

Rating Scale:  Needs Immediate Improvement  Making Progress  Proficient  No opportunity to observe

Primary Aim		
To provide opportunities to practice autonomy, agency, and independence in meeting learning goals. To support motivation and engagement through maximal freedom of movement, speech, and activity within the constraints of the work time format criteria. To provide opportunities to work cooperatively and to develop interdependence and cooperative abilities.		
Procedures		
1. Students make a daily commitment to work on curriculum activities that promote their personal learning goals. 2. Students gather materials and resources needed to take part in curriculum activities. 3. Students utilize work time to pursue independent activities and to participate in small-group activities. 4. Teachers circulate to confer with students and to facilitate small-group activities. 5. At the conclusion of work time, students take responsibility to put away materials and quickly transition to share time.		
1	Student	Rating
1a	Move freely about the room, demonstrating responsibility for adhering to ground rules for independent work and collaboration. Assigned seating is discouraged so opportunities for responsible collaboration are provided.	
1b	Are permitted to talk freely, adhering to the expectation that talk relates to work-time responsibilities.	
1c	Show consideration and support to others.	
1d	Are on-task and non-disruptive. Appear engaged, attentive, and focused on work. Are aware of and can articulate expectations for productivity. Students can name short- and long-term goals for work time, and are able to specify how current effort relates to goals. Concrete and actionable goals align with the curriculum objectives.	
1e	Have materials needed to succeed in meeting work time goals in their possession.	
1f	Successfully self-regulate emotions and behavior. Are aware of behavior expectations and consequences for failure to comply with expectations.	
2	Teacher	Rating
2a	Utilizes Work Time as a context for individual instruction and assessment and small-group instruction.	
2b	Circulates to monitor activity and to enforce positive social norms.	
3	Environment	Rating
3a	Expectations for independent work responsibilities are posted throughout the room with evidence they have been taught and revisited.	
3b	The Activity Arc is posted in the classroom and used as a reference to self-regulate the work process.	
3c	Records are kept centrally so that they are accessible to teachers and focus students.	
3d	Intervention follow-up meeting records show evidence of Transformation Narratives, in which the child relates instances in which new behaviors replaces a previous problematic behavior.	

Comments: