Estrella Vista Citizenship Program Observation Feedback

Name:_____ Date: _____ Time: _____

> ➢ A check mark indicates an appropriate EVCP implementation was observed
> ➢ A blank box indicate that the implementation was not observed at this time.
> ➢ An asterisk (*) indicates feedback needed (see comments).

ENVIRONMENT
- ☐ Rule posted clearly in the classroom
- ☐ Step 3 rule not posted unless a student has chosen Step 3
- ☐ Points folder/clipboard/chart is easily accessible
- ☐ Special Area points folder is created
- ☐ Consequences allowed (points earned, step, points adjustment)
- ☐ Cueing/warning is not occurring
- ☐ Unmet teachers expectations are addressed by point adjustments or by allowing steps
- ☐ Expectations are clearly stated for each period/transition

STEPS
- ☐ Student approached correctly (teacher remains neutral, states specific behavior, back not turned to class, no eye contact or touch for 1 & 2)
- ☐ Eye contact is made when a student choose Step 3 and is asked to make a choice
- ☐ Walked away after directing student to Step and continued teaching
- ☐ Student off Step appropriately (eye contact with class, whispered to student "Why did you choose step ___? Do you need more time?")
- ☐ Student allowed to go to Step 2/3 if they choose
- ☐ Student progressed back down through steps back to learning environment
- ☐ Student allowed Step only if interfering with other's learning/safety/well-being
- ☐ Students remained on Step no longer than 5 minutes (unless contracted or 2nd time back)
- ☐ Student given opportunity for recourse

POINTS
- ☐ Teacher's name at the top of points list
- ☐ Each student's name is called for points
- ☐ Points chart is used for recording points
- ☐ Expectations restated for points period
- ☐ Students state points and state reason(s) why if full points are not earned
- ☐ Students affirm how points were earned
- ☐ Students do not receive coaching or prompting during points without a point adjustment
- ☐ Teacher doesn't assign point values to specific behaviors (5 points for talking, etc.)

CONCERNS
- ☐ Names read aloud
- ☐ Student raises hand or calls "concern" if they have a concern
- ☐ Students involved are facing each other during the concern
- ☐ Correctly stated: "John, it interfered with my learning/safety, well-being when…"
- ☐ Teachers asks, "What's your response?"
- ☐ Teacher allows an appropriate response (no arguing)
- ☐ Teachers asks, "Would you like to offer a different point value?"
- ☐ Teacher asks if other student accepts
- ☐ Points adjusted correctly (accepted or averaged)
- ☐ Concerns are being used to help not to "get back" at each other
- ☐ Teacher assists students with taking responsibility

COMMON AREAS
- ☐ Students walk in a single file line
- ☐ Students are silent
- ☐ Teacher monitors student choices from the back of the line
- ☐ Students are never out of teacher's field of vision (stop and wait at corners, doors, etc.)
- ☐ Staff member carries/uses MYD point reminder slips at all times
- ☐ Staff member allows students, in common areas, Step or points adjustment if needed

COMMENTS:

Thanks to
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