







# ISRC Deaf and Hard of Hearing Model Classroom Self-Assessment Survey

CLASSROOM EXPECTATIONS				
Students are explicitly taught how to behave - what they are supposed to do				
Achieved	Nearly Achieved	Making Progress	Non-existent	Our Progress/Activities
3-5 positively stated expectations are developed and posted	Classroom expectations exist but are not posted in the classroom	Classroom expectations exist but are not positively stated and/or >5	Classroom expectations are not clearly defined	
A system is in place and utilized regularly to teach and model the desired classroom behaviors	A system is in place and utilized infrequently to teach and model the desired classroom behaviors	A system is being developed to teach and model the desired classroom behaviors	A system is not in place or utilized to teach and model the desired classroom behaviors	
A system is in place and utilized regularly to teach and model the desired behaviors in settings outside of the classroom	A system is in place and utilized infrequently to teach and model the desired behaviors in settings outside of the classroom	A system is being developed to teach and model the desired behaviors in settings outside of the classroom	A system is not in place to teach and model the desired behaviors in settings outside of the classroom	
Students actively participate in the development and teaching of the expectations	Students have some participation in both the development and teaching of the expectations	Students have some participation in either the development or teaching of the expectations	Students do not participate in the development and teaching of the expectations	
The positively stated expectations are regularly referred to by name during corrections and teaching	The positively stated expectations are sometimes referred to by name during corrections and teaching	The positively stated expectations are sometimes referred to by name during corrections or teaching	The positively stated expectations are not referred to by name during corrections and teaching	
Students can state all of the expectations and model/tell examples	Students can state some of the expectations and model/tell examples	Students can state some of the expectations or model/tell examples	Students cannot state all of the expectations and model/tell examples	
A system is established and utilized regularly for teaching the expectations to new/incoming staff, students	A system is established and utilized infrequently for teaching the expectations to new/incoming staff, students	A system is being developed for teaching the expectations to new/incoming staff, students	A system is not established for teaching the expectations to new/incoming staff, students	

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STRUCTURE AND ROUTINE: Teacher and student routines are designed and predictable				
Achieved	Nearly Achieved	Making Progress	Non-existent	Our Progress/Activities
<p>Most students are observed regularly following established procedures for daily activities (i.e. turning in homework, asking for help, sharpening pencil, lining up, bathroom use)</p>	<p>Some students are observed regularly following established procedures for daily activities (i.e. turning in homework, asking for help, sharpening pencil, lining up, bathroom use)</p>	<p>Procedures are established for daily activities but are not being utilized consistently (i.e. turning in homework, asking for help, sharpening pencil, lining up, bathroom use)</p>	<p>Standardized procedures are not followed by all students for daily activities (i.e. turning in homework, asking for help, sharpening pencil, lining up, bathroom use)</p>	
<p>All students return to designated area between all activities to receive directions</p>	<p>All students return to designated area between some activities to receive directions</p>	<p>All students return to designated area inconsistently between activities to receive directions</p>	<p>There is not a designated area where students return between activities to receive directions</p>	
<p>The daily schedule is posted and the student is frequently engaged in anticipatory planning</p>	<p>The daily schedule is posted and the student is infrequently engaged in anticipatory planning</p>	<p>The schedule is posted, but the student is not involved in anticipatory planning</p>	<p>There is no schedule posted</p>	
<p>Anticipatory planning identifies where staff/ students will be and what staff/students will be doing</p>	<p>Anticipatory planning identifies where either staff or students will be and what either staff or students will be doing</p>	<p>Anticipatory planning identifies where either staff or students will be or what either staff or students will be doing</p>	<p>There is no anticipatory planning</p>	
<p>Materials are consistently ready and accessible for all activities in their designated location</p>	<p>Materials are ready and accessible for some activities in their designated location</p>	<p>Materials are infrequently ready and accessible for some activities in their designated location</p>	<p>Materials are not prepared ahead of time for activities</p>	
<p>Classroom-wide attention getting signal is established and consistently used</p>	<p>Classroom-wide attention getting signal is established and inconsistently used</p>	<p>Classroom-wide attention getting signal is established but does not appear to be effective</p>	<p>Classroom-wide attention getting signal has not been established</p>	







