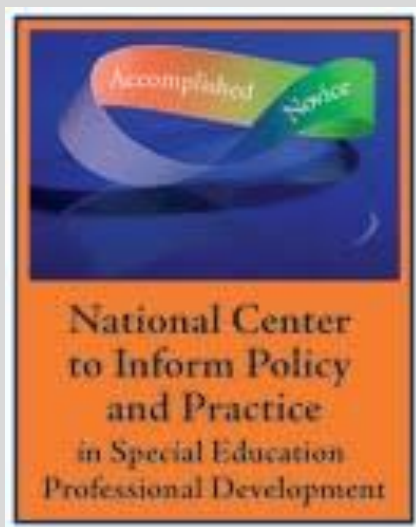


Observation Documents



Office of Special Education Programs
U.S. Department of Education

These observation documents were adapted from tools based on the West Virginia Standards. These tools are designed for mentors to observe beginning teachers and guide coaching conversations to improve instructional practices.

Disclaimer:

This content was produced under U.S. Department of Education, Office of Special Education Programs, Award No. H325A120003. Bonnie Jones and David Guardino serve as the project officers. The views expressed herein do not necessarily represent the positions or policies of the U.S. Department of Education. No official endorsement by the U.S. Department of Education of any product, commodity, service, or enterprise mentioned in this website is intended or should be inferred.

Pre-observation Survey

Name: _____

Mentor: _____

Date: _____

Please fill out the following form to the best of your ability.
If you have difficulty, seek assistance from your mentor teacher.

If the lesson to be observed is in a co-teaching classroom, please state or describe your role in planning and your anticipated role in teaching this lesson.

1. What are your goals and objectives for learning (CSOs/IEP) for this lesson? (1A & 1C)

2. How do these goals and objectives for learning relate to the students prior and future learning? (1A & 1C)

3. How will these goals and objectives for learning shape the learning activities and materials will you use? (1A, 1B, 1C & 1D)

4. How will the students be grouped for instructions, and why? (1B & 1D)

5. Are the learning activities and materials relevant and engaging for the students? (1B & 1D)

6. What specific instructional strategies will you use during the lesson? Why? (1B)

7. From student's performance in previous lessons, progress monitoring data, and summative assessments what specific learning needs and potential misconceptions do you anticipate? (1A, 1D, & 1E)

8. What specific adaptations and accommodations will allow you to address your students' learning needs in achieving your goals and objectives for this lesson? (1B, 1C, & 1D)

9. How do you plan to assess student learning? (1E)

10. Are there any particular aspects of your lesson you would like your mentor to focus on during your observation?

Please attach any relevant documents (lesson plans, rubrics, progress monitoring data, etc.) you believe will assist your mentor in observing this lesson.

Standard 1: Curriculum and Planning

Pre-observation Survey Rubric

Standard	Question	Rating				Notes
		Distinguished	Accomplished	Emerging	Unsatisfactory	
<p>1A) The teacher has a deep knowledge of the content and its inter-relatedness within and across the disciplines and can move beyond basic content competency to ensure student mastery of skills necessary for success in life and work.</p> <p>1C) The teacher uses a standards-based approach to instruction aligned with the state and local curriculum and sets instructional goals and objectives that describe what students will learn.</p>	<p>1. What are your goals and objectives for learning (CSOs/IEP) for this lesson?</p>	<p>Connected all goals and objectives for learning for the lesson to the CSOs or IEP goals.</p>	<p>Connected some goals and objectives to the CSOs or IEP goals.</p>	<p>Identified goals or objectives but has not linked them to the CSOs or IEP goals.</p>	<p>Did not identify goals or objectives for the lesson.</p>	
<p>1A) The teacher has a deep knowledge of the content and its inter-relatedness within and across the disciplines and can move beyond basic content competency to ensure student mastery of skills necessary for success in life and work.</p> <p>1C) The teacher uses a standards-based approach to instruction aligned with the state and local curriculum and sets instructional goals and objectives that describe what students will learn.</p>	<p>2. How do these goals and objectives for learning relate to the students prior and future learning?</p>	<p>Made explicit connections between students' prior learning and this lesson, this lesson and future lessons, and long-term goals.</p>	<p>Made explicit connections between students' prior learning and this lesson, and this lesson and future lessons.</p>	<p>Made explicit connections between students' prior learning and this lesson, but not this lesson and future lessons.</p>	<p>Articulated no connections between students' prior learning, this lesson, and future lessons.</p>	

