Techniques Observation Form

The instruction coach uses this form to assess the fidelity and mastery of instruction during the twenty-minute observation of the teacher and their teaching assistant. GGSA expert or teaching coach assesses fidelity and mastery of instruction during observation (via video) of a school team member for the mastery assessment.

School	<name>		Year	YYYY	Term	#	Week	1-10	Start	00/00	Finish	00/00
P	<first name>	<last name>	YISIP	<# of years/months >	MTP level				<F, P, A, L>			
IC	<first name>	<last name>	YISIP	<# of years/months>	MTP level				<F, P, A, L>			
T	<first name>	<last name>	YISIP	<# of years/months>	MTP level				<F, P, A, L>			
TA	<first name>	<last name>	YISIP	<# of years/months >	MTP level				<F, P, A, L>			

Subject	<name>	Program	<name>	Group	<name>	Lesson #	<#>		# of students	<#>
# of Coaching Sessions Received	<#/#>	<%>	# of Weekly Lesson Practices Attended	<#/#>	<%>	Completed Prerequisite Modules	<Y/N>		<date>	

Key: Demonstrated Fidelity (DF), Partially Demonstrated Fidelity (PDF), Demonstrated Mastery (DM), Partially Demonstrated Mastery (PDM), Not Observed (NO). Red columns are information for the architects of the Teaching and Learning Instrument. Green column is information for the observer.

Technique	Activity	Measure	Completion Score	Timeframe on term weeks	Impact and Actions teacher undertakes
1. Set up classroom for teaching	1. Has teaching materials at hand whenever needed during teaching. 2. Assigns low performing students closest and medium and higher performing students are progressively farther away in seating plan. 3. Moves around to all students free of obstructions. 4. Can see students' work to ensure they are at the right place in the materials and following the instructions.	Y/N Y/N Y/N Y/N	• DF if all 'Y'. • PDF if any 'N'. • Compare classroom seating arrangement is consistent with classroom set up.	• Used in DI and EDI programs. • Week 1 of T1 of Foundation Year and then every week until they demonstrate fidelity 3 times.	**Moderate (all equal in merit).** • 3 N in W1 = advise in action to read Set Up Classroom for Teaching Practice Card. • 3 N in W2 = advise in action and they have not completed, complete Practice Set Up Classroom for Teaching. • Feedback provided until 3 Y.
2. Prepare for learning	1. Places resources in regular spaces that students can easily access, and students know where they are. (2 parts) 2. Uses routines for the distribution and collection of resources.	Y/N Y/N Y/N/NO	• DF if all 'Y'. • PDF if any 'N'. • Look for placement of resources 2.1.1. • You may see 2.1.2 at any time in lesson. • Look for routines being used 2.2.	• Used in DI and EDI programs. • Week 1 of T1 of Foundation Year and then every week until they demonstrate fidelity 3 times.	**Moderate (all equal in merit).** • 2 N in W1 = advise in action to read Prepare for Learning Practice Card. • Feedback provided until 3 Y.
3. Use positive motivation strategies	Uses one or more of the following: 1. Teacher–Student Game. 2. Objects in a Jar. 3. Digital Token Economies. 4. Star Charts. 5. Good Work Tickets. 6. Flight Path.	Y/N Y/N Y/N Y/N Y/N Y/N	• DF if uses one or more strategies regularly to motivate students and students are motivated by strategy being used. • PDF if no strategies	• Used in DI and EDI programs. • Positive High Expectations. • Week 1 of T1 of Foundation and Proficient Years and then every week until they demonstrate fidelity 3 times.	**Moderate (all equal in merit).** • 6 N in W1 = advised in action to read Use Positive Motivation Strategies Practice Card. • 6 N in W2= advise in action and have not completed, complete Practice Use Positive Motivation Strategies. • 6 N in W3 = advise in action to participate

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			are used regularly, or students not motivated by strategy being used.		in a coaching demonstration with an experienced IC or observe a teacher who has demonstrated mastery of the technique or watch a technique video with the IC. • Feedback provided until 3 Y.
