**Classroom Observation Rubric**

| **ETLP 3-4** |
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| **Encouraging Expected Behavior & Discouraging Unexpected Behavior** |
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| **Date:** | **Grade/Teacher:** | **# of Students:** | **# of Staff:** |
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| **Type of Instruction:** Whole Group  Small Group with teacher  Peer Groups One on One with Teacher  Independent Work Other  | **Type of Activity:**Experiment Technology Seat-Work Lecture Centers/Stations Test/Quiz TransitionOther  | **Subject:** Math  ELA  Science  Social Studies   Specials Other: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
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| **1** | **2** | **3** | **4** |
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| A reinforcement system is not observed or not utilized. | An observable reinforcement system is utilized at least once. | An observable reinforcement system is utilized at least once. | A consistent and observable reinforcement system is utilized throughout the observation.  |
|  The teacher is not observed using specific positive feedback. |  The teacher uses specific positive feedback at a rate of less than 1:1. |  The teacher uses specific positive feedback at a rate of 2:1 or 3:1. | The teacher uses specific positive feedback at a rate of 4:1. |
| Systems and strategies are not in place that allow instruction to continue when behavior errors occur. Teacher utilizes ineffective strategies for behavioral errors that occur during the observation. | Systems and strategies are in place that allow instruction to continue when behavior errors occur. Teacher utilizes these occasionally for behavioral errors that occur during the observation. | Systems and strategies are in place that allow instruction to continue when behavior errors occur. Teacher utilizes these for some behavioral errors that occur during the observation. | Systems and strategies are in place that allow instruction to continue when behavior errors occur. Teacher utilizes these for every behavioral error that occurs during the observation. |
| Teacher does not use Matrix language to provide corrective feedback to unexpected behaviors. | Teacher occasionally uses Matrix language (i.e. classroom rules) to provide corrective feedback to unexpected behaviors in a calm manner. | Teacher often uses the Matrix language (i.e. classroom rules) to provide corrective feedback to unexpected behaviors in a calm manner. | Teacher consistently uses Matrix language (i.e. classroom rules) to provide corrective feedback to unexpected behaviors in a calm and consistent manner. |

*\*This tool is intended for use with the 8 Effective Teaching & Learning Practices (Pre/Post Assessment)*