p>	<p><b>Almost all</b> individuals in the classroom were specifically praised.</p>

**33. Ignore Inappropriate Behaviors**  
**34. Use Tokens/Points Appropriately**

<p><b>33. Ignore Inappropriate Behaviors</b> <i>Definition: The teacher systematically ignores minor negative, attention-seeking behaviors that are not dangerous or disrupt other students' learning.</i></p>	<p><u>Example:</u> Sasha taps on her desk. The teacher ignores her.</p> <p><u>Non-Example:</u> Sasha taps on her desk. The teacher applies escalating consequences with each tap, reinforcing the behavior.</p>	<p>Behaviors that were dangerous to self or others or disrupted other's learning were ignored <i>or</i> minor, non-disruptive negative behaviors were <b>almost never</b> ignored.</p>	<p><b>Few</b> minor, non-disruptive, negative behaviors were ignored.</p>	<p><b>Most</b> minor, non-disruptive, negative behaviors were ignored</p>	<p><b>Nearly all</b> minor, non-disruptive, negative behaviors were ignored</p>
<p><b>34. Use Tokens/Points Appropriately</b> <i>Definition: The teacher uses tokens and points contingent upon student behavior. Tokens and points are delivered with precise praise, using the student's name, and are assigned as outlined in the classroom management plan.</i></p>	<p><u>Example:</u> Toni responds appropriately &amp; the teacher gives tokens as outlined in her behavior plan, names the behavior for which the token is given, &amp; praises Toni by name.</p> <p><u>Non-Example:</u> Toni responds positively several times during a lesson. The teacher fails to deliver tokens as outlined in her behavior plan.</p>	<p>Tokens or points were used <b>inappropriately</b> because they were not delivered contingent upon behavior, they were delivered without praise or acknowledgement, or they were used in ways not outlined in the classroom management plan.</p>	<p>Tokens and points were <b>rarely</b> used appropriately.</p>	<p>Tokens and points were <b>often</b> used appropriately .</p>	<p>Tokens and points were <b>almost always</b> used appropriately .</p>

**35. Individualize Antecedents and Consequences**  
**36. Constructively Re-Direct**

<p><b>35. Individualize Antecedents and Consequences</b>  <i>Definition: Behavioral antecedents and consequences are customized by the teacher according to individual student needs.</i></p>	<p><u>Example:</u> Jason receives a token each time he stays in his seat for 3 minutes. Eli receives a token each time he stays in his seat for 5 minutes.</p> <p><u>Non-Example:</u> Each student in the room receives a token every time they stay in their seat for 5 minutes regardless of their individual needs.</p>	<p>Behavioral antecedents and consequences were <b>almost never</b> individualized.</p>	<p>Behavioral antecedents and consequences were <b>rarely</b> individualized</p>	<p>Behavioral antecedents and consequences were <b>often</b> individualized</p>	<p>Behavioral antecedents and consequences were <b>nearly always</b> individualized</p>
<p><b>36. Constructively Re-Direct</b>  <i>Definition: When students are off-task, the teacher states expectations in positive terms rather than drawing attention to non-preferred behaviors.</i></p>	<p><u>Example:</u> “Please walk.”</p> <p><u>Non-Example:</u> “Stop running.”</p>	<p>Re-direction statements were inappropriate because they were negative, sarcastic, posed as a question, and/or humiliating <i>or</i> reinforced the non-preferred behavior.</p>	<p>Re-directions were <b>rarely</b> phrased constructively</p>	<p>Re-directions were <b>often</b> phrased constructively</p>	<p>Re-directions were <b>nearly always</b> phrased constructively</p>