



Rubric: Gathering Frequency Data

Classroom	
Date	
Lesson Topic	
Start Time	
Stop Time	

Observe the classroom for 20 minutes, tallying the number of times you hear teacher praise, teacher use of reprimands, teacher providing an OTR (i.e., academic question), and number of disruptive student behaviors. Take notes as you observe.

	Interval 1 (1-10 minutes)	Interval 2 (11-20 minutes)
SPECIFIC Praise		
GENERAL Praise		
Reprimand/ Correction		
Opportunity to Respond (OTR)		
Disruptive Behavior		
Notes:		
Assessing Student Engagement		
Give attention to how engaged the students are during the observation. Make a ballpark estimate by looking up and determining approximately what percentage of students were engaged on average during the first 10 minutes of the observation. Provide the same estimate for the next 10 minutes. Average the two estimates for your estimate of student engagement.		
In general, what percentage of students were engaged during instruction?		



Rubric: Connection to the Curriculum
 ★ *Double Check CARES Element*

0	1	2	3	4	5
No evidence of teacher efforts to make cultural connections to the curriculum for students in the classroom.	Teacher attempts to make connections to the curriculum for students but connections may be misinformed or inappropriate.	Teacher displays people of color in broad range of professional roles across the classroom and displays student work around the classroom.	Students are given opportunities to take leadership roles in instructional activities.	Cultural “hooks” are included during lessons. Activities vary in style and modality with multiple opportunities for student involvement.	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).*

Notes:



Rubric: Authentic Relationships

★ Double Check CARES Element

0	1	2	3	4	5
Teacher uses dismissive language with students.	No evidence of authentic teacher-student relationships.	Teacher uses proximity and positive individual contacts with ease and frequency. Teacher demonstrates mutual respect through behavioral expectations and interactions with class.	Teacher uses proximity, as well as active listening to convey understanding of what students say.	Teacher shares appropriate level of personal information and also demonstrates personal understanding of individual students (e.g., needs, style, family life).	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).*

Notes:



Rubric: Reflective Thinking about Cultural, Racial/Ethnic, and Class Differences

★ *Double Check CARES Element*

0	1	2	3	4	5
Teacher is short-tempered or responds harshly to students.	Teacher pauses before responding to students demonstrating wait-time and mindfulness.		Teacher takes perspectives of others, uses I-statements when expressing opinions/perspectives, apologizes when wrong, and is effective in de-escalating challenging situations.	Teacher is focused on strengths of students and values differences in the classroom.	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).*

Notes:



Rubric: Effective Communication
 ★ *Double Check CARES Element*

0	1	2	3	4	5
Teacher shows no evidence of effective communication with students.	Teacher is not assertive OR loses temper/yells at students.	Teacher has positive interactions with students and addresses them by name .	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.	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).*

Notes:



Rubric: Sensitivity to Students' Culture

★ *Double Check CARES Element*

0	1	2	3	4	5
No evidence of sensitivity to students' cultures.	Evidence of connecting to students' communities and families.	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.	Teacher invites students to share experiences related to their cultural identity and scaffolds constructive conversations about cultural differences.	Teacher validates students' behaviors instead of using punishment and helps students to understand the messages that their actions convey.	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).*

Notes:



Rubric: Student Engagement
+ Positive Behavior Supports and Classroom Climate

0	1	2	3	4	5
Fewer than 60% of students were engaged during instruction.	About 60% of students were engaged during instruction.	About 70% of students were engaged during instruction.	About 85% of students were engaged during instruction.	About 90% of students were engaged during instruction.	95% or more of students were engaged during instruction.
The majority of students are bored or disinterested.	Many students are bored or disinterested.	Although students are doing what they are asked, many seem bored or disinterested.	Most students are engaged, but some seem disinterested in the material.	Most students seem truly interested in the material.	The majority of students seem truly interested in the material.
The majority of students are off-task.	Many off-task or disruptive behaviors occur.	A large number of students are off-task, but not necessarily disruptive.	Some students are off-task.	Few students are off-task.	No students are off-task.

