

**Differentiated Accountability Intervene Process
Positive Classroom Behaviors**

Observation	Behavior	Observed	Concerns
Preparedness	<ul style="list-style-type: none"> • Teacher meets and greets students at the door • Students are on time • Teacher is prepared with required materials • Students are prepared with required materials • Days' activity/lesson/benchmark is posted • Classroom environment is conducive to learning 		
Teacher Engagement	<ul style="list-style-type: none"> • Lesson begins with a review/overview • Small group, differentiated instruction is present to address students' instructional needs. • Materials utilized support a high level of teaching and learning • Higher order questioning and thinking is evident • Specific praise is offered • Academic integration/activities are evident in the curriculum. • Behavior issues are managed appropriately • Lesson ends with a review 		
Student Engagement	<ul style="list-style-type: none"> • Students are on task and engaged in classroom activities • Students are actively participating/listening • Students display mature behavior • Students adhere to established boundaries and rules • Students exhibit self control and respect for others 		
Classroom Interaction	<ul style="list-style-type: none"> • Classroom interaction takes place between teacher and students • Groups work is assigned and carried out in an orderly manner • Labs/materials are organized and utilized efficiently 		

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