The Teacher Performance Measure (TPM)©

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Teacher Observation Sheet

Teacher name: _____ Observer/IOA: _____ School:_____

Date: _____ Start time: _____:_____ End time: _____:_____ Number of Students: _____

Uses appropriate correction procedures (#4), sufficient opportunities to respond (#5), sufficient rate of praise (#12)

Responses/Error Corrections*	.	Correct error corrections (#4) =_____%
Praise (Verbal or Tangible)	Specific	Opportunities per minute (#5) =_____
	General	Praise per minute (#12) =_____

*
l = teacher initiated correct response	⊕ = test
- = incorrect response	℞ = delayed test, retest
+ = error correction & model	

Pupil engagement (#7)

New material/Guided practice   Independent practice

Student:	1	2	3	4	5	6	7	8	Student	1	2	3	4	5	6	7	8	
Sample 1:									Sample 4:									Pupil engagement (#7) = _____%
Sample 2:									Sample 5:									
Sample 3:									Sample 6:									

+ = On task   0 = Off task

Active monitoring during independent practice (#6)

Start time: _____:_____
End time: _____:_____

_____ (Total number of contacts)
/
_____ (Total number of minutes)
_____ = Contacts per minute (#6)

_____ (Total number of students contacted)
/
_____ (Total number of students)
_____ = Percent of students with teacher contact (#6)

Diagram instructional arrangement. Place mark for each student contact

Uses class time efficiently (#8)

Time off	Time on	Time off	Time on	Minutes wasted
:	:	:	:	
:	:	:	:	

Total minutes wasted_____/Total class time_____
= Percent of class time used efficiently (#8) = _____%

Quality of praise (#13)

Contingent	Specific to behavior	Varied across behavior	Non-disruptive	Sincere	Appropriately distributed

+ = Yes
0 = No

Low key behavior tactics (#14)

Behavior	Consequence

INTERVIEW QUESTIONS:
Special Education Teacher Preparation Program Evaluation

Year	Student Teaching	ATP (ST)	1	2
Program	On-campus	ATP	Distance Education	
Training setting:		Current setting:		
Subject taught:				

1. **Ask only if** students in the class have been given freetime. Do you use freetime as a reinforcer? If yes, was it used in today's lesson?(#7)

2. How did you change your lesson during instruction? (#15)

3. How is this lesson linked to the curriculum and IEP objectives? (#16)

4. Show me your student assessment data (#17)

5. How have you used your data to adjust your teaching? (#18)

What is the classwide behavior management plan? How do the class rules support the classwide behavior management (#11)?

What procedures are followed for appropriate classroom behavior? What procedures are followed for inappropriate classroom behavior (#11) (#14)?

Do pupils have behavior intervention plans (BIP)? Do you have data tracking these pupils' behavior? Have you made modifications based on these data (#19)?

SCORE SHEET

Instruction

1. Lesson plan complete
0 none
.5 missing part or not aligned
1 complete and well aligned

2. Uses effective teaching cycle (intro or review, demo or teach, guided practice, independent practice)
0 one or no parts
1 two or three parts
2 four parts, coordinated

3. Clear directions
0 major ambiguities
1 minor ambiguities
2 clear

4. Uses appropriate correction procedures
0 <80% full or partial
1 80-89 % full or partial
2 90-99% full or 90-100% partial
3 100% full
N/A

5. Sufficient opportunities to respond
0 <2 per minute
2 2.0 to 2.9 per minute
4 3.0 to 3.9 per minute
6 4 or more per minute

6. Active monitoring during independent practice.
0 < 80% total pupils or < .5 contacts per minute
1 80% or more of total pupils and >.5 contacts per minutes
2 100% of total pupils contacted and 1-1.9 contact(s) per minute
3 100% of total pupils and > 2 contacts per minute
N/A

