**Tier I: School-wide Ongoing Monitoring**

Teacher\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Time\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Observer:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Subject\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Activity\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Check Any That Apply

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| --- | --- | --- |
| **Data was collected during:** | **Practices That Were Observed:** | **Location:** |
| * Independent Work * One-On-One * Small Group Peer * Small Group Teacher * Whole Group * Other:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | * Classroom Matrix Posted * Procedures Observed * Use of Attention Signal * Active Supervision Used * Use of Reinforcement System | * Classroom * Other:   \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

During a **10-minute** observation period, record simple tally marks for each of the following behaviors.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Ratio of Interactions** | **Positive** | | **Negative** | | **Totals** |
| **Specific Positive Feedback**  *“Thanks for raising your hand. That’s a great way to be respectful”* | **General Positive Feedback**  *“Good Job”*  *“Wow, nice work!”* | **Corrective Feedback**  *“Please be safe by keeping your hands and feet to yourself.”* | **Negative Feedback**  *“Stop”*  *“Shhh”*  *“Don’t”* |
|
|  |  |  |  |  |
| **Opportunities to Respond** | Individual : | | Whole Group : | |  |
| **Precorrects** |  | | | |  |

**Total Ratio of All Interactions= \_\_\_\_ : \_\_\_\_** ***Ideal goal - 4:1***

Specific Positive=\_\_\_\_\_\_ General Positive=\_\_\_\_\_\_  *Ideal goal - Higher number of specific positive statements*

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| **Comments:** |

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**Definitions**

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| --- | --- |
| **Data was collected during:** | |
| Independent Work | Students are working on assignments/tasks independently. |
| One-On-One | Teacher is working one-on-one with a specific student. |
| Small Group Peer | Students are working in small collaborative groups. |
| Small Group Teacher | Teacher is teaching a lesson to a small group of students. |
| Whole Group | Teacher is teaching a lesson to the full group of students. |

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| --- | --- |
| **Practices That Were Observed:** | |
| Classroom Matrix Posted | Classroom matrix is big, bold, and beautiful and posted in the classroom. |
| Procedures Observed | At least one classroom procedure was observed. |
| Use of Attention Signal | A signal was used to get all students attention when needed. |
| Active Supervision Used | Teacher moves around the room frequently. |
| Use of Reinforcement System | Teacher uses a reinforcement system to acknowledge appropriate student behaviors. |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Ratio of Interactions** | **Positive** | | **Negative** | |
| **Specific Positive Feedback**  *“Thanks for raising your hand. That’s a great way to be respectful.”* | **General Positive Feedback**  *“Good Job!”*  *“Wow, nice work!”* | **Corrective Feedback**  *“Please be safe by keeping your hands and feet to yourself.”* | **Negative Feedback**  *“Stop”*  *“Shhh”*  *“Don’t”* |
|
| A teacher statement that occurs in response to or after a desired behavior that specifically states what the student(s) did. | A teacher statement that occurs in response to or after a desired behavior that is positive or affirming but does not specifically indicate what behavior is being praised. | A teacher statement that occurs in response to or after a problem behavior that tells the student(s) what he/she/they should do instead of the problem behavior. | A teacher statement that occurs in response to or after a problem behavior, that does not provide specific information about what the child should do instead of the problem behavior. |
| **Opportunities to Respond** | Individual : Teacher gave one student an opportunity to respond to a question. (Verbal, Non-verbal, manipulatives, white boards, etc.) | | Whole Group :Teacher gave all students an opportunity to respond to a question. (Verbal, Non-verbal, manipulatives, white boards, etc.) | |
| **Precorrects** | A teacher statement that tells social behavioral expectations, school or classroom routines/procedures before students have an opportunity to demonstrate them. (ie- Let me remind you to…., Remember that...) | | | |