Standard 1: Curriculum and Planning

Pre-observation Survey Rubric

Standard	Question	Rating				Notes
		Distinguished	Accomplished	Emerging	Unsatisfactory	
<p>1A) The teacher has a deep knowledge of the content and its inter-relatedness within and across the disciplines and can move beyond basic content competency to ensure student mastery of skills necessary for success in life and work.</p> <p>1B) The teacher has a deep knowledge of the art and science of teaching in his/her specific content and can facilitate experiences that advance creativity, innovation, and problem solving.</p> <p>1C) The teacher uses a standards-based approach to instruction aligned with the state and local curriculum and sets instructional goals and objectives that describe what students will learn.</p> <p>1D) The teacher designs instruction that engages students in meaningful instructional activities that support the WV Content Standards and Objectives and that result in intentional student learning.</p>	<p>3. How will these goals and objectives for learning shape the learning activities and materials will you use?</p>	<p>Planned multiple activities for all goals and objectives for different lesson outcomes.</p>	<p>Planned activities and materials for all goals and objectives.</p>	<p>Planned activities and materials for some, but not all, goals and objectives.</p>	<p>Made no explicit connection between the goals and objectives and the materials and learning activities.</p>	

Standard 1: Curriculum and Planning						Pre-observation Survey Rubric
Standard	Question	Rating				Notes
		Distinguished	Accomplished	Emerging	Unsatisfactory	
<p>1B) The teacher has a deep knowledge of the art and science of teaching in his/her specific content and can facilitate experiences that advance creativity, innovation, and problem solving.</p> <p>1D) The teacher designs instruction that engages students in meaningful instructional activities that support the WV Content Standards and Objectives and that result in intentional student learning.</p>	4. How will the students be grouped for instructions, and why?	Provided a rationale related to both student needs and lesson structure that includes specific reference to individual student performance.	Provided a rationale related to student needs and lesson structure.	Provided a rationale unrelated to student needs or lesson structure.	Did not provide a rationale for the grouping strategy.	
<p>1B) The teacher has a deep knowledge of the art and science of teaching in his/her specific content and can facilitate experiences that advance creativity, innovation, and problem solving.</p> <p>1D) The teacher designs instruction that engages students in meaningful instructional activities that support the WV Content Standards and Objectives and that result in intentional student learning.</p>	5. Are the learning activities and materials relevant and engaging for the students?	The learning activities and materials were relevant and engaging for the students.	The learning activities and materials were relevant, but not engaging for the students.	The learning activities and materials were engaging for the students, but not relevant.	The learning activities and materials were not relevant or engaging for the students.	

Standard 1: Curriculum and Planning						Pre-observation Survey Rubric
Standard	Question	Rating				Notes
		Distinguished	Accomplished	Emerging	Unsatisfactory	
1B) The teacher has a deep knowledge of the art and science of teaching in his/her specific content and can facilitate experiences that advance creativity, innovation, and problem solving.	6. What specific instructional strategies will you use during the lesson? Why?	Listed specific instructional strategies, articulated a clear connection to student needs or lesson objectives, and provided a strong rationale for their selection of strategies.	Listed specific instructional strategies, and articulated a clear connection to student needs or lesson objectives.	Listed specific instructional strategies, but did not articulate a clear connection to student needs or lesson objectives.	Did not list any instructional strategies.	
<p>1A) The teacher has a deep knowledge of the content and its inter-relatedness within and across the disciplines and can move beyond basic content competency to ensure student mastery of skills necessary for success in life and work.</p> <p>1D) The teacher designs instruction that engages students in meaningful instructional activities that support the WV Content Standards and Objectives and that result in intentional student learning.</p> <p>1E) The teacher uses a balanced approach to ensure both assessment of learning and assessment for learning to provide both teacher and students information to guide future learning.</p>	7. From student's performance in previous lessons, progress monitoring data, and summative assessments what specific learning needs and potential misconceptions do you anticipate?	Listed several potential learning needs and anticipated misconceptions, making reference to specific data or individual students.	Listed several potential learning needs and misconceptions.	Listed some potential learning needs and misconceptions.	Did not list any potential learning needs or misconceptions.	

