

**Checklist 6: Academic Choice**

Teacher: \_\_\_\_\_ Date: \_\_\_\_\_ Grade: \_\_\_\_\_

Teacher has completed:  One-Day Introduction to RC  RC I  RC II  Other: \_\_\_\_\_

Teacher has been implementing Academic Choice:  Regularly  Somewhat/Inconsistently  Just Beginning

**G E N E R A L T E A C H E R B E H A V I O R**

	Strong evidence of fidelity of implementation (5)	Some evidence of fidelity of implementation (3)	Little or no evidence of fidelity of implementation (1)	Not observed
<b>AC1 Voice</b>	<input type="checkbox"/> Teacher <b>always</b> uses calm, respectful voice	<input type="checkbox"/> Teacher <b>sometimes</b> uses ...	<input type="checkbox"/> Teacher <b>almost never</b> uses ...	<input type="checkbox"/>
<b>AC2 Clarifying expectations</b>	<input type="checkbox"/> <b>At key times</b> , teacher interactively models, provides, or reminds students of expectations for behavior to support learning and prevent misbehavior	<input type="checkbox"/> Teacher <b>sometimes</b> ...	<input type="checkbox"/> Teacher <b>does not</b> ...	<input type="checkbox"/>
<b>AC3 Reinforcing</b>	<input type="checkbox"/> Teacher <b>frequently</b> uses reinforcing language to specifically and descriptively notice and name positive behaviors of individual students and/or group rather than giving general praise <b>Example:</b> "Class, I noticed how hard everyone was working and how well you all stayed on task." vs. "Good work today, class."	<input type="checkbox"/> Teacher <b>sometimes</b> uses ...	<input type="checkbox"/> Teacher <b>does not</b> use ...	<input type="checkbox"/>
<b>AC4 Responding to misbehavior</b>	<input type="checkbox"/> Teacher <b>always</b> responds respectfully and consistently to misbehavior <b>Example:</b> Teacher briefly states what student(s) should be doing and/or consequences are reasonable and relevant to behavior.	<input type="checkbox"/> Teacher <b>sometimes</b> ...	<input type="checkbox"/> Teacher <b>does not</b> ...	<input type="checkbox"/>

**INTRODUCTION AND PLANNING**

	Strong evidence of fidelity of implementation (5)	Some evidence of fidelity of implementation (3)	Little or no evidence of fidelity of implementation (1)	Not observed
<b>AC5 Stating learning goal</b>	<input type="checkbox"/> Teacher <b>clearly states</b> learning goal for students	—	—	<input type="checkbox"/>
<b>AC6 Relating to curriculum</b>	<input type="checkbox"/> Learning goal is part of regular curriculum <b>Example:</b> <i>If curriculum is marine biology, students choose animal to research and choose how to show what they've learned.</i>	—	<input type="checkbox"/> No learning goal as part of regular curriculum <b>Example:</b> <i>Choice is offered only during center time, special enrichment, or holiday activities or to keep children occupied at arrival, indoor recess, dismissal time, etc.</i>	<input type="checkbox"/>
<b>AC7 Types of choices</b>	<input type="checkbox"/> Students have <b>open-ended choices</b> about what kind of work to do, how to do work, or both <b>Example:</b> <i>Students choose animal to learn about and/or choose how to show what they learned about an assigned animal.</i>	<input type="checkbox"/> Students have <b>closed-ended choices</b> ... <b>Example:</b> <i>Teacher limits students to two choices of worksheets.</i>	<input type="checkbox"/> Students have choices <b>only</b> about where, when, or with whom to work	<input type="checkbox"/>
<b>AC8 Number of choices</b>	<input type="checkbox"/> Teacher gives students <b>three or four</b> choices	—	—	<input type="checkbox"/>
<b>AC9 Student cooperation</b>	<input type="checkbox"/> Most students make decisions with <b>little or no</b> negotiation, long deliberation, or complaining	<input type="checkbox"/> ... <b>moderate amount</b> of negotiation ...	<input type="checkbox"/> ... <b>extended amount</b> of negotiation ...	<input type="checkbox"/>
<b>AC10 Access to materials</b>	<input type="checkbox"/> Students independently access <b>all</b> materials they need	<input type="checkbox"/> ... <b>some</b> materials ...	<input type="checkbox"/> ... have <b>no</b> independent access—teacher or designated student hands out materials	<input type="checkbox"/>
<b>AC11 Offering examples and ideas</b>	<input type="checkbox"/> Teacher provides examples or helps students generate ideas for what they might do or materials they might use for <b>all/almost all</b> choices <b>Example:</b> <i>Teacher shows students picture book, poster, and model all depicting something about seals.</i>	—	—	<input type="checkbox"/>

