SELF MONITORING FORM

**ACKNOWLEDGING APPROPRIATE BEHAVIOR**

NAME: Lauren Milne

DATE: 30 October 2011 Title of Lesson/Activity What is a Community?

|  |  |  |
| --- | --- | --- |
|  |  | COMMENTS |
| I acknowledged appropriate behavior frequently.  I acknowledged appropriate behavior 3 times as often as I responded to inappropriate behavior.  I acknowledged appropriate behavior by describing specifically the appropriate behavior I noticed.  I varied the type of acknowledgements I used to include informative feedback, encouragement, specific praise, and nonverbal acknowledgements.  I acknowledged appropriate behavior sincerely (i.e., truthfully, to the person).  I acknowledged the behavior of all students fairly (i.e., according to their needs.)  I acknowledged those behaviors difficult for individuals.  I acknowledged those behaviors difficult for the class.  I acknowledged a variety of *important* learning and social behaviors.  I acknowledged behavior in a way that was effective, appropriate, and comfortable to individuals (e.g., culturally and age appropriate). | Yes No NA  Yes No NA  Yes No NA  Yes No NA  Yes No NA  Yes No NA  Yes No NA  Yes No NA  Yes No NA  Yes No NA | I answered “NO” because out of a full hour, I only acknowledged appropriate behavior four times.  I only had to respond to inappropriate behavior once.  “Thank you for raising your hand with your voice off.” “Having your book on the left side of your desk was a good choice so that no one stepped on it.” \*Nod of head\* ETC.  I let a student know that having their desk closed with all their materials in the correct location was very responsible of them.  I acknowledged their good use of eyes and ears during the lesson and when certain students helped others. |

**VISUAL SUPPORTS**

COMMENTS

|  |  |  |
| --- | --- | --- |
| My directions were always put in writing (as well as stated orally) | YES NO | My CFU’s were not put into writing. |
| I used visual supports to illustrate the steps of the process I was teaching | YES NO |  |
| I left visual supports in the view of students as long as they were needed for reference | YES NO |  |
| I used a variety of types of visual supports – realia or pictures, actions, writings, and graphic organizers | YES NO | Concept map, response cards, social studies book. |
| My visual supports were neat in appearance and professional looking (produced with technology as reasonable) | YES NO |  |
| My visual supports were easy to read from all parts of the room | YES NO |  |
| My visual supports were appealing/interesting to look at | YES NO |  |
| I referred to my visual supports during instruction and student practice | YES NO |  |

**ACTIVE PARTICIPATION**

COMMENTS

|  |  |  |
| --- | --- | --- |
| I used active participation (AP) strategies that involved all students at once and made sure that all of my students participated | YES NO |  |
| I used AP strategies while I presented (explained, demonstrated, reviewed, gave directions) | YES NO |  |
| I used AP strategies for different purposes (involvement, processing, rehearsing) | YES NO |  |
| I used strategies that required a variety of different types of responses (oral, written, signaled) | YES NO | I clapped my hands in a pattern for attention and gave directions for answering certain questions. |
| I used strategies in all parts of my lesson/activity (the opening, lesson body/activity middle, closing) | YES NO |  |
| I met my goal of using strategies at a rate of \_\_\_\_\_\_\_ | YES NO | For a full hour of teaching, there should have been more variety and a better rate. |
| I used strategies to meet the needs of my student who has difficulty writing by asking for oral responses | YES NO | I used TOO MUCH writing. |
| I kept my students on-task by using AP strategies | YES NO |  |
| I taught the AP strategy that was new to my students | YES NO | Student response cards |
| I reviewed AP strategies that I have not used recently, so my students knew what to do | YES NO | Response cards |

**EXPLANATIONS**

COMMENTS

|  |  |  |
| --- | --- | --- |
| I gave a complete, thorough explanation of the content analysis  (e.g., paraphrased, elaborated, defined, gave examples) | YES NO | I guided the class through a concept map of “community” and broke it down from the basic definition to the different components that make it up. |
| I explained the content analysis so that it was clear and easy for students to understand | YES NO | The definition was simple, “a community is a place where people live, work and play together.” The students helped supply me with the examples so that it could be understood from their perspective. |
| I explained how the current information fits with a big idea, generalization or unit objective | YES NO | I explained at the very beginning of the lesson that the overall goal was to learn about different types of communities that are all around us. But before we could do that, we have to define what a community is. |
| I explained information accurately | YES NO | I stated the definition of “community” and never strayed from the way it was explained in the concept map. |
| I used vocabulary/language that my students could understand | YES NO |  |
| I repeated main ideas often, using the same wording | YES NO |  |
| I showed the content analysis in writing, e.g., the task analysis, principle statement, subject matter outline | YES NO | Everything was clearly represented in the concept map. |
| I explained the whole idea, rule, strategy, concept or principle as well as the component parts | YES NO |  |
| I consistently referred back to the content analysis during the lesson or activity | YES NO | Concept analysis = concept map |
| I used multiple examples to clarify verbal explanations of lesson content | YES NO | We discussed the different locations within Lynden that could fit into each category. |
| I used visual supports to illustrate/emphasize my words | YES NO |  |
| I adjusted my explanations based on student need, e.g., presented information in smaller pieces | YES NO | For the students that were still confused, I walked through the definition and asked them to supply examples, pointing to the matching examples listed on the board so they could see that they *did* understand it. |
| I used culturally relevant examples as part of my explanations | YES NO | All examples could be found in Lynden. |

Teaching Objectives, Rationale and Interventions from October 27th Lesson

AAB:

(condition) (behavior) (content) (criterion).

EXPLANATION

Intervention-

Visual Supports:

(condition) (behavior) (content) (criterion).

EXPLANATION

Intervention-

AP:

(condition) (behavior) (content) (criterion).

EXPLANATION

Intervention-

Explanations:

(condition) (behavior) (content) (criterion).

EXPLANATION

Intervention-