4. Teach behaviour standards	1. Describes why each behaviour standard is needed and shares examples and non-examples. 2. Says each behaviour standard and repeats with students in unison. 3. Models the rule. 4. Practices the rule with students 2 or 3 times. 5. Has students perform the rule by themselves. 6. Provides feedback, model and practice with students if incorrect.	Y/N Y/N Y/N Y/N Y/N Y/N	• DM if all Y. • PDM if any N's. • Mark #1-6 Y only if followed in order. • Will usually be observed during week 1 and 2 of T1 and week 1 of T2, T3, T4 or when behaviour escalates. • Schedule week 1 and 2 T1, and as needed week 1 T2, T3, T4 with teacher. This needs to be scheduled when the teacher is teaching behaviour standards.	• Used in DI and EDI programs. • Positive High Expectations. • Week 1 and 2 only of T1, T2, T3, T4 of Foundation and Proficient Year until they demonstrate mastery 3 times over terms. • This is a special observation that will only be seen at the beginning of the school year and when needed such as beginning of terms or when behaviour is escalating. • This needs to be scheduled when the teacher is teaching behaviour standards.	**High (all equal in merit).** • 5 N in W1 = advise in action to read <u>Teach Behaviour Standards Practice Card</u>. • 5 N in W2 = advise in action and they have not completed, complete <u>Practice Teach and Embed Routines and Behaviour Standards</u>. • 5 N 2 W3 = advise in action to participate in a coaching demonstration with an experienced IC or observe a teacher who has demonstrated mastery of the technique or watch a technique video with the IC. • Feedback provided until 3 Y
5. Teach routines	1. Describes why and when each routine is needed and shares examples and non-examples. 2. Models the routine. 3. Practices each routine with the students 2 or 3 times. 4. Has students perform the routine by themselves. 5. Provides feedback, models and practices with students if incorrect.	Y/N Y/N Y/N Y/N Y/N	• DM if all Y. • PDM if any N's. • Mark #1-5 Y only if followed in order. • Will usually be observed during week 1 and 2 of T1 and week 1 of T2, T3, T4 or when new group is formed. • Schedule week 1 and 2 T1, and as needed week 1 T2, T3, T4 with teacher. This needs to be scheduled when the teacher is teaching routines.	• Used in DI and EDI programs. • Positive High Expectations. • Week 1 and 2 only of T1, T2, T3, T4 of Foundation and Proficient Year until they demonstrate mastery 3 times over terms. • This is a special observation that will only be seen at the beginning of the school year and when needed such as beginning of term or when new group is formed. • This needs to be scheduled when the teacher is teaching routines.	**High (all equal in merit).** • 4 N in W1 = advise in action to read <u>Teach Routines Practice Card</u>. • 4 N in W2= advise in action and they have not completed, complete <u>Practice Teach and Embed Routines and Behaviour Standards</u>. • 4 N in W3 = advise in action to participate in a coaching demonstration with an experienced IC or observe a teacher who has demonstrated mastery of the technique or watch a technique video with the IC. • Feedback provided until 3 Y.
6. Correct signal	1. Stops students immediately when an error is made. 2. Says 'I need everyone to answer as soon as I signal', 'Wait for my	Y/N/NO	• DM if all Y. • PDM if any N's.	• Used in DI and EDI programs. • Week 1 of T1 of Foundation	**High (all equal in merit).** • 4 N in W1 = advise in action to read <u>Correct</u>

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response violations	signal', or 'Make sure you say it like you talk' and then says, 'Let's try that again'. 3. Repeats the instructions with signal. 4. Ensures that everybody answers.	Y/N/NO Y/N/NO Y/N/NO	• Mark Y only if #1-4 are followed in order. • Usually observed during week 1 and 2 of T1 and week 1 of T2, T3, T4 or when new group is formed.	and Proficient Year and then every week until they demonstrate mastery 3 times. • This is usually observed with new groups or at the beginning of the year or term.	Signal Response Violations Practice Card. • 4 N in W2 = advise in action and have not completed, to complete Practice Correct Errors. • 4 N 3 times in a row = advise in action to participate in a coaching demonstration with an experienced IC or observe a teacher who has demonstrated mastery of the technique or watch a technique video with the IC.IC. • Feedback provided until 3 Y.
