



Classroom moment focus

Teacher or code: _____ Coach: _____ Date: _____

Narrow a broad concern to one teachable classroom routine. Complete this with the teacher before collecting evidence.

The moment we will examine

Identify the class, task, cue and approximate time. Include something already working.

Actions we want students to learn

Describe visible or audible actions and acceptable accessible alternatives. Avoid labels such as lazy or disrespectful.

Conditions students need

Materials, directions, task difficulty, language, disability supports and other access needs.

How we will record it

Count, snapshot or elapsed time? Define the cue, endpoint, unit, observation window and who is included.

A useful local target

Choose a reasonable aim together after initial observations. State when it will be checked; it is not a universal benchmark.

First visit and first conversation

Name the observer, dates and any changes that would make the observation unrepresentative.



Routine observation notes

Teacher or code: _____ Coach: _____ Date: _____

Capture a short sequence around the chosen classroom moment. Separate the record from explanations you will discuss later.

Observation conditions

Task, class, date, start and end of the visit, cue and observer position.

What happened in order

Record time stamps, student actions and words, directions, materials and adult responses. Use codes rather than full student names.

Measurement from this visit

Definition, number observed, number absent or outside view, count or elapsed seconds and collection time.

Possible explanations to check

List more than one possibility. A short visit cannot establish a student motive or a cause.

What the teacher adds

What context did the observer miss? Which successful routines should remain?

Start and transition record

Teacher or code:

Coach:

Date:

Use one defined measure repeatedly. Keep the cue, task type and access supports comparable; note differences. Duplicate for more checks.

Measure and counting rule

Define the action, cue, snapshot or endpoint, units and window. For a count, enter % as count divided by the number observed times 100. Enter N/A in Seconds for counts; for timing, leave count and % blank.

Who is included

Record students or groups present, observed, absent and unobserved. Do not count absent or unobserved units as failures.

Date	Present	Observed	Started	Percent	Seconds	Context

What can and cannot be compared

Describe task or support changes, different observers and limits. For individual follow-up use stable codes in a secure school record.



Routine teaching plan

Teacher or code: _____ Coach: _____ Date: _____

Plan an explicit demonstration and rehearsal of one routine. Include a path for students who need a different way to participate.

Ready before the cue

Materials, visible directions, seating or access supports that must be in place.

Demonstration and student practice

Write the small steps you will show. Plan a brief practice and how students will explain the steps back.

Reminder at the moment it is needed

Write the cue and brief reminder. Who will give it and where?

Response when students need help

Describe a calm private prompt, a usable choice or reteaching. Follow existing individual plans and school procedures.

How we will recognize the routine

Specify the action to acknowledge and a respectful way to do it. Check student preferences about public attention.

Coach support and next check

Co-plan, demonstrate or observe? Name the responsibilities, observation measure and return date.



Student perspective and support

Teacher or code: _____ Coach: _____ Date: _____

Use privately when a class routine is not working for a learner. Invite the learner view and coordinate existing supports; this is not a behavior assessment.

Student code and classroom moment

Record only necessary information in an approved school location. Describe the routine without a character judgment.

Invite the student perspective

Ask what is difficult about this part of class and what would make it easier to begin or rejoin. Record the student words or preferred response format.

Access and relationship check

Directions, materials, task difficulty, language, sensory or movement needs, peer interactions and existing plans. What requires consultation?

A small agreed support

State what the adult will provide and what the learner can try. Offer workable options within school expectations.

Reconnection after a difficulty

Plan a private follow-up and a way back into the task. Follow school safety, reporting and individual support procedures.

Follow-up and school support

When and how will we check? If the concern persists, who is the appropriate school support person?

Follow-up comparison

Teacher or code: _____ Coach: _____ Date: _____

Compare the same defined classroom action over several checks. Keep teacher implementation and student response separate.

Definition and conditions

State the cue, measure, window, units and context for the initial and return checks.

Initial checks

List dates, counts and number observed or elapsed seconds. Record missing observations and useful context.

Return checks

Use the same units. Record differences in tasks, supports or attendance that limit comparison.

What the adult actually implemented

Which parts of the plan occurred? Which did not? What evidence supports this record?

Interpretation with limits

What changed, what did not and who may still need support? Class percentages do not show individual progress.

Decision and next check

Keep, adjust, collect more evidence or request school support. Name one next action, its owner and the date.