

Ci3T Treatment Integrity: Direct Observation Rubric

Procedures for Teaching

	Notes	0 = Not at all	1 = Some of the time < ½	2 = Most of the time > ½	3 = All of the Time
<p>1. Did I have our 3-5 schoolwide expectations posted and visible in my classroom (e.g., Be Respectful, Be Responsible, Give Best Effort)?</p> <p>Big expectations.</p>	<p>If posted but partially covered, score a “2.”</p> <p>May be part of full matrix, setting specific expectation poster, or may be displayed otherwise (e.g., big “RESPECT” “RESPONSIBILITY” “READY TO LEARN”)</p>	<p>I did not display a poster in my classroom denoting my schools’ Ci3T expectations.</p>	<p>A poster visually displaying my school’s Ci3T expectations was posted in my classroom in a place where students could see it for some of the school year (i.e., less than half the time such as when view is restricted).</p> <p>Use 1 if too small to read from student desks.</p>	<p>A poster visually displaying my school’s Ci3T expectations was posted in my classroom in a place where students could see it for most of the school year (i.e., more than half the time such as when view is restricted).</p>	<p>A poster visually displaying my school’s Ci3T expectations was posted in my classroom in a place where students could see it at all times during the school year.</p>
<p>2. Did I model the behaviors (expectations) stated in the schoolwide plan for my students?</p>	<p>Think in general terms: did the teacher model the schoolwide expectations themselves in their role as a teacher? For example, were they ready to teach, respectful in interactions with students, respectful to adults, responsible in their behavior? The teacher does not have to be overly sweet/ positive/bubbly to get full credit.</p>	<p>I did not model the behaviors (expectations) stated in the schoolwide plan with my own behavior for my students, such as in the way I interacted with my students and other adults.</p>	<p>I sometimes (i.e., less than half the time) modeled the behaviors (expectations) stated in the schoolwide plan for my students with my own behavior, such as in the way I interacted with my students and other adults.</p>	<p>I usually (i.e., more than half the time) modeled the behaviors (expectations) stated in the schoolwide plan for my students with my own behavior, such as in the way I interacted with my students and other adults.</p>	<p>I consistently modeled the behaviors (expectations) stated in the schoolwide plan for my students with my own behavior, and always interacted positively with my students and other adults.</p>

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3. Did I differentiate instruction (academic tasks) as needed?	This must be more than the teacher stopping to answer questions, provide support, or reteach. For example, different activities (e.g., choice), different materials, different content.	I did not differentiate instruction (academic tasks) for students as needed. 0 is okay if you are <u>very</u> confident they could have but did not.	I made some effort to differentiate instruction (academic tasks) for my students as needed (i.e., less than half the time).	I frequently differentiated instruction (academic tasks) for my students as needed (i.e., more than half the time).	I assessed (e.g., informally or formally) the students in my class for varying learning needs and differentiated instruction (academic tasks) to the best of my ability for all students as needed. Instruction appears appropriate for all learners.
4. Did I make individual modifications to support students' social or behavioral needs?	Modification is interpreted to be individual supports for students' needs. For example, do give credit for the teacher checking an individual student's work and providing feedback. Keep in mind that giving a student attention (e.g., checking work, non-contingent attention) might be a modification. Ticket with behavior specific praise to neighbors meeting expectations, as does reminding a student of the expectations.	I did not make individual modifications to support my students' social or behavioral needs for my students as needed. There was observable need/ opportunity but not addressed within the 30 min observation.	I made some effort to make individual modifications to support the social or behavioral needs of my students as needed (i.e., less than half the time).	I frequently made individual modifications to support the social or behavioral needs for my students as needed (i.e., more than half the time).	I assessed (e.g., informally or formally) the students in my class for varying social or behavioral needs, and made individual modifications to support students' social or behavioral needs to the best of my ability for all students as needed. Instruction appears appropriate for all learners.

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5. Did I keep students engaged from the beginning to the end of class?	Do not expect student academic engagement during transitions or other natural down times. If they are following the routine or teacher directions/ expectations, they should be considered engaged. This item is observing student behavior.	My students were rarely engaged from the beginning to the end of an activity or class period.	My students were sometimes (i.e., less than half the time) engaged from the beginning to the end of an activity or class period.	My students were usually (i.e., more than half the time) engaged from the beginning to the end of an activity or class period.	My students were consistently engaged from the beginning to the end of each activity or class period. Keep in mind about 75-80% engagement is typical for well managed classrooms.
6. Did I conduct a starting activity?	Should be something students begin independently as they walk in the door or transition to a new subject, as opposed to waiting for whole-group instruction to begin. Start of day/start of new subject.	Daily starting activities are not a part of my classroom routine.	I occasionally used daily starting activities (i.e., less than half the time).	I usually used daily starting activities (i.e., more than half the time).	I always used daily starting activities. Any independent, academic, behavioral, or social in nature.

