



Check-Up Feedback

	Goal	Notes	Area to Improve	Needs Attention ← → Strength				
CARES			Connection to the Curriculum	Red	Orange	Yellow	Light Green	Dark Green
			Authentic Relationships	Red	Orange	Yellow	Light Green	Dark Green
			Reflective Thinking	Red	Orange	Yellow	Light Green	Dark Green
			Effective Communication	Red	Orange	Yellow	Light Green	Dark Green
			Sensitivity to Students' Culture	Red	Orange	Yellow	Light Green	Dark Green
PBS & CC			Student Engagement	Red	Orange	Yellow	Light Green	Dark Green
			Level of Disruptive Behavior	Red	Orange	Yellow	Light Green	Dark Green
			Pacing of Instruction	Red	Orange	Yellow	Light Green	Dark Green
			Clear Expectations	Red	Orange	Yellow	Light Green	Dark Green
			Use of Praise	Red	Orange	Yellow	Light Green	Dark Green
			Use of Reprimands	Red	Orange	Yellow	Light Green	Dark Green
			Smooth Transitions	Red	Orange	Yellow	Light Green	Dark Green
			Other: _____	Red	Orange	Yellow	Light Green	Dark Green



Check-Up Feedback Rubric: Connection to the Curriculum

★ Double Check CARES Element

0

- No evidence of teacher efforts to make cultural connections to the curriculum for students in the classroom.

1

- Teacher attempts to make connections to the curriculum for students but connections may be misinformed or inappropriate.

2

- Teacher displays people of color in broad range of professional roles across the classroom and displays student work around the classroom.

3

- Students are given opportunities to take leadership roles in instructional activities.

4

- Cultural “hooks” are included during lessons. Activities vary in style and modality with multiple opportunities for student involvement.

5

- Connections to the curriculum are evident around the classroom (e.g., displays around room), during lessons (e.g., cultural hooks and multi-modal activities), and instruction is mastery-focused with higher order questions asked equitably to all students.

Look Fors:

- Displays of people of color in broad range of professional roles (i.e., scientist, physician, attorney, engineer, professor – and not only stereotypical roles like professional athlete, musician)
- Displays of student photos and work
- Culturally relevant artifacts, “hooks” (current events, youth and diverse cultures), or real world examples to connect with student experiences
- Activities vary in terms of style and modality (e.g., movement, games, music, use of manipulatives, projects) and concepts are linked across activities
- Uses multiple approaches to assess student understanding of content
- Involves students in multiple roles (including co-leading instruction)
- Different viewpoints are solicited and respected (e.g., debate, dialogue, Socratic seminars, cooperative learning, readings from multiple perspectives)
- Asks higher order questions equitably
- General display of the goal of the class being mastery of the material together

**A higher score means that the teacher is exhibiting all positive behaviors associated with that score and the preceding scores as well (e.g., to achieve a 4, a teacher must exhibit the behaviors associated with 1-4).*



Check-Up Feedback Rubric: Authentic Relationships

★ Double Check CARES Element

0

- Teacher uses dismissive language with students.

1

- No evidence of authentic teacher-student relationships.

2

- Teacher uses proximity and positive individual contacts with ease and frequency. Teacher demonstrates mutual respect through behavioral expectations and interactions with class.

3

- Teacher uses proximity, as well as active listening to convey understanding of what students say.

4

- Teacher shares appropriate level of personal information and also demonstrates personal understanding of individual students (e.g., needs, style, family life).

5

- Teacher shares appropriately, demonstrates knowledge of students on an individual level, and engages with students in social conversations about their lives outside of school.

Look Fors:

- Uses proximity and positive individual contacts with ease and frequency
- Shares an appropriate level of personal information (e.g., family photos, personal interests displayed)
- Demonstrates a knowledge or understanding of student's needs, style, or family life
- Demonstrates active listening skills and I-statements to convey understanding and care for what students say
- Displays empathy (reflecting student feelings; genuine interest/concern through facial expressions)
- Demonstrates and emphasizes the importance of mutual respect through behavioral expectations and interactions with the class
- Shows enthusiasm and shares in fun, relaxing moments with students
- Engages in social conversation and ask students about their lives outside of school

**A higher score means that the teacher is exhibiting all positive behaviors associated with that score and the preceding scores as well (e.g., to achieve a 4, a teacher must exhibit the behaviors associated with 1-4).*



Check-Up Feedback Rubric: Reflective Thinking about Cultural, Racial/Ethnic, and Class Differences

★ Double Check CARES Element

0

- Teacher is short-tempered or responds harshly to students.

