



### Instruction in Behavior Domain Tool & Checklist - Secondary

#### Pillar HLP 7 - Establish Consistent, Organized Responsive Learning Environment

Directions: The purpose of this checklist is to provide data that identifies a teacher’s strengths and areas of growth related to components of instruction in academics and behaviors (Pillars HLPs 7 & 16). This checklist can be used for self-assessment or observations to provide targeted professional learning unique for each teacher. Teachers can use the checklist to identify professional growth goals to achieve mastery in HLP 7.

The column on the left represents HLP components, the next four columns are ratings, and the final column includes resources for professional learning. Please use the following rating scale:

**Rating Key:** 0 - practice not present; 1 - practice sometimes present (1/2 of opportunities or less); 2- practice often present (51 – 90%) 3 - practice consistently present (91 - 100%).

#### Pillar HLP 7 – Establish a Consistent, Organized & Responsive Learning Environment

| Arranging the Learning Environment  | 0 | 1 | 2 | 3 | Resources   |
|---|---|---|---|---|---|
| <p>When setting up the classroom, consider the learner characteristics, accommodations, and IEP goals of students with disabilities related to their self-regulation, social-emotional skills and behavior.</p>   |   |   |   |   | <ul style="list-style-type: none"> <li>• TTAC (2024) <a href="#">What does it mean: Cognitive Functioning &amp; Psychological Processing Guide</a></li> <li>• <a href="#">PBIS World Resources</a></li> <li>• <a href="#">Accommodations Spreadsheet</a></li> </ul> |
| <ul style="list-style-type: none"> <li>• Record students' accommodations per their IEP.</li> <li>• Meet with student’s case manager for clarification about accommodations or IEP goals and/or to discuss effective reinforcers.</li> <li>• Prepare any materials for IEP accommodations (behavior contracts, behavior checklists, etc.).</li> <li>• Share students’ accommodations with co-teachers and/or paraeducators.</li> </ul> <p><i>Note:</i> Check with the special education department chair about student data and confidentiality.</p> |   |   |   |   | <ul style="list-style-type: none"> <li>• <a href="#">Visual Schedule Resources</a></li> <li>• <a href="#">Behavior Contract Resources</a></li> <li>• <a href="#">Intervention Central Resources</a></li> </ul>  |
| <p>Arrange the classroom layout with seating arrangements for class activities (independent, group work), and dedicated space for the class agenda, lesson's learning goals, class expectations, etc.</p>   |   |   |   |   | <ul style="list-style-type: none"> <li>• <a href="#">Secondary Classroom Set Up Resources</a></li> </ul>  |

| Class Expectations & Procedures   | 0 | 1 | 2 | 3 | Resources   |
|---|---|---|---|---|---|
| Develop 3-5 positively stated classroom expectations that are understandable, culturally relevant, observable, and measurable.  |   |   |   |   | <ul style="list-style-type: none"> <li>• <a href="#">Classroom Checkup.org</a></li> <li>• <a href="#">PBIS World</a></li> <li>• Iris Center (2003) <a href="#">Expectations</a></li> <li>• <a href="#">Class expectations and rules tool</a></li> </ul>   |
| Explicitly teach, model, & demonstrate expectations with examples and non-examples. <ul style="list-style-type: none"> <li>• Goal: 80% of students can explain the classroom expectations and rules.</li> </ul>   |   |   |   |   | <ul style="list-style-type: none"> <li>• Video <a href="#">Secondary Class Management</a> (12:18)</li> <li>• Video <a href="#">Secondary Math Expectations</a> (6:21)</li> <li>• CEC <a href="#">HLP 7 Video</a> (20:14)</li> </ul>   |
| Class Routines - Identify class routines & procedures: <ul style="list-style-type: none"> <li>• Turning in work</li> <li>• Transitions between activities</li> <li>• Handing out materials</li> <li>• Making up missed work</li> <li>• What to do when students finish their work</li> <li>• Cell phones</li> </ul> |   |   |   |   | <ul style="list-style-type: none"> <li>• CEEDAR Center <a href="#">List of Class Routines</a></li> <li>• CEEDAR Center <a href="#">Class Routines Template</a></li> <li>• Video <a href="#">Secondary Procedures</a> (2:02)</li> <li>• <a href="#">Introduction to Whole Brain Teaching</a> (4:01)</li> <li>• <a href="#">How to -Whole Brain Teaching</a> (secondary) (7:36)</li> <li>• <a href="#">Secondary routines in action</a> (science) (5:43)</li> </ul> |
| PBIS - Use school PBIS or create reinforcement plan to encourage positive student behaviors aligned with class expectations, rules, and other goals.  |   |   |   |   | <ul style="list-style-type: none"> <li>• Develop positive classroom expectations with students when there is no PBIS.</li> <li>• Overview: The IRIS Center (2016) <a href="#">Behavior Management Plan page</a>.</li> <li>• <a href="#">PBIS Planning Template with Lesson Plans</a></li> </ul>   |
| Identify negative consequences and explain what happens.  |   |   |   |   | <ul style="list-style-type: none"> <li>• IRIS Center <a href="#">Negative Consequences</a></li> </ul>   |