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7. Did I conduct a closing activity?	<p>Closing activities are activities that wrap up and close the lesson, brief, hit the highlights, and have high opportunities to respond (OTR). Must be related to the lesson.</p> <p>Must be instructional, not routine (e.g., not cleaning and not packing up).</p>	Daily closing activities are not a part of my classroom routine.	I occasionally used daily closing activities (e.g., less than half the time).	I usually used daily closing activities (e.g., more than half the time).	<p>I always used daily closing activities.</p> <p>Could be independent or teacher led. “Who can tell me 1 ____? Great push in your chair and line up.”</p>
8. Did I consistently use a positive tone during student interactions?	Think in general: was the teacher <i>generally</i> positive? Does not have to be overly exuberant/bubbly/sweet.	I consistently used a neutral or negative tone during student interactions.	I was sometimes positive (i.e., less than half the time), and sometimes used a negative tone when interacting with students.	I frequently used a positive tone during student interactions (i.e., more than half the time). I almost never used a negative tone when interacting with students.	I consistently used a positive tone during all student interactions. I never used sarcasm or a negative affect towards students.

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9. Did I check for understanding when giving directions to students?	<p>Examples include: asking if students understand and acknowledging their response; clear visual scan; check of independent work with feedback.</p> <p>Not limited to the moment directions are given. This can also be as a follow up or throughout observation.</p>	I never check for understanding when giving directions to students.	I sometimes (i.e., less than half the time) check for understanding when giving directions to students, but also sometimes give directions and do not check to see if students understand.	I frequently (i.e., more than half the time) check for understanding when giving directions to students, and am usually mindful of checking to make sure students understand.	I always check to see if my students understand all directions that I give them.
10. Did I use clear routines for classroom procedures?	If students just seem to know what to do without direction (e.g., during instructional transitions, sharpening pencil time), this is evidence of a routine.	I have not established expected classroom routines and procedures, and do not use them in my classroom.	Some of my students understand the expected classroom routines and procedures I have established, and I sometimes (i.e., less than half the time) use them in my classroom.	My students seem to understand expected classroom routines and procedures I have established, and I usually (i.e., more than half the time) use them in my classroom.	My students clearly understand the expected classroom routines and procedures I have established, and I consistently and efficiently use them throughout each day.

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11. Did I integrate social skill content into my instruction?	Defined as referencing content from Ci3T social component into other activities (e.g., academic instruction). Evidence includes using precorrection related to needed social skills, talking about how lesson relates to social skills, referencing visual materials posted regarding social skills (e.g., referencing posted focus skills on the board).	I never integrated social skill content (e.g., embedding or referencing social skill lessons, skills, materials) into my instruction.	I partially integrated social skill content (e.g., embedding or referencing social skill lessons, skills, materials) into my instruction. For example, I referred to social skills only at the start of the lesson only; or, I mentioned social skills only once during the lesson.	I integrated social skill content (e.g., embedding or referencing social skill lessons, skills, materials) into my instruction most of the time (> 50%). For example, there is evidence I made more than one connection (e.g., skills posted and referred to; verbal references or prompts; focus skills posted in writing on the board).	I integrated social skill content (e.g., embedding or referencing social skill lessons, skills, materials) throughout my instruction. For example, social skills explicitly referred to using precorrection and reminders throughout lesson; focus social skills are posted on the board and referenced at the beginning and end of the lesson.
12. Did I use low-intensity strategies (e.g., instructional choice, active supervision, increased opportunities to respond) to support student engagement?	See below for a complete listing of low-intensity strategies. If you need more information about what these strategies look like, review materials at ci3t.org/pl . <ul style="list-style-type: none"> - Active Supervision - Behavior Specific Praise - High-Probability Request Sequences - Instructional Choice - Instructional Feedback - Increased Opportunities to Respond - Precorrection 	I did not use low-intensity strategies (e.g., instructional choice, active supervision, increased opportunities to respond) to support student engagement.	I used at least two low-intensity strategies to support student engagement some of the time during the observation (i.e., < 50% of the time).	I used at least two low-intensity strategies to support student engagement during most of the lesson (i.e., > 50% of the time).	I consistently used a variety of low-intensity strategies to support student engagement throughout the lesson.

