Pace Learning Systems

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Pace Learning Systems in The Classroom:

Evaluation Checklist

Pace Learning Systems in The Classroom

Evaluation Checklist

Name of Institution:_____ Class: _____

Name of Learning Manager: _____ Date: _____

DIRECTIONS TO   In the blank to the left of each item in Section I, II and III, record an **S** for **satisfactory**
EVALUATORS: or an **N** for **needs improvement**.

SECTION I: THE LEARNING MANAGER (LM)
                   Observe the behavior of the LM during a class period. Include the first 15 minutes and
                   the last 15 minutes of the class in your observation.

_____   1.   The LM introduces the students to a new lesson assignment by showing them the beginning
              and ending pages of the lesson and reviewing the programmed format of the text, if necessary.

_____   2.   The LM has recorded the date that the current lesson was assigned to a student on the student's
              Study Schedule.

_____   3.   The LM has checked all students during class to see that they are writing responses to each
              frame before they check their answers.

_____   4.   The LM responds quickly to/acknowledges students who raise their hands.

_____   5.   The LM sits down with individual students and works with them through several pages or
              frames of their assignment.

_____   6.   The LM sits at his/her desk only when reviewing mastery test or providing tutorial assistance.

_____   7.   The LM administers mastery test to students promptly after they complete their assignments.

_____   8.   The LM makes certain that responses have been made to the majority of the questions in an
              assignment and briefly reviews the assignment with the student before administering a mastery
              test.

_____   9.   The LM reviews the mastery test with the student after it is scored.

_____   10. The LM records students' mastery test score on their Study Schedule.

_____   11. When students pass a mastery test, the LM assigns a new lesson from the students' Study
              Schedule.

_____   12. When a student fails a mastery test, the LM does one or more of the following:

              a. Examines the test results to determine whether a concrete skill or the entire concept has
                  been missed.
              b. Prescribes an alternate lesson when the entire concept is missed and indicates this on the
                  student's Study Schedule.
              c. Prescribes only the necessary pages to teach a concrete skill missed using the same text, an
                  alternate lesson, or supplementary work when needed.
              d. Provides tutorial assistance or supplementary work when needed.

_____ 13. The LM is easily accessible to all students.

_____ 14. The LM reinforces students who demonstrate appropriate behaviors- such as raising their hand, being on task- by smiling, verbal acknowledgement, etc.

_____ 15. The LM employs motivation techniques such as contingency contracts, a point-value system, or progress plotters.

_____ 16. The LM gathers pre/posttest data of students exiting the program.

_____ 17. The LM records the total hours of instruction provided to a student during the program.

In your view, to what degree does the LM function in an organized and efficient manner? (Circle the appropriate number.)

Disorganized   Well organized
Inefficient   1   2   3   4   5   Efficient

COMMENTS:

_____

_____

_____

_____

SCORING KEY: For each item marked S in Section I, add 1 point and total the points for all 17 items.
Score:_____

Use the total scores below and your comments as a guide for assessing performance, implementing staff development plans, or providing assistance with managing and operating the Pace Learning System(s).

16-17 **Excellent**. LM has retained and applies the skills taught during training. LM provides students with guidance, personal involvement, reinforcement, and instruction. The LM has evidence of attending workshops and of receiving training from PACE Learning Systems. The LM uses current management techniques and is resourceful in establishing and maintaining an effective learning environment.

14-15 **Good**. The LM practices many skills taught in training but overlooks several techniques. (Variables such as a heavy workload, limited exposure to consultation in management skills may be contributing factors to LM's omission of important management techniques.)

12-13 **Fair**. Management skills of the LM are adequate, but the learning environment is not sufficiently reinforcing or progressive. Student achievement and positive attitude are lacking.

11-0 **Inadequate**. LM is in need of training and consultation.

SECTION II THE STUDENTS
Observe the behavior of the student during a class period. Include the first 15 minutes and the last 15 minutes of the class in your observation.

_____ 1. Students enter the lab, pull their folders, and proceed to check their Study Schedule for the lesson assignment, or they follow other set procedures for getting started.

