



Working hard

TEACHER CHILD GROUP PROCESS CHECKLIST DINA DINOSAUR SCHOOL IN THE CLASSROOM

This checklist is designed for teachers to complete (with co-teachers) following a daily lesson plan. By looking for the following points, a teacher can identify specific goals for progress. This checklist is designed to complement the lesson plans for the specific sessions, which list the key content that should be presented, practiced, and promoted throughout the week.

SET UP

Did the teachers:	YES	NO	N/A
1. Have children sit in a semicircle that allows everyone to see the TV and each other?	___	___	___
2. Post rules on wall so children can see them?	___	___	___
3. Have materials ready? (handouts, cue cards, videos cued up, activities and materials prepared)	___	___	___
4. Convey enthusiasm about the lesson?	___	___	___
5. Show they had a predictable time on the schedule for Dinosaur School?	___	___	___

STARTING THE CIRCLE TIME DISCUSSIONS

Did the teachers:			
6. Have puppets arrive and greet children in a predictable enthusiastic manner (e.g., “one, two, three, Dina!” or a greeting song)?	___	___	___
7. Begin the lesson with an issue related to the day’s topic?	___	___	___
8. Establish individual or group goals/ personal challenges for students?	___	___	___
9. Review learning from prior session by asking children for times during the week when they were able to practice what they learned in Dinosaur School?	___	___	___

WHEN PRESENTING THE NEW LEARNING FOR THE DAY

Did the teachers:	YES	NO	N/A
10. Begin the discussion of the topic with open-ended questions to prompt children to think about the importance of the topic? (e.g., what are some rules for the class? Or what are some friendly behaviors?)	_____	_____	_____
11. Work to engage less verbal students in discussion?	_____	_____	_____
12. Paraphrase and highlight the points made by children?	_____	_____	_____
13. Use puppets as active participants of the entire session?	_____	_____	_____
14. Attend to group process by giving frequent verbal and nonverbal praise, nods, thumbs up for paying attention, helping others, etc.?	_____	_____	_____
15. Attend to group process through selective use of ignore when appropriate?	_____	_____	_____
16. Use picture cue cards as prompts to reinforce new behaviors being taught?	_____	_____	_____
17. Use a style that is playful, engaging, fun, and paced at children's level of attention?	_____	_____	_____
18. Present clearly and model new behavior with puppets and role plays?	_____	_____	_____
19. Actively involve children by letting them hold cue cards, pause tape, use smaller puppets, etc.?	_____	_____	_____
20. Provide legitimate opportunities for active children to move and stretch (e.g., group stretch break or wiggle space for a particular child or music activity)?	_____	_____	_____
21. Respond to group and individual developmental needs (e.g., change pace if children are restless and modify activities and questions depending on a particular child's skill)?	_____	_____	_____
22. Work to address communication issues created by language barriers?	_____	_____	_____
23. Adapt content to be sensitive to children's culture or to special issues relevant for the particular class of students?	_____	_____	_____
24. Incorporate translator in planning when possible?	_____	_____	_____
25. Adjust length of circle time to reflect children's attention span and level of engagement?	_____	_____	_____
26. Follow the lesson plans?	_____	_____	_____

WHEN SHOWING THE VIGNETTES

Did the teachers:	YES	NO	N/A
27. Focus children's attention before showing vignette? Give them a specific behavior or emotion to watch for?	_____	_____	_____
28. Pause longer vignettes at least once to ask questions about segments rather than waiting until the end of the vignette?	_____	_____	_____
29. Begin by asking children about what they thought was happening in the vignette?	_____	_____	_____
30. Acknowledge and praise children's responses to a vignette?	_____	_____	_____
31. When appropriate, praise or nonverbally acknowledge children who are focused on the vignette?	_____	_____	_____
32. Take time to acknowledge disappointment at not being called upon? (e.g., self-pat on the back, expression of "oh man")?	_____	_____	_____
33. Paraphrase and highlight the points made by children?	_____	_____	_____
34. Move on to the next vignettes after key points have been discussed? Pace material to maintain children's interest?	_____	_____	_____
35. Allow for discussion following each vignette? If children are distracted, vignette may need to be replayed.)	_____	_____	_____
36. Make sure that children are attending when vignette is shown?	_____	_____	_____
37. Use video scene to prompt a role play?	_____	_____	_____
38. Have children practice the actual behaviors being taught through puppet plays, role plays, live role plays, and peer-coached play?	_____	_____	_____
39. Adjust number of vignettes shown according to age and attention span of students?"	_____	_____	_____
40. Demonstrate and explain small group activity before leaving large circle discussion?	_____	_____	_____

