Teaching Behaviour
Checklist for Effective Teaching

Teacher _____ **Date:** _____ **Subject:** _____

Creating Effective Instructional Environments			
Indicator	Done/Yes	Partial	Not Done
Clear Classroom Rules and Expectations for Behaviour			
• Students are provided with a clear rationale for each rule and anchor to larger expectations (e.g., respect and responsibility)			
• All rules are clearly defined and enforceable			
• 3-5 rules per context or location			
• Rules are stated positively -what you want students to do			
• All rules are modeled and explained			
• Students are engaged - questions asked and feedback provided during modeling			
Routines			
• There is a consistent schedule within the lesson and across days			
• Getting a drink, using restroom, sharpening pencil, etc. are calm and practiced routines for all			
• Transitions between activities and locations are organised, consistent, and practiced			
Physical Environment			
• Seats are assigned if necessary			
• The teacher moves around the room during instruction and has regular proximity to all students			
• Furniture is arranged thoughtfully to allow for teacher movement			
• Teacher used proximity as first response to inappropriate behaviour			
• Individual students are placed thoughtfully for quick teacher access			
• Furniture allows for clear sightlines to all students and areas			
• Teachers maintain eye contact with all students throughout the day			

Adapted from: Scott, T. M. (2016). *Teaching Behaviour: Managing Classroom Behaviour with Effective Instruction*. New York: Corwin Press.

Planning for Instruction – the student			
Indicator	Done/Yes	Partial	Not Done
Identify socially and functionally valid skill for student(s)			
• Appropriate for student age and context			
• Key for success in and/or out of school setting			
• Function of behaviour has been considered			
• Replace inappropriate behaviour with appropriate behaviour			
Break complex skills and knowledge into smaller instructional tasks			
• Chunk into small manageable tasks			
• Sequence tasks to meet students need			
• Current expectations are realistic			
Create LISC			
• Learning intentions – short statement that clearly explains to the students what they are learning			
• Success criteria aligned to the syllabus			
• Success criteria show students what they must do, say, make, create or perform to demonstrate their learning			

Planning for Instruction – the Lesson			
Indicator	Done	Partial	Not Done
• The instructional universe (methods, materials, strategies and environments) have been defined			
• Teaching examples have been selected to sample the full range of the instructional universe			
• Each example presents equal amounts of new information – not done in an easy to hard sequence			
• Each lesson presents examples from across the instructional universe			
• Examples randomly vary irrelevant features			
• Non-examples highlight key rules			
• Non-examples are sequenced as minimally different from immediately prior positive examples			

Planning for Instruction – Generalisation			
Indicator	Done	Partial	Not Done
Before Instruction			
• Examples sample the range of the instructional universe			
• Training settings look/feel/sound like the natural setting			
• Training occurs in the natural setting as appropriate			
• Skills are likely to be reinforced by others naturally			
• A number of adults are involved during training			
• Training is continued long enough to achieve mastery			
During Instruction			
• Authentic examples are used in role plays			
• Naturally occurring reinforcers are used in role plays			
• A range of useful skill variations are taught			
• Others likely to be encountered in the natural setting are involved in role plays			
After Instruction			
• Students are encouraged and incentivized to display skill			
• Traps are created to facilitate desired behaviour			
• Appropriate behaviour is reinforced when it occurs in the real world			
• A variety of individuals are recruited to prompt and reinforce skills in the natural setting			

Delivery of Instruction			
Indicator	Done	Partial	Not Done
Introduce the Lesson			
• Lesson is introduced in a manner that interests and engages the students			
• Lesson is connected to past (review) and future			
• Students are told what they will be doing, how much, and why			
• Expectations are communicated			

Model, Demonstrate, and Explain			
• Each component of the day's skill is explicitly demonstrated			
• Show every detail of the skill in a step-by-step manner as much as possible			
• Students are shown how via an real demonstrations with verbal narration			
• Teacher describes both how and why during model			
• Students are engaged during modeling with questions and prompts			
• Students are involved in any modeling role plays			
• Fade modeling as students take on increasingly more guided practice			
• Use modeling as a prompt to encourage students to correct errors			
Engage Students			
• Lesson starts with open-ended questions (why do you think I'd do it like this?)			
• Teacher provides students with frequent opportunities to respond			
• Teacher uses a variety of ways for students to respond (e.g., verbal, response cards, performance, choral, hand raising)			
• Teacher varies group and individual OTRs (5 group to 1 individual on average)			
• OTRs are used to manage the lesson and keep students on task (e.g., *Everybody show me your finger on page 25*)			
• Questions are used to assess understanding prior to student practice			
• Use OTRs as a form of correction for errors (e.g., *Think back to yesterday and show me a better way?*)			
Guide Student Practice			
• Practice is guided by the teacher with prompting as necessary before moving to independent work			
• Examples allow for high rates of success (easy first)			
• Practice occurs in small repetitions each day rather than massed all at once			
• Teacher prompting and feedback is continuous during guided practice			

Facilitate Authentic & Independent Practice

Indicator	Done	Partial	Not Done
• Teacher prompts students ahead of independent practice			
• Potential errors are foreseen and students prompted ahead of independent practice			
• Practice occurs in small repetitions each day rather than massed all at once			
• Teacher attention and prompting is gradually faded			
• Feedback gradually becomes less frequent			

Provide Feedback

Indicator	Done	Partial	Not Done
• Feedback is immediate and consistent to start but faded as students demonstrate success			
• Specific verbal praise is provided at high rates			
• Errors are met with correction and reteaching			
• Students receive positive feedback at least 4 times more often than negative feedback			

Effective Teacher-Student Relationship Considerations (Teacher Behaviours)			
Indicator	Done	Partial	Not Done
Show Enthusiasm for the Subject Matter			
• Teacher demonstrates excitement about what is being taught			
• Teacher makes the subject matter real for the students by connecting it to their lives			
Provide Encouragement for Students			
• Indicate that you believe in them			
• Ask leading questions designed to promote success			
Provide options and choices for students			
• Strategically select appropriate placement of student choice			
• Choices are equal so that what the student selects does not affect instruction			
Consequences Delivered in a Simple but Genuine Manner			
• Teacher delivers verbal praise in a genuine manner – uses student name and smiles			
• Teacher is specific about behaviour being praised			
• Teacher delivers correction in a neutral manner – uses reteaching in a supportive way			
• Correction is delivered as instruction – not as a punishment			
• Teacher does not show anger, disgust, or frustration in dealings with students			