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<b>ACTIVE ENGAGEMENT</b>				
Students are taught and learn using a variety of stimulating strategies				
Achieved	Nearly Achieved	Making Progress	Non-existent	Our Progress/Activities
Classroom outline clearly identifies multiple activities within each period	Classroom outline clearly identifies multiple activities for some class periods	Classroom outline clearly identifies at least one activity for some class periods	There is no classroom outline	
Varied format of instruction utilized daily: Lecture Reading Audio Visual Demonstration Discussion Group Practice By Doing Teach Others	Varied format of instruction utilized 3-4 times weekly: Lecture Reading Audio Visual Demonstration Discussion Group Practice By Doing Teach Others	Varied format of instruction utilized 1-2 times weekly: Lecture Reading Audio Visual Demonstration Discussion Group Practice By Doing Teach Others	Similar format of instruction utilized daily	
Varied opportunities to respond used daily: Verbal Written – journal, graphic organizers, post it notes, Artistic Response cards Voting, choices, debate, yes/no, agree/disagree Personal white boards Individual, small group, partner work Think-pair-share, eye to eye – knee to knee	Varied opportunities to respond used 3-4 times weekly: Verbal Written – journal, graphic organizers, post it notes, Artistic Response cards Voting, choices, debate, yes/no, agree/disagree Personal white boards Individual, small group, partner work Think-pair-share, eye to eye – knee to knee	Varied opportunities to respond used 1-2 times weekly: Verbal Written – journal, graphic organizers, post it notes, Artistic Response cards Voting, choices, debate, yes/no, agree/disagree Personal white boards Individual, small group, partner work Think-pair-share, eye to eye – knee to knee	Similar opportunities to respond utilized daily	
Cooperative Learning Groups are utilized and effective	Cooperative Learning Groups are utilized but need structure	Cooperative Learning Groups are rarely used	Cooperative Learning Groups are not utilized or are ineffective	
Student Centered Learning and/or Inquiry Based Learning are utilized consistently	Student Centered Learning and/or Inquiry Based Learning are utilized occasionally	Student Centered Learning and/or Inquiry Based Learning are utilized rarely	Student Centered Learning and/or Inquiry Based Learning are not utilized	
Differentiated Instruction is utilized consistently	Differentiated Instruction is utilized occasionally	Differentiated Instruction is utilized rarely	Differentiated Instruction is not utilized	



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RESPONSE TO BEHAVIOR				
Student behavior is effectively addressed in ways which are supportive				
Achieved	Nearly Achieved	Making Progress	Non-existent	Our Progress/Activities
<p>Correct behavioral and academic responses are both recognized consistently (positive acknowledgements, tokens, tangibles, praise-verbal/nonverbal, eye contact, role models / peer leaders / buddies)</p>	<p>Correct behavioral and academic responses are both recognized inconsistently (positive acknowledgements, tokens, tangibles, praise-verbal/nonverbal, eye contact, role models / peer leaders / buddies)</p>	<p>Correct behavioral or academic responses are recognized (positive acknowledgements, tokens, tangibles, praise-verbal/nonverbal, eye contact, role models / peer leaders / buddies)</p>	<p>Correct behavioral and academic responses are not recognized (positive acknowledgements, tokens, tangibles, praise-verbal/nonverbal, eye contact, role models / peer leaders / buddies)</p>	
<p>Academic and behavioral corrections are directly addressed in a quick and positive manner consistently (remind, pre-correct, state expectations, model expectations, practice expectations, warning system – 1, 2, 3, sit with me role models / peer leaders / buddies)</p>	<p>Academic and behavioral corrections are directly addressed in a quick and positive manner inconsistently (remind, pre-correct, state expectations, model expectations, practice expectations, warning system – 1, 2, 3, sit with me role models / peer leaders / buddies)</p>	<p>Academic or behavioral corrections are directly addressed in a quick and positive manner (remind, pre-correct, state expectations, model expectations, practice expectations, warning system – 1, 2, 3, sit with me role models / peer leaders / buddies)</p>	<p>Academic and behavioral corrections are not directly addressed in a quick and positive manner (remind, pre-correct, state expectations, model expectations, practice expectations, warning system – 1, 2, 3, sit with me role models / peer leaders / buddies)</p>	
<p>Prompt hierarchy continuum is used for both instruction and correction of both academic and behavioral skills consistently</p>	<p>Prompt hierarchy continuum is used for instruction and/or correction of academic and/or behavioral skills</p>	<p>Prompt hierarchy continuum is used for instruction and correction of either academic or behavioral skills</p>	<p>Prompt hierarchy continuum is not used</p>	
<p>Positive behavior system or approach is in place and utilized consistently</p>	<p>Positive behavior system or approach is in place and utilized inconsistently</p>	<p>Positive behavior system or approach is being established</p>	<p>A behavior system or approach is not in place or contains punitive elements</p>	



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<b>POSITIVE REINFORCEMENT PRACTICES</b> Students are recognized for their successes and correct behavioral choices Increase the likelihood that desired behaviors will be repeated				
Achieved	Nearly Achieved	Making Progress	Non-existent	Our Progress/Activities
All or most of the I-FEED-V criteria are utilized consistently Immediately Frequently Enthusiastically Eye Contact Describe target behavior Vary praise statement	Some of the I-FEED-V criteria are utilized consistently Immediately Frequently Enthusiastically Eye Contact Describe target behavior Vary praise statement	Some of the I-FEED-V criteria are utilized inconsistently Immediately Frequently Enthusiastically Eye Contact Describe target behavior Vary praise statement	The I-FEED-V criteria is not utilized Immediately Frequently Enthusiastically Eye Contact Describe target behavior Vary praise statement	
Varied types of positive reinforcement are in place and utilized consistently Social Tangible/Material Activity Edible Sensory Natural Token	Varied types of positive reinforcement are in place and utilized inconsistently Social Tangible/Material Activity Edible Sensory Natural Token	Few varieties of positive reinforcement are in place Social Tangible/Material Activity Edible Sensory Natural Token	Positive reinforcement practices are not utilized	
When teaching new behaviors they are reinforced frequently, predictably, and immediately, with appropriate fades as behaviors are learned	When teaching new behaviors they are reinforced frequently, predictably, and immediately, with no plan in place to fade as behaviors are learned.	When teaching new behaviors they are reinforced inconsistently	When teaching new behaviors they are not reinforced	
Academic and behavioral staff responses meet a 4:1 ratio of positive to corrective interaction	Academic or behavioral staff responses meet a 4:1 ratio of positive to corrective interaction	Academic or behavioral staff responses interactions include some verbal praise or positive element	Academic and behavioral staff responses are primarily corrective	




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DATA FOR DECISION MAKING				
Data is used to direct instruction and intervention				
Achieved	Nearly Achieved	Making Progress	Non-existent	Our Progress/Activities
<p>Teacher is able to fully describe each student’s hearing loss and abilities including Hearing loss: type, degree, with aids/CI – benefit, FM systems, IQ, cognitive functioning abilities, reading and language levels, writing abilities and limitations, fine and gross motor abilities and limitations, Executive Functioning strengths and weaknesses, interests and skills</p>	<p>Teacher is able to partially describe each student’s hearing loss and abilities including Hearing loss: type, degree, with aids/CI – benefit, FM systems, IQ, cognitive functioning abilities, reading and language levels, writing abilities and limitations, fine and gross motor abilities and limitations, Executive Functioning strengths and weaknesses, interests and skills</p>	<p>Teacher is able to partially describe some students’ hearing loss and abilities including Hearing loss: type, degree, with aids/CI – benefit, FM systems, IQ, cognitive functioning abilities, reading and language levels, writing abilities and limitations, fine and gross motor abilities and limitations, Executive Functioning strengths and weaknesses, interests and skills</p>	<p>Teacher is not able to describe any student’s hearing loss and abilities including Hearing loss: type, degree, with aids/CI – benefit, FM systems, IQ, cognitive functioning abilities, reading and language levels, writing abilities and limitations, fine and gross motor abilities and limitations, Executive Functioning strengths and weaknesses, interests and skills</p>	
<p>If there is a student in the class with high level behavior challenges, there is a clearly identified target behavior, data collection system, data aggregation practice, regularly scheduled data review, and interventions chosen and adjusted based on results</p>	<p>If there is a student in the class with high level behavior challenges, there is a clearly identified target behavior, intervention, and data collection system</p>	<p>If there is a student in the class with high level behavior challenges, there is a clearly identified target behavior and intervention</p>	<p>If there is a student in the class with high level behavior challenges with no specific target behavior identified</p>	
<p>Monitor/evaluate for effectiveness using classroom assessment techniques and curriculum based measures on a regular basis</p>	<p>Monitor/evaluate for effectiveness using classroom assessment techniques or curriculum based measures on a regular basis</p>	<p>Monitor/evaluate for effectiveness using classroom assessment techniques or curriculum based measures infrequently</p>	<p>Does not monitor/evaluate for effectiveness using classroom assessment techniques or curriculum based measures</p>	
<p>Academic activities align with IEP goals consistently</p>	<p>Some academic activities align with IEP goals consistently</p>	<p>Academic activities align with IEP goals inconsistently</p>	<p>Daily academic activities are not driven by IEP goals.</p>	



