

Evidence-Based Classroom Practice	Guidelines for Each EBCP
1. Physical Design	<p>One or more of the following are observed:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Layout of the classroom is such that facilitates the most typical instructional activities (e.g., small group, whole group, learning centers) <input type="checkbox"/> Furniture is arranged to allow for smooth teacher and student movement <input type="checkbox"/> Instructional materials are neat, orderly, and ready for use <input type="checkbox"/> Post materials that support critical learning content and learning strategies (e.g., word walls, steps for writing process, math formulas)
2. Routines	<p>One or more of the following are observed:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Evidence of predictable patterns and activities <input type="checkbox"/> Evidence that routines and procedures are taught directly <input type="checkbox"/> Students are recognized when they successfully follow classroom routines & procedures <input type="checkbox"/> Students are encouraged to use self-management skills <input type="checkbox"/> Evidence of student-guided schedules and routines
3. Expectations	<p>One or more of the following are observed:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Evidence of 3-5 school-wide expectations adopted in the classroom <input type="checkbox"/> Expectations are observable, measurable, positively stated, understandable, and always applicable <input type="checkbox"/> Expectations are taught using examples and non-examples and with opportunities to practice & receive feedback <input type="checkbox"/> Evidence of student involvement in defining the 3-5 school-wide expectations within the classroom routines <input type="checkbox"/> Students are committed to supporting the expectations
4. Supervision	<ul style="list-style-type: none"> <input type="checkbox"/> Teacher engages in active supervision which includes all of the following: <ul style="list-style-type: none"> <input type="checkbox"/> Scanning: Visual sweep of entire space <input type="checkbox"/> Moving: Continuous movement, proximity <input type="checkbox"/> Interacting: Verbal communication in a respectful manner, pre-corrections, non-contingent attention, specific verbal feedback
5. Opportunity	<ul style="list-style-type: none"> <input type="checkbox"/> Instruction includes high rates of opportunities to respond which includes at least one of the following during the observation: <ul style="list-style-type: none"> <input type="checkbox"/> Individual or small-group questioning <input type="checkbox"/> Choral responding <input type="checkbox"/> Nonverbal responding

*These five EBCPs were recommended for focus areas by the National Technical Assistance Center for PBIS when considering schools for recognition and were based on the following document:

Supporting and Responding to Behavior: Evidence-Based Classroom Strategies for Teachers

<https://www.pbis.org/common/cms/files/pbisresources/Supporting%20and%20Responding%20to%20Behavior.pdf>