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| **ACCReS Teacher Observation Tool: Equitable Classroom Practices** | | | | | |
| General Rating Scheme:0 = Low Implementation; 1 = Partial; 2 = Full Implementation; **N/A = Not Applicable (no opportunity to observe)** | | **Date of Observation** |  | | |
| **Observer Initials:** |  | | |
| **0 = Low Implementation; 1 = Partial; 2 = Full Implementation; N/A = Not Applicable (no opportunity to observe)** | | | | | |
|  |  |  | Score |  | Notes |
| 1.I use explicit instruction when I teach (e.g., clearly describe, model, and practice content with students). | DESCRIBE - Review of prior skills, state goal, provide step-by-step instructions | 0 = Zero or one of the following were evident when introducing a new skill: describe, model, practice |  |  |  |
| MODEL (I do) - Demonstrate (verbal, written on the board) for the students how to engage in the skill, give examples and non-examples | 1 = Two of the following were evident when introducing a new skill: describe, model, practice |
| PRACTICE (We do) - Provide guided practice, prompt student engagement, closely monitor performance, and give feedback | 2 = All three of the following were evident when introducing a new skill: describe, model, practice |
| 2. I differentiate instruction to support the different learners I teach. | Adjusting lesson content (what students learn) | 0 = Zero or one of the following were evident when introducing a new skill: adjust lesson content, process, product |  |  |  |
| Adjusting lesson process (how students learn) | 1 = Two of the following were evident when introducing a new skill: adjust lesson content, process, product |
| Adjusting the product of a lesson (how students demonstrate knowledge) | 2 = All three of the following were evident when introducing a new skill: adjust lesson content, process, product |
| 3. I provide additional (or more intensive) academic support when a student needs it | Intensive instruction refers to a range of targeted supportive strategies designed to increase students’ acquisition of the curriculum in the general education classroom. These strategies may include, but are not limited to: rephrasing explanations and directions for students when needed, increasing lesson duration and/or practice time for students, increasing explicit instruction, increasing feedback to students, and small group instruction. | 0 = No supportive strategies were observed. |  |  |  |
| 1 = Some evidence of targeted strategies to provide additional (or more intensive) academic support when students need it. |
| 2 = Abundant evidence of targeted strategies to provide additional (or more intensive) academic support when students need it. |
| 4. I plan lessons that are designed to actively engage all learners when I teach. | A lesson plan is a written document that provides an outline of the way an instructor intends to deliver academic content. Incorporating evidence-based strategies and instruction that increases students' active engagement is part of a lesson plan . Active engagement is defined as cognitive interaction with academic content by way of thinking, analyzing, synthesizing, and evaluating information. Typically student active engagement is assessed through observation of "overt" behaviors. Observed behaviors may include asking questions, summarizing information, manipulating study materials, taking notes, and concentrating on the task given. | 0 = Presentation of information in a didactic manner without interaction with students or other strategies to engage students. |  |  |  |
| 1 = Evidence of multimodal presentation of information without active student engagement strategies. |
| 2 = Evidence of lessons that include multimodal presentation of information and strategies to get students engaged in the materials (e.g. opportunities to ask questions, practice skills, discussions, incorporate new information with old information). |
| 5. I listen actively to students when they express concerns. | Active listening involves a teacher's ability to attend to students' verbal and non-verbal communication, process the content of their communication, reflect on understandings of these messages (e.g., paraphrasing/clarifying), and respond in a way that is helpful and appropriate to students. | 0 = Each time a student expressed a concern, the teacher did not appear to attend to the student's verbal and non-verbal communication, nor demonstrate reflection and/or respond in a way that was helpful |  |  |  |
| 1 = Each time a student expressed a concern, the teacher attended to the student's verbal and non-verbal communication, but did not demonstrate reflection and/or respond in a way that was helpful |
| 2 = Each time a student expressed a concern, the teacher attended to the student's verbal and non-verbal communication, processed their communication, reflected, and responded in a way that seemed helpful and appropriate to student |