1

- Teacher pauses before responding to students demonstrating wait-time and mindfulness.

2

- Teacher pauses before responding to students demonstrating wait-time and mindfulness.

3

- Teacher takes perspectives of others, uses I-statements when expressing opinions/perspectives, apologizes when wrong, and is effective in de-escalating challenging situations.

4

- Teacher is focused on strengths of students and values differences in the classroom.

5

- Teacher considers antecedents and responses to behavior and tries to determine the function of student behaviors.

Look Fors:

- Teacher pauses before responding, demonstrating wait-time & mindfulness
- Teacher models apologizing when wrong or acknowledges their error(s)
- Teacher makes statements reflecting the taking of others' perspectives
- Teacher demonstrates use of CRFBT when reflecting on classroom issues (e.g., considers antecedents or responses, tries to think about possible functions)
- Focuses on strengths, not deficits, and values differences
- Actively encourages students to see the teacher as a resource, making statements to the class or individuals such as, "I can help if you are having a hard time"

**A higher score means that the teacher is exhibiting all positive behaviors associated with that score and the preceding scores as well (e.g., to achieve a 4, a teacher must exhibit the behaviors associated with 1-4).*



Check-Up Feedback Rubric: Effective Communication

★ Double Check CARES Element

0

- Teacher shows no evidence of effective communication with students.

1

- Teacher is not assertive OR loses temper/yells at students.

2

- Teacher has positive interactions with students and addresses them by name .

3

- Teacher allows for multiple types of responding from students (e.g., verbal, nonverbal, written, etc.), corrects student work constructively, and uses appropriate non-verbal communication with students.

4

- Teacher allows for multiple types of responding from students (e.g., verbal, nonverbal, written, etc.), corrects student work constructively, and uses appropriate non-verbal communication with students.

5

- In addition to effective communication in the classroom (captured in 2 and 3 point responses) and facilitating multilingualism, teachers facilitate positive peer interactions and also communicate with caregivers (not just for negative behavior).

Look Fors:

- Reinforces positive behavior
- Responds firmly, fairly, and consistently
- Uses calm and assertive tone
- Stays in control of behavior (e.g., does not yell, no empty threats)
- First interactions with students are positive (e.g., good morning at the door) and address students by name and makes eye contact
- Calls home or references these calls for positive (and not just negative) behavior
- Uses appropriate non-verbal communication
- Allows for multiple types of student responding (e.g., non-verbal/written responses; choral; raising hands; asking if someone who hasn't raised their hand wants to respond but not forcing it)
- Corrects student work and language constructively (i.e., is not demeaning)
- Facilitates positive peer interactions; encourages students to problem solve and settle disputes

**A higher score means that the teacher is exhibiting all positive behaviors associated with that score and the preceding scores as well (e.g., to achieve a 4, a teacher must exhibit the behaviors associated with 1-4).*



Check-Up Feedback Rubric: Sensitivity to Students' Culture

★ Double Check CARES Element

0

- No evidence of sensitivity to students' cultures.

1

- Evidence of connecting to students' communities and families.

2

- Based on knowledge of individual students, teacher assigns seating, partners, and/or small groups in a manner that will allow for positive peer interactions and optimal learning. Teacher is sensitive to inclusion/exclusion of students based on visible minority status in classroom activities.

3

- Teacher invites students to share experiences related to their cultural identity and scaffolds constructive conversations about cultural differences.

4

- Teacher validates students' behaviors instead of using punishment and helps students to understand the messages that their actions convey.

5

- Teacher supports cultural differences through tailored curriculum and behavioral expectations AND helps students work through problem situations caused by cultural mismatches.

Look Fors:

- Evidence of connecting to students' community and families (e.g., seeking student input/opinions)
- Supports cultural differences through tailored curriculum and behavioral expectations
- Creates diverse cooperative groups
- Helps students work through problem situations caused by cultural mismatches

**A higher score means that the teacher is exhibiting all positive behaviors associated with that score and the preceding scores as well (e.g., to achieve a 4, a teacher must exhibit the behaviors associated with 1-4).*



Check-Up Feedback Rubric: Student Engagement

+ *Positive Behavior Supports and Classroom Climate*

0

- Fewer than 60% of students were engaged during instruction.
- The majority of students are bored or disinterested.
- The majority of students are off-task.