7. Display routines and behavioural standards and positive motivation	1. Displays daily and weekly schedule. 2. Displays classroom rules at students' eye level and includes picture examples. Classroom data wall contains: 3. Lesson progression goals. 4. Exemplar work. 5. Whole class behaviour goal or focus. Whole class rewards menu.	Y/N Y/N Y/N Y/N Y/N Y/N	• DF if all Y. • PDF if any N's. • Look closely at displays around the room and check that items are updated.	• Used in DI and EDI programs. • Positive High Expectation. • Week 2 of T1 of Foundation and Proficient Year and then every week until they demonstrate mastery 3 times.	**Moderate (all equal in merit).** • 5 N in W1= advise in feedback and action is to read Display Classroom Data Practice Card. • 5 N in W2 = advise in action and have not completed, to complete Practice Classroom Data Wall. • Feedback provided until 3 Y in a row.
8. Pronounce with me	1. Points to the word or asks student to touch the word in their text. 2. Pronounces the word clearly. 3. Provides an easily understood definition of the word.	Y/N/NO Y/N/NO Y/N/NO	• DM if all Y. • PDM if any N's. • Mark Y only if #1-3 are followed in order	• Only for EDI programs. • Week 2 of T2 of Foundation Year and then every week until they demonstrate mastery 3 times.	**Moderate (all equal in merit).** • 3 N in W1= advise in action to read Model Student Responses Practice Card. • Feedback provided until 3 Y.
9. Track with me	1. Announces 'Track with me' before beginning to read. 2. Reads sentences at the appropriate year level pace while students track with their finger.	Y/N/NO Y/N/NO	• DM if all Y. • PDM if any N's. • Mark Y only if #1-2 are followed in order	• Only for EDI programs. • Week 2 of T1 of Foundation Year and then every week until they demonstrate mastery 3 times.	**Moderate (all equal in merit).** • 2 N in W1 = advise in action to read Model Student Responses Practice Card. • Feedback provided until 3 Y.
10. Read with me	1. Announces 'Read with me' before beginning to read. 2. Reads sentences with students at the appropriate year level pace.	Y/N/NO Y/N/NO	• DM if all Y. • PDM if any N's. • Mark Y only if #1-2 are followed in order	• Only for EDI programs. • Week 2 of T1 of Foundation Year and then every week until they demonstrate mastery 3 times.	**Moderate (all equal in merit).** • 2 N in W1 = advise in action to read Model Student Responses Practice Card. • Feedback provided until 3 Y.
11. Use academic vocabulary - Talk in complete sentences	1. Asks a question and tells student to answer in a full sentence. 2. Listens if student answers as a complete sentence. 3. If correct partial answer asks another student to elaborate the first answer in a complete sentence. 4. If student cannot elaborate the teacher provides the complete sentence. 5. Has students repeat the complete sentence.	Y/N/NO Y/N/NO Y/N/NO Y/N/NO Y/N/NO	• DM if all Y. • PDM if any N's. • Mark Y only if #1-5 are followed in order. • Listen for this when an answer is not in a complete sentence.	• Only for EDI programs. • Week 2 of T1 of Foundation Year and then every week until they demonstrate mastery 3 times.	**Moderate (all equal in merit).** • 4-5 N in W1= advised in action to read Engage Students in Learning Practice Card. • Feedback provided until 3 Y.

