CiRCLe

CLASSROOM OBSERVATION TOOL

Observation Form

Teacher _____

School _____

Coach _____

School Year _____

Observation Date _____

CHILDREN'S LEARNING INSTITUTE

UTHealth
The University of Texas
Health Science Center at Houston

CIRCLE CLASSROOM OBSERVATION TOOL

Teacher _____   School _____

Coach _____   School Year _____

Teaching Behavior		Evidence / Notes
CLASSROOM MANAGEMENT		
2 — Draws attention to the expectations in the classroom through non-verbal/verbal cues or **reminders of established rules and expectations**. Note: Later in the school year, there may be less need for explicit discussion of rules because children appear to move through the day smoothly without conflicts.	☐ OB ☐ NS	
185 — **Respectfully and calmly gives reminders, redirection or logical/natural consequences** should a child break a rule or misbehave.	☐ OB ☐ NS	
189 — Uses **organized/efficient classroom routines to maximize instructional time** (e.g., efficient method for taking daily attendance, materials prepared for lesson, clear procedure for taking turns at restroom).	☐ OB ☐ NS	
190 — Uses **intentional and efficient methods for transitioning** from one activity to the next (e.g., song to clean up, phonological awareness game to transition to centers, etc.).	☐ OB ☐ NS	
3 — Involves children in **management of the classroom through assigned jobs and responsibilities** (e.g., all children have a job in the class and children are seen practicing these jobs around the classroom; children open/close door, turn on/off light, help set up snack, report on the weather, etc.).	☐ OB ☐ NS	
186 — Helps children to **resolve conflicts with peers** by using words and regulating behavior (e.g., "We use words, not our hands, when a friend has a marker that you want.").	☐ OB ☐ NS	
188 — Talks about or encourages children to participate in **community-building activities** (e.g., teacher models and encourages children to practice respectful and friendly behaviors to build friendships among peers; involves children in activities that celebrate or value students' hard work).	☐ OB ☐ NS	

Note on items marked with a "⭐": To mark these items, you should consider the teacher's typical/global interaction style during the observation, instead of seeing one isolated instance of the behavior.

Teaching Behavior		Evidence / Notes
SOCIAL & EMOTIONAL DEVELOPMENT		
11	**Responds promptly and sensitively** (warmly and with genuine concern/understanding) to children's verbal and nonverbal signals, values, feelings, interests, and needs. ⭐	☐ OB ☐ NS	
15	Uses **positive nonverbal behaviors** with children (e.g., get on child's eye level; smile; use affectionate/reassuring touch as appropriate; allow children to move close to or sit with the teacher when appropriate). ⭐	☐ OB ☐ NS	
13	Uses **non-specific praise** and encouragement (e.g., Great job, good girl, wonderful). ⭐	☐ OB ☐ NS	
14	Uses **specific praise, encouragement, or positive feedback** that provides children explicit information regarding what they are doing well (e.g., "You did a great job writing your name." "I like the way you helped your friend." "You counted to 10, you must feel proud." "You counted to 10," with thumbs up gesture.). ⭐	☐ OB ☐ NS	
12	Provides guidance that **encourages children to regulate their own behavior or solve their own problems** (avoid overly directive strategies, "Say you are sorry," instead teach conflict resolution, model and have children practice words to use, etc.). ⭐	☐ OB ☐ NS	
16	Labels children's feelings and **talks about feelings** (e.g., define feelings, explain causes of feelings, discuss appropriate behaviors for various feelings).	☐ OB ☐ NS	
179	Models or discusses **respect for diversity** including culture, ethnicity, special needs, and language (e.g., children's use of home languages, talks about items in centers that reflect diverse backgrounds).	☐ OB ☐ NS	
329	**Provides explicit instruction** that **incorporates diverse cultural backgrounds of children** (e.g., multicultural read alouds, lessons on cultural traditions etc.).	☐ OB ☐ NS	
191	**Uses verbal or nonverbal behaviors to engage children** with weaker speaking or social skills or students **who are more shy/withdrawn** (e.g., equity sticks, name tags, calling on/directing comments to less engaged children). ⭐	☐ OB ☐ NS	

Teaching Behavior		Evidence / Notes
CENTER / INDEPENDENT WORKSTATION ACTIVITIES		
4 Draws attention to expectations for center time through nonverbal/verbal cues or **reminders of established rules and expectations.**	☐ OB ☐ NS	
6 Models how to play/use and **care of center materials during center time** (e.g., support turn taking, proper care and storage of materials, clean up before leaving centers, etc.).	☐ OB ☐ NS	
261 Talks about or encourages children to **use theme-related materials** in centers (e.g., activities based on curriculum/theme). This can be done **before** going to centers and/or **during** center time.	☐ OB ☐ NS	
331 **Allows children to make choices about center activities** (e.g., child chooses center and/or center activities).	☐ OB ☐ NS	
332 **References center management system** verbally or non-verbally to support use (e.g., "Use your name tag when you go to a center, check the board to see what center you will be in.").	☐ OB ☐ NS	
5 Describes or **models** opportunities available in centers **before going to centers** (e.g., demonstrate how to use a new center activity, review existing activities/materials.).	☐ OB ☐ NS	
7 Models and uses verbal or nonverbal **scaffolds** (upward and downward scaffolds) **during centers** (e.g., hand-over-hand support for puzzle activity or verbal clues about how to turn puzzle piece to fit, suggest more advanced ways to play/use materials, encourage child creativity, etc.).	☐ OB ☐ NS	
8 **After** center time, engages children in **reviewing/discussing center activities** and learning in a **whole-group setting** (e.g., "Gina, tell us what you did at the Pretend and Learn center today.").	☐ OB ☐ NS	

Note on items marked with a "⭐": To mark these items, you should consider the teacher's typical/global interaction style during the observation, instead of seeing one isolated instance of the behavior.

Teaching Behavior		Evidence / Notes
ORAL LANGUAGE USE		
LANGUAGE TO BUILD BASIC AND ADVANCED UNDERSTANDING		
27 **Names/labels** various items and specific parts of objects (e.g., instead of "Hand me that," "Hand me the apron."). *Ejemplo en español: "En vez de "Dame esto," "Dame el delantal."* ⭐	☐ OB ☐ NS	
28 **Describes** how items look and feel; describes action (e.g., "The blue carpet feels rough."). *Ejemplo en español: "La alfombra azul se siente áspera."* ⭐	☐ OB ☐ NS	
29 **Compares/contrasts** how items/actions/etc. are the same or different (e.g., "Is this hot or cold?" "An apron is like a napkin that is attached at your waist."). *Ejemplo en español: "¿Esto está caliente o frio?" "Un delantal es como un servilleta que se pone en la cintura."* ⭐	☐ OB ☐ NS	
195 **Inference/judgment,** i.e., discusses something not explicitly stated or obvious; discusses making a decision based on evidence or prior knowledge (e.g. "I see a rainbow. It must have rained.") *Ejemplo en español: "Veo un arco iris. Debe haber llovido."* ⭐	☐ OB ☐ NS	
31 **Links/makes connections** to child's personal experience or child's prior knowledge (e.g., the bear in the text "sniffs" and teacher links: "When we had lunch yesterday, you sniffed the pizza."). *Ejemplo en español: "Cuando comimos ayer, oliste la pizza."* ⭐	☐ OB ☐ NS	
30 **Explains** function/cause and effect (e.g., "A blender cuts things up very, very tiny." or "When you turn on a blender, the blades chop things up very finely."). *Ejemplo en español: "Una batidora corta cosas hasta que estén muy pequeñas."* ⭐	☐ OB ☐ NS	
VOCABULARY / LANGUAGE INSTRUCTION		
38 **Talks about vocabulary word(s) in the context of a meaningful activity** when it occurs outside of a book reading activity (e.g., during a science activity). *Note: Excludes vocabulary talk before, during, and after read alouds.*	☐ OB ☐ NS	
32 Provides a **child-friendly definition that explains the meaning of a vocabulary word** (e.g., "Tangled means it is all knotted and twisted up."). *Ejemplo en español: "Enredado significa que todo está anudado y torcido." Note: Excludes vocabulary talk during and after read alouds.*	☐ OB ☐ NS	
39 **Encourages children to say/repeat a vocabulary word** with the teacher. *Note: Excludes vocabulary talk during read alouds.*	☐ OB ☐ NS	
45 **Encourages children to act out a vocabulary word** (e.g., "Show me how you would tromp."). *Note: Excludes vocabulary talk during read alouds.*	☐ OB ☐ NS	
47 Uses **graphic organizer to teach vocabulary** or concepts (e.g., inside vs. outside - use Venn diagram: put activities children could do inside, outside or both; plants – uses concept web to explain what it is, where they grow, kinds of plants, etc.).	☐ OB ☐ NS	
43 Gives **examples and non-examples or synonyms/antonyms of the vocabulary word** to build meaning around target word (e.g., If target word is "slowly" show pictures of or say: turtle, elephant, snail, cheetah. Children say slowly if animal moves slowly or say quickly if the animal is fast.). *Ejemplo en español: "Despacio." o "Rápidamente."*	☐ OB ☐ NS	

Teaching Behavior		Evidence / Notes

ELICITS LANGUAGE FROM CHILDREN

	Teaching Behavior		Evidence / Notes
33	**Asks knowledge level, basic questions** (have right or wrong answers based on what you can see, hear, smell, taste, touch, name, describe, recall, etc.). *Note: Excludes* discussion ***during and after*** read alouds.	☐ OB ☐ NS	
34	**Asks higher level, open-ended, thinking questions** (analysis or thinking required, "why," "how," compare, link, explain, etc.). Excludes discussion **during and after** read alouds.	☐ OB ☐ NS	
156	**Downward scaffolds** children's incorrect, ambiguous, or non-response to build their **oral language use** (e.g., simplify the question; provide clues; reduce choices to either/or question, "Is it too deep or too heavy?"; provide a cloze prompt, "The bucket was too dee…" (deep); model answer and ask child to repeat all or part of the answer, "This pail is deep. Say deep."). *Ejemplo en español: "¿Es demasiado profundo o demasiado pesado?; El cubo era demasiado profundo.; Este cubo es profundo. Diga profunda."*	☐ OB ☐ NS	
255	**Upward scaffolds** children's correct responses or child's new topic to build their **oral language use** (e.g., ask for explanation, alternative ideas, or linking; brainstorms more challenging ways to play/use materials).	☐ OB ☐ NS	
197	**Attempts to elicit language from all children**, not just those who volunteer or those with stronger speaking skills (e.g., some tools like equity sticks, name tags, or calling on/directing comments to less engaged children). ⭐ If dual language/bilingual classroom, **teacher encourages child response in the current language of instruction** if child responds in other language.	☐ OB ☐ NS	
36	Engages children in conversations that involve child and teacher taking **multiple turns about a conversational topic** (e.g., 3-5 turns, such as Child (C)>Teacher (T)>C>T>C or T>C>T>C>T.	☐ OB ☐ NS	

SPEAKING/GRAMMAR SKILLS

	Teaching Behavior		Evidence / Notes
201	Models for children **how to express their ideas in more mature sentences** (e.g., expand child's words by adding an idea) (e.g., Child says, "Water." Teacher says, "Say, I want a drink of water." Child says, "Ball." Teacher says, "Yes, that is a big, blue ball.").	☐ OB ☐ NS	
202	Explains to children **how to listen to others** by looking at speakers and showing genuine interest in their ideas (e.g., "I know you are listening when you look at me while I am speaking.").	☐ OB ☐ NS	
333	Encourages children to **correctly pronounce a word** (e.g., recast child's statement with correct grammar) (e.g., Child says, "I goed to the store." Teacher recasts by saying, "You went to the store." Child says, "Boobonnet." Teacher says, "Bluebonnet. Say, Bluebonnet.").	☐ OB ☐ NS	

Teaching Behavior		Evidence / Notes
CONTEXT (THE WHEN/WHERE)		
334 Involves children in **large group oral language** activities.	☐ OB ☐ NS	
335 Involves children in **small group oral language instruction** (e.g., Tier 1-small group for all students or Tier 2-additional small-group for targeted students).	☐ OB ☐ NS	
336 Provides support and encourage children in **oral language** practice **during center activities** (e.g., joins child in center and has a conversation with him/her about what s/he is doing).	☐ OB ☐ NS	
337 Involves children in **oral language transition activities** (e.g., having children answer questions before moving from whole group to centers).	☐ OB ☐ NS	
338 Talks about **oral language during unplanned/spontaneous** activities (e.g., taking advantage of a teachable moment during an unstructured activity such as outdoor time or meal/snack, or making a meaningful connection to oral language during an activity in another concept area). *Note: Excludes center time.*	☐ OB ☐ NS	