1

- About 60% of students were engaged during instruction.
- Many students are bored or disinterested.
- Many off-task or disruptive behaviors occur.

2

- About 70% of students were engaged during instruction.
- Although students are doing what they are asked, many seem bored or disinterested.
- A large number of students are off-task, but not necessarily disruptive.

3

- About 85% of students were engaged during instruction.
- Most students are engaged, but some seem disinterested in the material.
- Some students are off-task.

4

- About 90% of students were engaged during instruction.
- Most students seem truly interested in the material.
- Few students are off-task.

5

- 95% or more of students were engaged during instruction.
- The majority of students seem truly interested in the material.
- No students are off-task.



Check-Up Feedback Rubric: Level of Disruptive Behavior

+ *Positive Behavior Supports and Classroom Climate*

0

- The level of disruptions in the classroom was about **more than 7** during a 10-minute observation **OR 2 or more severe behaviors** occurred (e.g., aggressive behavior, fighting).
- More than 50% of students were responsible for disruptive behaviors. The classroom felt chaotic.
- Students were not cooperative with one another (e.g., fighting over materials, not sharing).
- Many behaviors were highly disruptive, interrupting instruction for more than 30 seconds.

1

- The level of disruptions in the classroom was about **more than 6** during a 10-minute observation **OR one severe behavior** occurred.
- About 50% of students were responsible for disruptive behaviors.
- Some students were cooperative with one another.
- Several behaviors were highly disruptive, interrupting instruction for more than 30 seconds.

2

- The level of disruptions in the classroom was **about 6** during a 10-minute observation with no severe behaviors occurring.
- About 3 students were responsible for disruptive behaviors.
- Most students were cooperative with one another but refuse to cooperate with a subgroup or individual students.
- A few behaviors were highly disruptive, interrupting instruction for more than 30 seconds.

3

- The level of disruptions in the classroom was minimal with **about 5** during a 10-minute observation with no severe behaviors occurring.
- One or two students were the primary individuals responsible for the disruptive behaviors that occurred.
- Most students were cooperative with one another.
- A few behaviors were highly disruptive, interrupting instruction for more than 30 seconds.

4

- The level of disruptions in the classroom was minimal with **about 5** during a 10-minute observation with no severe behaviors occurring.
- One or two students were the primary individuals responsible for the disruptive behaviors that occurred.
- Most students were cooperative with one another.
- Disruptive behavior was brief not interrupting instruction for more than a few seconds.

5

- The level of disruptions in the classroom was minimal with **fewer than 5** during a 10-minute observation with no severe behaviors occurring.
- No student stood out as particularly disruptive.
- All students were cooperative with one another.
- Disruptive behavior was brief not interrupting instruction for more than a few seconds.



Check-Up Feedback Rubric: Pacing of Instruction

+ *Positive Behavior Supports and Classroom Climate*

0

- The lesson flow was slow with many pauses and too much down time causing students to be disengaged and easily distracted OR the lesson flow was too fast with no opportunities to assess student concept attainment.

1

- The lesson flow was slow with some pauses and some down time resulting in students being disengaged OR the lesson flow was too fast with little to no opportunities to assess student concept attainment.

2

- The lesson flow was moderate with some pauses and some down time resulting in about 50% of students appearing disengaged OR the lesson flow was too fast with little opportunity to assess student concept attainment.

3

- The lesson flow was moderate with some instances of down time and some pause in instruction OR the lesson flow was a bit too fast with few opportunities to assess student concept attainment.

4

- The lesson flow was moderate to consistent with little to no instances of down time or pauses in instruction and there were some opportunities to assess student concept attainment.

5

- The lesson flow was consistent and well-paced with no instances of down time and there were multiple opportunities to assess student concept attainment.



Check-Up Feedback Rubric: Clear Expectations

+ *Positive Behavior Supports and Classroom Climate*

0

- There appear to be no clear expectations.
- Fewer than 50% of students clearly understand the expected classroom behaviors.
- No attention or praise are provided to students who display appropriate classroom behaviors.
- Expectations are not reviewed despite the need to spend a significant amount of instructional time correcting students' behaviors.
- Students do not appear to be aware of rules or behavioral expectations.
- No behavioral expectations exist for classroom routines.