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13. Did I teach my school's social skills curriculum and objectives with integrity as defined in our Ci3T Implementation Manual?	If an observation occurs during a block scheduled for other content (e.g., Core Math instruction) rate this item as "No Opportunity".	I did not teach a social skills lesson when indicated to do so by the instructional schedule. Or, I taught another lesson instead of the one from my school's social skill curriculum.	I taught the skills/topics indicated in my school's social skill lesson. However, I replaced much of the content from my school's curriculum with materials I found.	I taught the skills/topics indicated in my school's social skill lesson, though the lesson was briefer than dosage specified in my school's Ci3T Implementation Manual.	I taught the skills/topics indicated in my school's social skill lesson. I always used materials consistent with my school's Ci3T Implementation Manual.
14. Did I use my school's expectation matrix as an instructional tool (e.g., referencing the matrix when interacting with students)?	Referencing setting-specific behaviors tied to school-wide expectations. The teacher does not have to specifically gesture or point to the expectation matrix, but simply use content from the matrix in an instructional manner.	I did not prompt, refer to, or remind students of expected behaviors as listed in the expectation matrix.	I made a vague reference to expected behaviors as listed in the matrix (e.g., "remember the behaviors I expect to see in the hallway") or referred to the expected behaviors less than half the time (i.e., < 50% of the time) that redirection was used.	I specifically referenced expected behaviors as listed in the matrix (e.g., "remember to show respect by listening to each other's ideas"), used expected behaviors when providing precorrection, or referred to expected behaviors when redirecting more than half the time (i.e., > 50% of the time).	I consistently and specifically referenced expected behaviors as listed in the matrix (e.g., "remember to show respect by listening to each other's ideas"), used expected behaviors when providing precorrection, or referred to expected behaviors when redirecting consistently throughout the lesson.

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15. Did I prompt or remind students of the social skills that would help them engage in the lesson?	Any reminder of specific social skills relevant to activities occurring in the classroom during the observation would count for this item.	I did not prompt or remind students of social skills that would help them engage in the current lesson.	I made one vague reactive or proactive reference to social skills needed for the lesson (skill may or may not be connected to the Ci3T social component). For example, "Remember we learned about this."	I made two specific or proactive references to social skills needed for the lesson (skill may or may not be connected to the Ci3T social component). For example, "Remember our Second Step Lesson - we can protect ourselves when using technology by..."	I reviewed specific social skills needed for the lesson and referenced it multiple times during the lesson. For example, I provided examples and non-examples of the social skill, and/or promoted the use of specific social skill throughout lesson (e.g., specific language or visual prompts).
16. Did I teach Tier 1 core content according to district and state standards as defined in our Ci3T Implementation Manual?		I did not provide Tier 1 instruction aligned with district/state standards.	I provided Tier 1 instruction and it was linked to state and district standards some of the time (i.e., < 50% of the time).	I provided Tier 1 instruction and it was linked to state and district standards during a little more than half of the time (i.e., > 50% of the time).	I consistently provided Tier 1 instruction and it was linked to state and district standards throughout the majority of the time.
17. Did I provide Tier 1 instruction to all students, including those with Tier 2 or 3 needs?		I separated some students during instruction based on academic, behavioral, or social ability. Some students were without textbooks or instructional materials.	I provided students with materials to participate, asked students to pair up across ability levels to share, and/or facilitated inclusion of students coming back from intervention blocks in instruction some of the time (< 50% of the time).	I provided students with materials to participate, asked students to pair up across ability levels to share, and/or facilitated inclusion of students coming back from intervention blocks in instruction most of the time (i.e., > 50% of the time).	I consistently provided students with materials to participate, asked students to pair up across ability levels to share, and/or facilitated inclusion of students coming back from intervention blocks in instruction.

Procedures for Reinforcing

	Notes	0 = Not at all	1 = Some of the time < ½	2 = Most of the time > ½	3 = All of the Time
1. Did I deliver consequences according to my school's reactive plan (e.g., did I do what I am supposed to do when student behavior is problematic, such as complete an office discipline referral or phone a parent)?	Please review the school's reactive plan prior to coding. If no behavior problems consistent with the reactive plan occur, code a "7."	I did not use my school's reactive plan at all when behaviors subject to discipline in my school's reactive plan occurred.	I addressed misbehavior subject to discipline in my school's reactive plan by using the reactive plan occasionally, or less than half the time when these behaviors occurred.	I usually addressed misbehavior subject to discipline in my school's reactive plan by using the reactive plan more than half but not all of the time when these behaviors occurred.	I used the reactive plan appropriately each time a behavior subject to discipline in my school's reactive plan occurred.
2. Did I give tickets to students demonstrating schoolwide expectations (i.e., in academic, behavioral, and social domains)?	Consider the 30 min observation period only. It not sufficient to see evidence of tickets (e.g., ticket envelopes hanging on door for each student) not given during this time.	I did not give tickets to students demonstrating the schoolwide expectations.	I gave tickets to students demonstrating the schoolwide expectations occasionally, or less than half the time.	I usually gave tickets to students demonstrating the schoolwide expectations, or more than half the time.	I gave tickets consistently to students demonstrating the schoolwide expectations.

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3. Did I use behavior-specific praise during student interactions?	Simply repeating the answer to a question is not behavior specific praise (“Yes, five”). Behavior specific praise states the behavior expected: “Nice job including an introduction sentence in your paragraph”).	I did not praise students or when I praised students, I was not specific.	When I praised students, I was occasionally specific (i.e., explicitly stated the behavior that met expectations), or less than half the time.	When I praised students, I usually was specific (i.e., explicitly stated the behavior that met expectations), or more than half the time.	When I praised students, I always was specific (i.e., explicitly stated the behavior that met expectations).
4. Did I use behavior-specific praise when giving tickets to students?	If no credit was assigned for item R.2 above, code a “7.”	When I gave tickets to students, I did not pair them with behavior-specific praise.	I occasionally (i.e., less than half the time) paired tickets I gave to students with behavior-specific praise.	I usually (i.e., more than half the time) paired tickets I gave to students with behavior-specific praise.	I always paired tickets I gave to students with behavior-specific praise.
5. Did I refrain from taking away tickets from students who already received them?	Code a “3” unless teacher is observed taking tickets away. <i>Do not code a “7”</i> because students likely have other tickets that could be taken away even if none were earned in this observation period.	I took tickets away from students who had previously earned them. Taking even 1 ticket during a 30 min observation.	I frequently (more than twice) told students that tickets could be taken away (but no tickets were taken).	I occasionally (e.g., once or twice) told students that tickets could be taken away (but no tickets were taken).	I never took tickets away from students who had previously earned.

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6. Did I use an instructional approach to support students who engage in challenging behavior?	Defined as treating challenging behaviors as opportunity to re-teach expected behaviors, to acknowledge students who are setting a positive example by meeting expectations. Non-examples include expressing frustration or anger in response to challenging behaviors, responding with a negative tone, or relying on punitive responses.	I asked student to leave the classroom or relied only on reactive strategies or punitive consequence when challenging behaviors occurred.	I restated expectations, acknowledged students meeting expectations, and/or provided private corrective feedback less than half the time when challenges occurred (i.e., <50% of the time).	I restated expectations, acknowledged students meeting expectations, and/or provided private corrective feedback more than half the time when challenges occurred (i.e., > 50% of the time).	I consistently restated expectations, acknowledged students meeting expectations, and/or provided private corrective feedback when challenges occurred. Rate as “No Opportunity” if none of the students engage in challenging or disruptive behavior.
7. Did I acknowledge students who used social skills taught in new situations (beyond the initial instruction session)?	Defined as verbally acknowledging demonstration of social skills taught. Look for language aligned with Ci3T social skill component (e.g., “I appreciated how you worked to manage your emotions”). Acknowledgements may also count as behavior specific praise if they meet criteria for that item.	I did not acknowledge students when they used previously taught social skills in a new situation.	I acknowledged students less than half the time (i.e., < 50% of the time) when they used previously taught social skills in a new situation. For example, students were engaging in social skills I taught but I only provided minimal acknowledgements of these behaviors.	I acknowledged students a little more than half the time (i.e., 50–74% of the time) when they used previously taught social skills in a new situation. For example, students were engaging in social skills I taught, and I occasionally acknowledged these behaviors.	I acknowledged students consistently when they used previously taught social skills in a new situation. For example, I consistently and strategically acknowledged students for demonstrating social skills I have previously taught.