AC12 Recording choices	<input type="checkbox"/> Teacher or students record student choices <b>Example:</b> <i>Students record choices on public sign-up sheet or planning sheet; teacher records names on paper as children make their choices orally.</i>	—	—	<input type="checkbox"/>
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**T R A N S I T I O N   A N D   W O R K I N G   P H A S E**

	Strong evidence of fidelity of implementation (5)	Some evidence of fidelity of implementation (3)	Little or no evidence of fidelity of implementation (1)	Not observed
AC13 Guiding transitions	<input type="checkbox"/> Teacher <b>observes and provides feedback to whole class</b> as they independently prepare to work on chosen activities <b>Example:</b> <i>“What do we need to do when we are working on our choice?”</i>	<input type="checkbox"/> Teacher <b>engages with individual students</b> to be sure they know what they should be doing	<input type="checkbox"/> Teacher <b>directs</b> students, <b>sets up</b> materials, and <b>hands out</b> supplies	<input type="checkbox"/>
AC14 Transitioning to working phase	<input type="checkbox"/> Teacher briefly gives directions or reviews expectations <b>Example:</b> <i>“What do we need to do when we are working on our choice?”</i>	—	<input type="checkbox"/> With <b>no directions or review</b> of expectations, teacher tells students to go to work	<input type="checkbox"/>
AC15 Naming key ideas	<input type="checkbox"/> Teacher invites students to name key ideas of directions or expectations before dismissing students to work <b>Example:</b> <i>“Have our materials ready.” “Stay focused on our work.”</i>	—	—	<input type="checkbox"/>
AC16 Engaging individual students as they work	<input type="checkbox"/> Teacher uses <b>open-ended questions and reinforcing language</b> to foster students’ thinking and curiosity and ensure they’re meeting learning goal <b>Example:</b> <i>“What are you learning about the seal?” or “What is interesting to you about this?” or “I see you’re showing lots of ways seals defend themselves.”</i>	<input type="checkbox"/> Teacher uses <b>closed-ended questions or general praise</b> ... <b>Example:</b> <i>“Good job in drawing your seal” or “Did you learn that seals have fat to keep them warm?”</i>	<input type="checkbox"/> Teacher <b>does not engage</b> with individual students; observes whole class or works on teacher tasks	<input type="checkbox"/>
AC17 Work spaces	<input type="checkbox"/> Spaces where students work are comfortable and conducive to concentration.	—	—	<input type="checkbox"/>

**S H A R I N G   A N D   R E F L E C T I N G   P H A S E**

	Strong evidence of fidelity of implementation (5)	Some evidence of fidelity of implementation (3)	Little or no evidence of fidelity of implementation (1)	Not observed
<b>AC18 Opportunity to reflect</b>	<input type="checkbox"/> Students have an opportunity to reflect on their work <i>(If not, check "not observed" and skip the remaining items.)</i>	—	—	<input type="checkbox"/>
<b>AC19 Structure for reflecting</b>	<input type="checkbox"/> Students <b>use teacher-provided rubric</b> as they reflect on their work/learning	<input type="checkbox"/> Students <b>assign grades</b> to themselves or <b>compare</b> their work/learning with that of their classmates	<input type="checkbox"/> Students <b>do not</b> reflect on their work/learning	<input type="checkbox"/>
<b>AC20 Opportunity to share</b>	<input type="checkbox"/> Students have an opportunity to share their work <i>(If not, check "not observed" and skip the remaining items.)</i>	—	—	<input type="checkbox"/>
<b>AC21 Opportunity to verbally share</b>	<input type="checkbox"/> Students have an opportunity to verbally share their work (that is, to use a structure other than self-reflection or a museum walk) <i>(If not, check "not observed" and skip the remaining items.)</i>	—	—	<input type="checkbox"/>
<b>AC22 Student speaking</b>	<input type="checkbox"/> <b>All/almost all</b> students use a clear, audible voice when speaking	<input type="checkbox"/> <b>Many</b> students ...	<input type="checkbox"/> <b>Few</b> students ...	<input type="checkbox"/>
<b>AC23 Student focus</b>	<input type="checkbox"/> <b>All/almost all</b> students stay "on topic" when speaking	<input type="checkbox"/> <b>Many</b> students ...	<input type="checkbox"/> <b>Few</b> students ...	<input type="checkbox"/>
<b>AC24 Student patience</b>	<input type="checkbox"/> <b>All/almost all</b> students wait patiently for their turn to share	<input type="checkbox"/> <b>Many</b> students ...	<input type="checkbox"/> <b>Few</b> students ...	<input type="checkbox"/>
<b>AC25 Student respect</b>	<input type="checkbox"/> <b>All/almost all</b> students share information that is respectful of others and does not lead to hurt feelings	<input type="checkbox"/> <b>Many</b> students ...	<input type="checkbox"/> <b>Few</b> students ...	<input type="checkbox"/>

