Interventionist\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Content\_\_\_\_\_\_\_\_\_\_\_\_ Date of Lesson\_\_\_\_\_\_\_ Observer \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

|  |  |  |
| --- | --- | --- |
| **B1. Implements data collection****Critical element:*** Monitors academic progress and collects data at least at one point in the lesson
 |  | **B3. Delivers model/input** **Critical element:*** Delivers a correct description/demonstration
	+ Was the description accurate? Yes No
	+ Was the demonstration accurate? Yes No
 |
| **0** | **1** | **2** | **0** | **1** | **2** |
| Data collection is not addressed or is not correct  | **Monitors academic progress and collects data at one point in the lesson****Does not use data** to make instructional decisions throughout the lesson | Monitors academic progress and collects data at **multiple points** in the lessonAccurately records errors made within the lesson**Uses data** to make instructional decisions throughout the lesson  | Does not deliver correct and clear model | Delivers a correct and clear description/demonstration  | *\*****All*** *items in one* ***and*** *the items below.*Delivers a correct and clearthink-aloud, examples/non-examples, and demonstration of how to use supportsDelivers model using multiple means of representation  |
|  |  |
| **B6. Facilitates unguided practice** **Critical element:**Unguided practice is completed without teacher or peer assistance | **B8. Promotes active engagement** **Critical element:**All learners are provided sufficient opportunities to respond (OTRs) |
| **0** | **1** | **2** | **0** | **1** | **2** |
| Does not deliver correct unguided practice | Provides clear and correct directions Unguided practice is completed without teacher or peer assistance | *\*****All*** *items in one* ***and*** *the items below.*Sufficientnumberof itemsAllows for options for demonstrating learningInvolves learners in monitoring and/or recording progress  | Does not provide all learners with OTRs  | All learners are provided sufficient OTRs | *\*****All*** *items in one* ***and*** *the items below.*Sufficient variety of response strategies Consistently uses a lively pace to maximize instructional timeProcess-oriented prompting and questioning when needed |

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| --- |
| Student Teacher Interactions |
| Teacher Demonstration/ Prompt |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Practice Opportunity (correct/error) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Appropriate error-correction procedure |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Provided follow-up practice |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Provided affirmation or another error correction |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |

Start time\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Stop time \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

|  |
| --- |
| Student Teacher Interactions |
| Teacher Demonstration/ Prompt | / |  |  | / | / |  |  | / |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Practice Opportunity (correct/error) | c |  | e | e | c | c | e |  | e |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Appropriate error-correction procedure |  |  | + | - |  |  | + |  | - |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Provided follow-up practice |  |  | / | 0 |  |  | / |  |  | / |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Provided affirmation or another error correction |  | / | / |  |  | / | / |  |  | / |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |

**Sample completed form**

Start time\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Stop time \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Note: “/” indicates that the candidate performed the behavior. “c” indicates that the student responded correctly to the practice opportunity. “e” indicates that the student did not respond correctly to the practice opportunity. “+” shows that the candidate provided an appropriate error correction, and “-” shows that it was either not specific or absent. When students make a mistake, the candidate should provide a follow-up practice opportunity. If they do, the partner marks a “/”; if not, the partner marks a “0.” Then, the partner records a “/” if an affirmation or error correction was provided. Appropriate error correction involves telling students the correct answer and then providing them another practice opportunity. “12+3 = 15, not 14. What does 12 + 3 =?” Affirmations involve telling the student that their answer was correct and repeating the answer (e.g., Yes, c in cat says /k/) or telling the student that you liked the way they pronounced each sound in the word.