Walk Through or Brief Observation

Procedures/ Routines to Teach and Reinforce Expectations

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| 1 = somewhat2 = moderate3 = extensive | 1 | 2 | 3 | N/A | Majority of Students Follow Routine/ Procedure |
| Posted Classroom Schedule is Followed |  |  |  |  |  |
| **Procedures/ Routines** DirectlyObserved: |  |  |  |  |  |
| • Entering• Exiting• Lining up• Whole group• Small group• Instructor Used AttentionSignal• Transitions |  |  |  |  |  |
| Physical Space Facilitates Ease ofMovement and Traffic Flow |  |  |  |  |  |
| Materials Organized and Accessible |  |  |  |  |  |
| Students were participating in the assigned task or activity |  |  |  |  |  |

*Note: Words in* **bold** *are defined in “***Key Term Descriptors***”*

Comments:

Walk Through or Brief Observation

Strategies to Enhance Academic and/or Social/Behavior Instruction

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| 1 = somewhat2 = moderate3 = extensive | 1 | 2 | 3 | N/A | Majority of Students Follow Routine/Procedure |
| **Precorrect**: Reminder of ClassroomProcedure/Routine |  |  |  |  |  |
| **Precorrect**: Reminder of Classroom Rule |  |  |  |  |  |
| Class begins Promptly |  |  |  |  |  |
| Students Actively Engaged / Minimal DownTime |  |  |  |  |  |
| Classroom **Procedures/Routines/Rules**Actively Taught |  |  |  |  |  |
| **Active Supervision** (move, scan, interact) |  |  |  |  |  |
| **Positive, Specific Feedback** |  |  |  |  |  |
| Respectful Redirect / Error Correction**• Prompt** (identify error)**• Reteach** (skill, rule, routine,procedure)**• Reinforce** (state when errorcorrected) |  |  |  |  |  |
| **Provide Choices** (where, when, how work is done) |  |  |  |  |  |
| Multiple **Opportunities to Respond** (i.e. group choral response, students volunteer, written) |  |  |  |  |  |
| **Task Difficulty** aligns with Student(s) Ability |  |  |  |  |  |
| **Activity/Task Sequence** Clearly Stated andDemonstrated |  |  |  |  |  |
| **Specific Positive Feedback** (Adult Attention) Ratio 4:1 |  |  |  |  |  |
| A **Continuum of Corrective Feedback** isClearly Defined and Utilized |  |  |  |  |  |

*Note: Words in* **bold** *are defined in “***Key Term Descriptors***”*

Comments: