

The Incredible Years

LeaderID

MentorID

Lesson #

Site

TEACHER CHILD GROUP PROCESS RATING SCALE Dina Dinosaur School in the Classroom

This rating scale is designed for certified mentors or trainers to complete after observing a teacher complete a daily lesson plan (live or videotape observation.) By looking for the following points, a mentor can identify specific goals for progress. This rating scale is designed to compliment 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:

1. Have children sit in a semicircle or other seating arrangement that allows everyone to see the TV and each other?
2. Post the rules on the wall so the 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?

Not at all/not well
Sometimes
Frequently/extremely well
NA/Not able to observe

| | | | | | |
|---|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 | 6 |
| 1 | 2 | 3 | 4 | 5 | 6 |
| 1 | 2 | 3 | 4 | 5 | 6 |
| 1 | 2 | 3 | 4 | 5 | 6 |
| 1 | 2 | 3 | 4 | 5 | 6 |

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 Dino School?

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| 1 | 2 | 3 | 4 | 5 | 6 |
| 1 | 2 | 3 | 4 | 5 | 6 |
| 1 | 2 | 3 | 4 | 5 | 6 |
| 1 | 2 | 3 | 4 | 5 | 6 |

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?)
11. Did teachers work to engage less verbal students in discussion?

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|---|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 | 6 |
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- | | | |
|-----|---|-------------|
| 12. | Paraphrase and highlight the points made by children? | ① ② ③ ④ ⑤ ⑥ |
| 13. | Use puppets as active participants of the entire session? | ① ② ③ ④ ⑤ ⑥ |
| 14. | Attend to group process by giving frequent verbal and nonverbal praise, nods, thumbs up for paying attention, participating with answers, helping others, etc.? | ① ② ③ ④ ⑤ ⑥ |
| 15. | Attend to group process through selective use of ignore when appropriate? | ① ② ③ ④ ⑤ ⑥ |
| 16. | Use picture cue cards as prompts to reinforce new behaviors being taught? | ① ② ③ ④ ⑤ ⑥ |
| 17. | Use a style that is playful, engaging, fun, and paced at children's level of attention? | ① ② ③ ④ ⑤ ⑥ |
| 18. | Present clearly and model new behavior with puppets and role plays? | ① ② ③ ④ ⑤ ⑥ |
| 19. | Actively involve children by letting them hold cue cards, pause tape, use smaller puppets, etc.? | ① ② ③ ④ ⑤ ⑥ |
| 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)? | ① ② ③ ④ ⑤ ⑥ |
| 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)? | ① ② ③ ④ ⑤ ⑥ |
| 22. | Work to address communication issues created by language barriers? | ① ② ③ ④ ⑤ ⑥ |
| 23. | Adapt content to be sensitive to children's culture or to special issues relevant for the particular class of students. | ① ② ③ ④ ⑤ ⑥ |
| 24. | Incorporate translator in planning when possible? | ① ② ③ ④ ⑤ ⑥ |
| 25. | Adjust length of circle time to reflect children's attention span and level of engagement? | ① ② ③ ④ ⑤ ⑥ |
| 26. | Follow the lesson plans? | ① ② ③ ④ ⑤ ⑥ |

WHEN SHOWING THE VIGNETTES

Did the Teachers:

- | | | |
|-----|---|-------------|
| 27. | Focus children's attention before showing vignette? Give them a specific behavior or emotion to watch for? | ① ② ③ ④ ⑤ ⑥ |
| 28. | Pause longer vignettes at least once to ask questions about segments of the vignette rather than waiting until the end of the vignette? | ① ② ③ ④ ⑤ ⑥ |
| 29. | Begin by asking children about what they thought was happening in the vignette? | ① ② ③ ④ ⑤ ⑥ |
| 30. | Acknowledge and praise children's responses to a vignette? | ① ② ③ ④ ⑤ ⑥ |
| 31. | When appropriate, praise or nonverbally acknowledge children who are focused on the vignette? | ① ② ③ ④ ⑤ ⑥ |
| 32. | Take time to acknowledge disappointment at not being called upon? Provide children with coping strategies (e.g., self-pat on the back, expression of "oh man")? | ① ② ③ ④ ⑤ ⑥ |
| 33. | Paraphrase and highlight the points made by children? | ① ② ③ ④ ⑤ ⑥ |
| 34. | Move on to the next vignettes after key points have been discussed? Pace material to maintain children's interest? | ① ② ③ ④ ⑤ ⑥ |
| 35. | Allow for discussion following each vignette? (If children are distracted, vignette may need to be replayed.) | ① ② ③ ④ ⑤ ⑥ |
| 36. | Make sure that children are attending when vignette is shown? | ① ② ③ ④ ⑤ ⑥ |

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- 37. Use video scene to prompt a role play? ① ② ③ ④ ⑤ ⑥
- 38. Have children practice the actual behaviors being taught through puppet plays, role plays, live role plays, and peer-coached play? ① ② ③ ④ ⑤ ⑥
- 39. Adjust number of vignettes shown according to age and attention span of students? ① ② ③ ④ ⑤ ⑥
- 40. Demonstrate and explain small group activity before leaving large circle discussion? ① ② ③ ④ ⑤ ⑥

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, art activity, bingo, pass the hat, visualization.) ① ② ③ ④ ⑤ ⑥
- 42. Prepare small group activity materials and set them on tables ahead of time to minimize children's waiting time? ① ② ③ ④ ⑤ ⑥
- 43. Participate in small group activity using descriptive commenting and coaching, prompting children to use new skills & praising newly taught skills when they occur? ① ② ③ ④ ⑤ ⑥
- 44. Use labeled praise for prosocial behaviors? ① ② ③ ④ ⑤ ⑥
- 45. Use "dialogic reading" or interactive reading style? ① ② ③ ④ ⑤ ⑥
- 46. Promote reading skills by associating printed work with language? ① ② ③ ④ ⑤ ⑥
- 47. Promote writing skills by taking dictations, writing words to be copied, and reinforcing children's beginning attempts to write? ① ② ③ ④ ⑤ ⑥
- 48. Make adaptations in small group activities in order to be developmentally appropriate for all children? ① ② ③ ④ ⑤ ⑥
- 49. Give as much time to small group activities as to large circle time discussions? ① ② ③ ④ ⑤ ⑥

PROMOTING SKILLS

Did the Teachers (at any time):

- 50. Use feeling language? ① ② ③ ④ ⑤ ⑥
- 51. Use proximal praise and labeled praise? ① ② ③ ④ ⑤ ⑥
- 52. Ignore misbehavior? ① ② ③ ④ ⑤ ⑥
- 53. Use Time Out for aggressive behavior in an appropriate way? ① ② ③ ④ ⑤ ⑥
- 54. Use redirections and warnings? ① ② ③ ④ ⑤ ⑥
- 55. Praise individual children who are following rules, participating well, and engaging in positive behaviors? ① ② ③ ④ ⑤ ⑥
- 56. Use team incentive approach? ① ② ③ ④ ⑤ ⑥
- 57. Issue personal challenges, team rewards, mystery challenges? ① ② ③ ④ ⑤ ⑥
- 58. Have Dinosaur Cue Cards up on walls (e.g., quiet hand up, sharing)? ① ② ③ ④ ⑤ ⑥

Yes No NA/Not Able to Observe



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- 59. Use nonverbal praise? ① ② ③ ④ ⑤ ⑥
- 60. Use discipline appropriately, if it was necessary? ① ② ③ ④ ⑤ ⑥
- 61. Act playful with children? ① ② ③ ④ ⑤ ⑥
- 62. Integrate Dinosaur language throughout the day at choice time, on playground, during mealtimes, etc. ? ① ② ③ ④ ⑤ ⑥
- 63. Prepare for transitions effectively? ① ② ③ ④ ⑤ ⑥

REVIEW HOME ACTIVITIES AND WRAP-UP

(ask teacher if unable to observe)

Did the Teachers:

- 64. Review Detective Home Workbooks with the children? ① ② ③ ④ ⑤ ⑥
- 65. Individually give children a chance to share his/her homework? ① ② ③ ④ ⑤ ⑥
- 66. Enthusiastically praise whatever effort children made this week? ① ② ③ ④ ⑤ ⑥
- 67. Assist children who didn't complete the home workbooks to complete them? ① ② ③ ④ ⑤ ⑥
- 68. Have puppets say good bye? ① ② ③ ④ ⑤ ⑥
- 69. Involve parents by sending home parent letters with homework? ① ② ③ ④ ⑤ ⑥

CHILDREN'S RESPONSES

- 70. Children appeared engaged and on-task during large group circle time. ① ② ③ ④ ⑤ ⑥
- 71. Children were enjoying themselves during small group activities. ① ② ③ ④ ⑤ ⑥
- 72. Children were involved in asking questions, role plays and suggesting ideas. ① ② ③ ④ ⑤ ⑥
- 73. Waiting time for children was minimized. ① ② ③ ④ ⑤ ⑥

TEACHER COLLABORATION / PARENT TEACHER INVOLVEMENT

(ask teacher if unable to observe)

- 74. Did the two teachers have clear, complimentary roles in each of the different activities? (e.g., take turns leading content and focusing on process)? ① ② ③ ④ ⑤ ⑥
- 75. Did teachers work well as a team reinforcing each other, while attending to different roles with students? ① ② ③ ④ ⑤ ⑥
- 76. Do teachers have regular, consistent meeting times weekly to discuss and plan for Dina Curriculum? ① ② ③ ④ ⑤ ⑥
- 77. Are teachers implementing behavior plans for children targeted with special needs? ① ② ③ ④ ⑤ ⑥
- 78. Do teachers call parents to share something positive about their child? ① ② ③ ④ ⑤ ⑥
- 79. Do teachers share Dinosaur material at parent orientation nights? ① ② ③ ④ ⑤ ⑥

SUMMARY COMMENTS _____