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12. Paired learning - Think/Pair/Share	1. Asks a question or gives a prompt so students think about their answer before sharing. 2. Tells students which partner should share their answer first. 3. Allows students time for to share their answers. 4. Calls group back together and calls on students to answer questions.	Y/N/NO Y/N/NO Y/N/NO Y/N/NO	• DM if all Y. • PDM if any N's. • Mark Y only if #1-4 are followed in order.	• Only for EDI programs Week 3 of T1 of Foundation Year and then every week until they demonstrate mastery 3 times.	**Moderate (all equal in merit).** • 4 N in W1 = advised in action to read Engage Students in Learning Practice Card. • Feedback provided until 3 Y.
13. Check for understanding – whiteboards/chin-it	1. Gives a prompt or asks a question so students think about their answer. 2. Signals for students to write their answers on their whiteboards. 3. Signals for students to 'chin-it' or show their answers. 4. Checks students' answers for accuracy of 85 per cent of the group. 5. Provides corrective feedback to the whole group for incorrect answers. 6. Signals for students to park their whiteboards, markers and erasers when not needed.	Y/N/NO Y/N/NO Y/N/NO Y/N/NO Y/N/NO Y/N/NO	• DM if all Y. • PDM if any N's. • Mark Y only if #1-5 are followed in order.	• Only for EDI programs. • Week 3 of T1 of Foundation Year and then every week until they demonstrate mastery 3 times.	**Moderate (all equal in merit).** • 5-6 N in W1= advised in action to read Engage Students in Learning Practice Card. • Feedback provided until 3 Y.
14. Teach for the full period	1. Starts the lesson on time. 2 minutes 2. Delivers lesson components in the allocated time for that program. 3. Follows the lesson, stays on topic and maintains an appropriate pace. 4. Reminds students as needed of what they accomplished in lesson and what they still need to complete. 5. Prevents lesson disruptions from inside and outside the classroom. 6. Implements quick and seamless transitions between activities. 7. Teaches until the end of the period.	Y/N/NO Y/N/NO Y/N Y/N/NO Y/N/NO Y/N/NO Y/N/NO	• DM if all 'Y'. • PDM if any 'N'. • # 4 – mark 'Y' only if students are reacting positively to teacher motivation. • #6 – Mark 'Y' if transitions are completed in 1 min or less. • #1, 3, 4, 5-6 observed at the beginning of period. • #2, 7 observed at the end of the period. • This will take 6 weeks to observe.	• Used in DI and EDI programs. • #1, 3, 4, 5-6 Week 5 of T1 of Foundation and Proficient Year and then every week until they demonstrate mastery 3 times. • #1, 3, 4, 5-6 observed at the beginning of period. • #2, 7 observed at the end of the period. • This will take 6 weeks to observe.	**High Impact (all equal in merit).** • 6 N in W1 = advise in action to read Teach for the Full Period Practice Card. • 6 N in W2 = advise in action and they have not completed, to complete Practice Teach for the Full Period. • 6 N in W3 = advise in action to participate in coaching conversation or demonstration with an experienced IC or observe a teacher who has demonstrated mastery of the technique or watch a technique video with the IC. • Feedback provided until 3 Y.
15. Use signals	1. Initiates a signal with a phrase that is used to gain students attention. 2. Asks students a question and points to a word, number, sound or object. 3. Gives appropriate think time (1 to 3 seconds) for the task to allow for simultaneous response from all students. 4. Provides a query cue. 5. Gives a one second interval/pause.	Y/N Y/N Y/N Y/N Y/N	• DM if all Y. • PDM if any N's. • Mark Y only if #1-7 are followed in order. • #7 - Listen for students who are lagging just a second or so behind other students answering.	• Used in DI and EDI programs. • Week 5 of T1 of Foundation and Proficient Year and then every week until they demonstrate mastery 3 times.	**Moderate (all equal in merit).** • 7 N in W1 = advise in action to read Use Signals Practice Card. • -7 N 2 in W2 = advise in action and they have not completed, to complete Practice Use Signals. • 7 N in W3 = advise in action to participate in coaching demonstration with an experienced IC or observe a teacher who

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	6. Signals. 7. Ensures students answer instantly after they signal. 8. Uses consistent timing between the cue and signal (one second).	Y/N Y/N Y/N	• #8 – need to observe 4 signals to see if consistent.		has demonstrated mastery of the technique or watch a technique video with the IC. • Feedback provided until 3 Y.