Teaching Behavior		Evidence / Notes
READ ALOUDS		
BEFORE READING		
50	Talks about **book and print concepts** such as: title, author, illustrator, or cover/parts of book, directionality, etc. *Note: No credit is given if these are just read.* ☐ OB ☐ NS	
52	Asks questions/prompts children to **activate prior knowledge** of book content or elements related to children's knowledge (e.g., "What do you know about bears? Do you remember when...?"). ☐ OB ☐ NS	
339	**Introduces words/concepts that build background knowledge** for the overall understanding of the story (e.g., When reading *Bear Shadow*, discuss the concept and meaning of the word shadow.). ☐ OB ☐ NS	
51	Tells what the story is about with a **brief introduction/ overview**, such as "In this story, the lion..." ☐ OB ☐ NS	
49	Uses a read aloud chart or other **visual aid to support or introduce** the read aloud or topic (e.g., flannel board pieces, puppets, other props). ☐ OB ☐ NS	
53	**Asks for predictions** ("What do you think will happen?"; "What is this story about?"; "How do you think...?"). ☐ OB ☐ NS	
55	Gives a **purpose for listening** to the story ("As I read, I want you to think about/listen for..."). ☐ OB ☐ NS	
54	Defines a **comprehension strategy and explains this is generally something good readers do** (e.g., making connections, making predictions, summarizing, asking questions, using prior knowledge, comparing/contrasting, making inferences) (e.g., Teacher says, "What's the bear going to do?" Child says, "Eat the honey." Teacher says, "You made a prediction which means you guessed what would happen next in the story. That is what good readers do."). ☐ OB ☐ NS	

Teaching Behavior		Evidence / Notes
DURING READING		
56	**Reads with expression** to capture children's attention (e.g., dramatic tone, special voices for characters, etc.).	☐ OB ☐ NS	
59	**Acknowledges child responses** or acknowledges children who initiate their own topic during reading with simple praise or brief acknowledgement (e.g., "Good job", "You're right", repeats child's comment and/or praises).	☐ OB ☐ NS	
57	**Asks knowledge level, basic questions** (have right or wrong answers based on what you can see in illustrations or hear from the words read aloud; eg. recalls names, events, and descriptions, etc.). *Note: Do not also mark in the Oral Language Use section.*	☐ OB ☐ NS	
58	**Asks higher level, thinking questions** (analysis or thinking required, "why," "how," compare, link, explain, etc.). *Note: Do not also mark in the Oral Language Use section.*	☐ OB ☐ NS	
203	**Builds or expands on child responses** by adding more information with more than simple praise/brief acknowledgement (e.g., Child: "It's a giraffe!" Teacher: "Giraffes have really long necks;" Child: "He's mean!" Teacher: "I agree with you that he's being mean. I think he is a bully.").	☐ OB ☐ NS	
60	Gives child-friendly **explanation of vocabulary words** in text (e.g., "Dangerous means not safe."). *Note: Do not also mark in the Oral Language Use section.*	☐ OB ☐ NS	
158	Asks children to quickly **act out important words or ideas** in story (e.g., "Let's all pretend to tremble like we're scared."). *Note: Do not also mark in the Oral Language Use section.*	☐ OB ☐ NS	
340	Encourages children to **say/repeat a vocabulary word** with the teacher. *Note: Do not also mark in the Oral Language Use section.*	☐ OB ☐ NS	
205	Models or asks children to **use prior knowledge** connected to previous themes or classroom learning topics (e.g., "What have we already learned about…?"; "We planted flowers the other day and this book is about plants.").	☐ OB ☐ NS	
207	Models or asks children to **make connections** between the text and their life or experiences outside the classroom (e.g., "What animals did you see when you went to the zoo with your dad?"; "Good readers think about how books remind them of things in their life. This is called making a connection. What does this book remind you of?").	☐ OB ☐ NS	
208	Models or asks for **predictions** ("What do you think will happen if…?"; "How do you think…?").	☐ OB ☐ NS	
209	**Follows up on predictions** made to confirm whether the prediction did/did not occur.	☐ OB ☐ NS	
61	**Models or encourages children to think about the purpose for listening** discussed before reading (e.g., "We were thinking about_").	☐ OB ☐ NS	
206	Models or thinks aloud to draw attention to a **comprehension strategy** (e.g., making connections, making predictions, summarizing, asking questions, using prior knowledge, comparing/contrasting, making inferences) (e.g., Teacher says, "I have a question about this book. Why does the …?" Teacher says, "This picture makes me wonder about …").	☐ OB ☐ NS	

Teaching Behavior		Evidence / Notes
AFTER READING		
63	**Asks knowledge level, basic questions** (have right or wrong answers based on what you can see in illustrations or hear from the words read; name, describe, recall, etc.). *Note: Do not also mark in the Oral Language Use section.* ☐ OB ☐ NS	
66	**Asks higher level thinking questions** (analysis or thinking required, "why," "how," compare, link, explain, etc.). *Note: Do not also mark in the Oral Language Use section.* ☐ OB ☐ NS	
65	**Summarizes the book's main idea** or what was learned (e.g., "In this book we learned…"). ☐ OB ☐ NS	
67	**Talks about or reviews vocabulary from the text** (e.g., review words on the read aloud chart, discuss vocabulary. "We talked about tremble. Can you show me how you look when you tremble? What does tremble mean?"; "I heard a word I didn't know – bully. What does bully mean?"). ☐ OB ☐ NS	
70	Discusses/involves children in activities or discussions that **extend the read aloud** into whole group, transitions, centers, or small groups (e.g., props to act out story, class-made books, etc.). *Note: Extension activity must be observed.* ☐ OB ☐ NS	
212	**Revisits purpose for listening** to story (same purpose as stated before reading). ☐ OB ☐ NS	
62	Defines a **comprehension strategy and explains this is generally something good readers do** (e.g., making connections, making predictions, summarizing, asking questions, using prior knowledge, comparing/contrasting, making inferences.) (e.g., "We made some predictions about what was going to happen next. Sometimes we were right/wrong. Good readers make predictions because it helps them understand the book."). ☐ OB ☐ NS	

