



## **UCN Assignment - Coaching using CHAMPS & Assessment & Intervention Tools**

### **I. CHAMPS**

1. Engage in the coaching cycle and observe one teacher using the Basic 5 observation form & the Instructional Routines & Data Summary form (see attached – pages # 2 & 3).
2. While observing the teacher, complete a Classroom Inventory Checklist (see attached – page # 4 ).
3. While observing, interview 3 students using the Student Response form (see attached – page # 4).
4. Record student responses & additional notes on the attached data sheets.

### **II. Assessment & Intervention** (see One-Minute Academic Functional Assessment & Interventions, ABCs of CBM & CBM Focus or PM Focus)

1. Select one student and administer the following:
  - a) Can't do/won't do assessment
  - b) Survey level assessment (SLA) – ABCs page 149-reading; page 158-math
2. Using data from SLA, prepare graph using CBM Focus or PM Focus, include the following on the graph:
  - a) Baseline
  - b) Aim line, using goal computed with appropriate growth rate
3. Select appropriate intervention & implement with the student (see One- Minute Academic Functional Assessment & Interventions and/or intervention menu).
4. Record data on student graph – include the following:
  - a) Intervention line following baseline
  - b) Intervention line label

*Complete both sections of the assignment and bring two copies of the completed documents to the UCN Conference on January 20<sup>th</sup> & 21<sup>st</sup>, 2011.*

# Basic 5 Observation Form

(15 minutes total)

Teacher: \_\_\_\_\_ Date: \_\_\_\_\_ Time: \_\_\_\_\_

Observer: \_\_\_\_\_ Class: \_\_\_\_\_ Activity: \_\_\_\_\_

**STEP 1:** Consult with teacher and discuss teaching expectations/focus for observation.

**STEP 2:** During a 10-minute observation period, record simple tally marks for each behavior. (10 Minutes)

Benchmark	Reinforcing		Corrective		Total
Ratio of Interactions	Academic	Behavioral	Academic	Behavioral	Ratio
Opportunities to Respond	Group Response		Individual Response		OTRs
Corrections	Error	Model	Test	Delayed Test	% of Components
Disruptions	Code for Each Occurrence				
<b>H = hands feet objects to self</b> <b>O = out of seat</b> <b>T = talking</b>	Name	H	O	T	

**STEP 3:** For the next 5 minutes, focus on a different student every 5 seconds. Record a (+) to indicate on-task or engaged behavior and a (O) to indicate off-task behavior. When each student has been observed, begin the progression again. (5 minutes)

1	2	3	4	5	6	7	8	9	10	11	12
13	14	15	16	17	18	19	20	21	22	23	24
25	26	27	28	29	30	31	32	33	34	35	36
37	38	39	40	41	42	43	44	45	46	47	48
49	50	51	52	53	54	55	56	57	58	59	60

Divide the number of on-task (+) marks by the total of marks (60). Time on task (percentage of on-task behavior) = \_\_\_\_\_ percent.

Adapted from Sprick, R., Knight, J., Reinke, W. & McKale, T. (2006) *Coaching Classroom Management*

## Instructional Routines & Data Summary

Teacher: \_\_\_\_\_ Date: \_\_\_\_\_ Time: \_\_\_\_\_  
 Observer: \_\_\_\_\_ Class: \_\_\_\_\_ Activity: \_\_\_\_\_

<b>Instructional Routines</b>			
<b>Lesson Delivery</b>			
Description	Obs.	Not Obs.	Notes
Class Starter			
Stated Lesson Objective			
Review			
Teacher Model (I do)			
Guided Practice (We do)			
Mastery to 80% before moving on to Ind. Practice			
Ind. Practice (You do)			
Review/Closure			
Lesson objective mastered? How measured?			
<b>Other Elements</b>			
Description	Obs.	Not Obs.	Notes
Cue, Pause Signal ?			
Materials organized?			
Adaptations needed?			
Adaptations implemented?			

<b>Data Summary</b>				
Behavior	Red	Yellow	Green	Action Plan
+ to – Ratio	< 1:1	1:1	At least 4:1	
OTR's	0-2/min	3-5/min	At least 6-8/min	
Error Correction*	< 75%	75-99%	100%	
Disruptions	> 10	5-10	< 5	
Academic Engagement	< 80 %	81-90%	91-100%	
Red = Stop!! (do something different) Yellow = Caution (action plan needed) Green = Keep going!!!				

\* Percentage based on including all 4 components in each error correction.

“Important areas of structure to look at include the daily schedule, room layout, the attention signal, beginning and ending routines, classroom rules, and assignment procedures” (p. 119). Sprick, R., Knight, J., Reinke, W. & McKale, T. (2006) *Coaching Classroom Management*.

<b>Classroom Inventory</b>	Yes	No	Notes
Daily Schedule is Posted and Followed			
Teacher Uses an Attention Signal to get Students Attention			
Teacher has Established a Routine for Beginning and Ending a Class			
Rules/Expectations are Specific, Observable & Measurable and are Posted			
System in Place for Correcting Rule Violations & Posted (e.g. What If)			
Structured Reinforcement System in Place & Posted			
CHAMPS Expectations for Instructional Activities & Transitions Are Reviewed Prior to Activities and Transitions			
Teacher Observes Student Behavior by Circulating & Visually Scanning			
Teacher Provides Feedback To Students During and Following Activities & Transitions			

Additional comments:

**EXPECTATIONS: STUDENT INTERVIEW**

Circle YES if student correctly states expectation. Circle NO if student incorrectly states expectation.  
Add notes to clarify.

<b>QUESTION</b>	<b>Student 1</b>		<b>Student 2</b>		<b>Student 3</b>	
<b>H</b> - During this activity, how will you get help from the teacher?	YES	NO	YES	NO	YES	NO
<b>A</b> - What is the task or objective for this activity?	YES	NO	YES	NO	YES	NO
<b>P</b> - What are you supposed to be doing during this time?	YES	NO	YES	NO	YES	NO
Notes - Student 1						
Notes - Student 2						
Notes - Student 3						