16. Correct errors	1. Stops students immediately when an error is made. 2. Tells students the correct answer. 3. Says the answer with the students. 4. Ensures that students perform the skill independently. 5. Repeats the part. 6. For individual errors, ensures that the whole group takes part in the correction.	Y/N Y/N Y/N Y/N Y/N Y/N/NO	• DM if all Y. • PDM if any N's. • Mark Y only if #1-5 are followed in order for 3 to 4 errors.	• Used in DI and EDI programs. • Week 5 of T1 of Foundation and Proficient Year and then every week until they demonstrate mastery 3 times.	**High (all equal in merit).** • 5 N in W1 = advise in action to read Correct Errors Practice Card. • 5 N in W2 = advise in action and they have not completed, to complete Practice Correct Errors. • 5 N in W3 = advise in action to participate in coaching demonstration with an experienced IC or observe a teacher who has demonstrated mastery of the technique or watch a technique video with the IC. • Feedback provided until 3 Y.
17. Provide positive praise and affirmations	1. Makes four praise statements for each corrective statement ratio. Recording area: _____ 2. Affirms with 'yes' and the correct answer. 3. Praises students when they meet the criteria and explicitly states the exhibited behaviour, effort or skill. 4. States how the behaviour connects to the school's expectations. 5. Uses age-appropriate praise.	Y/N Y/N Y/N Y/N Y/N	• DM if all Y. • PDM if any 'N'. • #1 - Observe for 5 minutes. Mark + for every positive and – for negative. If 4:1 ratio met, then Y. If not met N.	• Used in DI and EDI programs. • Positive High Expectation. • Week 5 of T1 of Foundation and Proficient Year and then every week until they demonstrate mastery 3 times.	**Moderate (#1 has higher merit. 2-5 are equal in merit).** • 4 N or #1 N in W1 = advise in action to read Provide Positive Praise and Affirmations Practice Card. • 4 N or #1 N in W2 = advise in action and have not completed, to complete Practice Provide Positive Praise and Affirmations. • 4 N or #1 in W3= advise in action to participate coaching demonstration with an experienced IC or observe a teacher who has demonstrated mastery of the technique or watch a technique video with the IC. • Feedback provided until 3 Y.
18. Teach the full lesson fluently	1. Delivers the prescribed lesson content. 2. Follows the teaching instructions. Delivers lesson with: 3. fluency 4. fidelity 5. confidence 6. expression.	Y/N Y/N Y/N Y/N Y/N Y/N	• DM if all Y • PDM if any N's • #1 – Follow with board display or Teacher Presentation Book content while observing. • #2 - Check teaching guide content.	• Used in DI and EDI programs. • Week 6 of T1 of Foundation and Proficient Year and then every week until they demonstrate mastery 3 times.	**Moderate (#1and 2 higher merit 3-6 equal in merit).** • 3 or #1 or #2 N in W1 = advise in action to read Teach the Full Lesson Fluently Practice Card. • 3 not including #1 or #2 in W2 = advise in action and they have not completed, to complete Practice Teach the Full Lesson Fluently. • #1 and 2 N in W3 = advise in action to participate in coaching conversation or demonstration with an experienced IC or

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					observe a teacher who has demonstrated mastery of the technique or watch a technique video with the IC. • Feedback provided until 3 Y.