Teaching Behavior		Evidence / Notes
PHONOLOGICAL AWARENESS		
CORE CONCEPTS (THE WHAT)		
72	**Listening** – Draws attention to environmental sounds, the sequencing of environmental sounds (e.g., with musical instruments or snapping, clapping), sound effects in a story (e.g., zoom, roar), or directions in a game or story (e.g., Simon Says, Hokey Pokey).	☐ OB ☐ NS	
73	**Word and Sentence** – Blends/segments/manipulates word without referring to print (e.g., sentence segmenting - child moves object for each word in a sentence) (e.g., compound words - child blends parts to produce compound words: Teacher says, "What compound word do you hear when you put together butter and fly?" Child says, "Butterfly.").	☐ OB ☐ NS	
74	**Syllables** – Blends/segments familiar words (e.g., clap as segmenting names. Teacher says, "Linda."; Child, "Lin–da.").	☐ OB ☐ NS	
77	**Onset and Rime** – Blends/segments/manipulates words between the consonant(s) and the rest of the word, with or without picture support (Blending – Teacher says, "What word am I saying: /c/ /at/?" Child says, "Cat."; Segmenting – Teacher says, "Let's break cat into two parts." Teacher and child say, "/c/ /at/."). Note: When doing onset-rime work with letters or writing, check observed in either the Print Knowledge, Letter Knowledge & Early Reading or the Written Expression section instead.	☐ OB ☐ NS	
75	**Rhyming** – Draws attention to rhyming words and teaches the common pattern (i.e., identify, match, or produce words that fit the pattern) (e.g., those with the same ending sound: blue/shoe, tall/fall; nonsense words: pocket/wocket, elephant/delephant). Note: Rhyming words are not always spelled the same at the end of the word – e.g., clue vs. koo vs. shoe. Reading a rhyming book or poster is not sufficient. Must draw attention to rhyming words or tell children to listen for rhyming words.	☐ OB ☐ NS	
76	**Alliteration** – Draws attention to and teaches the common pattern of words that have the same beginning sound (i.e., identify, match, or produce words that fit the pattern) (e.g., "Lazy lions lounge at the local library. Do lion and lazy start with the same sound?" "What words started with /l/?"). Note: Some teachers may need support in understanding that the same initial letter does not always mean words have the same initial sound – e.g., cat vs. ceiling.	☐ OB ☐ NS	
78	**Phoneme** – Blends/segments/manipulates individual sounds in words. Blending – each sound of word is given (/c/ /a/ /t/) and students blend back together (cat). Segmenting – teacher or children separate each sound of a word (/c/ /a/ /t/). When doing phoneme work with letters or writing, check observed in either the Print Knowledge, Letter Knowledge & Early Reading or the Written Expression section instead. If dual language/bilingual classroom, phoneme-level instruction may not be necessary in Spanish because it is a syllabic language. Nonetheless, phoneme-level may be taught to improve later transfer to English. Follow the school/district's preference for this PA skill.	☐ OB ☐ NS	

Teaching Behavior		Evidence / Notes
STRATEGIES & APPROACHES (THE HOW)		
274	Talks about and/or engages children in **using manipulatives** (e.g., rhyming basket, counters for words in a sentence, counters for say-it, move-it phoneme level activity) when engaged in phonological awareness activities. ☐ OB ☐ NS	
356	Teacher **uses a book reading** to reinforce phonological awareness skills (e.g., Teacher reads a book with rhyming words and explicitly calls attention to the rhyming pairs. E.g., Hop on Pop: "Hop and pop rhyme or sound the same at the end." Some Smug Slug "These words start with the same /s/ sound – some, smug, slug."). If draws attention to print, check observed in the Print Knowledge, Letter Knowledge, or Early Reading section instead. ☐ OB ☐ NS	
257	Encourages children to **identify (match)** sounds/words with similar or different phonological patterns (e.g., Rhyming – "Are these rhyming words?" "Thumbs up or down?" Child repeats the rhyming words after the teacher. Alliteration – "Do lion and lazy start with the same sound?"). ☐ OB ☐ NS	
79	Encourages children to **produce (generate)** sounds/words with similar or different phonological patterns. (e.g., Rhyming – "What is a word that rhymes with cat?" Alliteration – "What is another word that begins like lion?"). ☐ OB ☐ NS	
381	Encourages children to **synthesize (blend)** sounds within a word or words within a sentence (e.g., *Syllables*: "What word do we make if we put these two words together? Cow boy. Cowboy." *Onset and Rime*: "What word do these two sounds make if I put them together? /h/ /op/. Hop." *Phoneme*: "What word do these sounds make if I put them together? /p/ /i/ /g/. Pig." ☐ OB ☐ NS	
382	Encourages children to **analyze (segment or delete)** sounds within a word or words within a sentence (e.g., *Word and sentence*: "How many words are in the sentence, I like cats? 3." *Syllables*: "What two words are in the compound word cowboy? Cow and boy." *Onset and Rime*: "Let's break hop into two parts. /h/ /op/. ☐ OB ☐ NS	
275	**Downward scaffolds** children's incorrect, ambiguous, or non-response to build their understanding of **word play/PA** (e.g., Teacher says, "Do Jill and hill rhyme?" Child says, "No." Teacher says, "Listen closely to the ending sounds in these words." (Articulates words again with extra emphasis on ending sounds) "Do they rhyme?"). ☐ OB ☐ NS	
343	**Upward scaffolds** children's correct responses or children's new topic to build their understanding of **word play/PA** (e.g., Teacher says, "Do Jill and hill rhyme?" Child says, "Yes." Teacher says, "Can you think of another word that rhymes with Jill?"). ☐ OB ☐ NS	
344	Takes advantage of **chance opportunities** to talk about phonological awareness (e.g., Teacher calls attention to two objects that begin with the same sound when child is putting a puzzle together). ☐ OB ☐ NS	

Teaching Behavior		Evidence / Notes
CONTEXT (THE WHEN/WHERE)		
166	Involves children in **large group phonological awareness** activities.	☐ NS	
167	Involves children in **small group phonological awareness instruction** (e.g., Tier 1-small group for all students or Tier 2-additional small-group for targeted students).	☐ OB ☐ NS	
82	Provides support and encourages children in **phonological awareness** practice **during center activities** (e.g., joins child in center and discusses initial sounds).	☐ OB ☐ NS	
278	Involves children in **phonological transition awareness activities** (e.g., clapping syllables to move from whole group to centers).	☐ OB ☐ NS	
83	Talks about **phonological awareness during underutilized contexts** (e.g., taking advantage of a teachable moment during greeting, bathroom, meal/snack, waiting time, walking in hallways, outdoor time, etc.). *Note: Excludes center time.*	☐ OB ☐ NS	

Teaching Behavior		Evidence / Notes
PRINT KNOWLEDGE, LETTER KNOWLEDGE, & EARLY READING		
CORE CONCEPTS (THE WHAT)		
109	Talks about **letter names**.	☐ OB ☐ NS	
108	Talks about **letter features** (e.g., stick letters/round letters; upper- and lower-case, sky-writing 'T', write a letter in isolation).	☐ OB ☐ NS	
111	Talks about **letter-sound correspondence**. *Note: Must occur outside of encoding (writing words). If the teacher discusses while writing, then record in Written Expression.*	☐ OB ☐ NS	
345	Distinguishes **between elements of print** (e.g., between print and photograph or illustration; Talks with children about what is a letter, word, or picture).	☐ OB ☐ NS	
346	Talks about/recognizes **familiar words** (e.g., names, friends' names, environmental print, etc.).	☐ OB ☐ NS	
127	Talks about **features of print**, such as text contains letters, words, sentences, and/or spaces during reading activities (e.g., distinguishes between letters, numerals, pictures; segment words from a sentence, short vs. long words).	☐ OB ☐ NS	
128	Talks about **book and print concepts** while reading a book (e.g., reading progresses from left to right, top to bottom, return sweep, etc.). *Note: Must occur outside of encoding (writing words). If the teacher discusses while writing, then record in Written Expression.*	☐ OB ☐ NS	
224	Talks about how **letters are combined to make words** when working with letters or during reading activities.	☐ OB ☐ NS	
129	Talks about **punctuation** (period, question mark, exclamation mark, etc.) during reading activities. *Note: Must occur outside of encoding (writing words). If the teacher discusses while writing, then record in Written Expression.*	☐ OB ☐ NS	
312	Teacher encourages children to **participate in reading** experiences by joining in on repeated parts, having children provide key words in text, or engaging children in echo-reading. *Note: to receive credit for this item children must be able to see print.*	☐ OB ☐ NS	
347	Talks about/recognizes/manipulates **less familiar words** such as high frequency words, word families, etc.	☐ OB ☐ NS	
226	Models or encourages children to **sound out words** based on their current level of letter-sound and print knowledge.	☐ OB ☐ NS	

