











Checklist of Universal Classroom Management Practices

Practice	Description	Rationale	Video Resources
<p>1. Expectations and Routines</p>	<p>Establish, teach, review, and reinforce positively stated classroom expectations and routines</p>	<p>Students will take comfort in predictability increasing the probability of success</p>	<p>  https://louisville.edu/education/abri/primarylevel/expectations/behavior  https://pbissmissouri.org/expectations-and-rules-training-video/ </p>
<p>2. Behavior Specific Praise (BSP)</p>	<p>Clearly communicate what student(s) do well</p>	<p>Students will learn about and be more likely to repeat appropriate behaviors</p>	<p>  https://highleveragepractices.org/701-2-4-2-2/  https://louisville.edu/education/abri/primarylevel/praise/behavior </p>
<p>3. Error Corrections</p>	<p>Redirect student(s) back to appropriate behaviors</p>	<p>Students will end on track reducing negative effects of error</p>	<p>  https://highleveragepractices.org/701-2-3/  https://louisville.edu/education/abri/primarylevel/correction/behavior </p>
<p>4. Prompts and Precorrections</p>	<p>Prompt expected behavior(s) right before the target routine</p>	<p>Students will understand desired behavior increasing the probability of success</p>	<p>  https://vimeo.com/142836127  https://louisville.edu/education/abri/primarylevel/prompting/behavior </p>
<p>5. Opportunity to respond (OTR)</p>	<p>Prompt students to share their thinking or knowledge of a topic using gestures, actions, or verbally</p>	<p>Students will be more likely to maintain engagement with the content and increase learning success when actively participating</p>	<p>  https://highleveragepractices.org/701-2-4-2-2/  https://louisville.edu/education/abri/primarylevel/otr/behavior </p>

Reflection Matrix	Describe what happened by detailing the specific teaching choice you made	Analyze by explaining the reasons why you made the teaching choice	Judge the success of specific decisions by noticing the effects on a portion of or the lesson overall	Apply insights to create a plan for extending effective or changing ineffective practices in future lessons
A – Building: Building an environment that promotes learning for all through structure and support.				
<p>Establishing Expectations</p> <p>Positively stated classroom expectations are taught, reviewed, and reinforced.</p> <p>Establishing Routines</p> <p>Positively stated routines are taught, reviewed, and reinforced.</p>	<p>During the warmup, I told students that we were going to review yesterday’s lesson quickly so they needed to pay close attention and did not need any supplies on their desks.</p> <p>✓ The reflection is on topic and describes a teacher action setting the context of their reflection on this topic</p>	<p>I did this because our warmups take too long and our lessons start off without energy. Some students are too focused on supplies and not my teaching so I didn’t want them fussing with supplies.</p> <p>✓ The reflection analyzes why; refining knowledge of focus elements will strengthen reflection</p>	<p>I know it doesn’t show on the video, but I was going to have a student model active listening during the warmup but I forgot.</p> <p>✗ The reflection is loosely on topic, but there is no decision about the impact the teaching choice being discussed had on student learning or the overall lesson</p>	<p>Rather than telling students we are going to be quick, I need to think about ways to plan the lesson to be quick.</p> <p>✗ The reflection is on topic, but there is not an observable plan for future lessons</p>
B – Providing: Providing students support for empowerment in their own educational experiences.				
<p>Prompts and Precorrections</p> <p>Prompt the expected behavior during a targeted routine.</p> <p>Opportunity to respond</p> <p>A brief instructional probe where a teacher provides a prompt and students respond by sharing their knowledge of a topic</p>	<p>Students responded to show that they understood the expectations for the lesson. I counted along with the video and nine students shared.</p> <p>✗ The reflection is on topic, but does not clearly identify the teacher action</p>	<p>Only my rule followers were answering. I saw on the video that at one point I reminded three different students about the same classroom rule within like a minute. These were not students who answered questions.</p> <p>✗ The reflection is on topic, there is no explanation of why</p>	<p>I think my students would benefit from more checking for Understanding.</p> <p>✗ The reflection is on topic, but this is a generic statement that doesn’t appear to be a judgement of the lesson being reviewed in terms of outcomes of teacher choices</p>	<p>Next time, I am going to use whole group questioning during setting expectations to make sure all students acknowledge the expectations for the lesson. I just learned about hand gestures and want to use them.</p> <p>✓ The reflection includes an observable change for future lessons</p>

