

Implementation Check Teacher: _____ Location: _____ Date: _____
Program: _____ **Comments by** _____ **Time:** _____

Teacher Behaviors	Yes	No	NA	Student Behaviors	Yes	No	NA
1. Provides clear instruction with brisk pace				1. Actively participate throughout the lesson with accurate responses			
a. Provides clear task directives				a. Follow procedures when requested			
				b. Say answers when requested			
b. Teaches the activities as designed by the program				c. Say answers accurately			
c. Moves quickly between items without sacrificing think time				d. Work with partners when requested			
2. Elicits responses throughout the lesson				e. Read connected text orally when requested			
a. Uses response procedures that involve all students (e.g., choral, partner, written)				f. Read connected text accurately			
b. Clear signaling				g. Read to self when requested			
c. Provides adequate thinking time				h. Write answers when requested			
3. Monitors student performance				2. Attend appropriately during instruction			
a. Listens carefully to oral responses				a. Look at the teacher			
b. Looks carefully at written responses				b. Look at the stimulus			
c. Moves around the room				Directions: <ul style="list-style-type: none"> • As each teacher or student behavior is observed, make a tally in the Yes box. • As an opportunity for teacher or student behavior is presented, but not observed, make a tally in the No box. • At the end of the observation session, circle 'yes' or 'no' for each behavior based on where the majority of tally marks have been placed • Describe the follow-up coaching needed: <ul style="list-style-type: none"> <input type="checkbox"/> Maintenance check-in/observation (4) <input type="checkbox"/> Minimal feedback and follow-up (3) <input type="checkbox"/> Moderate feedback, planning, and follow-up (2) <input type="checkbox"/> Planning, modeling, we do, and follow-up (1) 			
4. Provides feedback, adjusts lesson, and maintains positive environment							
a. Corrects errors							
b. Provides additional practice after error correction							
c. Provides positive feedback for correct responses and/or effort							
e. Redirects behavior when needed							
f. Connects with students (e.g., eye contact, greeting them, using their names, smiling)							