Teaching Behavior		Evidence / Notes
STRATEGIES & APPROACHES (THE HOW)		
131	**Tracks print with pointer/finger** in general left-to-right sweep while reading aloud.	☐ OB ☐ NS	
227	**Talks about and point to individual words or letters** with pointer/finger to isolate these features in print.	☐ OB ☐ NS	
113	Uses **letter name/letter sound games/activities without actual letter manipulatives** (e.g., alphabet bingo, song about individual letter sound, magnadoodle/whiteboard for writing letters, etc.).	☐ OB ☐ NS	
115	Talks about and/or **engages children in using letter manipulatives** that include the letter symbol for reference/learning (e.g., letter tiles, alphabet puzzles, magnetic letters, alphabet play dough stampers, alphabet stamps, alphabet arc, etc.).	☐ OB ☐ NS	
114	Uses examples of **environmental and/or authentic print to teach letters** (e.g., letters in children's own names displayed in classroom; theme related print material, completed shared writing samples, etc.).	☐ OB ☐ NS	
357	**Uses a book reading** to reinforce letter knowledge skills (e.g., Teacher reads an ABC book and explicitly calls attention to the letters named/shown/connected to a sound, e.g., *Chicka Chicka Boom Boom* "Look. Here are the letters a, b, and c.").	☐ OB ☐ NS	
112	Uses the **letter wall** as an **interactive teaching tool** to emphasize features of print (e.g. play letter wall games, letter wall transitions, during journal writing).	☐ OB ☐ NS	
228	**Explains strategies good readers use to read unfamiliar words**, including sounding out words, looking for parts/chunks of words they know, comparing unknown words to similar known words (analogy), or considering pictures/context to confirm the word makes sense. *Note: This item only applies to classrooms with beginning readers.*	☐ OB ☐ NS	
229	Uses **word reading and sentence reading activities** (e.g., word sorts, word hunt in connected text, word banks, sentence building activities, order sentences to produce rhyme/story). *Note: This item only applies to classrooms with beginning readers.*	☐ OB ☐ NS	
230	Uses **leveled texts and/or decodable texts** to encourage children to read materials with assistance or independently. *Note: This item only applies to classrooms with beginning readers.*	☐ OB ☐ NS	
232	**Models and explains how good readers use good expression and fluency** during reading. *Note: This item only applies to classrooms with beginning readers.*	☐ OB ☐ NS	
231	Uses **fluency activities that allow students to practice reading familiar texts** with good expression/prosody and to improve their oral reading accuracy (e.g., buddy reading with fluency rubric, recite rhyme/poem). *Note: This item only applies to classrooms with beginning readers.*	☐ OB ☐ NS	

Teaching Behavior		Evidence / Notes
313 **Downward scaffolds** children's incorrect, ambiguous, or non-response to build their understanding of print concepts, letters, or reading process (e.g., Child called an E an F. Teacher says, "That's close. An 'F' has 2 lines, but this is an 'E' because it has 3 lines. Say E.").	☐ OB ☐ NS	
348 **Upward scaffolds** children's correct responses or child's new topic to build their understanding of print concepts, letters, or reading process (e.g., Child says, "I found the letter M." Teacher says, "Yes that is the letter M. What sound does it make?").	☐ OB ☐ NS	
349 Takes advantage of **chance opportunities** to talk about print, letter, or reading concepts (e.g., teacher calls attention to the letters on a truck or on a child's t-shirt).	☐ OB ☐ NS	

CONTEXT (THE WHEN/WHERE)

124 Involves children in **large-group print, letter, or reading** activities.	☐ OB ☐ NS	
122 Provides support and encourage use of **print, letter, or reading** activities in **centers** (e.g., joins child in ABC/Alphabet center and discusses name activities, letter name/symbol activities, or letter-sound activities).	☐ OB ☐ NS	
233 Involves children in **small group activities about print, letter, or reading instruction** (e.g., Tier 1-small group for all children or Tier 2-additional small-group for targeted children).	☐ OB ☐ NS	
314 Involves children in **print, letter, or reading transitison activities** (e.g., "Line up if your name starts with the letter A.").	☐ OB ☐ NS	
125 Talks about **print and letter knowledge during underutilized contexts** (e.g., taking advantage of a teachable moment during greeting, bathroom, meal/snack, waiting time, walking in hallways, outdoor time, etc.; Teacher points out and talks about the EXIT sign when walking down the hall, etc.). Note: *Excludes* center time.	☐ OB ☐ NS	

Teaching Behavior		Evidence / Notes
WRITTEN EXPRESSION		
CORE CONCEPTS (THE WHAT)		
215	Talks about correct **letter formation** (e.g., "While writing the 'T' in "Today," teacher says, "You make an upper case 'T' by going down and then going across at the top.").	☐ OB ☐ NS	
91	Talks about **letter names/letter-sound correspondence** during writing activities (e.g., "Today is Tuesday. What sound do we hear at the beginning of Tuesday? What letter makes the/t/ sound?" Then the teacher writes the letter "T".).	☐ OB ☐ NS	
88	Talks about **print directionality and flow of writing** such as - writing progresses from left to right, top to bottom, return sweep during writing activities (e.g., "When we write, we begin at the top left side of the paper .").	☐ OB ☐ NS	
87	Talks about **print features** such as letters make words, words versus letters, sentences are made up of words, spaces between words, etc. during writing activities (e.g., "As we write, we put spaces in between our words—for example: I (space) like (space) pizza.").	☐ OB ☐ NS	
90	Talks about **capitalizing words** (name, first word of sentence, I, proper nouns) during writing activities.	☐ OB ☐ NS	
89	Talks about **punctuation** (period, question mark, exclamation mark, quotation marks, comma) during writing activities.	☐ OB ☐ NS	
APPROACHES (THE HOW)		
216	Talks about and/or engage children in **independent writing** activities linked to current themes or topics of interest (e.g., teacher provides support, scaffolding, and guidance as needed).	☐ OB ☐ NS	
96	Involves children in **modeled writing** activities in which the teacher controls the pen and the message, but models the writing process (e.g., thinking aloud about process; using correct capitalization, spelling, etc.).	☐ OB ☐ NS	
92	Engages small or large group of children in **shared writing opportunities** in which the teacher does all the writing, but elicits ideas for writing from children (e.g., response to literature, daily news, charts related to curriculum theme).	☐ OB ☐ NS	
99	Engages small or large group of children in **interactive writing** opportunities in which the teacher shares the pen with students so that they can help write part of the message (e.g., shared writing activities in which children help add punctuation, letters, or words they can write with assistance).	☐ OB ☐ NS	
ACTIVITIES & MATERIALS (THE HOW)		
93	Writes in **journals** that can be either open-ended topics (child choice) or related to the topic of study (e.g., science journal).	☐ OB ☐ NS	
95	**Responds to literature/theme with writing** and drawing activities (might occur in journals or separately).	☐ OB ☐ NS	

