VTSS TOP TEN

EFFECTIVE CLASSROOM SYSTEMS

one

Physical Environment (HLP 7,17, 18, 19)
- Traffic patterns are clearly defined and allow for smooth teacher and student movement.
- Furniture is arranged to allow students to be seen at all times, the teacher has easy access to all students, and students have the ability to collaborate.
- Instructional materials and wall postings are organized, easily accessible, and clearly labeled for use.
- Separate spaces are provided for students to self-regulate and/or work independently.

two

Active Supervision (HLP 4, 7, 8, 9, 15, 16, 17, 18, 21, 22)
- The teacher moves and circulates through all parts of the classroom using close proximity to students.
- The teacher visually scans all parts of the classroom looking for engagement and students needing additional support.
- The teacher interacts frequently providing positive feedback, pre-correction, and error correction.

three

Classsroom Expectations (HLP 7, 8, 9, 14, 15, 21, 22)
- Classroom expectations align with school-wide expectations.
- Classroom behaviors are written in observable, measurable, positively stated, clearly defined terms, and are prominently posted.

four

Routines and Procedures (HLP 7, 8, 9, 14, 15, 16, 21, 22)
- Routines and procedures are aligned with school-wide expectations.
- Routines and procedures are succinct and positively stated in age-appropriate language.
- Students are able to complete behavioral and academic routines with little or no teacher assistance.

five

Opportunities to Respond (HLP 7,17, 18, 19)
- Number of student responses during instructional time (oral, written, action - choral, hand signal, response card, white board, etc.).
- There is a responsive system to promote equal opportunities such that all students formulate answers.
- Alternatively in a 10 minute observation of instruction, teacher talk time is 50% or less.

EFFECTIVE CLASSROOM SYSTEMS

six

Formative Assessment (HLP 1, 4, 5, 6, 8, 11, 15, 21, 22)
- There is evidence of success criteria for the lesson.
- Teacher adjusts the lesson based on formative assessment.
- The teacher provides positive, motivating, and growth- oriented feedback with opportunities for students to revise and resubmit work.
- Students are provided opportunities to help each other learn.
- There is evidence of student self-assessment to monitor learning and identify needs.

seven

Scaffolding (HLP 6, 7, 9, 11, 12, 13, 14, 15, 16, 17, 21)
- Teachers scaffold instruction during whole group and small group teaching (prompts, cues, rubrics, sentence frames, word walls, etc.).
- There are opportunities to practice with teacher support and guidance.
- A variety of materials and supports reflect differing student needs and current ability levels.

eight

Acknowledgment and Behavior Specific Praise (HLP 1, 3, 4, 7, 8, 8, 10, 18, 22)
- Tally of positive interactions/behavior specific praise statements
- Tally of corrective comments/actions
- Ratio of Positive/Corrective statements/actions

nine

Error Correction (HLP 4, 5, 6, 7, 8, 9, 10, 15, 16, 18, 20, 21, 22)
- Corrections are provided immediately after undesired behavior/incorrect answer.
- Corrections end with the teacher clarifying the correct response.
- Students are able to show/articulate desired behavior/answer.
- Teacher appears to be calm and consistent in delivering corrections.

ten

Building Community through Feedback (HLP 1, 2, 3, 4, 8, 22)
- The teacher identifies and teaches the desired behavior or routine that the team/class will focus on.
- There were opportunities for the team/class to display their knowledge of the desired behavior.
- The teacher delivers points to the team/class for engaging in the desired behavior (not dependent on one student).

HIGH-LEVERAGE PRACTICES

Developed by the Council for Exceptional Children and the CEEDAR Center, high-leverage practices are 22 essential special education techniques that all K-12 special education teachers should master for use across various classroom contexts. Learn more about these practices in the guidance document High-Leverage Practices in Special Education.

http://ceedar.education.ufl.edu/hlps/