| 6. I engage in more positive interactions with students than negative interactions. | Positive interactions include praise and encouragement; Negative interactions include corrective statements (e.g., don't' do that) or directives worded in a negative tone (e.g., "sit down now!") | 0 = More negative interactions than positive |  |  |  |
| 1= Equal positive and negative interactions |
| 2 = More positive interactions than negative |
| 7. I am consistent and fair when it comes to discipline. | Consistent and fair disciplinary practices refer to equitable behavior management strategies including: (1) provision of clear and reasonable expectations for students, (2) incorporation of both positive support techniques to reinforce, and consequences to reduce, the violation of expectations, and (3) implementation that is assertive and respectful to all students. | 0 = A lack of clear behavioral management strategies were observed in the classroom. |  |  |  |
| 1 = Behavior management strategies were applied inconsistently across students during observation. |
| 2 = Consistent positive behavioral management strategies were implemented and observed in the classroom. |
| 8. I explicitly teach social skills (e.g., ways to ask for help appropriately). | When explicitly teaching social skills, a teacher directly explains to students that socially appropriate behavior differs across social environments, requiring the students to code switch. Learning and implementing self-management strategies empowers students to assert themselves across cultural contexts. Effective social skill instruction often includes planned interactions with socially competent peers. | 0 = No attempt to reference or teach social skills was made during the observation, despite opportunity. |  |  |  |
| 1 = Teacher made references to social skills occasionally throughout the observation, but little to no explicit teaching took place. |
| 2 = Teacher made consistent efforts to teach social skills throughout the observation (e.g., "remember to raise your hand if you have a question", "watch as I show you how to take turns during this activity"). |
| 9. I explicitly teach students about my expectations for classroom behavior. | In classrooms in which this is done effectively, a short list of behavioral expectations may be operationally defined and displayed in the classroom. Students are taught what each expectation looks like throughout their daily routine. Expectations are reviewed and retaught frequently. School staff may support expected behavior by actively supervising and prompting students throughout classroom routines. | 0 = Expectations were not posted nor referenced specifically throughout the observation. |  |  |  |
| 1= Expectations were not posted and/or not referenced specifically throughout the observation. |
| 2 = Expectations were posted and referenced specifically throughout the observation. |
| 10. Each day, I personally greet all of my students. | Personally greeting students here implies taking the time to greet each student as they walk into the room and/or while they are starting work to provide positive and individualized contact for the child | 0 = Teacher greeted few or no students |  |  |  |
| 1 = Teacher greeted some but not all |
| 2 = Teacher greeted nearly all or all students |
| 11. I work to build a positive relationship with each student I teach. | The teacher works to build positive relationships with students that are mutually trusting, respectful, and supportive. Efforts include engagement in conversations about students' interests, responding to students-initiated dialogue, and reaching out to students’ family to provide input on students' social emotional development | 0 = No effort was observed. |  |  |  |
| 1 =Teachers made some effort. |
| 2 = Teachers made abundant effort. |
| 12. I deliver praise equitably in my classroom. | Delivering praise equitably occurs when teachers acknowledge students’ positive behaviors/achievements and provide praise consistently to all students. | 0 = Teacher provided praise to a small number of students OR not at all. |  |  |  |
| 1 = Teacher provided praise to some students |
| 2 = Teacher providing praise to most students in the classroom. |
| 13. I actively monitor all parts of the classroom. | Active monitoring involves a teacher moving around the classroom, observing students, interacting with students, and providing feedback. Effective active monitoring is facilitated by thoughtful design of the layout of one’s classroom. | 0 = Teacher remained in one area of the room throughout the entire observation. |  |  |  |
| 1 = Teacher was localized to half of the room |  |  |  |
| 2 = Teacher spent time in all areas of the classroom |  |  |  |