Tier-1 Classroom Support Practices – Data Sheet

Teacher: Coach: Date:

Lesson: Time: Observer:

Scoring system:
N/A: An N/A is scored if a specific practice or teacher behaviour is not relevant or required for the session observed.

0 = Not implemented: A score of 0 is provided if a specific practice or behaviour is relevant and required and no part of the described practice is observed.

1: Partially implemented: A score of 1 is provided if some, but not all elements of the practice or behaviour are demonstrated or observed. Comments should be provided to indicate components of the skill or practice not demonstrated.

2: Implemented with fidelity: A score of two is provided if all elements of the practice or behaviour are demonstrated or observed.

Classroom Environment					
Layout of learning space allows for movement, access to resources, and has clearly defined areas for work	2	1	0	N/A	
There is an observable seating arrangement and plan (e.g., rows or pairs with learning partnerships organised)	2	1	0	N/A	
Resources for students, teachers, and classroom supplies are stored in appropriate cupboards, containers, or shelves (e.g., no clutter)	2	1	0	N/A	
Adequate working light (e.g., work clearly visible), ventilation, and temperature control (e.g., room is not over heated)	2	1	0	N/A	
Recommended noise level is in line with Safe Work Australia guidelines (e.g., 50 decibels for quiet task and 70 decibels for group task) *Prolonged exposure should be below 85 decibels.	2	1	0	N/A	
Daily Routines					
Daily routines and procedures have been explicitly taught to students	2	1	0	N/A	
Clear procedures for line up, work collection, movement between spaces, transitions are present and followed by students	2	1	0	N/A	
Teacher provides behaviour specific positive reinforcement for following routines or explicit feedback and or three-step error correction if routines not followed	2	1	0	N/A	
Classroom Expectations					
Three to five classroom expectations are clearly defined and displayed for reference	2	1	0	N/A	
Classroom expectations are Visible, Measurable, Positively Worded, Clearly Defined, and Always Applicable	2	1	0	N/A	

Classroom expectations are explicitly taught and frequently referred to within lessons	2	1	0	N/A	
Teacher frequently and specifically reinforces students for meeting expectations	2	1	0	N/A	

Supervision

Teacher actively scans the learning environment (e.g., every six seconds or at the end of every sentence)	2	1	0	N/A	
Teacher physically moves around the classroom to observe the work of each student (where possible)	2	1	0	N/A	

Relationships

Teacher has a positive relationship with students (e.g., students respond willingly, are observed to be happy, relaxed, and engaged in presence)	2	1	0	N/A	
Teacher displays active listening and eye contact	2	1	0	N/A	
Teacher speaks clearly, smiles, and uses student names	2	1	0	N/A	
Social skills and peer relationships are explicitly taught and reinforced	2	1	0	N/A	

Opportunity to Respond (OTR)

Teacher provides high rates of opportunities for all students to respond during instruction (4-6 per minute for new content – higher rates for revising or drill & practice)	2	1	0	N/A	
Teacher provides a variety of opportunities to respond (e.g., choral responding, whiteboards, turn and talk, or response cards etc.)	2	1	0	N/A	

Encouraging Expected Behaviour

Praise to correction ratio of 4:1	2	1	0	N/A	
Teacher provides regular prompts and pre-corrections that clearly describe the expected behaviours before they are required	2	1	0	N/A	
Teacher provides reinforcement following correct academic or social responses (e.g., behaviour specific praise, class-wide acknowledgement, token etc.)	2	1	0	N/A	
Teacher uses three-step error correction, (e.g., positively worded specific feedback or correction, delivery of next opportunity to respond, delivery of feedback and or contingent reinforcement)	2	1	0	N/A	
Class-wide acknowledgement system is in place	2	1	0	N/A	
Class-wide acknowledgement system used as designed	2	1	0	N/A	

Encouraging Academic Engagement

Teacher uses a clear lesson structure. For example, 'I do', 'We do', 'You do'/ Tell, Show, Practice	2	1	0	N/A	
Teacher includes examples and non-examples during instruction	2	1	0	N/A	
Teacher checks for understanding after presenting a "chunk" of information (e.g., teach, check, teach, check)	2	1	0	N/A	

Teachers' CFU questions require students to respond directly to the content (not "Do you understand?")	2	1	0	N/A	
Teacher provides a written learning intention (e.g., descriptions of what the students need to know and do for the lesson).	2	1	0	N/A	
Teacher introduces the learning intention at the beginning of the lesson and repeatedly refers to the learning intention throughout the lesson.	2	1	0	N/A	
Written lesson specific task analysis provided to all students (e.g., breakdown of each step of the learning activity to be completed including what to do when task is finished)	2	1	0	N/A	
Visual schedules					
Class schedule for the day is visible, clear, and up to date	2	1	0	N/A	
Teacher discusses schedule with the class each morning and consistently refers to it throughout the day	2	1	0	N/A	
Overall Points: _____/70	% Fully implemented from this observation: _____ (*n* / 70) x 100 = % fully implemented				

Qualitative feedback:	
Specific area of focus:	
Planned supports/resources needed:	
Tasks and responsibilities:	
Next observation date:	