Notes:



**Double
Check**

Rubric: Level of Disruptive Behavior

+ *Positive Behavior Supports and Classroom Climate*

0	1	2	3	4	5
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).	The level of disruptions in the classroom was about more than 6 during a 10-minute observation OR one severe behavior occurred.	The level of disruptions in the classroom was about 6 during a 10-minute observation with no severe behaviors occurring.	The level of disruptions in the classroom was minimal with about 5 during a 10-minute observation with no severe behaviors occurring.		The level of disruptions in the classroom was minimal with fewer than 5 during a 10-minute observation with no severe behaviors occurring.
More than 50% of students were responsible for disruptive behaviors. The classroom felt chaotic.	About 50% of students were responsible for disruptive behaviors.	About 3 students were responsible for disruptive behaviors.	One or two students were the primary individuals responsible for the disruptive behaviors that occurred.		No student stood out as particularly disruptive.
Students were not cooperative with one another (e.g., fighting over materials, not sharing).	Some students were cooperative with one another.	Most students were cooperative with one another but refuse to cooperate with a subgroup or individual students.	Most students were cooperative with one another.		All students were cooperative with one another.
Many behaviors were highly disruptive, interrupting instruction for more than 30 seconds.	Several behaviors were highly disruptive, interrupting instruction for more than 30 seconds.	A few behaviors were highly disruptive, interrupting instruction for more than 30 seconds.		Disruptive behavior was brief not interrupting instruction for more than a few seconds.	

Notes:



Rubric: Pacing of Instruction
+ Positive Behavior Supports and Classroom Climate

0	1	2	3	4	5
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.	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.	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.	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.	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.	The lesson flow was consistent and well-paced with no instances of down time and there were multiple opportunities to assess student concept attainment.

Notes:



**Double
Check**

Rubric: Clear Expectations

+ Positive Behavior Supports and Classroom Climate

0	1	2	3	4	5
There appear to be no clear expectations.	Most visitors would be unclear about what students are expected to do in the classroom.	Visitors may have difficulty figuring out what students are expected to do in the classroom.		Most visitors would readily understand the classroom expectations.	Visitors would readily understand the classroom expectations.
Fewer than 50% of students clearly understand the expected classroom behaviors.	About 50% of students clearly understand the expected classroom behaviors.	About 65% of students clearly understand the expected classroom behaviors.	About 75% of students clearly understand the expected classroom behaviors.	About 80% of students clearly understand the expected classroom behaviors.	90% or more of students clearly understand the expected classroom behaviors.
No attention or praise are provided to students who display appropriate classroom behaviors.	Minimal attention or praise are provided to students who display appropriate classroom behaviors.	Positive attention is provided to students, but it is not strategic toward helping students understand behavioral expectations.		Some attention or praise is periodically provided to students who display appropriate classroom behaviors.	Students who display appropriate classroom behaviors are consistently reinforced.
Expectations are not reviewed despite the need to spend a significant amount of instructional time correcting students' 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.	When more than half of students are struggling the behavioral expectations are reviewed.		Behavioral expectations are reviewed as needed and students who followed the expectations are acknowledged.	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.
Students do not appear to be aware of rules or behavioral expectations.	Only some behavioral expectations exist and are unpredictably applied.	Behavioral expectations corresponding to rules exist but are applied inconsistently.		Behavioral expectations corresponding to rules exist but some are applied inconsistently.	Behavioral expectations corresponding to rules exist and are consistently applied.
No behavioral expectations exist for classroom routines.	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).	Most of the behavioral expectations for routines are vague or not positively stated.	Some of the behavioral expectations for routines lack clarity or are not positively stated.	Most of the expectations for routines are specific, positively stated, and observable.	All expectations for routines are specific, positively stated, and observable.