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8. Did I keep instruction moving forward when challenges arose?	Defined as brief, positively stated redirections then moving away from the student, or providing private feedback to a student during natural break in instruction. Non-examples: lengthy redirections, paying more attention to students exhibiting challenging behavior than those meeting expectations.	I stopped instruction to deal with challenges when they occurred. If a major challenge occurred, I stopped instruction and did not follow my schools' reactive plan.	I kept instruction flowing some of the time (i.e., < 50% of the time). For example, several challenges occurred during the observation. One was responded to with a brief re-direction (i.e., instructional approach) but several others resulted in noticeable disruption to the flow of instruction.	I kept instruction flowing most of the time (i.e., > 50% of the time that challenges occurred). If a major challenge occurred, I addressed the issue following my schools' reactive plan.	I maintained the flow of instruction consistently each time challenges occurred. I addressed the challenges promptly by following my schools' reactive plan to minimize lost instructional time. Rate as "No Opportunity" if problem behaviors did not occur or were so minor that they did not interfere with flow of instruction.
9. Did I acknowledge students who were meeting expectations when another student engaged in challenging behavior?	If challenging behavior occurs in the classroom, observe to see whether the teacher acknowledges (e.g., using behavior specific praise) other students in the area who are meeting expectations.	I only redirected or provided corrective feedback to students demonstrating challenging behavior; I did not acknowledge other students demonstrating the expected behavior.	When a student engaged in challenging behavior, I acknowledged other students in the area who were meeting expectations some of the time (i.e., < 50% of the time).	When a student engaged in challenging behavior, I acknowledged other students in the area who were meeting expectations most of the time (i.e., > 50% of the time).	When a student engaged in challenging behavior, I consistently acknowledged other students in the area who were meeting expectations. Rate as "No opportunity" if no challenging behavior occurred.

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10. Did I restate expectations when one or more students became off task or when initial challenges occurred?	Defined as positively stated redirections linked to school-wide expectations. If multiple behaviors by same student happen in close succession, count as one opportunity. Teacher not expected to re-direct each time student engages in repeated or ongoing challenging behaviors.	When challenges occurred, I told students what not to do (e.g., “stop talking”) rather than restating expectations.	I sometimes (i.e., < 50% of the time) restated the expectation when student were off task or challenges occurred.	I usually (i.e., > 50% of the time) restated the expectation when student were off task or challenges occurred.	I consistently restated the expectation when students were off task or challenges occurred. Rate as “No Opportunity” if none of the students engage in challenging or disruptive behavior.
11. Did I show empathy when students were struggling?	Examples include teacher putting self on students' physical level, acknowledging student is experiencing difficulty, or other behaviors showing instructor understands the students' feelings or situation.	I did not recognize student experiencing difficulty or show concern by acknowledging the student or situation. Or, I responded to challenges with frustration or confrontationally.	When challenges arose, I identified the student was struggling, showed concern by approaching them, put myself on their level (e.g., kneel down), and checked-in with them less than half the time (i.e., < 50% of the time).	When challenges arose, I identified the student was struggling, showed concern by approaching them, put myself on their level (e.g., kneel down), and checked-in with them more than half the time (i.e., > 50% of the time).	When challenges arose, I consistently identified the student was struggling, showed concern by approaching them, put myself on their level (e.g., kneel down), and checked-in with them. Rate as “No Opportunity” if no behaviors occurred that interrupted the flow of instruction/required teacher attention.

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12. Did I provide opportunities for students to exchange tickets (e.g., class or school exchange)?	Look for evidence that opportunities for exchanging tickets exist. Evidence includes displayed reinforcement menu, class schedule detailing a time when tickets can be exchanged, or teacher verbal reference to exchanging tickets.	There is no evidence of opportunity for tickets to be exchanged in my instructional environment.	There is some evidence of opportunity for tickets to be exchanged in my instructional environment (e.g., one of the following: reinforcement menu posted, reference to a store or other exchange system, evidence of drawings).	There is evidence of opportunity for tickets to be exchanged in my instructional environment (e.g., two pieces of evidence such as: reinforcement menu posted, reference to a store or other exchange system, evidence of drawings).	There is clear evidence of opportunity for tickets to be exchanged in my instructional environment (3+ pieces of evidence: reinforcement menu posted, reference to a store or other exchange system, evidence of drawings).