



Teacher Child Group Process Checklist

Dinosaur School in the Classroom (rev. 2019)

This checklist is designed for teachers to complete (with co-teachers) following 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. It is recommended that a teacher video record the lesson and small group activity and review afterwards using this checklist.

Teacher Self-Evaluation (name): _____

Co-teacher Evaluation: _____

Certified Trainer/Mentor Evaluation: _____

Date: _____

Session Topic: _____

ROOM SETUP

Did the teachers:

- | | YES | NO | N/A |
|--|------------|-----------|------------|
| 1. Have children sit in a semicircle that allows everyone to see the video and each other? | _____ | _____ | _____ |
| 2. Post rules on the wall so the children can see them? | _____ | _____ | _____ |
| 3. Have materials ready? (handouts, cue cards, video vignettes ready, activities/manuals 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 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 lesson 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:

- | | | | |
|---|-------|-------|-------|
| 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?)? | _____ | _____ | _____ |
|---|-------|-------|-------|

	YES	NO	N/A
11. Work to engage less verbal students in the discussion?	_____	_____	_____
12. Paraphrase and highlight the points made by children?	_____	_____	_____
13. Use puppets as active participants of the entire lesson?	_____	_____	_____
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, uses songs and paced at children's level of attention & developmental level?	_____	_____	_____
18. Present clearly and model new behavior with puppets and role play practices?	_____	_____	_____
19. Actively involve children by letting them hold cue cards, pause video, 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 needs (e.g., change pace if children are restless and modify activities, language, and questions depending on a particular child's developmental level)?	_____	_____	_____
22. Work to address communication issues created by language barriers (nonverbal cues, paced repetitive language, modeling, prompting)?	_____	_____	_____
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?	_____	_____	_____
<i>When Showing the Vignettes</i>			
Did the teachers:			
27. Focus children's attention before showing vignettes? Give them 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? Ask about character feelings and what they will do next?	_____	_____	_____
29. Begin by asking children about what they thought was happening in the vignette?	_____	_____	_____
30. Acknowledge and praise children's responses to a vignette?	_____	_____	_____

	YES	NO	N/A
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 vignette after key points have been discussed and practiced? 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 vignette to prompt a role play/practice with children? When setting up role play practice select student strategically and coach them with a script of behaviors to practice?	_____	_____	_____
38. Have children practice the actual behaviors being taught through puppet plays, role plays, live plays, and peer-coached plays?	_____	_____	_____
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:

41. Plan small group activity to reinforce new content learned (e.g., cooperative art activity, feeling game, blocks, play dough, 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?	_____	_____	_____
43. Participate in small group activity using academic, persistence, social and emotional 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 practice activities in order to be developmentally appropriate for all children?	_____	_____	_____
49. Give as much time to small group practice activities as to large circle time discussions?	_____	_____	_____

Promoting Skills

Did the teachers:

- 50. Use emotion and social coaching language? _____
- 51. Use academic and persistence coaching? _____
- 52. Use proximal praise and labeled praise? _____
- 53. Ignore targeted behaviors or attention seeking behaviors? _____
- 54. Use Time Out to calm down appropriately for aggressive behavior? _____
- 55. Use redirects and distraction to re-engage children who are off-task? _____
- 56. Praise and give rewards to individual children who are following rules, participating well, and engaging in positive behaviors? _____
- 57. Use team incentive approach? _____
- 58. Issue personal challenges, team rewards, mystery challenges? _____
- 59. Have Dinosaur Cue Cards up on walls (e.g., quiet hands up, sharing)? _____
- 60. Use nonverbal praise & encouragement? _____
- 61. Act in a fun, playful, and engaging way with children? _____
- 62. Integrate Dinosaur language throughout the day at choice time, on playground, during meal times, etc.? _____
- 63. Prepare for transitions effectively? _____
- 64. Promote optimism and show belief in children’s ability to learn and be successful? _____
- 65. Avoid making critical or negative statements about children’s behavior? _____
- 66. Show respect, warmth and calmness with children? _____
- 67. Involve children actively in learning through games, activities, stories, and fantasy? _____
- 68. Have predictable routines for opening and closing circle time, bringing out and saying goodbye to puppets, transitioning to snact time or small groups, saying goodbye? _____

Review Home Activities and Wrap Up

Did the teachers:

- 69. Review Detective Home Activities with the children? _____
- 70. Individually give children a chance to share their home activities? _____
- 71. Enthusiastically praise whatever effor children made this week? _____
- 72. Assist children who didn’t complete the home activities to complete them? _____

73. Have puppets say good-bye (not every session)? _____

74. Involve parents by sending home parent letters with home activities? (see website for samples: www.incredibleyears.com/resources/gl/teacher-program/) _____

Children's Responses

75. Children appear engaged and on-task during large group circle time. _____

76. Children were enjoying themselves during small group activities. _____

77. Children were involved in asking questions, role plays, and suggesting ideas. _____

78. Waiting time for children was minimized. _____

Teacher Collaboration

(To be completed if there is a second or third teacher / co-leader involved with the curriculum)

79. Did the teachers have clear, complementary roles in each of the different activities (e.g., take turns leading content and focusing on process)? _____

80. Did teachers work well as a team reinforcing each other, while attending to different roles with students? _____

81. Do teachers have regular, consistent meeting times weekly to discuss and plan for the Dina Curriculum? _____

82. Are teachers implementing behavior plans for children targeted with special needs? (see website for behavior plans: www.incredibleyears.com/resources/gl/teacher-program/) _____

83. Do teachers call parents to share something positive about their child? _____

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

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

REMEMBER: Your goal in the circle time lessons 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 throughout the week.

Summary Comments:

Lesson reviewed by: _____

Date: _____