1

- Most visitors would be unclear about what students are expected to do in the classroom.
- About 50% of students clearly understand the expected classroom behaviors.
- Minimal attention or praise are provided to students who display appropriate classroom behaviors.
- When many students are struggling in a small group or individual settings, behavioral expectations are not reviewed, but instead reprimands are provided to correct behaviors.
- Only some behavioral expectations exist and are unpredictably applied.
- All of the behavioral expectations for routines are vague or not positively stated (i.e., telling students what to do rather than what not to do).

2

- Visitors may have difficulty figuring out what students are expected to do in the classroom.
- About 65% of students clearly understand the expected classroom behaviors.
- Positive attention is provided to students, but it is not strategic toward helping students understand behavioral expectations.
- When more than half of students are struggling the behavioral expectations are reviewed.
- Behavioral expectations corresponding to rules exist but are applied inconsistently.
- Most of the behavioral expectations for routines are vague or not positively stated.

3

- Visitors may have difficulty figuring out what students are expected to do in the classroom.
- About 75% of students clearly understand the expected classroom behaviors.
- Positive attention is provided to students, but it is not strategic toward helping students understand behavioral expectations.
- When more than half of students are struggling the behavioral expectations are reviewed.
- Behavioral expectations corresponding to rules exist but are applied inconsistently.
- Some of the behavioral expectations for routines lack clarity or are not positively stated.



Check-Up Feedback Rubric: Clear Expectations (continued)

+ *Positive Behavior Supports and Classroom Climate*

4

- Most visitors would readily understand the classroom expectations.
- About 80% of students clearly understand the expected classroom behaviors.
- Some attention or praise is periodically provided to students who display appropriate classroom behaviors.
- Behavioral expectations are reviewed as needed and students who followed the expectations are acknowledged.
- Behavioral expectations corresponding to rules exist but some are applied inconsistently.
- Most of the expectations for routines are specific, positively stated, and observable.

5

- Visitors would readily understand the classroom expectations.
- 90% or more of students clearly understand the expected classroom behaviors.
- Students who display appropriate classroom behaviors are consistently reinforced.
- Behavioral expectations are reviewed regularly and as needed and students who followed the expectations are acknowledged. In addition, the teacher actively models behavior expectations in everyday interactions with students.
- Behavioral expectations corresponding to rules exist and are consistently applied.
- All expectations for routines are specific, positively stated, and observable.



Check-Up Feedback Rubric: Use of Praise

+ *Positive Behavior Supports and Classroom Climate*

0

- No praise or positive attention is used to encourage student behavior.

1

- Only general praise is used to encourage student behavior.
- When praise is used it seems unrelated to student behavior (e.g., simply saying “good” out of habit with no target).
- The majority of praise provided is unrelated to behaviors (e.g., being smart, clothing) or is related to trivial behavior.
- When praise is observed it is followed by a negative qualification or delivered in an insincere manner.

2

- Only general praise is used to encourage student behavior.
- Some praise is contingent on expected behaviors.
- Praise is related to behavior, but the majority of these behaviors are trivial.
- When praise is observed it is followed by a negative qualification or delivered in an insincere manner.

3

- More general than behavior-specific praise is used to encourage student behavior.
- Some praise is contingent on expected behaviors.
- On occasion praise is provided for trivial behaviors.
- On occasion, praise does not seem genuine.

4

- Similar rates of general and behavior-specific praise are used (1:1) to encourage student behavior.
- Praise is mostly contingent on expected behaviors.
- Most praise is provided for important, socially relevant behaviors.
- On occasion, praise does not seem genuine.

5

- More behavior-specific praise than general praise (2:1 or better) is used to encourage student behavior.
- Praise is always contingent on expected behaviors.
- The large majority of praise is provided for important, socially relevant behaviors.
- The majority of praise is genuine.



Check-Up Feedback Rubric: Use of Reprimands

+ *Positive Behavior Supports and Classroom Climate*

0

- Reprimands are not related to student behavior.
- The majority of reprimands are not always developmentally appropriate.
- One or more reprimands are delivered in a harsh, disrespectful, or demeaning manner; OR Most reprimands include sarcasm.

1

- Reprimands are often unclear and do not inform the student of what to do instead.
- Some reprimands go on for more than 30 seconds.
- Some reprimands are not always developmentally appropriate.
- Some reprimands include sarcasm.