Standard 1: Curriculum and Planning

Pre-observation Survey Rubric

Standard	Question	Rating				Notes
		Distinguished	Accomplished	Emerging	Unsatisfactory	
<p>1B) The teacher has a deep knowledge of the art and science of teaching in his/her specific content and can facilitate experiences that advance creativity, innovation, and problem solving.</p> <p>1C) The teacher uses a standards-based approach to instruction aligned with the state and local curriculum and sets instructional goals and objectives that describe what students will learn.</p> <p>1D) The teacher designs instruction that engages students in meaningful instructional activities that support the WV Content Standards and Objectives and that result in intentional student learning.</p>	8. What specific adaptations and accommodations will allow you to address your students' learning needs in achieving your goals and objectives for this lesson?	Planned adaptations or accommodations that address lesson objectives and make reference to specific students need.	Planned adaptations or accommodations that address lesson objectives.	Planned adaptations or accommodations, without reference to lesson objectives or student needs.	Has not planned adaptations and accommodations.	
1E) The teacher uses a balanced approach to ensure both assessment of learning and assessment for learning to provide both teacher and students information to guide future learning	9. How do you plan to assess student learning?	Planned to assess student learning, and has articulated a connection to all of the lesson objectives (CSOs/IEP).	Planned to assess student learning, and has articulated a connection to some, but not all of the lesson objectives (CSOs/IEP).	Planned to assess student learning, but did not articulate a connection to lesson objectives (CSOs/IEP).	Has not planned to assess student learning.	

Standard 2: The Learner and the Learning Environment						
Standard	Look for:	Rating				Notes
		Distinguished	Accomplished	Emerging	Unsatisfactory	
2A) Understanding Intellectual/Cognitive, Social, and Emotional Development						
Students engaged in appropriate learning activities	Are students participating in learning activities that hold their interest and are designed to meet a learning goal?	Mastery/ With Ease	Consistently	Sometimes	Never/ Infrequent	
Activities meet students' individual needs	Are the lessons appropriately challenging and/or scaffolded?	Mastery/ With Ease	Consistently	Sometimes	Never/ Infrequent	
Students grouped and/ or seated to promote social development and interaction	Are there opportunities for students to interact with each other appropriately?	Mastery/ With Ease	Consistently	Sometimes	Never/ Infrequent	
Students have appropriate opportunities to learn and practice real-world skills	Are students engaged in activities that require problem-solving, sharing resources, self-care and/or self-advocacy?	Mastery/ With Ease	Consistently	Sometimes	Never/ Infrequent	
2B) Creating an Environment of Respect and Rapport						
Models respect and care for group and individual learners through appropriate interactions	Does the teacher's body language show comfort with interactions with students?	Mastery/ With Ease	Consistently	Sometimes	Never/ Infrequent	
	Does the teacher's verbal interaction signify warmth and caring for students?	Mastery/ With Ease	Consistently	Sometimes	Never/ Infrequent	
Teacher interacts with and supports students in ways that are equitable and appropriate	Is there evidence that teacher's interactions with individual students meet their needs?	Mastery/ With Ease	Consistently	Sometimes	Never/ Infrequent	