| Class Expectations & Procedures  | 0 | 1 | 2 | 3 | Resources   |
|--|---|---|---|---|---|
|  |   |   |   |   | <ul style="list-style-type: none"> <li>Video: <a href="#">Teacher PBIS in Action (1:31 mins.)</a></li> </ul>  |
| <p>Give Behavior Specific Praise (HLP 8).</p> <ul style="list-style-type: none"> <li>Four praise statements for every one reprimand.</li> <li>Students can share how they receive acknowledgement for appropriate behavior.</li> </ul> |   |   |   |   | <ul style="list-style-type: none"> <li><a href="#">Video - Behavior Specific Praise (1:33)</a></li> </ul>   |
| <p>Provide positive and constructive feedback to guide learning and behavior (HLP 8 &amp; 22)</p>  |   |   |   |   | <ul style="list-style-type: none"> <li><a href="#">Wise Feedback Information</a></li> <li><a href="#">Video - HLP 8 &amp; 22 (20:04)</a></li> </ul> |

| Positive Teacher Relationships   | 0 | 1 | 2 | 3 | Resources  |
|--|---|---|---|---|--|
| <p>Intentionally build positive relationships with students and families.</p> <ul style="list-style-type: none"> <li>Celebrate diversity.</li> <li>Establish ways to collaborate and communicate with families.</li> <li>Survey students and families at the beginning of the year to learn more about their backgrounds, interests, goals.</li> </ul>   |   |   |   |   | <ul style="list-style-type: none"> <li><a href="#">Rita Pierson TED Talk</a></li> <li><a href="#">Colorin Colorado resources</a></li> <li><a href="#">Edutopia (2019) - Six Strategies for Building Better Student Relationships</a></li> <li>NYC DOE <a href="#">Beginning of the Year survey for families</a></li> </ul> |
| <p>Learning Management System &amp; Family Communication</p> <ul style="list-style-type: none"> <li>LMS includes contact information, materials, assignments, grading (or other grading system), back to school night presentation, introductory video, etc.)</li> <li>Co-teacher LMS responsibilities agreed upon.</li> <li>Explicitly teach students how to use LMS and identify students' expectations for LMS if appropriate.</li> <li>Explicitly teach families how to use LMS and share ways to best communicate with teachers.</li> </ul> |   |   |   |   | <ul style="list-style-type: none"> <li>Edutopia (2024) <a href="#">How to Organize the Digital Classroom</a></li> <li><a href="#">TTAC Family Communication Checklist</a></li> </ul>   |

| Teacher Questioning & Student Response Routines (HLP 18)  | 0 | 1 | 2 | 3 | Resources   |
|---|---|---|---|---|---|
| <p>Teachers ask questions to give students opportunities to respond (OTR).</p> <ul style="list-style-type: none"> <li>• Create OTR routines that are verbal and/or nonverbal.</li> <li>• Ask 3 – 4 questions per minute.</li> <li>• Low- and high-level questions.</li> <li>• High level questions help students meta-cognitively process information.</li> <li>• Student responses are a formative assessment.</li> </ul>  |   |   |   |   | <ul style="list-style-type: none"> <li>• IRIS Center (2022) <a href="#">Opportunity to Respond</a></li> <li>• Resource National Center on Intensive Interventions <a href="#">Eliciting Student Responses</a> (22:00)</li> <li>• Video demonstrations <a href="#">HLP 18 Active Student Engagement Strategies</a> (17:34)</li> </ul>  |
| <p><b>Choral Response Routines (whole group – low level questions)</b><br/> Research shows that planned choral response routines for low-level questions with short student responses improve student engagement and learning across grade levels and content areas (McCleskey et. al., 2019).</p> <ul style="list-style-type: none"> <li>• Select a choral response routine.</li> <li>• Models and demonstrates with teacher questions and signals.</li> <li>• Demonstrate how to respond to teacher questions and signals.</li> <li>• Maintain a brisk pace yet give students time to respond.</li> <li>• Monitor student responses to make instructional changes if appropriate.</li> <li>• Give timely positive and corrective feedback.</li> </ul> |   |   |   |   | <ul style="list-style-type: none"> <li>• Resource <a href="#">Innovations in Learning Choral Response Routines</a></li> <li>• Video <a href="#">Learn Choral Response Routines</a> (4:13)</li> <li>• Video <a href="#">How to explicitly teach choral response routines</a> (48 seconds)</li> <li>• Video demonstration <a href="#">Anita Archer Choral Response Routines</a> (1:15)</li> <li>• <a href="#">Whole Brain Teaching - high school the basics</a></li> <li>• <a href="#">Whole Brain Teaching - high school math</a></li> <li>• <a href="#">Whole Brain Teaching - high school + college</a></li> </ul> |
| <p><b>Response Cards (whole group – low level questions)</b><br/> Response cards have pre-created student responses, giving students a non-verbal way to respond in unison to teacher questions. There are different types of response cards, including: Yes/No Cards, Agree/Disagree, Pictural (Thumbs up/Thumbs down), Popsicle sticks, Whiteboards.</p>  |   |   |   |   | <ul style="list-style-type: none"> <li>• Video <a href="#">How to use response cards</a> (2:12)</li> <li>• Video 1 <a href="#">Response cards secondary</a> (1:41)</li> <li>• Video 2 <a href="#">Response cards secondary</a> (1:21)</li> <li>• Response Card <a href="#">Templates</a></li> </ul>   |