2

- Reprimands are often unclear and do not inform the student of what to do instead.
- Some reprimands go on for more than 20 seconds and are not calmly delivered.
- Some reprimands are not always developmentally appropriate.
- Some reprimands include sarcasm.

3

- Reprimands are clear but do not always inform the student of what to do instead.
- Most reprimands could be shorter and may include an emotional tone but are not overly harsh.
- Most reprimands are developmentally appropriate.
- Reprimands are never harsh, sarcastic, disrespectful or demeaning to students.

4

- Reprimands are clear but do not always inform the student of what to do instead.
- Some reprimands are brief, consistent, and calm. However, some reprimands are longer than necessary.
- The majority of reprimands are developmentally appropriate.
- Reprimands are never harsh, sarcastic, disrespectful or demeaning to students.

5

- Reprimands are clear and always inform the student of what to do instead.
- The majority of reprimands are brief, consistent, and calm.
- The majority of reprimands are developmentally appropriate.
- Reprimands are never harsh, sarcastic, disrespectful or demeaning to students.



Check-Up Feedback Rubric: Smooth Transitions

+ *Positive Behavior Supports and Classroom Climate*

0

- Transitions consistently occur without a clear prompt.
- No precorrective statement provided prior to the start of transition, and students often appear confused.
- No attention signal is provided. Instead, the teacher may talk loudly or yell over students when redirecting or trying to tell students what they need to do.
- During transitions extensive amounts of time are spent redirecting disruptive behavior.
- No clear routine for the observed transition. Very inefficient.
- Students are unclear about expectations for transitioning.
- No praise or positive attention is provided to students when transitioning.
- Transitions interfere with instruction with no students getting to work.

1

- Some, but not all transitions are prompted by the teacher.
- No precorrective statement provided prior to the start of transition, but due to confusion teacher explains what to do during transition.
- An attention signal is used, but less than 50% of students respond.
- During transitions some time is spent redirecting disruptive behavior.
- The routines used during the transitions are not time efficient.
- The majority of students are unclear about expectations for transitioning.
- Little praise or positive attention is provided to students when transitioning in a timely manner (i.e., when behavior is occurring).
- Transitions take much longer than necessary with few students getting to work.

2

- Some, but not all transitions are prompted by the teacher.
- For some transitions, a precorrective statement specifying the behavioral expectations prior to the start of the transition is provided.
- An attention signal is used, and about 75% of students respond.
- During transitions some time is spent redirecting disruptive behavior.
- The routines used during the transitions are not time efficient.
- About half of the students are unclear about expectations for transitioning.
- Little praise or positive attention is provided to students when transitioning in a timely manner (i.e., when behavior is occurring).
- Transitions are not smooth, but eventually, most students get to work.



Check-Up Feedback Rubric: Smooth Transitions (continued)

+ *Positive Behavior Supports and Classroom Climate*

3

- Most transitions are prompted by the teacher.
- For some transitions, a precorrective statement specifying the behavioral expectations prior to the start of the transition is provided.
- An attention signal is used, and about 75% of students respond.
- During transitions some time is spent redirecting disruptive behavior.
- The routines used during the transitions are not time efficient.
- About half of the students are unclear about expectations for transitioning.
- Praise or positive attention are provided to some students for transitioning in a timely fashion, but some opportunities are missed.
- Transitions are not smooth, but eventually, most students get to work.

4

- Most transitions are prompted by the teacher.
- For most transitions, a precorrective statement specifying the behavioral expectations prior to the start of the transition is provided.
- An attention signal is used, and more than 85% of students respond.
- Few to no disruptive behaviors occur, and students clearly understand the behavioral expectations for the transition.
- Routines take a bit longer than optimal.
- Most students are clear about expectations for transitioning.
- Praise or positive attention are provided to some students for transitioning in a timely fashion, but some opportunities are missed.
- Overall, transitions could be slightly more smooth and efficient.

5

- All transitions are prompted by the teacher.
- A precorrective statement specifying the behavioral expectations prior to the start of the transition is always provided.
- An attention signal is used, and more than 85% of students respond.
- Few to no disruptive behaviors occur, and students clearly understand the behavioral expectations for the transition.
- The routines used during the transitions are time efficient.
- All students are clear about expectations for transitioning.
- Praise and positive attention are consistently provided to students for transitioning smoothly.
- Overall, transitions are smooth and efficient.