19. Use individual turns	1. Announces individual turns. 2. Focuses the group pointing to the sound, word, or problem or by asking a question. 3. Gives appropriate think time for the task. 4. Calls a 'random' student to answer. 5. Gives 55% of the individual turns to the lowest performers. 6. Notes who made the error during the group response and asks that student for the same task during individual turns. 7. Keeps track of which students responded and whether they answered incorrectly.	Y/N Y/N Y/N Y/N Y/N Y/N Y/N	• DM if all Y. • PDM if any N's. • #2 - 4-mark Y only if steps are followed in order for 3 individual turns. • #6 – 7-mark Y if observe teacher taking notes.	• Used in DI and EDI programs. Week 8 of T1 of Foundation and Proficient Year and then every week until they demonstrate mastery 3 times.	**Moderate (all equal in merit).** • 6- N in W1 = advise in action to read <u>Use Individual Turns Practice Card.</u> • 6N in W2 = advise in action and have not completed, to complete <u>Practice Use Individual Turns.</u> • 6 N 3 W3 = advise in feedback and action to participate coaching demonstration with an experienced IC or observe a teacher who has demonstrated mastery of the technique or watch a technique video with the IC. • Feedback provided until 3 Y.
20. Check for mastery	1. Listens carefully for correct and incorrect answers. 2. Corrects all errors. 3. Repeats the parts of the lesson that are not firm or reteaches whole lesson. 4. Gives individual turns when mastery is unclear for the individual or group. 5. Notes incorrect student responses (not at mastery), who is making the errors and what types of errors are being made. 6. Ensures that every student is answering correctly and with confidence in the exercise before moving on.	Y/N Y/N Y/N/NO Y/N/NO Y/N Y/N/NO	• DM if all Y. • PDM if any N's. • #5 – mark Y if observe teacher taking notes.	• Used in DI and EDI programs. Week 8 of T1 of Foundation and Proficient Year and then every week until they demonstrate mastery 3 times.	**High (all equal in merit).** • 5 N in W1= advise in action to read <u>Check for Mastery Practice Card</u> for #1-5, 7 and/or <u>Note Responses to Check for Mastery Practice Card</u> for #6<u>.</u> • 5 N in W2 = advise in action and have not completed, to complete <u>Practice Check for Mastery</u> for #1-5, 7 <u>Practice Note Responses to Check for Mastery</u> for # 6. • 5 in W3 = advise in action to participate in coaching demonstration with an experienced IC or observe a teacher who has demonstrated mastery of the technique or watch a technique video with the IC. • Feedback provided until 3 Y.
21. Address specific group errors	1. Recognises a repeated group error such as word, problem or language skill. 2. Models the correct answer. 3. Writes the word, problem or skill on the goodbye list. 4. Use a goal of three repetitions of the skill on consecutive days with no errors. 5. Reviews the word, problem or skill on the goodbye list each day. 6. Mark (using a tick) next to the item each time the group answers correctly on the first try. 7. Mark (using x or –) next to item each time the group does not	Y/N/NO Y/N Y/N Y/N/NO Y/N/NO Y/N/NO Y/N/NO	• DM if all Y. • PDM if any N's. • #1-3 will be observed in order during the lesson. • #4-8 will only be observed at the beginning or end of the lesson. Need to know when T conducts with group	• Only use in DI program observations. • Week 1 of T2 of Foundation and Proficient Year and then every week until they demonstrate mastery 3 times. • #1-3 will be observed during the lesson. • #4-8 will only be observed at the beginning or end of the lesson. Need to know when T	**Moderate (all equal in merit).** • 6 N in W1 = advise in action to read <u>Address Specific Group Errors Practice Card</u>. • 6 N in W2 = advise in action and have not completed, to complete <u>Practice Address Specific Group Errors</u>. • 6 N in W3 = advise in action coaching demonstration with an experienced IC or observe a teacher who has demonstrated mastery of the technique or watch a

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	answer correctly on the first try. 8. Erase or cross it out when there are three consecutive tick marks; students say 'goodbye'.	Y/NNO	to plan observation.	conducts with group to plan observation.	technique video with the IC. • Feedback provided until 3 Y.
