

Direct Behavior Rating-Classroom Management: Student Rater Form (DBR-CM ST)

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

Your teacher tells students when they do something well.

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

Your teacher 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

Your teacher teaches in an accurate, meaningful, memorable, and engaging way.

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

Your teacher makes the classroom safe and positive.

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 ST Directions

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 behavior areas.

Step 3: Review the directions for completing ratings.

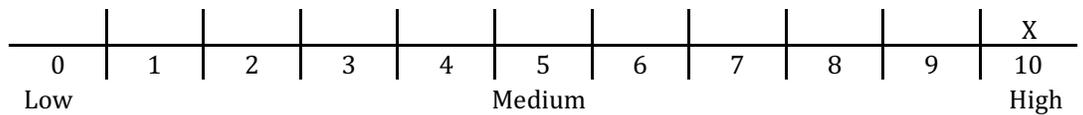
Step 4: Participate in classroom activities, paying attention to your teacher's behavior.

Step 5: Immediately after the observation period, rate each classroom management areas.

Example: You are in Mrs. Jones' math class. At the end of math class, you remember Mrs. Jones asking you and your classmates lots of questions and asking several students to complete example problems on the board. Mrs. Jones also had the class break into groups to work on more example problems together. You remember a lot of the problems were about stuff kids your age do. When you think about it, you don't remember Mrs. Jones talking too quickly and her voice sounded happy. Based on what you saw, you gave Mrs. Jones a 10 in Enthusiasm.

Enthusiasm

Your teacher teaches in an accurate, meaningful, memorable, and engaging way.



Rate the degree to which the content of the observation period was delivered in an engaging manner.

Behavior Area Descriptions

Praise is your teacher's use of positive statements or actions, including giving you tickets, tokens, points, or good tallies, in response to you and your classmates working hard or showing good behavior. In the classroom, **Praise** looks like: your teacher uses more behavior-specific praise than general praise, uses praise following times when expected behavior occurs, 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, points, or physical contact, and maintains an overall tone that is positive and not negative or sarcastic.

Communication is when you teacher tells or teaches you exactly what he or she will do and wants you to do. In the classroom, **Communication** looks like: your teacher telling you what the lesson will cover and what activities you will do for the lesson and allows you to ask questions to make sure you understand. It also looks your teacher reminding you what good behavior looks like. He or she will use a signal to get everyone's attention when working. Your classroom rules or expectations will be posted on walls. Communication is also your teacher telling you what to do when your work is finished and you're waiting for the next activity to begin.

Enthusiasm is your teacher teaching in an accurate, meaningful, memorable, and engaging way or in a way that helps you pay attention and remember. As he or she teaches, your teacher will give you and your classmates a lot of questions to answer as a group or individually. Your teacher will use a variety of activities when teaching and his/her teaching will seem happy and quickly, but not too fast. In the classroom, **Enthusiasm** looks like: Your teacher will ask about four questions per minute when teaching to different students in the room. His/her voice sounds happy and positive. His/her talking isn't slow and boring or so fast you can't understand what they're saying. Your teacher will also use examples of using things you know about or do when teaching. Also, your teacher will use different ways to teach or practices lessons like letting you or other students teach your classmates, small group activities, pair and share, videos, or other activities.

Rapport is your teacher making you feel safe, accepted, and liked. In the classroom, **Rapport** looks like: your teacher making the classroom feel warm, accepting, safe, and comfortable. Your teacher will use students' names frequently, speak to you and your classmates in a nice way most of the time. Your teacher takes time to answer questions from you and your classmates.