

# Estrella Vista Citizenship Program Observation Feedback

Name: \_\_\_\_\_ Date: \_\_\_\_\_ Time: \_\_\_\_\_

- A check mark indicates an appropriate EVCP implementation was observed
- A blank box indicate that the implementation was not observed at this time.
- An asterisk (\*) indicates feedback needed (see comments).

## **ENVIRONMENT**

- Rule posted clearly in the classroom
- Step 3 rule not posted unless a student has chosen Step 3
- Points folder/clipboard/chart is easily accessible
- Special Area points folder is created
- Consequences allowed (points earned, step, points adjustment)
- Cueing/warning is not occurring
- Unmet teachers expectations are addressed by point adjustments or by allowing steps
- Expectations are clearly stated for each period/transition

## **STEPS**

- Student approached correctly (teacher remains neutral, states specific behavior, back not turned to class, no eye contact or touch for 1 & 2)
- Eye contact is made when a student choose Step 3 and is asked to make a choice
- Walked away after directing student to Step and continued teaching
- Student off Step appropriately (eye contact with class, whispered to student "Why did you choose step \_\_\_? Do you need more time?")
- Student allowed to go to Step 2/3 if they choose
- Student progressed back down through steps back to learning environment
- Student allowed Step only if interfering with other's learning/safety/well-being
- Students remained on Step no longer than 5 minutes (unless contracted or 2<sup>nd</sup> time back)
- Student given opportunity for recourse

## **POINTS**

- Teacher's name at the top of points list
- Each student's name is called for points
- Points chart is used for recording points
- Expectations restated for points period
- Students state points and state reason(s) why if full points are not earned
- Students affirm how points were earned
- Students do not receive coaching or prompting during points without a point adjustment
- Teacher doesn't assign point values to specific behaviors (5 points for talking, etc.)

## **CONCERNS**

- Names read aloud
- Student raises hand or calls "concern" if they have a concern
- Students involved are facing each other during the concern
- Correctly stated: "John, it interfered with my learning/safety, well-being when..."
- Teachers asks, "What's your response?"
- Teacher allows an appropriate response (no arguing)
- Teachers asks, "Would you like to offer a different point value?"
- Teacher asks if other student accepts
- Points adjusted correctly (accepted or averaged)
- Concerns are being used to help not to "get back" at each other
- Teacher assists students with taking responsibility

## **COMMON AREAS**

- Students walk in a single file line
- Students are silent
- Teacher monitors student choices from the back of the line
- Students are never out of teacher's field of vision (stop and wait at corners, doors, etc.)
- Staff member carries/uses MYD point reminder slips at all times
- Staff member allows students, in common areas, Step or points adjustment if needed

## **COMMENTS:**

Thanks to  
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