C – Responding: Responding to student needs while reinforcing a positive learning environment.				
<p>Behavior Specific Praise</p> <p>Clearly communicate to student(s) what they have done well so that they are more likely to repeat the appropriate behavior</p> <p>Error Corrections</p> <p>A brief error correction redirects the student back to the appropriate behavior.</p>	<p>I praised my students a lot for appropriate behavior. I can see on the video that I noticed behaviors even more than academics.</p> <p>✓ This is a great example linking the reflection to the video evidence</p>	<p>I praised students for on task behaviors to keep them feeling good about their behaviors and keep them engaged. I used student names to build relationships.</p> <p>✓ This is a great example of showing the teacher’s decision making process</p>	<p>My expectations were stated and posted on the wall clearly and I think this helped cut down on having to redirect or correct students who get frustrated when they don’t know what to do so this was good for all.</p> <p>✓ This is a great example noticing a teaching success</p>	<p>I need to be more specific with my praise since I mostly just said “good job” so moving forward I am going to tell students why I they did a good job.</p> <p>✓ This is a great example of an observable application statement that aligns to the area for focus</p>

Appendix D-4: Sample Coaching Email to Teacher Candidates Using CT Scan Data

Dear (Student Name),

Thank you for being part of the project! Immediately below is a table noting your strengths, targeted areas for improvement, and action steps for becoming even more awesome. Pay special attention to the **One Big Thing** (last row of the table). We think improving the One Big Thing will have a big payoff for your students. Below the table is a link to a graph presenting descriptive data from your lesson. We included a tutorial on how to interpret this data in Video #1 of the PD library: <https://vimeo.com/238340100> (skip to the 14 minute mark) If you have any questions about the graphs or the feedback in this email, please email Michael Kennedy (mjk3p@virginia.edu). Please do not share or discuss this feedback with your peers or observers until the conclusion of the study.

Practices	What You Did	Comments
Anticipatory Set	<p>Provided an anticipatory set to launch the lesson</p> <p>~1 minute</p>	<p>Implementation markers used: Provides explicit cue, Teaching was clear and consistent</p> <p>Implementation markers not observed: Provides rationale, States Goal</p> <p>It was great to see you open the lesson with an anticipatory set. Your signal to get things started was very clear – students knew it was time to learn. I also liked how clear and consistent your language was. You spoke in a clear voice throughout and students were not confused. I didn’t hear you provide a specific rationale for the lesson, or state a goal – it is important to do so in order to properly inform students about why you’re doing what you’re doing. This doesn’t take much time – just a sentence or two, but can help properly motivate students. Watch the first minute or so of this video https://vimeo.com/224856584 to see a sample. You provided two opportunities for students to respond and one feedback statement in the first minute of the lesson.</p>