22. Administer independent work	1. Assigns independent work. 2. Rotates among students to monitor work. 3. Tells students who get stuck on an item to circle it, complete other items, then come back to it. 4. Walks and checks work. 5. If correct, places a tick mark next to correct answers. 6. If incorrect, puts a dot in the margin and tells student to fix it. 7. Stops and reteaches the group if three or more students make the same error. 8. Does not reteach individuals. 9. Advises slow moving students of time left to work, reiterates to move on and go back to items they are stuck on. 10. Advises group when halfway through the independent work time.	Y/N Y/N Y/N Y/N Y/N Y/N Y/N Y/N Y/N Y/N	• DM if all Y. • PDM if any N's. • #3, 9, 10 is only for Years 2-6	• Used in DI and EDI programs. • Week 1 of T2 of Foundation and Proficient Year and then every week until they demonstrate mastery 3 times. • This will only be seen during independent work time in the lesson and when work is not completely directed by the teacher.	**High (#1 highest in merit, all others equal in merit).** • 9 N or #1 N in W1 = advise in action to read <u>Administer Independent Work Practice Card.</u> • 9 N or #1 in W2 = advise in action and have not completed, to complete <u>Practice Administer Independent Work</u>. • 9 N or #1 3 in W3 = advise in action coaching demonstration with an experienced IC or observe a teacher who has demonstrated mastery of the technique or watch a technique video with the IC. • Feedback provided until 3 Y.
23. Administer independent work checks	1. Preforms work checks as work is completed by the group or at the start of the next lesson. 2. Ensures that students check using a coloured pen or pencil. 3. Reads the problem/question and the correct answer aloud. 4. Provides visual answers when appropriate. 5. Maintains a quick pace that student can keep up with. 6. Ensures students correct errors. 7. Reteaches the lesson or parts of the lesson if 25% or more of the group scores less than 85% on independent work.	Y/N Y/N Y/N Y/N Y/N Y/N Y/N/NO	• DM if all Y. • PDM if any N's. • #7 will only be observed when students do not meet mastery. It may not happen in the same period.	• Used in DI and EDI programs. • Only Year levels 3-6 in DI and all levels EDI. • Week 1 of T2 of Foundation and Proficient Year and then every week until they demonstrate mastery 3 times. This will only be seen after independent work time or the beginning of the next lesson when the teacher does it with the group.	**High (#7 highest merit, all others equal in merit).** • 6 N or #7 N in W1= advise in action to read <u>Administer Independent Work Checks Practice Card.</u> • 6 N or #7 in W2 = advise in action and have not completed, to complete <u>Practice Administer Independent Work</u>. • 6 N or #7 in W3 = advise in action to participate in a coaching demonstration with an experienced IC or observe a teacher who has demonstrated mastery of the technique or watch a technique video with the IC. • Feedback provided until 3 Y.
24. Administer program assessments	1. Has documents ready to use. 2. Administers individually or in a group when required. 3. Adjusts seating so students cannot see others' responses. 4. Ensures other students cannot hear or see students' testing responses. 5. Establishes student motivation. 6. Ensures students track with their finger but does not track along with them. 7. Ensures assessments are conducted and scored before teaching	Y/N Y/N Y/N/NO Y/N/NO Y/N Y/N/NO Y/N	• DM if all Y. • PDM if any N's. • #3 is only observed when administered to a group. • #4 is only observed when administered individually. • #6 is only for reading check outs.	• Used in DI and EDI programs. • #3 only when assessment it administered to the group. • #4 only when assessment is administered individually. • #6 only for reading check outs. • Week 2 of T2 of Foundation and Proficient Year and then every week until they demonstrate mastery 3 times.	**High (#2 and #7 highest merit, all others equal in merit).** • #2 or #7 N in W1= advise in action to participate in a coaching conversation with IC. • 5 N not including #2 or #7 in W1 = advise in action to read <u>Practice Administer Program Assessments Practice Card</u>. • 5 N not including #2 or #7 in W2 = advise in action and have not completed, to

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	the next lesson.			• This will a specific observation that will need to be scheduled when an assessment is required in the program.	complete Practice Administer Program Assessments. • 5 N not including #2 or #7 in W3 = advise in action to participate in a coaching conversation or demonstration with an experienced IC or observe a teacher who has demonstrated mastery of the technique or watch a technique video with the IC. • Feedback provided until 3 Y.