| Teacher Questioning & Student Response Routines (HLP 18)  | 0 | 1 | 2 | 3 | Resources  |
|---|---|---|---|---|--|
| <ul style="list-style-type: none"> <li>● Create response cards.</li> <li>● Model how to use response cards, and response card routine expectations.</li> <li>● Ask questions and prompt students to answer with response cards.</li> <li>● Give students time to respond to teacher's questions.</li> <li>● Provide students with swift positive and corrective feedback.</li> <li>● Monitor student responses to make instructional changes if appropriate.</li> <li>● Maintain a brisk instructional/questioning pace.</li> </ul>   |   |   |   |   |  |
| <p><b>Think Pair Share (whole group – high level questions)</b><br/> Implemented across content areas, Think Pair Share is an instructional routine that involves students responding to teacher questions by processing information individually, working in pairs, and then sharing with the group using academic vocabulary.</p> <ul style="list-style-type: none"> <li>● Explicitly teach students how to do Think Pair Share.</li> <li>● Group students in pairs or small groups.</li> <li>● Ask students a question or share a problem.</li> <li>● Students work individually to answer the question or problem.</li> <li>● Then, students then work with another student or group to discuss the question or problem.</li> <li>● Finally, the student pairs or small group share answers</li> </ul> <p><b>Teacher Tips:</b></p> <ul style="list-style-type: none"> <li>● <u>Purposely pair and partner students.</u></li> <li>● Encourage students to use academic vocabulary.</li> <li>● Use vocabulary scaffolds such as <u>Framer models.</u></li> <li>● Give positive feedback and incentives to encourage academic vocabulary.</li> </ul> |   |   |   |   | <ul style="list-style-type: none"> <li>● Video <a href="#">Think Pair Share Explained</a> (1:35)</li> <li>● Video <a href="#">Think pair share math explained</a> (1:31)</li> <li>● Video <a href="#">Explicitly teach think pair share</a> (3:02)</li> <li>● Video <a href="#">Think pair share – high school</a> (1:03)</li> </ul> |

| Component - What to Teach   | 0 | 1 | 2 | 3 | Selected Resources   |
|---|---|---|---|---|--|
| Identifies critical grade-level content and essential standards, related prerequisite skills, and important vocabulary to create accessible instructional units with pacing guides. |   |   |   |   | <ul style="list-style-type: none"> <li>• TTAC <a href="#">HLP 16 Highlight Tool</a></li> <li>• <a href="#">Anita Archer Secondary Videos</a></li> <li>• <a href="#">Secondary Math Explicit Instruction</a> (4:58 mins.)</li> <li>• TTAC Online <a href="#">Explicit Instruction (HLP 16) Checklists</a></li> <li>• National Center on Intensive Interventions <a href="#">Features of Explicit Instruction</a></li> </ul> |
| The teacher plans instructional units by analyzing data about students' prior knowledge.  |   |   |   |   | <ul style="list-style-type: none"> <li>• <a href="#">HLP 6 Highlight Tool</a></li> </ul>   |
| The teacher sequence and chunk lessons based on task analysis of critical content and students' prior knowledge.  |   |   |   |   | <ul style="list-style-type: none"> <li>• Project Stair Mathematics <a href="#">How to Adjust Scope and Sequence – K- 12 [Video]</a>. 3:47</li> </ul>   |
| Uses high-leverage and evidence-based practices, cognitive and meta-cognitive strategies (HLP 14).  |   |   |   |   | <ul style="list-style-type: none"> <li>• <a href="#">HLP 14 Highlight Tool</a></li> </ul>  |

**Notes:**

**Strengths:**

**Areas of Growth:**

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