Teaching Behavior		Evidence / Notes
218	Talks about and/or engages children in **authentic opportunities to write in centers** (e.g., make a grocery list in home center, graph in the math center, blueprints in block center).	☐ OB ☐ NS	
217	Establishes classroom **routines that encourage/require child writing** (e.g., label your artwork with your name, sign-in upon arrival).	☐ OB ☐ NS	
94	Makes **class-made books** (e.g., each child makes a page of a counting book; pictures drawn by children/photos of children with teacher taking their dictations about their picture).	☐ OB ☐ NS	

STRATEGIES (THE HOW)

Teaching Behavior		Evidence / Notes
101	**Takes dictation** (e.g., negotiating a message or writing exactly what was said) from a single child about their individual drawing/writing/ideas.	☐ OB ☐ NS	
97	Talks about/explains **plan for writing** through oral discussion, graphic organizers, etc. Usually occurs during modeled, shared, or interactive writing (e.g., "Today we will write a letter to Goldilocks. Let's think about how to write a good letter.").	☐ OB ☐ NS	
221	Encourages children to use **manipulatives to help them write words** (e.g., attending to sounds with a phonics phone, using letter sound cards, or letter wall cards to identify the correct phoneme to write).	☐ OB ☐ NS	
100	Teacher **downward scaffolds** children's incorrect, ambiguous, or non-response to build their understanding of **written expression** (e.g., uses prompts, assistance sounding out words, and guidance using visual supports including high frequency word lists or letter wall.).	☐ OB ☐ NS	
350	Teacher **upward scaffolds** children's correct responses or child's new topic to build their understanding of **written expression** (e.g., Child says, "I found the letter M." Teacher says, "Yes, that is the letter M. Can you write the letter M?").	☐ OB ☐ NS	
219	Models and **encourages children to say words slowly** and write a letter for each sound they hear. Accept spelling approximations that are appropriate to the child's stage of writing development.	☐ OB ☐ NS	
222	Talks about/explains **editing, revising, or publishing steps of writing process** and how good writers use these steps of writing to arrive at a finished work.	☐ OB ☐ NS	

CONTEXT (THE WHEN / WHERE)

Teaching Behavior		Evidence / Notes
104	Involves children in **large-group** writing activities.	☐ OB ☐ NS	
105	Provides support and encourage children's use of **writing materials in centers** (e.g., joins child in writing center to help child write a letter to a friend).	☐ OB ☐ NS	
103	Involves children in **small group writing instruction** (e.g., Tier 1-small group for all children or Tier 2-additional small-group for targeted children).	☐ OB ☐ NS	
106	Talks about **written expression during underutilized contexts** (e.g., taking advantage of a teachable moment during greeting, waiting time, outdoor time, etc.). *Note: Excludes center time.*	☐ OB ☐ NS	

Teaching Behavior	Evidence / Notes

MATH

CORE CONCEPTS (THE WHAT)

Counting Skills

	Teaching Behavior		Evidence / Notes
137	Talks about, encourages, or models **number recognition** (e.g., identify and name numbers; discriminate between numerals and letters).	☐ OB ☐ NS	
320	Talks about, encourages, or models **counting in sequence** (e.g., rote counting).	☐ OB ☐ NS	
321	Talks about **relation between quantities and numbers/ counting objects** (e.g., one-to-one correspondence, recognizing last count as quantity/cardinality, quickly recognizing small quantities/subitizing).	☐ OB ☐ NS	
161	Talks about, encourages, or models verbal **ordinal terms** (e.g., first, second, third; "Point to the last bear"; "What happened first in the story?").	☐ OB ☐ NS	

Classification and Pattern Skills

317	Talks about, encourages, or models **sorting objects** by attributes (e.g., sorting by color, size, shape).	☐ OB ☐ NS	
318	Talks about organizing data into a **graphic representation** (e.g., model collecting information, graphing, and discussion of data; analyze data on graph – "Look, boys and girls, our class eats more fruit than vegetables!").	☐ OB ☐ NS	
319	Talks about, encourages, or models recognizing and/or creating **patterns** (e.g., provide opportunities for children to make and describe patterns; after making an AABB, AABB, pattern, teacher asks "Can anyone tell me what the unit of our pattern is? Yes, AABB, AABB.").	☐ OB ☐ NS	

Geometry and Spatial Sense Skills

322	Talks about, encourages, or models naming, creating, or manipulating common **shapes** (e.g., square, round, sides, angles, etc.).	☐ OB ☐ NS	
323	Talks about or encourages children to use **positional words** to describe location of an object (e.g., "The balls are under the sign-in table.").	☐ OB ☐ NS	

Measurement Skills

324	Talks about, encourages, or models comparing the **length** of objects (e.g., length and height of children).	☐ OB ☐ NS	
325	Talks about, encourages, or models comparing **weight** of objects (e.g., provide opportunities to use a balance/scale to compare weight).	☐ OB ☐ NS	
326	Talks about, encourages, or models recognizing and comparing the **amount of space/volume** occupied by objects (e.g., volume, capacity of containers).	☐ OB ☐ NS	
327	Talks about, encourages, or models activities that teach the **passage of time** (e.g., "Yesterday we played in the wet sand outside. Let's see if the sand is still wet today.").	☐ OB ☐ NS	