Standard 2: The Learner and the Learning Environment						
Standard	Look for:	Rating				Notes
		Distinguished	Accomplished	Emerging	Unsatisfactory	
2B) Creating an Environment of Respect and Rapport						
Classroom set-up encourages active student engagement with the teacher and peers	Are specific areas of classroom arranged for certain activities and/or student needs?	Mastery/ With Ease	Consistently	Sometimes	Never/ Infrequent	
Teacher creates a responsive environment that visibly represents a diversity of cultural heritage, gender, home environment, abilities, and interests	Do materials and displays represent individuals from different backgrounds?	Mastery/ With Ease	Consistently	Sometimes	Never/ Infrequent	
2C) Establishing a Culture for Learning						
Teacher demonstrates high expectations for individual learners and “warmly demands” persistent effort based on students’ IEPs	Does the teacher urge students to begin or persist with instructional tasks?	Mastery/ With Ease	Consistently	Sometimes	Never/ Infrequent	
Teacher models support for the group and individual students and recognizes students who are supportive of the efforts and successes of others	Does the teacher provide frequent and specific positive feedback and encourage students do the same?	Mastery/ With Ease	Consistently	Sometimes	Never/ Infrequent	

Standard 2: The Learner and the Learning Environment						
Standard	Look for:	Rating				Notes
		Distinguished	Accomplished	Emerging	Unsatisfactory	
2C) Establishing a Culture for Learning						
Teacher provides strategies for students to monitor their own progress and assists with implementation	Does the teacher use some type of progress monitoring system that students can participate in?	Mastery/ With Ease	Consistently	Sometimes	Never/ Infrequent	
2D) Implementing Classroom Procedures						
Teacher designs and implements effective and efficient transitions between activities and spaces	Are the teacher and students maintaining momentum?	Mastery/ With Ease	Consistently	Sometimes	Never/ Infrequent	
Teacher designs, models, and continually practices routines for starting, carrying out, and completing all activities	Are routines evident and seamless?	Mastery/ With Ease	Consistently	Sometimes	Never/ Infrequent	
	Does the teacher require routines be performed and/or practiced?	Mastery/ With Ease	Consistently	Sometimes	Never/ Infrequent	
Teacher monitors students' engagement to increase active instructional time-on-task	Does the teacher take steps to engage and maintain student engagement?	Mastery/ With Ease	Consistently	Sometimes	Never/ Infrequent	
Teacher holds students' increasingly accountable for monitoring their progress over time	Does the teacher use strategies or tools to help students monitor their own engagement?	Mastery/ With Ease	Consistently	Sometimes	Never/ Infrequent	

Standard 2: The Learner and the Learning Environment						
Standard	Look for:	Rating				Notes
		Distinguished	Accomplished	Emerging	Unsatisfactory	
2D) Implementing Classroom Procedures						
Teacher appropriately selects, prepares, and stores materials and supplies to minimize off-task behaviors and possible negative interactions	Does the teacher select and store materials and supplies in an efficient and appropriately accessible manner?	Mastery/ With Ease	Consistently	Sometimes	Never/ Infrequent	
Teacher has classroom rules and procedures displayed for reference	Are classroom rules and procedures visible and appropriately displayed?	Yes			No	
	Does the teacher reference the rules and procedures when necessary?	Mastery/ With Ease	Consistently	Sometimes	Never/ Infrequent	
2E) Managing Student Behaviors						
Teacher knows students' behavioral needs and proactively and consistently uses routines and procedures to minimize problems	Does the teacher differentiate rules and procedures to meet individual student needs?	Mastery/ With Ease	Consistently	Sometimes	Never/ Infrequent	
Teacher anticipates student issues and confidently addresses problems without interfering with instruction	Does the teacher provide prompts and reminders?	Mastery/ With Ease	Consistently	Sometimes	Never/ Infrequent	
	Does the teacher use proximity control and purposeful seating?	Mastery/ With Ease	Consistently	Sometimes	Never/ Infrequent	
Teacher collects and analyzes behavioral data to inform class wide behavior management as well as individual student plans	Does the teacher collect appropriate data to make decisions?	Mastery/ With Ease	Consistently	Sometimes	Never/ Infrequent	