Notes:



**Double
Check**

Rubric: Use of Praise

+ *Positive Behavior Supports and Classroom Climate*

0	1	2	3	4	5
No praise or positive attention is used to encourage student behavior.	Only general praise is used to encourage student behavior.		More general than behavior-specific praise is used to encourage student behavior.	Similar rates of general and behavior-specific praise are used (1:1) to encourage student behavior.	More behavior-specific praise than general praise (2:1 or better) is used to encourage student behavior.
No praise or positive attention 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).	Some praise is contingent on expected behaviors.		Praise is mostly contingent on expected behaviors.	Praise is always contingent on expected behaviors.
No praise or positive attention is used to encourage student behavior.	The majority of praise provided is unrelated to behaviors (e.g., being smart, clothing) or is related to trivial behavior.	Praise is related to behavior, but the majority of these behaviors are trivial.	On occasion praise is provided for trivial behaviors.	Most praise is provided for important, socially relevant behaviors.	The large majority of praise is provided for important, socially relevant behaviors.
No praise or positive attention is used to encourage student behavior.	When praise is observed it is followed by a negative qualification or delivered in an insincere manner.		On occasion, praise does not seem genuine.		The majority of praise is genuine.

Notes:



**Double
Check**

Rubric: Use of Reprimands

+ Positive Behavior Supports and Classroom Climate

0	1	2	3	4	5
Reprimands are not related to student behavior.	Reprimands are often unclear and do not inform the student of what to do instead.		Reprimands are clear but do not always inform the student of what to do instead.		Reprimands are clear and always inform the student of what to do instead.
Reprimands are not related to student behavior.	Some reprimands go on for more than 30 seconds.	Some reprimands go on for more than 20 seconds and are not calmly delivered.	Most reprimands could be shorter and may include an emotional tone but are not overly harsh.	Some reprimands are brief, consistent, and calm. However, some reprimands are longer than necessary.	The majority of reprimands are brief, consistent, and calm.
The majority of reprimands are not always developmentally appropriate.	Some reprimands are not always developmentally appropriate.		Most reprimands are developmentally appropriate.	The majority of reprimands are developmentally appropriate.	
One or more reprimands are delivered in a harsh, disrespectful, or demeaning manner; OR Most reprimands include sarcasm.	Some reprimands include sarcasm.		Reprimands are never harsh, sarcastic, disrespectful or demeaning to students.		

Notes:



Rubric: Smooth Transitions
+ Positive Behavior Supports and Classroom Climate

0	1	2	3	4	5
Transitions consistently occur without a clear prompt.	Some, but not all transitions are prompted by the teacher.		Most transitions are prompted by the teacher.		All transitions are prompted by the teacher.
No precorrective statement provided prior to the start of transition, and students often appear confused.	No precorrective statement provided prior to the start of transition, but due to confusion teacher explains what to do during transition.	For some transitions, a precorrective statement specifying the behavioral expectations prior to the start of the transition is provided.		For most transitions, a precorrective statement specifying the behavioral expectations prior to the start of the transition is provided.	A precorrective statement specifying the behavioral expectations prior to the start of the transition is always provided.
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.	An attention signal is used, but less than 50% of students respond.	An attention signal is used, and about 75% of students respond.		An attention signal is used, and more than 85% of students respond.	
During transitions extensive amounts of time are spent redirecting disruptive behavior.	During transitions some time is spent redirecting disruptive behavior.			Few to no disruptive behaviors occur, and students clearly understand the behavioral expectations for the transition.	
No clear routine for the observed transition. Very inefficient.	The routines used during the transitions are not time efficient.			Routines take a bit longer than optimal.	The routines used during the transitions are time efficient.
Students are unclear about expectations for transitioning.	The majority of students are unclear about expectations for transitioning.	About half of the students are unclear about expectations for transitioning.		Most students are clear about expectations for transitioning.	All students are clear about expectations for transitioning.
No praise or positive attention is provided to students when transitioning.	Little praise or positive attention is provided to students when transitioning in a timely manner (i.e., when behavior is occurring).		Praise or positive attention are provided to some students for transitioning in a timely fashion, but some opportunities are missed.		Praise and positive attention are consistently provided to students for transitioning smoothly.
Transitions interfere with instruction with no students getting to work.	Transitions take much longer than necessary with few students getting to work.	Transitions are not smooth, but eventually, most students get to work.		Overall, transitions could be slightly more smooth and efficient.	Overall, transitions are smooth and efficient.
Notes:					