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TEACHER AND SUPPORT STAFF SUPERVISION OF ENVIRONMENT				
Students are well supervised and staff tasks/responsibilities are clear				
Achieved	Nearly Achieved	Making Progress	Non-existent	Our Progress/Activities
<p>Each member of the educational team clearly understands his/her role and daily assignment: who does what, when, where, with whom, and purpose of lesson</p>	<p>Most members of the educational team clearly understand his/her role and daily assignment: who does what, when, where, with whom, and purpose of lesson</p>	<p>Some or few members of the educational team clearly understand his/her role and daily assignment: who does what, when, where, with whom, and purpose of lesson</p>	<p>It is unclear to the members of the educational team what is his/her role and daily assignment: who does what, when, where, with whom, and purpose of lesson</p>	
<p>Classroom seating arrangements consistently vary and are selected based on the purpose of each lesson</p> <p>Seating arrangements: Horseshoe/semi-circle, Square, Rectangle, Pods/4-square, Pairs, Circle, Traditional/Rows, Scatter shot</p>	<p>Classroom seating arrangements sometimes vary and are selected based on the purpose of each lesson</p> <p>Seating arrangements: Horseshoe/semi-circle, Square, Rectangle, Pods/4-square, Pairs, Circle, Traditional/Rows, Scatter shot</p>	<p>Classroom seating arrangements vary but are not based on the purpose of each lesson</p> <p>Seating arrangements: Horseshoe/semi-circle, Square, Rectangle, Pods/4-square, Pairs, Circle, Traditional/Rows, Scatter shot</p>	<p>Classroom seating arrangements stay the same</p>	
<p>Adult supervision of students in and outside of the classroom follows the recommended practice of “Move, Scan, Interact”</p> <p>Move – stay in motion, don’t stand around chit chatting with other teachers, cover the entire area (route), be unpredictable</p> <p>Scan – eye contact, always keep your eyes moving ‘active eyes’, take in where kids are and what they’re doing</p> <p>Interact – talk to them, smile at them, ask questions, answer questions, eye contact, nod</p>	<p>Adult supervision of students in and outside of the classroom includes at least two components of the recommended practice of “Move, Scan, Interact”</p> <p>Move – stay in motion, don’t stand around chit chatting with other teachers, cover the entire area (route), be unpredictable</p> <p>Scan – eye contact, always keep your eyes moving ‘active eyes’, take in where kids are and what they’re doing</p> <p>Interact – talk to them, smile at them, ask questions, answer questions, eye contact, nod</p>	<p>Adult supervision of students in and outside of the classroom follows at least one component of the recommended practice of “Move, Scan, Interact”</p> <p>Move – stay in motion, don’t stand around chit chatting with other teachers, cover the entire area (route), be unpredictable</p> <p>Scan – eye contact, always keep your eyes moving ‘active eyes’, take in where kids are and what they’re doing</p> <p>Interact – talk to them, smile at them, ask questions, answer questions, eye contact, nod</p>	<p>Adult supervision of students in and outside of the classroom does not utilize the recommended practice of “Move, Scan, Interact”</p> <p>Move – stay in motion, don’t stand around chit chatting with other teachers, cover the entire area (route), be unpredictable</p> <p>Scan – eye contact, always keep your eyes moving ‘active eyes’, take in where kids are and what they’re doing</p> <p>Interact – talk to them, smile at them, ask questions, answer questions, eye contact, nod</p>	