Standard 2: The Learner and the Learning Environment						
Standard	Look for:	Rating				Notes
		Distinguished	Accomplished	Emerging	Unsatisfactory	
2E) Managing Student Behaviors						
Teacher refers students to displayed rules and procedures regularly and as needed in specific instances	Does the teacher remind students of rules and procedures?	Mastery/ With Ease	Consistently	Sometimes	Never/ Infrequent	
Teacher immediately addresses peer-to-peer issues by reinforcing appropriate behavior and redirecting misbehavior	Does the teacher reinforce appropriate behavior?	Mastery/ With Ease	Consistently	Sometimes	Never/ Infrequent	
	Does the teacher redirect misbehavior?	Mastery/ With Ease	Consistently	Sometimes	Never/ Infrequent	
2F) Organizing the Learning Environment						
Teacher arranges classroom to maximize student safety	Does the classroom appear to be safe?	Yes			No	
Teacher organizes furniture, materials, and supplies to minimize distractions and safety hazards	Are distractions due to materials, supplies or furniture minimized or eliminated?	Mastery/ With Ease	Consistently	Sometimes	Never/ Infrequent	
Teacher arranges all areas of classroom in order to see all students at all times	Can the teacher see all students at all times?	Mastery/ With Ease	Consistently	Sometimes	Never/ Infrequent	
Teacher uses lighting, sound, and wall space appropriately to maximize appropriate behavior and learning	Does the teacher use strategies appropriately including lighting, sound and space to enhance learning and behavior?	Mastery/ With Ease	Consistently	Sometimes	Never/ Infrequent	

Standard 2: The Learner and the Learning Environment						
Standard	Look for:	Rating				Notes
		Distinguished	Accomplished	Emerging	Unsatisfactory	
2F) Organizing the Learning Environment						
Teacher demonstrates consideration of individual students' needs in organizing the learning environment	Does the teacher designate different areas for different activities/purposes?	Mastery/ With Ease	Consistently	Sometimes	Never/ Infrequent	

Standard 3: Teaching						
Standard	Look for:	Rating				Notes
		Distinguished	Accomplished	Emerging	Unsatisfactory	
3A) Importance of Content						
Engages students in an organized fashion with the content	Is the goal of the instruction clear (either explicitly stated or obvious in that students know exactly what they are expected to do)?	Mastery/ With Ease	Consistently	Sometimes	Never/ Infrequent	
	Is the presentation of instruction, instructional strategies, and practice opportunities aligned with the goal?	Mastery/ With Ease	Consistently	Sometimes	Never/ Infrequent	
	Do students have to work with content of instruction or instructional materials in ways where they have to demonstrate understanding or apply knowledge (e.g., represent each sound in a word using letter tiles)?	Mastery/ With Ease	Consistently	Sometimes	Never/ Infrequent	

Standard 3: Teaching						
Standard	Look for:	Rating				Notes
		Distinguished	Accomplished	Emerging	Unsatisfactory	
3A) Importance of Content						
Varies instructional strategies and approaches	Are evidence-based practices for students with disabilities used to support content learning (e.g., Graphic organizers, segmenting and blending for decoding, cognitive strategies for reading comprehension and writing)?	Mastery/ With Ease	Consistently	Sometimes	Never/ Infrequent	
	Are different strategies used to acquire lesson goals or provide explicit support to students who are having trouble?	Mastery/ With Ease	Consistently	Sometimes	Never/ Infrequent	
	Is assistive technology used to support students' literacy and numeracy needs as appropriate to the lesson? Is technology used to present and develop concepts, gather information, synthesize information as appropriate to the lesson?	Mastery/ With Ease	Consistently	Sometimes	Never/ Infrequent	
3B) Communicating with Students						
Supports high expectations for learning and student self-direction	Do the instructional activities that encourage a high degree of student effort?	Mastery/ With Ease	Consistently	Sometimes	Never/ Infrequent	
	Is independence fostered once students have obvious command of lesson content?	Mastery/ With Ease	Consistently	Sometimes	Never/ Infrequent	
	Is continuous student engagement encouraged through praise, support, and redirection?	Mastery/ With Ease	Consistently	Sometimes	Never/ Infrequent	
	Is peer support for learning fostered?	Mastery/ With Ease	Consistently	Sometimes	Never/ Infrequent	

