

## Classroom Observation Rubric

Classroom Behavior Management Practice	Not In Place	Partially In Place	Fully In Place
<p>Classroom is arranged to <b>minimize crowding and distraction.</b></p> <p><b>Notes:</b></p>	Materials do not have a designated place and cannot be easily accessed by teacher and students. Excessive materials present.	Materials are labeled and have a designated place, but are not easily accessible to the teacher and students.	Materials are labeled, have a designated space and are easily accessible to teacher and students.
	More than one area of the classroom allows students to be hidden from teacher view.	One area of the classroom allows students to be hidden from teacher view.	In all areas of the classroom, students are within teacher view.
	Teacher and students have difficulty navigating more than one area of the classroom.	Teacher and students have difficulty navigating one area of the classroom.	Teacher and students can easily navigate all areas of the classroom.
<p>Classroom is <b>structured and predictable.</b></p> <p><b>Notes:</b></p>	Classroom schedule and/or routines are not posted in the classroom.	Classroom schedule and routines are posted in the classroom, but are negatively stated and/or not developmentally appropriate.	Posted classroom schedule and routines are positively stated, describe observable behaviors, and are developmentally appropriate.
	Teacher does not follow schedule or routines.	Teacher follows either schedule or routines.	Teacher follows both schedule and routines.
	Students do not follow schedule or routines.	Students follow schedule and routines, but require frequent (more than two) prompts.	Students follow schedule and routines with minimal (two or less) prompts.

<p>The classroom has <b>three to five positively stated expectations and classroom rules.</b></p> <p><b>Notes:</b></p>	No classroom rules are posted.	Less than three <b>OR</b> more than five classroom rules are posted.	Three to five classroom rules are posted.
	Rules are not visible to students or developmentally appropriate. Visuals should be used for K-2.	Rules are visible and developmentally appropriate, but teacher does not reference them when giving positive or corrective feedback to students.	Rules are visible and developmentally appropriate, and referenced by teacher when giving positive or corrective feedback to students.
	Rules are negatively stated and/or are not applicable all day.	Rules are positively stated, describe observable behaviors, and apply all day, but do not include examples and non-examples.	Rules are positively stated, describe observable behaviors, apply all day, and include examples and non-examples.
	No expectations, less than three, <b>OR</b> more than five are posted.	Three to five expectations are posted, but are inconsistent with classroom rules <b>OR</b> school wide behavior expectations.	Three to five expectations are posted <b>AND</b> are consistent with classroom rules and school wide behavior expectations.

<p>The teacher provides <b>more frequent acknowledgement</b> for appropriate behaviors than problem behaviors.</p> <p><b>Notes:</b></p>	Teacher provides more negative than positive comments to students.	Teacher provides at least a 1:1 ratio of positive to negative comments to students.	Teacher provides at least a 3:1 ratio of positive to negative comments to students.
	The majority of positive comments are directed to a small group of students or a specific student within the class.		Positive comments are equally distributed across all students.
	One or more students in the class experience primarily negative comments (ex. the student who is often disruptive).		Each student experiences more positive than negative comments.



<p>The teacher provides each student with <b>multiple opportunities to respond</b> and participate during instruction.</p> <p><b>Notes:</b></p>	<p>Instruction is primarily lecture and includes no opportunities for students to respond to check for understanding.</p>	<p>Teacher provides multiple opportunities for students to respond to check for understanding.</p>	
	<p>Opportunities to respond include individual student responses only.</p>	<p>Opportunities to respond included both whole-group and individual student responses.</p>	<p>Opportunities to respond included a variety of formats. <i>(ex. whole-group, individual student responses, pair-share)</i></p>
	<p>Responses are provided by student volunteers only.</p>	<p>Responses are provided by student volunteers and teacher-selected students.</p>	<p>A variety of strategies are used to select students to respond. <i>(ex. student volunteer, teacher selection, random selection)</i></p>
<p>During instruction, students are <b>actively engaged</b> in observable ways.</p> <p><b>Notes:</b></p>	<p>Less than 50% of students are engaged in observable ways. <i>(ex. write, type, speak, raise response card, use hand signal)</i></p>	<p>50% to 90% of students are engaged in observable ways.</p>	<p>At least 90% of students are engaged in observable ways.</p>
	<p>Student participation is primarily limited to one form. <i>(ex. writing notes or answering teacher asked questions)</i></p>	<p>Student participation is limited to two forms.</p>	<p>Student participation takes on a variety of forms. <i>(ex. write, type, speak, raise response card, use hand signal)</i></p>