25. Remediate and retest	1. Remediates whole group if 25 per cent of the group does not meet criteria on a part or whole mastery test. 2. Remediates individual students if less than 25 per cent of the group does not meet criteria on a part or the whole mastery test. 3. Remediates according to the remediation table in a timely manner. 4. Retests the group or individuals only on the parts where they did not meet criteria.	Y/N/NO Y/N/NO Y/N/NO Y/N/NO	• DM if all Y. • PDM if any N's.	• Only for DI programs. • Week 2 of T2 of Foundation and Proficient Year and then every week until they demonstrate mastery 3 times. • This would be a specific observation that would need to be planned after an assessment is given and not passed.	**High (all equal in merit).** • 4 N in W1 = advise in action to read Remediate and Retest Practice Card. • 4 N in W2 = advise in action and have not completed, to complete Practice Remediate and Retest. • 4 N in W3 = advise in action to participate in a coaching conversation or demonstration with an experienced IC or observe a teacher who has demonstrated mastery of the technique or watch a technique video with the IC. • Feedback provided until 3 Y.
26. Embed behaviour standards	1. Acknowledges students for following the rule correctly. 2. Uses pre-corrections to encourage expected behaviours. 3. Revisits and reteaches the rules: at the beginning of the school year, term, week or lesson as needed. 4. Reiterates classroom rules as needed depending on the group's behaviour. Uses a continuum of strategies to limit minor inappropriate behaviour: 5. proximity 6. non-verbal cues 7. ignore-attend-praise 8. re-direct or re-teach 9. provide choice 10. private student conference.	Y/N Y/N Y/N/NO Y/N/NO Y/N/NO Y/N/NO Y/N/NO Y/N/NO Y/N/NO Y/N/NO	• DM if Y #1-4 and #5-10 4/6 Y. • PDM if any N's. • #5-10 will be able to be marked only when inappropriate behaviour is observed, and corrective response was actioned.	• Used in DI and EDI programs. • Positive High Expectations. • Week 4 of T2 of Foundation and Proficient Year and then every week until they demonstrate mastery 3 times. •	**High (#1 has higher merit. 2-9 are equal in merit).** • 8 or #1 N in W1 = advise in action to read Embed Behaviour Standards Practice Card. • 8 N or #1 N in W2 = advise in action and they have not completed, to complete Practice Teach and Embed Routines and Behaviour Standards. • 8 N or #1 N in W3 = advise in action to participate in a coaching conversation or demonstration with an experienced IC or observe a teacher who has demonstrated mastery of the technique or watch a technique video with the IC. • Feedback provided until 3 Y.
27. Embed routines	1. Acknowledges students for following the routine correctly. 2. Revisits and reteaches the routine: 2–3 weeks after it was established if needed, at the beginning of the school year, term, week or lesson as needed. 3. Reiterates classroom routines as needed when students are not	Y/N/NO Y/N/NO Y/N/NO	• DM if all Y. • PDM if any N's.	• Used in DI and EDI programs. • Positive High Expectations. • Week 4 of T2 of Foundation and Proficient Year and then every week until they	**High (#1 has higher merit. 2-5 are equal in merit).** • 5 N or #1 N in W1 = advise in action is to read Embed Routines Practice Card. • 5 N or #1 N in W2 = advise in action and

Technique	Activity	Measure	Completion Score	Timeframe on term weeks	Impact and Actions teacher undertakes
	following them. 4. Use pre-corrections to encourage students to follow the routine. 5. Corrects students who breach the routine. 6. Reteaches the routine as breaches increase.	Y/N Y/N/NO Y/N/NO		demonstrate mastery 3 times.	they have not completed, to complete <u>Practice Teach and Embed Routines and Behaviour Standards</u>. • 5 N or #1 N in W3 = advise in action to participate in a coaching conversation or demonstration with an experienced IC or observe a teacher who has demonstrated mastery of the technique or watch a technique video with the IC. • Feedback provided until 3 Y