SMALL GROUP ACTIVITIES

Did the teachers:	YES	NO	N/A
41. Plan small group activity to reinforce new content learned? (e.g., cooperative art activity, feeling game, blocks, play dough, art activity, bingo, pass the hat, visualization)	_____	_____	_____
42. Prepare small group activity materials and set out on tables ahead of time to minimize children's waiting time?	_____	_____	_____

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| 43. Participate in small group activity using descriptive commenting and coaching, prompting children to use new skills and praising newly taught skills when they occur? | _____ | _____ | _____ |
| 44. Use labeled praise for prosocial behaviors? | _____ | _____ | _____ |
| 45. Use “dialogic reading” or interactive reading style? | _____ | _____ | _____ |
| 46. Promote reading skills by associating printed word with language? | _____ | _____ | _____ |
| 47. Promote writing skills by taking dictations, writing words to be copied, reinforcing children’s beginning attempts to write? | _____ | _____ | _____ |
| 48. Make adaptations in small group activities in order to be developmentally appropriate for all children? | _____ | _____ | _____ |
| 49. Give as much time to small group activities as to large circle time discussions. | _____ | _____ | _____ |

PROMOTING SKILLS

YES NO N/A

Did the teachers (throughout the day/observation period):

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|---|-------|-------|-------|
| 50. Use feeling language? | _____ | _____ | _____ |
| 51. Use proximal praise and labeled praise? | _____ | _____ | _____ |
| 52. Ignore misbehavior? | _____ | _____ | _____ |
| 53. Use Time Out for aggressive behavior? | _____ | _____ | _____ |
| 54. Use redirects and warnings? | _____ | _____ | _____ |
| 55. Praise individual children who are following rules, participating well, and engaging in positive behaviors? | _____ | _____ | _____ |
| 56. Use team incentive approach? | _____ | _____ | _____ |
| 57. Issue personal challenges, team rewards, mystery challenges? | _____ | _____ | _____ |
| 58. Have Dinosaur Cue Cards up on walls (e.g., quite hand up, sharing)? | _____ | _____ | _____ |
| 59. Use nonverbal praise? | _____ | _____ | _____ |
| 60. If discipline appropriately if it was necessary? | _____ | _____ | _____ |
| 61. Act playful with children? | _____ | _____ | _____ |

	YES	NO	N/A
62. Integrate Dinosaur language throughout the day at choice time, on playground, during meal times, etc.?	_____	_____	_____

63. Prepare for transitions effectively?	_____	_____	_____
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REVIEW HOME ACTIVITIES AND WRAP UP

	YES	NO	N/A
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Did the leaders:

64. Review Detective Home Workbooks with the children?	_____	_____	_____
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65. Individually give children a chance to share their homework?	_____	_____	_____
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66. Enthusiastically praise whatever effort children made this week?	_____	_____	_____
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67. Assist children who didn't complete the home workbooks to complete them?	_____	_____	_____
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68. Have puppets say good-bye (not every session)?	_____	_____	_____
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69. Involve parents by sending home parent letters with homework?	_____	_____	_____
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CHILDREN'S RESPONSES

	YES	NO	N/A
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70. Children appeared engaged and on-task during large group circle time.	_____	_____	_____
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71. Children were enjoying themselves during small group activities.	_____	_____	_____
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72. Children were involved in asking questions, role plays, and suggesting ideas.	_____	_____	_____
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73. Waiting time for children was minimized.	_____	_____	_____
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TEACHER COLLABORATION

	YES	NO	N/A
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(to be completed if there is a second or third teacher or co-leader involved with curriculum)

74. Did the two teachers have clear, complementary roles in each of the different activities (e.g., take turns leading content and focusing on process)?	_____	_____	_____
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	YES	NO	N/A
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75. Did teachers work well as a team reinforcing each other, while attending to different roles with students?	_____	_____	_____
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76. Do teachers have regular, consistent meeting times weekly to discuss and plan for the Dina Curriculum?	_____	_____	_____
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77. Are teachers implementing behavior plans for children targeted with special needs?	_____	_____	_____
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78. Do teachers call parents to share something positive about their child? _____

79. Do teachers share Dinosaur materials at parent orientation nights? _____

80. If there is an assistant teacher, is s/he involved in planning and in implementing the curriculum? _____

REMEMBER: Your goal in the group sessions should be to draw from the children the information and ideas to share with each other. They should be given plenty of opportunities to practice new behaviors.

Summary Comments: _____

Lesson Reviewed by: _____ Date: _____