7. Pupil engagement
0 < 75% on task
2 75-84% on task
4 85-94% on task
5 95-100%

8. Uses class time efficiently
0 < 75%
1 75-84%
2 85-94%
3 95-100%

9. Is positive and enthusiastic when teaching
0 serious interference, criticism, avoidance
.5 moderate interference, pupil disrespect
1 warmth, respect, positive

10. Accurate presentation of subject matter
0 no
1 few inaccuracies
2 accurate in all ways

Classroom management

11. Follows behavior management plan **(observe AND interview)**
0 not articulated and ineffective
1 can verbally describe and inconsistent implementation
2 described well and consistent implementation despite challenges
3 described well and consistent implementation

12. Sufficient rate of praise
0 <1/min
2 1-2.9/min
4 3.0-3.9/min
6 4 or more/min

13. Quality of praise: contingent, specific, varied across behaviors, non-disruptive, sincere, appropriately distributed.
0 not contingent
1 inconsistent contingencies; 1-2/5
2 contingent; 3-4/5
3 contains all dimensions of praise 5/5

14. Use of low key behavior management tactics **(observe AND interview)**
0 unused or inappropriately used
.5 appropriate and inappropriate mixed
1 appropriate use

15. Uses moment to moment performance to influence teaching **(interview)**
0 performance not checked
.5 checks insufficient or not used
1 makes at least one change but performance information not used
2 performance information used moment to moment

16. Links objectives to lesson **(interview)**
0 no link
1 weak link (curriculum link only)
2 clear IEP link

Assessment and Data Collection

17. Collecting data relative to IEP objectives **(interview)**
0 activities or measures not relevant to IEP, or IEP data not being collected
1 data collection not consistent
2 activities and measures relevant to IEPs, data consistently collected and used

18. Uses day to day pupil performance to influence teaching **(interview)**
0 lesson omits measures, or data not collected and organized
1 data not being used
2 data collected, used to guide daily adjustments

19. Data used to modify management plan for class or individual(s) **(interview)**
0 no data when necessary
1 incomplete, inappropriate, not used
2 consistent, used to guide
3 multiple, thoughtful
N/A none needed

Teacher Performance Measure: Operational Definitions

Item no.	Behavior	Definition
Instruction		
1.	Lesson plan complete	Effective teaching cycle used, sufficient teaching and practice, clear explanations and formats, and activities promote lesson objectives
2.	Uses effective teaching cycle	Clear introduction, demonstration, guided and independent practice
3.	Clear formats, activities, directions, and interactions with pupils	Directions are clear and succinct, teacher is clear in asking for response (group or individual)
4.	Appropriate correction procedures	The teacher models, tests and retest a correct response
5.	Sufficient opportunities to respond	4 or more student responses per minute
6.	Active monitoring	Circulates while checking and correcting student work, making 2 student contacts per minute
7.	Pupil engagement	Students are on task at least 90% of the time
8.	Uses class time efficiently	95-100% of time is used with emphasis on instruction
9.	Positive and enthusiastic when teaching	Frequent positive interactions with pupils, uses the correct voice tone
10.	Accurate presentation of subject matter	Accuracy of factual instruction delivered
Classroom Management		
11.	Follows the behavior management plan	Behavior management plan enhances learning and include the rules and sequence of consequences
12.	Sufficient rate of praise	At least 4 positive statements per minute
13.	Quality of praise	Contingent, specific to behavior, varied across behavior, non-disruptive, sincere, and appropriately distributed
14.	Low-key behavior management tactics	Planned ignoring, proximity control, eye contact
15.	Uses moment-to-moment performance to influence teaching	Teacher uses performance information to adjust teaching throughout lesson
16.	Links objectives to lesson	Lesson objectives are appropriate for pupils based on IEP goals and objectives/benchmarks
Data Collection and Assessment		
17.	Collecting data relative to IEP objectives	Teacher articulates how measures relate to specific IEP objectives
18.	Uses day-to-day pupil performance to influence teaching	Teacher collects data and uses it to guide curricular decisions
19.	Data used to modify management plan for class or individuals	Demonstrates data collection and how it guides management