



## SAMPLE MATERIAL

### Raising Healthy Children: Coach's Checklist

Everett Area Elementary School, Pennsylvania

**Topic:** Reducing Behavior Problems

**Practice:** Modify Environment

The Raising Healthy Children program is a social development approach to positive youth development. The school program is based on the belief that every teacher makes a difference in the life of a child and that every child can succeed. Coaches use this document to measure teachers' progress in implementation of the various components of the program. Coaches observe their peers and note if a teacher demonstrates proficiency in areas of classroom management such as routines and transitions, organization of the classroom environment to promote learning, and instruction to model and reinforce desired behaviors. Coaches are also able to note areas that demonstrate opportunities for professional growth by comparing checklists across four observations each year.

These checklists may be useful for teachers and principals as they examine their own classroom practices to reduce behavior problems. The checklist breaks down each category; for example, under proactive management, the coaches look for such evidence as avoidance of dead time, behavior management that does not disrupt instruction, an organized learning environment, and activities that students can complete that soak up extra time (sponge activities) and that align to lessons.

## Measuring Progress toward the Vision



### Coach's Checklist for Teacher Implementation of Proactive School and Classroom Management

Completed by: \_\_\_\_\_

Date completed: \_\_\_\_\_

Teacher: \_\_\_\_\_

**See Guidelines for  
filling out this checklist.**

#### Teacher demonstrates the following:

	<i>Notes:</i> Examples that demonstrate opportunities for professional growth	<i>Notes:</i> Examples that demonstrate proficiency
<b><i>Routines and Transitions</i></b> Clear routines for classroom behaviors (e.g., pencil sharpening, going to the bathroom, entering and leaving room, notes to teacher, and transitions such as before bell rings, moving as a class).		
Clear routines for work behaviors (e.g., students showing understanding, finding directions for an assignment, getting help).		
Use of a "signal" to gain student attention.		
<b><i>Dealing with Student Misbehavior</i></b> Law of Least Intervention is used consistently (e.g., ignoring, if-then, invisible management, stopping behavior without creating a negative environment are used; consistent use of contingent behavior mgmt. plan; reactive mgmt. when needed).		
<b><i>Organization of the Learning Environment</i></b> Room is set up for direct instruction. (e.g., desks turned toward each other for small groups, toward front for large group)		
Smooth transition into groups.		
The whole physical environment is used as a resource to promote individual and group learning. (e.g., student artwork on walls, sense of belonging in décor, learning areas, problem-solving areas, use of "centers" for individual and/or group work).		
<b><i>Avoidance of Dead Time</i></b> Smooth transitions (i.e., time used efficiently and no misbehavior).		
Effective direction giving (key points: step-by-step, limited number of steps, clear language, one at a time with time limits, written, signal first, check for understanding).		
No dead time in the classroom (Dead time = half the class or more not engaged in learning).		



## Coach's Checklist for Teacher Implementation of Social and Emotional Skills Training

Completed by: \_\_\_\_\_

Date completed: \_\_\_\_\_

Teacher: \_\_\_\_\_

**See Guidelines for  
filling out this checklist.**

### Teacher demonstrates the following:

	<b>Notes:</b> Examples that demonstrate a need for improvement	<b>Notes:</b> Examples that demonstrate proficiency
1. Direct teaching and reinforcement of social and emotional skills (listening, refusal, problem solving, anger control, sharing, feeling recognition, etc.; includes articulating rationale for learning social skills).		
2. Teacher's social skills demonstrated ("please," "thank you," respectful, empathetic, understanding).		
3. Classroom reinforces social skills (posters, special mail, 3 Rs, someone to think about, problem-solving area).		
4. Teacher directly reinforces skills when students use them.		
5. Class meetings used effectively (student opinions valued, consensus reached, problem-solving opportunities).		
6. Opportunities provided for students to practice social skills in the classroom.		
7. Teacher uses appropriate praise.		
8. Students encouraged to problem-solve with each other, with teacher facilitating when necessary.		
9. Teacher assists students with identifying feelings and emotions.		
10. Teacher differentiates learning activities for differing skill levels.		

## Measuring Progress Toward the Vision — Year Two



### Coach's Checklist for Teacher Implementation: Cooperative Learning

Completed by: \_\_\_\_\_

Date completed: \_\_\_\_\_

Teacher: \_\_\_\_\_

Teacher demonstrates the following:

**Notes:**

Examples that  
demonstrate  
opportunities for  
professional growth

**Notes:**

Examples that  
demonstrate  
proficiency

#### Promotes active involvement of all students.

Consistently involves all students  
(e.g. effectively uses learning centers.)