Teaching or Re-Teaching Expectations	Explicitly taught expectations ~3 minutes	<p>Implementation markers used: Expectations posted, observable, measurable, understandable, always applicable, positive feedback, confirms understanding</p> <p>Implementation markers not observed: Positively stated, uses examples and non-examples</p> <p>Teaching expectations is always a good choice to start a lesson. I was very pleased to see you opting to spend time doing so (of course we asked you to for the lesson, but still...). Your expectations are posted for students to see, they are observable and measurable, and easy for students to understand. The expectations you have set are also always applicable for students. Throughout the lesson you gave the students opportunities to demonstrate their learning (9 during the 3 minutes), and provided feedback on their performance (11 statements). One thing to note is one of your expectations is not stated positively (No running). Expectations that are positively stated help set the tone for a positive environment where all students feel comfortable. I also think it is powerful within a lesson to provide examples and non-examples of the behavior being implemented. Here is a great video example: https://vimeo.com/296906628.</p>
Error Corrections	2 error corrections, and 2 negative behavioral redirections	You provided two error corrections following student mistakes in responding to your prompts. This is great to see, an immediate correction prevents small mistakes from snowballing. You also handled them positively, which means you were upbeat and provided an environment where it is safe for mistakes to happen. I did note you made two negative behavioral redirections as well (“stop it”). See if you can eliminate this type of feedback, although I know it comes very naturally!
Prompts and Precorrection Statements	4 prompts/ precorrection statements	You provided four prompts/ precorrection statements during the lesson. These clear statements really help students understand what your expectations are, gives them superb messages about what you want them to do and how to do it, and lets them know to avoid pitfalls you know students have fallen into before. I thought you did very well to space out these prompts and precorrections during your brief lesson to support students’ needs. Well done.
Opportunities to Respond (OTRs)	11 questions 8 rote 1 choral 3 deep	We heard you ask 11 questions at a rate of 2 questions per minute. During our observation, you asked 8 rote questions, 1 choral response question, and 3 higher-level questions. One way to make your practice even stronger would be to ask more questions, especially more complex questions that emphasize critical thinking, as discussed in Video 6. It is also important to try and achieve an average rate of 3 OTRs per minute or more. I realize not all teaching activities lend themselves to that high rate of OTRs, but if you are teaching or re-teaching expectations, giving examples and non-examples, there are lots of chances for rapid fire OTRs that are meaningful. This video model has excellent examples of what I am talking about: https://vimeo.com/296906628 .

Feedback Statements (FB)	13 feedback statements 9 generic 1 academic-specific 3 behavior-specific	During the observation, we noticed you giving 13 feedback statements to students, at a rate of 2 per minute. We heard you give 9 generic feedback statements like “Good job,” and no 1 academic-specific feedback statements. These academic feedback statements, where you give the students detailed feedback, are a great way to build engagement. We noticed that you provided 3 behavioral-specific feedback statements to students and that the percentage of students engaged in the lesson fluctuated between 75% and 100%. The most expedient practice to use after a student responds to a prompt is to say “yes” “good job” or something else very quick. It helps with pacing, and does tell students you are pleased with them. However, providing behavior-specific feedback is much more powerful in the long term for letting students know exactly how they have met your expectations. Behavior-specific feedback makes it far more likely that desirable behaviors will recur. See an example of this type of feedback in this modeling video: https://vimeo.com/135427688
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Comments	
The Big Picture	You did a terrific job with this lesson! I really liked the warm and clear opening to orient students and call them to order. I also always love it when a lesson begins with a review of expectations. Never a waste of time – always a good choice. Your expectations look good other than the one about “no running” see if you can rephrase that one. Also, when teaching, use examples and non-examples. Toss in some role play or other modeling. Kids love it, it’s a lot of fun, and is memorable and powerful. Here’s an example: https://vimeo.com/135427688 .
One Big Thing	I want you to work on increasing your rate of OTRs, and match it with behavior-specific feedback statements. It takes training to remember to give this sort of praise. Write out some sample statements, and memorize them – or write on your lesson plan notes so you can quickly reference them and remember in the heat of the lesson. Will pay big dividends!
One Big Thank You!	Thank you for participating in our research study. We know how many demands there are on your time, so we just wanted to say thank you—without you, our study wouldn’t have been possible. We appreciate your willingness to open your classroom to us and to let us observe your practice.

Link to CT Scan Data Output

<http://classroomteachingscan.com/ctscan/timeline.htm?menus.txt&1166>



Note: If you find your CT Scan data is jumbled like you see below and hard to read, click on the up arrow above the 4 to spread things out a bit.

Practice	General ...truction Anticipa...et (75%)	Voc...ion Def...0%	Voc...ion Exa...0%	Vocabula...truction Applicat...y (100%)	C...t T...)	Gen...ion Exp...0%							General Content Ins Facilitates Group Wb

Remember!

You can also use the professional development video library at any time on www.edpuzzle.com or www.spedintro.com