**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:** |
| --- | --- | --- | --- |

| **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  Transition  Other | **Subject:**  Math  ELA  Science  Social Studies  Specials  Other: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| --- | --- | --- | --- | --- | --- | --- |

| **1** | **2** | **3** | **4** |
| --- | --- | --- | --- |
| 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)*