Standard 3: Teaching						
Standard	Look for:	Rating				Notes
		Distinguished	Accomplished	Emerging	Unsatisfactory	
3B) Communicating with Students						
Presents content effectively	Do the instruction involves explanation, demonstration, explicit prompting, and/or questioning students about what they have learned previously?	Mastery/ With Ease	Consistently	Sometimes	Never/ Infrequent	
	Are explanations accurate and concise?	Mastery/ With Ease	Consistently	Sometimes	Never/ Infrequent	
	Do questions focus students on key attributes of the concept being taught?	Mastery/ With Ease	Consistently	Sometimes	Never/ Infrequent	
	Model can be interactive (more like guided practice), but does the teacher show students what to do next by prompting them with questions or directions?	Mastery/ With Ease	Consistently	Sometimes	Never/ Infrequent	
	Does the teacher prompt students to use specific steps or rules while using a strategy or skill?	Mastery/ With Ease	Consistently	Sometimes	Never/ Infrequent	
Promotes effective use of oral and written language when teaching higher order concepts and strategies (may not apply when providing intensive decoding instruction or other types of proficiency building instruction)	Are the students actively engaged in focused discussions?	Mastery/ With Ease	Consistently	Sometimes	Never/ Infrequent	
	Are more elaborated responses promoted?	Mastery/ With Ease	Consistently	Sometimes	Never/ Infrequent	
	Are opportunities to develop extended written responses provided?	Mastery/ With Ease	Consistently	Sometimes	Never/ Infrequent	

Standard 3: Teaching						
Standard	Look for:	Rating				Notes
		Distinguished	Accomplished	Emerging	Unsatisfactory	
3C) Questioning and Discussion Techniques						
Provides well constructed, appropriate practice activities	Are practice activities used that encourage students to apply skill, strategy or concept?	Mastery/ With Ease	Consistently	Sometimes	Never/ Infrequent	
	Are all students involved in the practice activities?	Mastery/ With Ease	Consistently	Sometimes	Never/ Infrequent	
	Are the activities of appropriate difficulty—not too easy or too difficult?	Mastery/ With Ease	Consistently	Sometimes	Never/ Infrequent	
Uses effective questioning techniques that support student learning	Is the questioning focused on the concept, skill, strategy being taught?	Mastery/ With Ease	Consistently	Sometimes	Never/ Infrequent	
	Does the questioning support student understanding or acquisition of the skills?	Mastery/ With Ease	Consistently	Sometimes	Never/ Infrequent	
	Does the questioning supports higher order thinking when appropriate?	Mastery/ With Ease	Consistently	Sometimes	Never/ Infrequent	

