



PATHS Program Monitoring Form

Teacher Name	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 next questions, please circle the number that most closely describes the classroom during program implementation. Your answers will help you determine a “global rating” for the quality of PATHS implementation at the end of the form. (Circle only one number for each question.)

1. Coverage of the Core Components of the Written Curriculum

- (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

- (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. Modeling and Generalization of PATHS Concepts

- (1) Has Considerable Difficulty** – Teacher rarely models the discussion of emotions or the use of problem solving strategies. Children’s emotional experiences in the classroom go unnoticed by the teacher and the teacher either misses the opportunity to reflect (i.e., recognize and label) naturally occurring situations when children are experiencing emotions. There is almost no use of the materials (e.g., Feeling Faces, Control Signals/Do Turtle Poster, Feelings Chart) outside of the PATHS lesson. When peer conflicts arise, teacher does not use problem solving approach for resolution.
- (2) Has Some Difficulty** – Teacher very occasionally uses PATHS concepts outside of the lesson (e.g., only rarely uses feeling words to identify children’s naturally occurring emotions in the context of classroom activities). There is occasional reference to the PATHS Materials (e.g., Feeling Faces, Control Signals/Do Turtle Poster, Feelings Chart). The teacher does not often engage in questioning, dialoguing, or eliciting children’s emotions. There is little priority placed on active problem solving. There is some generalization, but much more is needed.
- (3) Does Pretty Well** – Teacher pretty regularly uses PATHS concepts outside of the lesson. A clear goal of the classroom is to better utilize PATHS concepts throughout the day. When interpersonal conflicts arise, teachers and students often attempt to solve the problem. The teacher uses feeling words to describe his/her own experiences, to reflect children’s emotions as they naturally occur in the classroom and models techniques to calm down (e.g., self talk, deep breath).
- (4) Highly Skilled** – Teacher has naturally incorporated PATHS concepts throughout the day. The teacher clearly promotes the discussion of feelings and the use of problem solving in a variety of ways. The teacher is exemplary in his or her ability to take advantage of naturally occurring situations to teach children about their emotions by identifying, labeling children’s emotional experiences using a rich emotional vocabulary, and talking about his/her own emotional experiences, and modeling or demonstrating techniques to calm down (e.g. self talk, deep breath). The children clearly see the connection between what happens in PATHS and the remainder of the school day.

4. PATHS Kid for Today Implementation

- (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.

5. Building a Caring Classroom: Classroom Structure

- (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

6. Building a Caring Classroom: Teacher-student relationship

- (1) No Evidence** – There is no evidence (e.g., classroom lacks a sense of community, children are not engaged in conversations with adults and peers, teacher is emotionally distant or insensitive to students’ needs) that the teacher is implementing PATHS strategies that support teacher-student relationships
- (2) Some Evidence** – The teacher sometimes uses the PATHS strategies but not all to support teacher –student relationships (e.g. teacher attends to physical needs of children but not emotional needs) and they are not used consistently.
- (3) Good Evidence** – The teachers frequently use the PATHS strategies that support teacher-student relationships (e.g. foster a sense of community, engage children in conversations, are physically and emotionally available to children, sensitive to their needs, and communicate genuine caring)
- (4) Excellent Evidence** – The teachers consistently and frequently implement the majority of the strategies that support teacher-student relationships (e.g. foster a sense of community, engage children in conversations, are physically and emotionally available



to children, sensitive to their needs, and communicate genuine caring)

7. Teacher Management Skills

- (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.

8. Sustained Interest in Program Materials and Activities

- (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.

9. Students willingness to discuss and process the program lessons:

- (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.

10. Please use the information you provided above as a guide for rating the Global Rating of Implementation Quality. Circle the number that best reflects the overall rating of implementation quality for this classroom.

1	Poor	Very little of the intended curriculum is being delivered effectively. There have been major gaps in presenting lessons or presentation quality has been consistently (consistent and significant misunderstandings of lessons that lead to major errors in implementation).
2	Very Weak	Less than half the intended curriculum is being delivered effectively. Presentation is not happening consistently or is presented poorly in many instances.
3	Weak	About half of the intended curriculum is being delivered effectively. Presentation is happening consistently, but presentation is inconsistent and lacks enthusiasm or careful preparation.
4	Adequate	Most of the intended curriculum is being delivered effectively. Presentations occur consistently and generally cover the main elements adequately, but there are occasional gaps in coverage and some of the finer points do not receive much attention. Effectiveness may be undermined by issues such as a lack of careful planning or lack of enthusiasm.
5	Strong	Most of the intended curriculum is being delivered effectively. Presentations occur consistently, main points are almost always covered adequately, and there is generally good attention to some of the finer points.
6	Very Strong	Nearly the entire curriculum is being delivered effectively. Presentations occur consistently, with main points and many finer points attended to consistently. Effectiveness may be enhanced by issues such as careful planning, enthusiasm and attention to detail.
7	Exemplary	The curriculum is being delivered in an exemplary manner. Presentations occur consistently and with high quality coverage of main points and finer points. Clear evidence of careful planning, enthusiasm and attention to detail. Teacher seems to have “internalized” this curriculum and gets about as much out of it as possible.