Embedding Exercise for CLASS

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| Behavior Marker | Course/Where taught? |
| ***Positive Climate*** |  |
| **Relationships** |  |
| Physical proximity |  |
| Shared activities |  |
| Peers assistance |  |
| Matched affect |  |
| Social conversation |  |
| **Positive Aspect** |  |
| Smiling |  |
| Laughter |  |
| Enthusiasm |  |
| **Positive Communication** |  |
| Verbal affection |  |
| Physical affection |  |
| Positive expectations |  |
| **Respect** |  |
| Eye Contact |  |
| Warm, Calm voice |  |
| Respectful language |  |
| Cooperation and/or sharing |  |
| ***Teacher Sensitivity*** |  |
| **Awareness** |  |
| Anticipates problems and plans accordingly |  |
| Notices lack of understanding and/or difficulties |  |
| **Responsiveness** |  |
| Acknowledges emotions |  |
| Provides individualized support |  |
| **Addresses Problems** |  |
| Helps in an effective and timely manner |  |
| Helps resolve problems |  |
| **Student Comfort** |  |
| Seeks support and guidance |  |
| Freely participates |  |
| Takes risks |  |
| ***Regard for Student Perspectives*** |  |
| **Flexibility and Student Focus** |  |
| Shows flexibility |  |
| Incorporates student’s ideas |  |
| Follows lead |  |
| **Support for Autonomy and Leadership** |  |
| Allows choice |  |
| Allows students to lead lessons |  |
| Gives students responsibilities |  |
| **Student Expression** |  |
| Encourages student talk |  |
| Elicits ideas and/or perspectives |  |
| **Restriction of Movement** |  |
| Allows movement |  |
| Is not rigid |  |
| ***Behavior Management*** |  |
| **Clear Behavior Expectations** |  |
| Clear expectations |  |
| Consistency |  |
| Clarity of rules |  |
| **Proactive** |  |
| Anticipates of problem behavior or escalation |  |
| Low reactivity |  |
| Monitors |  |
| **Redirection of Misbehavior** |  |
| Effective reduction of misbehavior |  |
| Attention to the positive |  |
| Uses subtle cues to redirect |  |
| Efficient redirection |  |
| **Student Behavior** |  |
| Frequent compliance |  |
| Little aggression and defiance |  |
| ***Productivity*** |  |
| **Maximizing Learning Time** |  |
| Provision of activities |  |
| Choice when finished |  |
| Few disruptions |  |
| Effective completion of managerial tasks |  |
| Pacing |  |
| **Routines** |  |
| Students know what to do |  |
| Clear instructions |  |
| Little wandering |  |
| **Transitions** |  |
| Brief |  |
| Explicit follow-through |  |
| Learning Opportunities within |  |
| **Preparation** |  |
| Materials ready and accessible |  |
| Knows lessons |  |
| ***Instructional Learning Formats*** |  |
| **Effective Facilitation** |  |
| Teacher involvement |  |
| Effective questioning |  |
| Expanding children’s involvement |  |
| **Variety of Modalities and Materials** |  |
| Range of auditory, visual, and movement opportunities |  |
| Interesting and creative materials |  |
| Hands-on opportunities |  |
| **Student Interest** |  |
| Active participation |  |
| Listening |  |
| Focused attention |  |
| **Clarity of Learning Objectives** |  |
| Advanced organizers |  |
| Summaries |  |
| Reorientation statements |  |
| ***Concept Development*** |  |
| **Analysis and Reasoning** |  |
| Why and/or how questions |  |
| Problem Solving |  |
| Prediction/experimentation |  |
| Classification/comparison |  |
| Evaluation |  |
| **Creating** |  |
| Brainstorming |  |
| Planning |  |
| Producing |  |
| **Integration** |  |
| Connect concepts |  |
| Integrates with previous knowledge |  |
| **Connections to the Real World** |  |
| Real world applications |  |
| Related to student’s lives |  |
| ***Quality Feedback*** |  |
| **Scaffolding** |  |
| Hints |  |
| Assistance |  |
| **Feedback Loops** |  |
| Back-and-forth exchanges |  |
| Persistence by teacher |  |
| Follow-up questions |  |
| **Prompting Thought Process** |  |
| Asks students to explain thinking |  |
| Queries responses and actions |  |
| **Providing Information** |  |
| Expansion |  |
| Clarification |  |
| Specific Feedback |  |
| **Encouragement and Affirmation** |  |
| Recognition |  |
| Reinforcement |  |
| Student persistence |  |
| ***Language Modeling*** |  |
| **Frequent Conversations** |  |
| Back-and-forth exchanges |  |
| Contingent responding |  |
| Peer conversations |  |
| **Open-Ended Questions** |  |
| Questions require more than a one-word response |  |
| Students respond |  |
| **Repetition and Extension** |  |
| Repeats |  |
| Extends/elaborates |  |
| **Self- and Parallel talk** |  |
| Maps own actions with language |  |
| Maps student action with language |  |
| **Advanced Language** |  |
| Variety of words |  |
| Connected to familiar words and/or ideas |  |

NOTES: