



PATHS® (Promoting Alternative Thinking Strategies) Lesson Observation Form

Teacher Code	School	Grade
Date of Observation	Lesson Observed	Observer

Who taught the lesson that you observed? (Please mark and “X” next to the appropriate role)

- Lead Teacher
 Co-Teacher
 Teacher’s Aide
 Other (please specify): _____

For each of the following questions, please write the number that **most closely** describes the classroom during program implementation, next to the question number. Your answers will help you determine a “global rating” for the quality of PATHS® implementation at the end of the form. Each section includes the rating and the rating description. The **rating** reflects the numerical value given for each component. The **rating description** includes examples of factors that you may or may not observe that are known to affect the quality of implementation.

_____ 1. Coverage of the Core Components of the Written Curriculum	
Rating	Rating Description
(1) A Little	Teacher does a substandard job in covering the core components of the written curriculum. 25% or less of the content is covered as written. Most of the key specific objectives of the lesson are not covered.
(2) Somewhat	Teacher does a less than adequate job of covering the core components of the written curriculum. Less than 50% of the content is covered as written. Less than half of the key specific objectives are adequately covered.
(3) Mostly	Teacher does a good job of covering most of the core components of the written curriculum. About 75% of the content is covered as written. Most of the key specific objectives of the lesson are adequately covered.
(4) Completely and Consistently	Teacher does an excellent job of covering the core components of the written curriculum. Almost all of the content is covered as written. All of the key specific objectives of the lesson are adequately covered.

_____ 2. Teaching of PATHS® Concepts	
Rating	Rating Description
(1) Has Considerable Difficulty	Teacher does a substandard job in teaching the PATHS® lesson. They are done without adequate preparation, they are presented inflexibly. Key concepts are not well-defined and confusion is sometimes present.
(2) Has Some Difficulty	Teacher does a less than adequate job presenting the lesson. The teacher appears somewhat prepared, but there is sometimes confusion, lack of flexibility in problem solving, or in the appropriate teaching of emotion concepts.
(3) Does Pretty Well	Teacher is usually well-prepared, flexible and presents materials to the class in a way that is clear and interesting. The teacher is able to clearly understand and present concepts in problem solving and emotions.
(4) Highly Skilled	Teacher is well prepared, flexible and interesting. The teacher presented PATHS® concepts well and feels comfortable with the material as evidenced by lesson presented.

_____ 3. PATHS® Kid for Today Implementation	
Rating	Rating Description
(1) None	Teacher does not use the PATHS® Kid for Today
(2) Somewhat	Teacher does have a PATHS® Kid for Today, but the teacher does not do it consistently.
(3) Mostly	Teacher uses the PATHS® Kid as a consistent part of the daily classroom routine. The PATHS® Kid poster is displayed and the teacher makes sure to send home the compliment list to parents.
(4) Completely and Consistently	The PATHS® Kid procedure is a central part of the daily classroom procedure and both the students and teachers are excited and enthusiastic about it use.

4. Building a Caring Classroom: Classroom Structure

Rating	Rating Description
(1) No Evidence	There is no evidence that the teacher is implementing PATHS® strategies that support a caring classroom structure (e.g., the classroom is chaotic and disorganized, the teacher does not plan or facilitate transitions well, is often unprepared and spends a significant amount of time is wasted on non-instructional activities, disorganization slows the pace of activities, children end up waiting for long periods of time, there do not appear to be classroom rules or routines for common activities)
(2) Some Evidence	The teacher attempts some elements of a caring classroom structure (e.g. classroom rules posted and reviewed, clear expectations, regular routines, a plan for each day, and smooth transitions) but are implemented inconsistently or done poorly.
(3) Good Evidence	Most of the key structural elements of a caring classroom (e.g. classroom rules that are posted and reviewed, clear expectations, regular routines, a plan for each day, smooth transitions that involve little wait time and engage students) are in place and implemented effectively
(4) Excellent Evidence	The classroom runs like a “well-oiled machine” because the majority of the structural elements of a caring classroom (e.g. classroom rules that are posted and reviewed, clear expectations, regular routines, a plan for each day, smooth transitions that involve little wait time and engage students) are in place and implemented effectively

_____ 5. Teacher Management Skills	
Rating	Rating Description
(1) Has Considerable Difficulty	Teacher is poor at managing the classroom. There is little effective structuring of the environment, infrequent enforcement of classroom rules, infrequent use of preventive techniques (including effective praise) to promote appropriate behavior. Teacher frustration leads to either outbursts of temper or withdrawal. There is no evidence that the teacher is implementing PATHS® strategies that support discipline.
(2) Has Some Difficulty	Teacher has some difficulty in managing the classroom. There is less consistent follow through on enforcement of rules than is desirable. There is less use of preventive, proactive techniques to encourage good behavior. The teacher is often frustrated and overwhelmed by student behavior. There is clear need for improvement. Key elements of the PATHS® strategies that promote positive discipline are missing or done in the wrong way (e.g., uses non-specific praise, too many directive, raises voice).
(3) Does Pretty Well	Although everyone has bad days, this teacher usually has very good to excellent management skills. The teacher is good at structuring the environment, clearly enforces rules, and is proactive. Teacher uses the PATHS® strategies that support positive discipline (e.g., use of specific praise, clear and reasonable limits, logical consequences, physical support), but does so inconsistently.
(4) Highly Skilled	The teacher is excellent as a classroom manager. The teacher provides clear structure, good follow through, and effective use of preventive techniques. The teacher often implements PATHS® strategies that support positive discipline (e.g., use of specific praise, clear and reasonable limits, logical consequences, physical support) and they are implemented well.

_____ 6. Sustained Interest in Program Materials and Activities	
Rating	Rating Description
(1) Low	Nearly all students appeared bored and inattentive for nearly all of the lesson time.
(2) Some	Most students appeared bored and inattentive most of the lesson time, but some students were generally interested and attentive.
(3) Above Average	Most students appeared interested and attentive most of the lesson time, but some students were generally bored and inattentive.
(4) High	Nearly all students appeared interested and attentive for nearly the entire lesson time.

_____ 7. Students willingness to discuss and process the program lessons:	
Rating	Rating Description
(1) Low	Very few students wanted to discuss or process the lesson material.
(2) Some	Some students wanted to discuss or process the lesson material.
(3) Above Average	Most students wanted to discuss or process the lesson material.
(4) High	Nearly all students wanted to discuss and process the lesson material.

Please use the information you provided above as a guide for rating the Global Rating of Implementation Quality for this Lesson.

_____ 8. Rate the overall implementation quality for this classroom lesson	
Rating	Rating Description:
(1) Poor	Presentation quality of the lesson is poor with demonstrating very low energy and no enthusiasm. Observed no reference(s) towards PATHS® concepts, puppets, and/or PATHS® Kid of the Day. It is evident that there is a need for coaching/retraining.
(2) Could be improved	Presentation quality of the lesson could be improved. Observed a few references towards PATHS® concepts, puppets, and/or PATHS® Kid of the Day but it is evident this facilitator is somewhat disengaged from the program. Preparation of lesson's concepts/themes could be improved upon. Through Coaching sessions, presentation quality could lead to improvement.
(3) Adequate	Presentation quality of the lesson is adequate. It is evidence this facilitator was prepared to deliver lesson and incorporated PATHS® concepts, puppets, and/or PATHS® Kid of the Day. While delivery of lesson appeared to include core components of the program, there was a lack of enthusiasm.
(4) Strong	Presentation quality of this lesson is very strong. PATHS® concepts, puppets, and/or PATHS® Kid of the Day were included in the lesson with high enthusiasm. It is evident that this facilitator is fully engaged in the program and has incorporated the core concepts into the classroom climate.