<p>The teacher <b>actively supervises</b> the classroom during instruction.</p> <p><b>Notes:</b></p>	<p>Teacher remains at the front of the classroom or the teacher's desk the majority of time. Students rarely receive help.</p>	<p>The teacher moves around the room when providing instruction, but remains at the teacher's desk or front of the room during independent or small group work times. Students must go to the teacher for help.</p>	<p>The teacher moves around the classroom throughout all activities. The teacher goes to students to provide help when needed (rather than students having to go to the teacher).</p>
	<p>Teacher rarely scans the classroom, often attending to other tasks (phone call, email, text, visitor, etc.).</p>	<p>Teacher periodically scans the classroom (ex. every 2 minutes or 5 minutes) and adjusts instruction, provides assistance, and/or redirects student behavior as needed.</p>	<p>Teacher consistently scans the classroom and adjusts instruction, provides assistance, and/or redirects student behavior as needed.</p>
	<p>Teacher generally ignores disruptive and off-task behaviors in the classroom.</p>	<p>Teacher redirects disruptive and off-task behaviors by commenting from a distance/across the room.</p>	<p>Teacher moves toward students at the first sign of disruptive or off-task behaviors, using proximity control to redirect student behavior.</p>



<p>The teacher uses <b>multiple strategies/systems</b> to <b>acknowledge/reinforce</b> appropriate behaviors.</p> <p><b>Notes:</b></p>	<p>No strategies are used to acknowledge/reinforce appropriate student behaviors.</p>	<p>Teacher sometimes uses general and/or behavior-specific praise to acknowledge/reinforce appropriate student behaviors.</p>	<p>Teacher consistently uses behavior-specific praise and at least one other system (ex. class lottery, good behavior game, etc.) to acknowledge/reinforce appropriate student behaviors.</p>
	<p>No strategies are used to acknowledge/reinforce appropriate student behaviors.</p>	<p>Teacher acknowledges/reinforces student behaviors inconsistently and/or for behaviors that have not been specified. (There is not a clear focus on behaviors that are consistent with classroom rules.)</p>	<p>Teacher acknowledges/reinforces student behaviors that are consistent with classroom rules and that have been taught in the classroom.</p>
	<p>No strategies are used to acknowledge/reinforce appropriate student behaviors.</p>	<p>Teacher promises but does not always deliver reinforcers and/or does not deliver acknowledgement/reinforcement in a timely fashion.</p>	<p>Teacher acknowledges/reinforces student behaviors in a timely fashion (as immediately following student behavior as possible).</p>
	<p>No strategies are used to acknowledge/reinforce appropriate student behaviors.</p>	<p>Teacher uses praise and possibly one other type of item/activity (ex. prize box with pencils and erasers only) to reinforce/acknowledge student behaviors.</p>	<p>Teacher uses praise and a variety of items, activities, and privileges to reinforce/acknowledge student behaviors. Items, activities, and privileges are updated regularly and student input is considered.</p>



<p>The teacher uses <b>informational corrective techniques</b> to <b>respond</b> to new and low intensity/frequency problem behaviors (ex. calling out, out of seat, verbal refusal, off-task, etc.).</p> <p><b>Notes:</b></p>	<p>Teacher ignores OR uses primarily corrective consequences (ex. response cost, timeout, detention, ODR, etc.) to respond to new and low intensity/frequency problem behaviors.</p>	<p>Teacher may use informational corrective techniques, but also uses corrective consequences to respond to new and low intensity/frequency problem behaviors.</p>	<p>Teacher consistently uses a variety of informational corrective techniques (ex. proximity, verbal redirection, family contact, etc.) to respond to new and low intensity/frequency problem behaviors.</p>
<p>The teacher consistently implements <b>planned corrective consequences</b> to <b>respond</b> to targeted problem behaviors (ex. hitting another person, continuous calling out, throwing materials, etc.).</p> <p><b>Notes:</b></p>	<p>Teacher primarily assigns detention or refers students to the office in response to targeted problem behaviors.</p>	<p>Teacher uses a variety of planned corrective consequences to respond to targeted problem behaviors (ex. timeout, positive practice, response cost, time owed, restitution, detention, etc.)</p>	
	<p>Teacher has not defined or which problem behaviors will result in which corrective consequences.</p>	<p>Teacher has defined which problem behaviors will result in which corrective consequences.</p>	
	<p>Teacher delivers corrective consequences for a variety of behaviors, including but not limited previously defined target behaviors.</p>	<p>Teacher warns but does not always deliver planned corrective consequences and/or does not deliver these consequences in a timely fashion.</p>	<p>Teacher consistently delivers corrective consequences only following defined target behaviors AND in a timely manner (as immediately following the problem behavior as is possible).</p>