Teaching Behavior		Evidence / Notes
Adding To/Taking Away Skills		
138	Talks about, encourages, or models simple activities or word problems that involve **addition or subtraction** (e.g., "There is 1 bear in a cave. If 2 more bears walk into the cave, how many bears are in the cave all together?"). ☐ OB ☐ NS	
STRATEGIES & SUPPORT (THE HOW)		
143	**Incorporates math into daily routines** (e.g., attendance, lunch count, voting, and graphs). ☐ OB ☐ NS	
145	Engages in **math-oriented talk/vocabulary with children while using math manipulatives** (children must have access to concrete manipulatives). ☐ OB ☐ NS	
358	**Uses a book reading** to reinforce math skills, such as counting, patterns, shapes, etc. (e.g., Teacher reads a book with counting and explicitly calls attention to the counting opportunities – example: Roar - "Let's count and see how many monkeys are on this page." *Shapes Everywhere* - "Let's look for the squares."). ☐ OB ☐ NS	
144	Involves children in **organized hands-on math activities** (e.g., multi-sensory, manipulatives) that support one or more conceptual areas in math (e.g., number, counting, space and geometry, patterns, measurement, and graphing). ☐ OB ☐ NS	
234	Uses or teaches **math vocabulary** during a math activity (e.g., more/less, count, shape, sort, etc.). ☐ OB ☐ NS	
315	**Downward scaffolds** children's incorrect, ambiguous, or non-response to build their understanding of **math concepts** (e.g., Child miscounts bears. Teacher helps child use one to one correspondence by having him touch each bear as he counts again). ☐ OB ☐ NS	
352	Teacher **upward scaffolds** children's correct responses or child's new topic to build their understanding of **math concepts** (e.g., Child counts to ten. Teacher asks, "Do you know what number comes next?). ☐ OB ☐ NS	
353	Takes advantage of **chance opportunities** to talk about math concepts (e.g., Teacher asks child to count rocks that were found on the playground). ☐ OB ☐ NS	
CONTEXT (THE WHEN / WHERE)		
174	Involves children in **large group math activities**. ☐ OB ☐ NS	
148	Encourages use of specific **math manipulatives/materials in centers** (e.g., join child in math center to help sort the bear counters). ☐ OB ☐ NS	
236	Involves children in **small group math instruction** (e.g., Tier 1-small group for all children or Tier 2-additional small-group for targeted children). ☐ OB ☐ NS	
328	Involves children in **math transition** activities (e.g., if you have 3 buttons on your clothes, go line up). ☐ OB ☐ NS	
149	Talks about **math during underutilized contexts** (e.g., taking advantage of a teachable moment during greeting, bathroom, meal/snack, waiting time, walking in hallways, outdoor time, etc.; Teacher says, "Let's count to ten while we wash our hands."). *Note: Excludes center time.* ☐ OB ☐ NS	

Teaching Behavior	Evidence / Notes

SCIENCE

CORE CONCEPTS (THE WHAT)

Physical Science

247	Observes, discusses, and/or investigates the **properties of natural and man-made objects** (e.g., compare physical properties, uses, textures of paper, sandpaper, foil, etc.; why do materials sink or float when placed in water; why do some objects attract to magnets and others do not).	☐ OB ☐ NS	
359	Observes, discusses, and/or investigates **motion of objects** (e.g., how items move when pushed and pulled; how cars, balls, marbles move down ramps/inclines; how direction of balls changes when they collide, etc.).	☐ OB ☐ NS	
360	Observes, discusses, and/or investigates **different sources of energy** including heat and electricity (e.g., observe the effect of sunlight on the temperature of different surfaces such as sand, soil, rocks, metal; how the shade made by different objects – trees, umbrellas, tents – reduces the warming effect of the sun; etc.).	☐ OB ☐ NS	

Life Science

248	Observes, discusses, and/or investigates **characteristics of organisms** and/or what they need to survive (e.g., animals need food from plants or other animals; plants need water, light, etc.; compare the differences and similarities of animals that live in water vs. land vs. air/fly).	☐ OB ☐ NS	
361	Observes, discusses, and/or investigates **life cycles of organisms** (plants and animals) (e.g., show how young animals look similar to, but not exactly the same as, their parents; child plants seeds, then observes, discusses, and records plant growth; etc.).	☐ OB ☐ NS	
362	Observes, discusses, and/or investigates the **relationship of organisms to their environment** (e.g., a squirrel digs a hole in the ground to hide its food; tree roots can break concrete).	☐ OB ☐ NS	

Earth System (Earth and Space) Science

249	Observes, discusses, and/or investigates **characteristics and/or uses of earth and/or human-made materials** (e.g., examine rocks, sand, soil using hand lenses, balance scales; sort natural vs. human-made materials; sort living vs. non-living objects/organisms).	☐ OB ☐ NS	
363	Observes, discusses, and/or investigates **patterns or changes in the earth and sky** (e.g., changes in weather/seasons, shadows, how objects react to sunlight, etc.).	☐ OB ☐ NS	
364	Observes, discusses, and/or investigates **how humans use and/or conserve natural resources in their environment** (e.g., how people use water, trees; how people can reuse, reduce/conserve, recycle, etc.).	☐ OB ☐ NS	
365	Observes, discusses, and/or investigates **various objects in the sky** (e.g., clouds and their shapes, the position of the sun, or comparing night sky and day sky).	☐ OB ☐ NS	

Teaching Behavior		Evidence / Notes
Engineering and Design		
366	Tests and compares different **ways to solve a simple problem** that can be solved by using an object or creating a new object (e.g., identify the best shape of block for the base of a tower so it will not be pulled down/fall down; use popsicle sticks or recycled materials to build a strong miniature house or bridge). ☐ OB ☐ NS	
STRATEGIES AND APPROACHES (THE HOW)		
367	Models the use of or teaches the meaning of **scientific vocabulary** (e.g., patterns, cause and effect, quantity, change; stem, root, soil; speed, motion, direction, etc.). ☐ OB ☐ NS	
368	Models the **use of and names tools of science and engineering** (e.g., magnifying glass, balance scale, thermometer, binoculars, measuring cups, measuring with non-standard units, etc.). ☐ OB ☐ NS	
369	**Downward scaffolds** children's incorrect, ambiguous, or non-response to build their understanding of **science concepts** (e.g., Teacher says, "What weather is best for flying a kite?" Child says, "Sunny." Teacher says, "The sun doesn't lift the kite into the air. What lifts the kite into the air?" Child says, "Wind."). ☐ OB ☐ NS	
370	**Upward scaffolds** children's correct responses or child's new topic to build their understanding of **science concepts** (e.g., Teacher says, "What weather is best for flying a kite?" Child says, "Windy." Teacher says, "You're right. How do you control the kite?"Child says, "You unwind the string to make it go higher."). ☐ OB ☐ NS	
371	Takes advantage of **chance opportunities** to talk about science concepts (e.g., If it starts to rain, talk with children about why living things need rain.). ☐ OB ☐ NS	
ACTIVITIES (THE HOW)		
372	**Asks and answers questions about scientific phenomena or engineering solutions** while identifying topics for study (e.g., "Why does your shadow change sizes throughout the day?"; "What objects can you use or create to keep ice from melting quickly?"). ☐ OB ☐ NS	
373	Models and encourages children to **make predictions/ hypotheses** (e.g., make simple "if... then" statements; guess what might be causing the problem or what the result of a change may be). ☐ OB ☐ NS	
374	Plans and **carries out systematic investigations** to compare and test different situations or solutions (e.g., science "Let's see which makes our plants grow taller – putting them in the window or in this dark closet." or engineering "Let's see which ramp makes the car roll faster – the wood ramp or the fabric covered ramp."). ☐ OB ☐ NS	
375	Involves children in using senses and simple tools to **collect simple data** during science or engineering investigations – drawing, counting, tallies, non-standard measurement, simple bar graphs (e.g., put plants from light and closet side-by-side and record which is taller; use chalk or tape to mark how far the car rolled on the different ramps.). ☐ OB ☐ NS	