**S H A R I N G   A N D   R E F L E C T I N G   P H A S E ,   C O N T I N U E D**

	Strong evidence of fidelity of implementation (5)	Some evidence of fidelity of implementation (3)	Little or no evidence of fidelity of implementation (1)	Not observed
<b>AC26 Voice-overs</b>	<input type="checkbox"/> Teacher allows all students to speak independently and <b>does not use</b> voice-overs (that is, repeat all or part of what student said)	<input type="checkbox"/> Teacher <b>sometimes uses</b> voice-overs	<input type="checkbox"/> Teacher <b>often uses</b> voice-overs	<input type="checkbox"/>
<b>AC27 Representing meeting</b> (several students share in front of whole class)	<input type="checkbox"/> Students have an opportunity to participate in representing meeting <i>(If not, check "not observed" and skip the remaining items.)</i>	—	—	<input type="checkbox"/>
<b>AC28 Seating</b>	<input type="checkbox"/> <b>All</b> students can <b>sit comfortably</b> in circle/oval or at single table <b>and view</b> everyone and everything	<input type="checkbox"/> <b>Many</b> students ...	<input type="checkbox"/> <b>Few</b> students ...	<input type="checkbox"/>
<b>AC29 Voluntary sharing</b>	<input type="checkbox"/> Teacher <b>calls on two to six students</b> who wish to share	<input type="checkbox"/> Teacher calls on <b>more than six</b> students who wish to share	<input type="checkbox"/> Teacher <b>designates</b> who will share (sharing is not voluntary)	<input type="checkbox"/>
<b>AC30 Focus on student who is sharing</b>	<input type="checkbox"/> Student sits in "representing chair" or spot	—	—	<input type="checkbox"/>
<b>AC31 Structuring sharing</b>	<input type="checkbox"/> All sharers respond to teacher's <b>broad, open-ended "focus question"</b> <b>Example:</b> "What's one thing you like about your work?"	<input type="checkbox"/> Students can respond to <b>"focus question"</b> or they can <b>decide for themselves</b> what they will say	<input type="checkbox"/> Teacher generally <b>tells students</b> to "share your work" or <b>asks specific question</b> <b>Example:</b> "Why did you use the color red in your work?"	<input type="checkbox"/>

**N O T E S**

### AC1–AC12 Tally Sheet

Enter numbers in the boxes under each teacher's name.

5=Strong evidence

3=Some evidence

1=Little or no evidence

											Average for each item
<b>General Teacher Behavior</b> ▼											
AC1 Voice											
AC2 Clarifying expectations											
AC3 Reinforcing											
AC4 Responding to misbehavior											
<b>Introduction and Planning</b> ▼											
AC5 Stating learning goal											
AC6 Relating to curriculum											
AC7 Types of choices											
AC8 Number of choices											
AC9 Student cooperation											
AC10 Access to materials											
AC11 Offering examples and ideas											
AC12 Recording choices											

## AC13–AC17 Tally Sheet

Enter numbers in the boxes  
under each teacher's name.

**5**=Strong evidence

**3**=Some evidence

**1**=Little or no evidence

										Average for each item
<b>Transition and Working Phase</b> ▼										
AC13 Guiding transitions										
AC14 Transitioning to working phase										
AC15 Naming key ideas										
AC16 Engaging individual students as they work										
AC17 Work spaces										

## AC18–AC31 Tally Sheet

Enter numbers in the boxes  
under each teacher's name.

**5**=Strong evidence

**3**=Some evidence

**1**=Little or no evidence

											Average for each item
<b>Sharing and Reflecting Phase</b> ▼											
AC18 Opportunity to reflect											
AC19 Structure for reflecting											
AC20 Opportunity to share											
AC21 Opportunity to verbally share											
AC22 Student speaking											
AC23 Student focus											
AC24 Student patience											
AC25 Student respect											
AC26 Voice-overs											
AC27 Representing meeting											
AC28 Seating											
AC29 Voluntary sharing											
AC30 Focus on sharer											
AC31 Structuring sharing											