Standard 3: Teaching						
Standard	Look for:	Rating				Notes
		Distinguished	Accomplished	Emerging	Unsatisfactory	
3D) Student Engagement						
Facilitates inclusive participation	Are students encouraged to ask questions?	Mastery/ With Ease	Consistently	Sometimes	Never/ Infrequent	
	Do students justify and elaborate their thinking?	Mastery/ With Ease	Consistently	Sometimes	Never/ Infrequent	
	Are all students involved and supported?	Mastery/ With Ease	Consistently	Sometimes	Never/ Infrequent	
	Do students have to work with content of instruction or instructional materials in ways where they have to demonstrate understanding or apply knowledge (e.g., represent each sound in a word using letter tiles, uses steps of a summarization strategy to comprehend a passage)?	Mastery/ With Ease	Consistently	Sometimes	Never/ Infrequent	
Instructional grouping techniques	Are homogeneous skill groups used to provide direct, skill based instruction?	Mastery/ With Ease	Consistently	Sometimes	Never/ Infrequent	
	Are individual practice activities appropriate to student needs?	Mastery/ With Ease	Consistently	Sometimes	Never/ Infrequent	
	Are peer learning approaches used to support student learning?	Mastery/ With Ease	Consistently	Sometimes	Never/ Infrequent	
	Are peer learning approaches well-structured and all students are participating?	Mastery/ With Ease	Consistently	Sometimes	Never/ Infrequent	

Standard 3: Teaching						
Standard	Look for:	Rating				Notes
		Distinguished	Accomplished	Emerging	Unsatisfactory	
3E) Use of Assessments in Instruction						
Uses valid and reliable assessment	Is assessment aligned with instruction?	Mastery/ With Ease	Consistently	Sometimes	Never/ Infrequent	
	Does the assessment match the complexity of learning targets?	Mastery/ With Ease	Consistently	Sometimes	Never/ Infrequent	
Analyzes data to monitor student performance	Does the teacher help students learn to monitor their progress and self-evaluate their work?	Mastery/ With Ease	Consistently	Sometimes	Never/ Infrequent	
Provides descriptive feedback	Is clear feedback provided that describes what students did well and helps them understand how to improve?	Mastery/ With Ease	Consistently	Sometimes	Never/ Infrequent	
	Are examples of quality student work provided?	Mastery/ With Ease	Consistently	Sometimes	Never/ Infrequent	
	Is appropriate error correction used?	Mastery/ With Ease	Consistently	Sometimes	Never/ Infrequent	
	Are peers and students taught to evaluate their work?	Mastery/ With Ease	Consistently	Sometimes	Never/ Infrequent	

Standard	Look for:	Rating				Notes
		Distinguished	Accomplished	Emerging	Unsatisfactory	
3F) Flexibility and Responsiveness						
Adjusts the lesson	Is student performance monitored through questioning and activities?	Mastery/ With Ease	Consistently	Sometimes	Never/ Infrequent	
	Does the teacher ensure that students are not making excessive mistakes or easily completing assignments and answering questions?	Mastery/ With Ease	Consistently	Sometimes	Never/ Infrequent	
	Is instruction or activities adjusted when needed?	Mastery/ With Ease	Consistently	Sometimes	Never/ Infrequent	
	Are concepts, strategies, and skills retaught based on student performance (may require viewing a lesson plan or interviewing a teacher)?	Mastery/ With Ease	Consistently	Sometimes	Never/ Infrequent	
Responds to student interest	Are students provided with choices of instructional activities?	Mastery/ With Ease	Consistently	Sometimes	Never/ Infrequent	
	Are students provided with choices of how to respond?	Mastery/ With Ease	Consistently	Sometimes	Never/ Infrequent	
	Is the students' background knowledge used to teach new concepts?	Mastery/ With Ease	Consistently	Sometimes	Never/ Infrequent	
	Are novel approaches used for introducing concepts, strategies when appropriate (this might not always apply to intervention instruction)?	Mastery/ With Ease	Consistently	Sometimes	Never/ Infrequent	
Persists with students when they need extra help	Are students encouraged to persist on difficult tasks?	Mastery/ With Ease	Consistently	Sometimes	Never/ Infrequent	
	Is support provided so that students can persist?	Mastery/ With Ease	Consistently	Sometimes	Never/ Infrequent	
	Are peers used to support struggling students?	Mastery/ With Ease	Consistently	Sometimes	Never/ Infrequent	
	Is support staff used to support struggling students?	Mastery/ With Ease	Consistently	Sometimes	Never/ Infrequent	