Establishes clear expectations for students who  
finish early.

Checks for understanding frequently during large-group  
direct instruction.

Uses the quarter system (25% alone, 25% large group,  
25% teacher-directed and 25% pair or small group).

#### Effectively uses cooperative groups.

Uses a variety of cooperative structures, such as partner sharing  
(Think-Pair-Share), numbered heads, 3-step interview, Gallery  
Tour, round-table, round-robin.

Provides opportunities for positive interdependence  
(e.g. structures tasks, limits resources, and assigns roles).

Structures individual accountability (e.g. calls on  
random students, judges individual effort).

Fosters equal participation (e.g. reviews norms for  
small groups, assigns group work for multiple abilities).

Maximizes simultaneous interactions (e.g. students  
are actively involved, limits group size to 4 participants).

#### Facilitates student groups' self-evaluation.

Uses group's self-evaluation of use of social skills.

When competition is used, a criterion ensures  
that all students have the potential to "win."

Uses reinforcement approaches that ensure that all  
team members must cooperate to attain  
recognition/rewards.

## Measuring Progress Toward the Vision — Year Two



### Coach's Checklist for Teacher Implementation: Motivation

*Motivation = Expectation  $\times$  Value*

Completed by: \_\_\_\_\_

Date completed: \_\_\_\_\_

Teacher: \_\_\_\_\_

Teacher demonstrates the following:

**Notes:**

Examples that  
demonstrate  
opportunities for  
professional growth

**Notes:**

Examples that  
demonstrate proficiency

#### Engages students in content.

Shows enthusiasm for content.

Creates and maintains curiosity. (Provides a variety of activities and sensory stimulations, games or simulations.)

Explains why learning content/skill is important.

Breaks large tasks into small steps.

Uses questioning strategies that challenge students to think.

#### Builds internal attribution.

Uses recognition that focuses on effort as well as outcome.

Uses student goals to monitor student effort and success.

Uses rewards for behavior management as necessary.

Provides opportunity for self-evaluation using anchor papers, rubrics, goal cards, and standards.

Minimizes competition and recognition of top performers.

#### Provides choices for students.

Uses menu of assignment choices to accommodate learning styles.

Provides students with choices about time, how to work (alone or in a group), and type of product (when appropriate).

#### Uses "real-life" content.

Connects content of lesson to student's life.

Uses real-life activities and examples to bring the curriculum alive/authentic tasks.

**RAISING HEALTHY CHILDREN**

Teacher: \_\_\_\_\_

	Student #1	Student #2	Student #3
Time on task			

**Notes:**  
Examples that demonstrate a need for improvement

## Teacher helps students identify emotions and feelings



	<b>Notes:</b> Examples that demonstrate proficiency	<b>Notes:</b> Examples that demonstrate a need for improvement
<b>Motivation</b>		
Builds internal attribution		
Uses effective recognition of students efforts		
Provides choice for students (differentiates learning activities)		
Uses real life content		
<b>Cooperative Learning</b>		
Provides active involvement of all students		
Promotes cooperative learning/uses variety of cooperative structures		
Facilitates student groups self evaluation		



	<b>Notes:</b> Examples that demonstrate proficiency	<b>Notes:</b> Examples that demonstrate a need for improvement
<b>Interactive instructional strategies: Objectives</b>		
Clearly communicates objectives		
Objectives limited in number		
Represents appropriate level of cognition (knowledge, understanding, application, analysis, synthesis, evaluation)		
<b>Mental Set</b>		
Engages the learner		
Aligns with content and objective		
<b>Providing Input</b>		
Activities align with the objectives		
Builds on existing knowledge		
Breaks material into small steps		
Provides direct instruction of material		
Checks for understanding in a way that maximizes involvement		
Uses appropriate questioning techniques		
<b>Modeling (where appropriate)</b>		
Directly models the small steps		
Uses role play, think out loud, and classroom experiences where appropriate		





	<b>Notes:</b> Examples that demonstrate proficiency	<b>Notes:</b> Examples that demonstrate a need for improvement
<b>Monitor and Adjust</b>		
Uses a variety of strategies to monitor students (choral responding, signals, writing, discussion)		
Uses a variety of pre- and post-assessments		
Differentiates instruction to meet students' needs (anchor activities)		
<b>Guided Practice</b>		
Instructions are given in sequential small steps		
Instructions of more than (three for K-3) five steps are written out		
Checks for understanding and consistently monitors (MBWA)		
<b>Feedback</b>		
Uses appropriate feedback (course corrects, recognizes effort)		
<b>Independent Practice</b>		
Independent extension activities aligned with the overall objectives		
Overall skill practice activities where necessary		