Teaching Behavior		Evidence / Notes
376	Encourages children to **share/talk about their findings** using writing/drawing/simple models (e.g., share science journals at circle time; show and tell about an experiment; invite parents or other students to hear a presentation about the class's findings). ☐ OB ☐ NS	
377	Engages in talk and questioning (Why? How?) that **encourages explanation and higher-level thinking based on observations or simple data** (e.g., Why do you think the plants that got sunlight are taller? How did the height of the ramps change how far they went?). ☐ OB ☐ NS	

CONTEXT (THE WHEN / WHERE)

	Teaching Behavior		Evidence / Notes
378	Involves children in **large group science activities**.	☐ OB ☐ NS	
379	Encourages use of specific **science manipulatives/materials in centers** (e.g., joins child in the science center and shows the child how to use a balance scale).	☐ OB ☐ NS	
380	Involves children in **small group science instruction** (e.g., Tier 1-small group for all students or Tier 2-additional small-group for targeted students).	☐ OB ☐ NS	

Teaching Behavior		Evidence / Notes
ENGLISH LANGUAGE LEARNERS		
210	Supports understanding by using **gestures, acting out, or miming** important vocabulary/concepts. This could occur during large group, small groups, or center time.	☐ OB ☐ NS	
182	Supports understanding by **pointing to or using visual representations** (objects/pictures/ manipulatives) of important vocabulary/concepts. This could occur during large group, small groups, or center time.	☐ OB ☐ NS	
181	**Explains and instructs basic words** (not just sophisticated vocabulary) because ELL may not know basic vocabulary that native speakers will understand.	☐ OB ☐ NS	
211	**Explains idioms** that ELL are unlikely to understand, such as turn of phrase/figure of speech (e.g., "Driving me crazy," etc.).	☐ OB ☐ NS	
242	Lesson plan should reflect the **specific ELL instructional adaptations** planned.	☐ OB ☐ NS	
354	Models or teaches **acceptance of multiple languages** (e.g., respects children's use of home languages in the classroom or teacher learns some vocabulary in the children's home language.).	☐ OB ☐ NS	
200	If teacher is comfortable speaking children's home language, **explains cognates** to support transfer of vocabulary knowledge (Ejemplo: doctor/doctor; plant/planta).	☐ OB ☐ NS	
220	Provides additional **scaffolding** when students have difficulty attending to or writing sounds that are not present or different in their native language. For example, the teacher might reiterate the sound in their home language and compare it to English (e.g. the letter h in Spanish is silent).	☐ OB ☐ NS	

Teaching Behavior	Evidence / Notes

STUDENT PROGRESS MONITORING, ASSESSMENT, & LESSON PLANNING

Note on items marked with a "⭐": To mark these items, you should consider the teacher's typical/global interaction style during the observation, instead of seeing one isolated instance of the behavior.

#	Teaching Behavior		Evidence / Notes
383	**Defines the concept or objective** of the activity/lesson in child-friendly terms when **beginning the activity**. ⭐	☐ OB ☐ NS	
384	**Models and explains** the procedure of the activity/lesson **before encouraging children to participate.** ⭐	☐ OB ☐ NS	
385	**Provides opportunities for children to practice** activity/lesson **with support.** ⭐	☐ OB ☐ NS	
386	**Provides brief summary of concept or objective** targeted in a lesson. ⭐	☐ OB ☐ NS	
387	**Provides opportunities for children to independently practice activities in centers** that were taught in whole/small group lessons. ⭐	☐ OB ☐ NS	
23	**Implements written lesson plan activities generally as planned** to follow through with scheduled learning objectives.	☐ OB ☐ NS	
239	**Duration of whole-group activities is appropriate** for children's attention span.	☐ OB ☐ NS	
24	**Lesson plan objectives link closely to classroom materials** in centers and around the room (e.g., materials in dramatic play center reflect current theme/unit, theme/unit related books are present, children's work related to theme/unit is displayed around the room).	☐ OB ☐ NS	
18	**Recent, dated documentation** of children's developmental progress across **important literacy/language areas** through the use of direct assessments/cognitive checklists/portfolios. Should be accessible.	☐ OB ☐ NS	
19	**Recent, dated documentation** of children's developmental progress across **important math skills** through the use of direct assessments/cognitive checklists. Should be accessible.	☐ OB ☐ NS	
25	Evidence of **small-group lesson plans** (this can include Tier 1 small groups or Tier 2 small groups).	☐ OB ☐ NS	
240	**Duration of small-group activities is appropriate** for children's attention span.	☐ OB ☐ NS	
237	**Plans literacy/language instruction based upon individual assessment/checklists. Plan should be listed on lesson plan** (e.g., plan whole-group lessons to introduce a skill most children need; plan Tier 2 small-group lessons if only some children need skill practice or review).	☐ OB ☐ NS	
238	**Plans math instruction based upon individual assessment/checklists. Plan should be listed on lesson plan** (e.g., plan whole-group lessons to introduce a skill most children need; plan Tier 2 small-group lessons if only some children need skill practice or review).	☐ OB ☐ NS	
22	Lesson plans show strong **connection between instructional standards and theme/unit-related activities** (e.g., theme activities teach important objectives/standards rather than only linking to a theme).	☐ OB ☐ NS	

Teaching Behavior		Evidence / Notes
241	**If dual language/bilingual classroom**, lesson plans **should reflect times when Spanish-only/English-only occurs** according to the school/district's instructional model. Teachers should attempt to follow the language model, rather than using his/her dominant language or students' dominant language. If there is no formal model, the coach should discuss language goals with the director to know how to coach. ☐ OB ☐ NS	

EFFECTIVE USE OF TECHNOLOGY (optional)		
243	Teach children **basic skills for using technology** effectively such as mouse skills, whether and how to power on/off, proper care of materials, etc. ☐ OB ☐ NS	
245	Activities at **computer or listening centers address high-priority instructional targets** (e.g., letter knowledge, math, electronic book reading), rather than entertainment purposes. ☐ OB ☐ NS	
244	Activities at computer or listening centers include **instructions/labels with pictures/icons** that assist children in using technologies independently or with minimal adult assistance. ☐ OB ☐ NS	
246	If classroom includes **LCD projector, SMART board, tablets/iPad, or other technologies, use these to regularly enhance instruction** in large- and small- group activities (e.g., short educational video discussed to support science instruction; SMART board used for shared writing to draft, revise, and publish). ☐ OB ☐ NS	