** TABOR LIAISON OBSERVATION CHECKLIST**

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| **Name of Preservice Teacher:****School:****Date & time:****Year level/Subject:****Lesson taught:** |
| Lesson Preparation* Lesson plan
* Resources
* Learning objectives
* Organisation
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| **Behaviour management*** Attention-getting techniques
* Dealing with disruptions
 |  |
| **Catering for different levels in the classroom*** Providing extension/enrichment
* Attempt to cater for diverse abilities
 |  |
| **Comment on how the preservice teacher related to students** |  |
| **Procedure*** Time management
* Catering for early/late finishers
* Teaching strategies
* Questioning techniques
* Use of resources
 |  |
| **Assessment*** Linking outcomes to assessment
* Appropriate assessment tasks
* Preservice teacher’s evaluation and reflection.
 |  |
| **Conclusion:****Signed:** |

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| **Name of Preservice Teacher:****School:****Date & time:****Year level/Subject:****Lesson taught:** |
| Planning Effectively - * Organise content into an effective learning and teaching sequence 2.2
* Lesson plan and learning objectives made available before the lesson 2.3
* Set learning goals that provide achievable challenges for students of varying abilities and characteristics. 3.1
* Resources and lesson materials are prepared in a timely manner. 3.2
 |  |
| Teaching |  |
| Teaching effectively - Structure* Demonstrate knowledge and understanding of the concepts, substance, and structure of the content and strategies of the teaching area 2.1
* Include a range of teaching strategies 3.3
* Catering for early/late finishers
 |  |
| Teaching effectively – Delivery of lessons & * A range of verbal and non-verbal communication strategies to support student engagement 3.5
	+ Relating to students
	+ Wait for students to be attentive before speaking
	+ Questioning techniques

Catering for early/late finishers |  |
| Managing effectively – create safe and supportive learning environment* Inclusive student participation and engagement in the classroom 4.1
* Transitions before, during and end of lesson 4.2
* Demonstrate the capacity to organise the classroom and provide clear directions.4.2
* Attention-getting techniques4.2
* Dealing with disruptions 4.3
* Demonstrate knowledge of practical approaches to manage challenging behaviour 4.3
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| Assessing and recording learning* Use of appropriate assessment aligned to learning objective 5.1
* Timely and appropriate feedback during the lesson5.2
 |  |
| **Catering for different levels in the classroom*** Providing extension/enrichment
* Attempt to cater for diverse abilities
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| **Comment on how the preservice teacher related to students** |  |
| **Procedure*** Time management
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| **Conclusion:****Signed:** |

Management checklist

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| Practice | Synonyms |
| Token economy | points systems, token reinforcers/reinforcement, incentives, rewards, positive reinforcers/ reinforcement |
| Forming and establishing classroom rules | expectations, rights and responsibilities, code of conduct, guidelines, class goals, class structure |
| Praise, encouragement, positive feedback | acknowledgement, positive reinforcement, positive progress cues |
| individual behaviour contracts  | contracts, contingency contracts, formal agreements |
| Altering classroom structure / environment | environment, seating, furniture, room arrangement, classroom arrangement, organisation of the learning environment |
| Student Self-monitoring and evaluations systems | self-evaluation, self-management  |
| Group contingency (whole class incentives) | group positive reinforcement, group rewards or incentives, group contracts |
| Time-out from positive reinforcement | exclusion, time-away, seclusion |
| Teacher physical proximity/mobility | teacher movement, circulation, proximity control, teacher active supervision, non-verbal messages |
| Devising and teaching class routines | procedures, expectations |
| Tactical/planned ignoring | ignoring, extinction, mild punishment, withholding rewards, dealing with attention-seeking |
| Communicating clear behavioural/academic expectations |  |
| Reprimands, correction statements, desists | verbal desists, stop statements, prompts, mild punishment, commands |
| Response cost | fines, penalties, mild punishment  |
| Diagnosing underlying function | functional behavioural assessment, functional assessment, identifying goals/functions |
| Creating and using behaviour intervention plans | behaviour support plan, individual behaviour plan, behaviour improvement plan, behaviour management plan |
| Pre-corrections, cues, propmts (antecedent) | prompts, cues  |
| Social skills instruction | social cueing skills instruction, social skills training |

(O'Neill & Stephenson, 2014)

O'Neill, S., & Stephenson, J. (2014). Evidence-based classroom and behaviour management content in Australian pre-service primary teachers' coursework: Wherefore art thou? *Australian Journal of Teacher Education, 39*(4), 1-22.