

Direct Behavior Rating – Classroom Management: Self-Report Form (DBR-CM SR)

Date:	Educator Name:	Observation Start Time:	Instructional topic:
M T W TH F	Observer Name:	End Time:	

Classroom Structure – Classroom, desks, furniture, materials, and technology are arranged in a manner that allows for movement within the classroom without disruption and for the students and educator to easily see one another.

Yes	Somewhat	No
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Place a mark in the box that corresponds to your rating for each behavior domain.

Praise

Using positive statements or actions in response to student performance.

0	1	2	3	4	5	6	7	8	9	10
Low	Medium						High			

Rate the level of praise used during the observation period.

Communication

Clearly presenting goals and expectations.

0	1	2	3	4	5	6	7	8	9	10
Low	Medium						High			

Rate the amount of clear communication present during the observation period.

Enthusiasm

Instruction is presented in an accurate, meaningful, memorable, and/or engaging manner.

0	1	2	3	4	5	6	7	8	9	10
Low	Medium						High			

Rate the amount of enthusiasm used to deliver content in an engaging manner during the observation period.

Rapport

The student-educator relationship is mutually positive and accepting.

0	1	2	3	4	5	6	7	8	9	10
Low	Medium						High			

Rate the amount of rapport, or trust, acceptance, and positivity, during the observation period.

DBR-CM SR Directions

What is DBR?

DBR is a tool that involves the brief rating of educator classroom management behavior following a specified period of time (e.g. 25 minutes of math instruction). DBR-CM allows for the efficient, flexible, defensible, and repeatable assessment of educator classroom management behavior (for more information regarding DBR see www.dbr-cm.com).

How to use the DBR-CM form.

Step 1: Complete observation identification information at the top of form.

Step 2: Review the definitions for each of the targeted classroom management behaviors.

Step 3: Review the directions for rating to ensure understanding of how to use the scale.

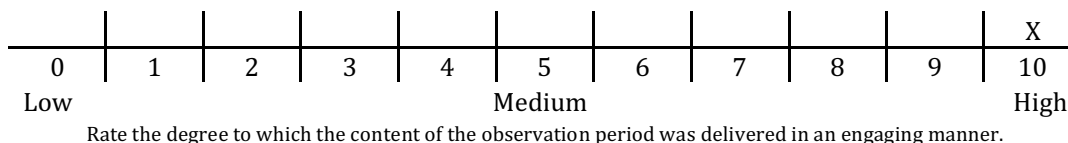
Step 4: Observe or Self-monitor.

Step 5: Immediately following the observation period, rate each classroom management construct.

Example: Mrs. Jones is rating her own classroom management during her Algebra lesson. After her lesson, Mrs. Jones reflects on her classroom management and recalls asking many of her students questions and prompting them to complete example problems on the board. In addition, she included opportunities for her students to work through presented problems in small groups. Many of the presented problems were related to real-world scenarios. Throughout the observation, Mrs. Jones judged her tone to be upbeat and she maintained an appropriate pace, which limited transition time between questions and activities. Based on her reflections, Mrs. Jones rated the level of enthusiasm in her classroom management for this period a 10.

Enthusiasm

Instruction is presented in a meaningful, memorable, and/or engaging manner



Behavior Domain Descriptions

Praise is the use of positive statements or actions, including distribution of tangible reinforcers, in response to the behavior and performance of students in the classroom. In the classroom, **Praise** looks like: Educator uses more behavior-specific praise than general praise, uses praise in response to desired student behavior, provides three (3) or more praise statements for every reprimand, reprimands are few and when used are not harsh, educator is more positive than negative when interacting with students, provides praise at desirable rates using non-verbal interactions such as gestures, tangibles, or physical contact, and maintains an overall tone that is positive and not negative or sarcastic.

Communication refers to the clear communication of goals and expectations of an instructional period. In the classroom, **Communication** looks like: Educator provides clear academic and behavioral expectations to the students, explicitly states or posts instructional objectives and offers opportunity for clarifying questions, clearly presents behavioral expectations verbally and/or visually, uses an attention signal to gain attention of all students, and utilizes transition procedures that appear to be known and followed by majority of students (as evidenced by efficient classroom transitions).

Enthusiasm is the delivery of instructional content in an accurate, meaningful, memorable, and/or engaging manner; students are provided and respond to questions posed to the group and individual students frequently. Instructional material is presented using multiple modalities and is often linked to a practical, real-world example or activity. The pace and tone of instruction is upbeat and engaging. In the classroom, **Enthusiasm** looks like: The educator provides four (4) or more opportunities for students to respond per minute during instruction; and educator asks many different students in the classroom at least one question during instruction. Educator's tone and pace of instruction are positive and upbeat, instructional content is supplemented with or related to a familiar life application, topic, or activity, and instruction incorporates alternative activities (e.g. students as educators, group work, pair and share, current event, etc.). The instructional content delivered by the educator is accurate or correct.

Rapport is the quality of the student-educator relationship, especially that of mutual trust, emotional affinity, acceptance, and positivity. In the classroom, **Rapport** looks like: The general feel in the classroom is mutually warm and accepting; the educator uses children's names frequently; interactions between the educator and students are visibly positive; the educator answers clarification questions posed by students; and the educator appears to feel comfortable, positive, and genuine in his/her interactions with students.