

4J BEHAVIOR FRAMEWORK MODULES 1-4

This form contains Modules 1-4 of the Framework.

What is the date?

What is the time?

What is the school or location?

What subject and grade level is being observed?

Who is the observer?

Module 1. Arrange Orderly Physical Arrangement

	Yes	Somewhat	No
<i>What traffic patterns do you observe?</i>	Traffic patterns are always clearly defined and allow movement without disrupting others	Traffic patterns are clearly defined and allow movement without disrupting others somewhat of the time.	Traffic patterns are not clearly defined and do not allow movement without disrupting others, or there are unsafe areas.
<i>What access do students and staff have to enter/exit the classroom?</i>	Staff/students have easy access to enter/exit classroom	Staff and students have easy access to enter/exit classroom 50% of the time.	There is not easy access for entering/exiting classroom
<i>How are materials organized for use?</i>	Materials are clearly labeled, easily accessible, and organized for ease of use	Some of the materials are clearly labeled, easily accessible and organized for ease for use	Materials are not clearly labeled, are not accessible or organized
<i>What materials are displayed in the classroom?</i>	Only current or relevant materials from the behavior/academic curriculum are displayed	Current behavior/academic curriculum is visible, yet some displayed materials from the previous curriculum are still displayed.	Current behavior/academic curriculum is not displayed, and/or many displayed materials are outdated.

Observe and monitor the three components of physical arrangement during a 10-20 minute period or during predictable problematic times:

Module 2: Define, Teach, and Acknowledge Classroom Rules, aligned with school-wide expectations.

	Yes	Somewhat	No
<i>Are classroom rules observable, positive, and measurable?</i>	Classroom rules are defined by being observable, measureable, and positively stated. (e.g. hands and feet to self vs. no-fighting; raise your hand and wait to be called vs. be your best)	A few of the rules are not positively stated or are not measurable or observable	Several of the rules are not positively stated or are not measurable or observable
<i>Are the rules aligned with schoolwide expectations?</i>	Classroom rules are conceptually and visually aligned to school-wide expectations.	Classroom rules are conceptually aligned, but are not visually displayed as being connected to school-wide expectations	Rules are not aligned to school-wide expectations
<i>Are the rules prominently posted?</i>	Classroom rules are prominently posted. Font size is large enough to read from anywhere in the classroom	Rules are posted but difficult to read from all locations in the classroom.	Rules are not posted, are hard to find, and/or hard to easily read

<i>Are the rules and expectations frequently taught?</i>	Rules and expectations are frequently taught. Formally taught at least weekly (see lesson plans). Expectations and rule prompts are used to pre-correct and embedded into daily lessons and activities.	Rules and expectations are taught once per grade period. Occasional prompting and practicing embedded into lessons and activities.	Rules and expectations are not taught, or are taught less than once per grading period.
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Observe and monitor the three components of physical arrangement during a 10-20 minute period or during predictable problematic times:

How frequently are expectations and rules formally taught? How is it decided which rules and expectations to teach each week?

Teacher interview or review of written school-wide plan. Request to see last behavior lesson that was taught.

Module 3: Define and Teach Classroom Routines.

	Yes	Somewhat	No
<i>Are all three elements of classroom routines and procedures observed?</i>	Classroom routines and procedures are 1) succinct, 2) positively stated, and 3) in age-appropriate language or visuals	Two out of three items are in place	Zero to one items are in place.
<i>Are the routines and procedures aligned with school-wide expectations?</i>	Routines and procedures are aligned with school-wide expectations. School-wide expectations are conceptually and visually included on a classroom matrix for procedures and routines	School-wide expectations are conceptually linked to procedures and routines, but not visually included in a classroom matrix	School-wide expectations are neither conceptually or visually linked on the classroom matrix for procedures and routines
<i>Are they posted?</i>	Routines and procedures are prominently posted and in respective locations (e.g. lab routine in lab area). Font size is large enough to read from respective locations.	Routines and procedures are posted but not in designated areas and/or not easy to read.	Routines and procedures are not posted.
<i>How often are they taught and practiced?</i>	Routines and procedures are taught and practiced at least monthly to maintain consistency and fluency. Students demonstrate accurate implementation of posted routines.	Routines and procedures are taught and practiced quarterly to maintain student consistency and fluency	Routines and procedures are not in place, or not taught and practiced at least 4 times throughout the year
<i>Are the routines and procedures used throughout the day?</i>	Routines and procedures are used throughout the day. Routines are used during observation.	Routines and procedures are used less frequently than daily, but at least weekly.	Routines and procedures are not used at least weekly or are not observed
<i>Are students prompted and acknowledged?</i>	Students are prompted and acknowledged for using routines and procedures. Prompts prepare students to follow the routine. Acknowledgements recognize success with the routine with behavior specific praise statement (BSPS):	Students are either prompted or acknowledged for using routines and procedures.	Routines and procedures are not in place, or students are neither prompted or acknowledged for using routines and procedures.

identifying student or group;
identifying the expectation
and routine; provide
acknowledgement; provide
tangible reinforcement
(optional)

Observe and monitor the three components of physical arrangement during a 10-20 minute period or during predictable problematic times:

Module 4: Employ Active Supervision (move, scan, interact)

	Yes	Somewhat	No
<i>What do you observe concerning teacher movement?</i>	The teacher moves at least 10 times during a 20-minute observation: Move and circulate through all parts of the classroom using close proximity to students needing additional support	This active supervision component is observed, but is less frequent than 10 times during the time period.	The teacher does not use this active supervision component during the time period.
<i>What do you observe concerning teacher scanning?</i>	The teacher scans at least 10 times during a 20-minute observation: Visually scan all parts of the classroom looking for both appropriate behaviors (provide acknowledgement) and inappropriate behaviors (close proximity and error correction) School-wide expectations are conceptually and visually included on a classroom matrix for procedures and routines	This active supervision component is observed, but is less frequent than 10 times during the time period.	The teacher does not use this active supervision component during the time period.
<i>What do you observe concerning teacher interaction?</i>	The teacher interacts at least 10 times during a 20-minute observation: Interact frequently providing positive feedback, pre-correction, and correction. The teacher monitors and provides additional support to students needing help with academic and/or social behavior.	This active supervision component is observed, but is less frequent than 10 times during the time period.	The teacher does not use this active supervision component during the time period.

Observe and monitor the three components of physical arrangement during a 10-20 minute period or during predictable problematic times:

	Self-Assess	Direct Observation
<i>Self-Assessment or Direct Observation?</i>	The teacher completed the form upon reflection of teaching.	The form was completed by an observer.

	Baseline	Follow Up
<i>What type of assessment was this?</i>		

Comments or Feedback?

Provide any more information about anything you noticed or had questions about.



Attached Workflow
Current Status
Workflow Steps

Electronic Signatures (General)
Draft

1	Signature	Direct Report
2	Signature	Supervisor/Evaluator