

Date: October 9 2019 Start time: 7:30 am.  
 Teacher ID: [REDACTED] End time: 2:00 pm.  
 Observer ID: Brenda Riffe

Directions: Write the number of items scored yes in column A and the number of items scored no in column B. Complete the calculations to derive a percentage score for each item.

## Subscale 1: Key Practices

TPOT Item	A. Number of indicators scored yes	B. Number of indicators scored no	C. Total possible (A + B)	Score (A / C * 100)
1 Schedules, Routines, and Activities*	8	1	9	88
2 Transitions Between Activities Are Appropriate	8	0	8	100
3 Teachers Engage in Supportive Conversations with Children*	9	0	9	100
4 Promoting Children's Engagement*	9	0	9	100
5 Providing Directions	7	0	7	100
6 Collaborative Teaming*	8	1	9	88
7 Teaching Behavior Expectations	4	3	7	57
8 Teaching Social Skills and Emotional Competencies	8	1	9	88
9 Teaching Friendship Skills	9	0	9	100
10 Teaching Children to Express Emotions	7	1	8	87
11 Teaching Problem Solving	7	2	9	77
12 Interventions for Children with Persistent Challenging Behavior	4	1	5	80
13 Connecting with Families	8	0	8	100
14 Supporting Family Use of the Pyramid Model Practices	6	1	7	85
Total Key Practices				

## Subscale 2: Red Flags

15 - 31	Red Flags	0	17	17	100
---------	-----------	---	----	----	-----

## Subscale 3: Using Effective Strategies to Respond to Challenging Behavior

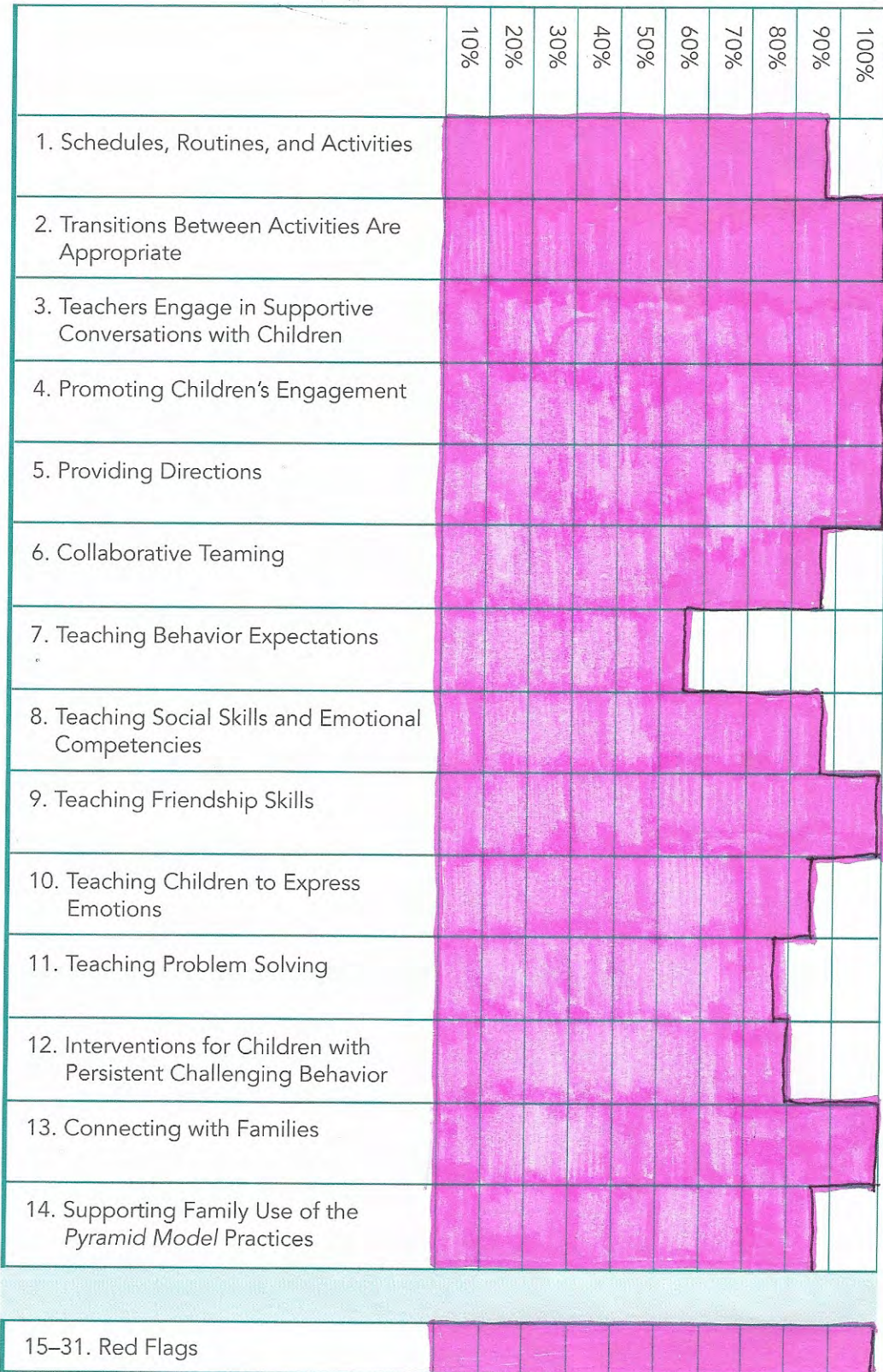
32. Using Effective Strategies to Respond to Challenging Behavior	
Number of incidents of challenging behavior observed:	2
All essential strategies used in each incident:	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> N/A
Number of additional strategies used:	<input type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4

\*This item includes N/O as a score option for one indicator. If the indicator is scored as N/O, exclude it from your counts of total Yes and total No.



# SCORING SUMMARY GRAPH

Directions: Shade each column to indicate the score for that item (percentage of indicators present).





## 7. Teaching Behavior Expectations

	INDICATOR	YES	NO	NOTES
TBE1	Teacher has posted behavior expectations OR rules that are positively stated, include a <u>visual</u> , and are limited in number. Info- <u>6</u>		✓	Posted - (No visuals). 6 Classroom Rules.
TBE2	Posted behavior expectations or rules are <u>reviewed</u> with children during large-group OR small-group activities.		✓	
TBE3	Children are reminded of posted behavior expectations or rules throughout the observation. <u>Whole Group Reminder!</u>	✓		Before going outside: Playground rules - not running on rocks on side walk, down the slide, use your eyes.
TBE4	Teacher provides instruction OR reminders on posted behavior expectations or rules to individual children, during play or within small-group activities.	✓		
TBE5	Teacher comments on appropriate child behavior, linking the behavior to the posted classroom rules or expectations.	✓		Keith, you are having a really good morning.
TBE6	Throughout the observation, teacher provides specific positive feedback to children on meeting posted behavior expectations or rules.	✓		"Remember to clean that up before getting something else from the shelf." - One boy who she knows dumps toys. Does + tell him good jobs on playing.
TBE7	Teacher facilitates discussions where children are involved in critically thinking about posted behavior expectations or rules AND their importance in the classroom. <u>Helping children</u>		✓	
"If you can hear me touch your nose, If you hear me ..." Quiet Down Students.		TOTAL: 4	3	

NOTES: Kids are all sitting on rug + attending!

\* Can you please try again + be gentle with the books? Thank you, that was so much better!

Thank you for raising your hand.

- Sit crisscross applause, put hands in your bucket.

Remember when you're lining up - hands are to yourself, eyes are facing forward.

- Remember maverick, we play nice together.