_____ 2. Students get their own material and begin lessons with minimal assistance, or LM provides materials to students immediately when they enter the classroom.

_____ 3. Students are seated and organized within 5 minutes of the beginning of class.

_____ 4. Students raise their hands when they require assistance.

_____ 5. Students write responses to questions and do figuring on scratch paper before checking the answers in the lessons.

_____ 6. Students check their answers after each page of the lesson.

_____ 7. When their first answers are incorrect, students redo their work or request assistance before moving on to the next page.

_____ 8. Students bring their material and written responses to the LM or assistant before taking a mastery test.

_____ 9. Students raise their hands when they have completed a mastery test and are ready for the test to be scored.

_____ 10. Students appear to be on-task at least 85% of the time.

_____ 11. Students do not interfere with others who are working by talking, laughing, etc.

_____ 12. Students work quietly without speaking aloud, shifting position and papers frequently, etc.

_____ 13. Students throw away any scratch paper, return unused paper to their folders, and put their folders away in an organized manner.

_____ 14. In the "Date Completed" column of their Study Schedule, students record, in pencil, the number of the page on which they stopped if class ends before they complete a lesson.

_____ 15. Students calculate their own EQ, plot their own progress and/or follow their own contract if these techniques are used.

_____ 16. Students return all materials to the appropriate place when class is over.

Based on their behavior in class, how do you rate the general attitude of the students towards the education program? (Circle the appropriate number.)

Negative   1   2   3   4   5   Positive

COMMENTS:

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SCORING KEY: For each item marked S in Section II, add 1 point and total pints for all 16 items.
Score:_____

15-16 **Independents**. The students in this category are independent learners who understand the program's objective and, without prompting, complete their individual program successfully. They achieve their educational objectives rapidly.

13-14 **Responsibles**. These students, although not completely independent, do demonstrate responsibility for their own learning and try hard when encouragement and reinforcement are present. These students do need occasional assistance and should be monitored at consistent intervals. LM should reinforce these students when they show more independent behaviors.

11-12 **Dependents**. These students largely rely on the LM to provide materials, direction, and incentives. If response from the teacher is not immediate, they loiter, talk, are slow to get their materials and begin working. They must be trained by the teacher to be more responsible and independent, or the management of the classroom will deteriorate. Student orientation is an important part of their training.

10-0 **Disrupters**. These students must be monitored closely and can contribute to a rapid deterioration of program effectiveness. The teacher should employ special motivation and management techniques with disrupters.

SECTION III THE CLASSROOM
Assess the classroom environment using the following criteria.

_____ 1 The classroom is well lighted.

_____ 2. The classroom has appropriate heat/air-conditioning and ventilation.

_____ 3. The classroom has sufficient space for students - approximately 4 square feet per student.

_____ 4. The classroom has adequate shelving and storage area- materials are grouped and spaced on shelves without being stacked on top of each other.

_____ 5. A separate testing area is away from the learning environment.

_____ 6. The classroom is bright, clean, and cheerful; for example, the classroom has artwork on the walls, carpeting on the floor, furniture in good condition, etc.

_____ 7. The instructional materials are clean and in good condition- no tears, not marked in.

_____ 8. The supply of materials is adequate for the number of students.

_____ 9. Every student has a chair or a work space.

_____ 10. Instructional materials are organized so that they are easily accessible to students.

_____ 11. The physical arrangement of the classroom maximizes student privacy and minimizes distractions.

_____ 12. Students have a place for their personal belongings.

_____ 13. The LM's desk is neat and organized.

_____ 14. Mastery tests and answer keys are conveniently located to the testing area and are secure.

_____ 15. Students appear to be on-task at least 85% of the time.

How do you rate the overall setting of the lab?
(Circle the appropriate number.)

| Inadequate Learning Environment | 1 | 2 | 3 | 4 | 5 | Excellent Learning Environment |

COMMENTS:

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SCORING KEY: For each tem marked **S** in Section III, add 1 point and total the points for all 15 items.
Score:_____

14-15 **<u>Excellent</u>**. This facility is an ideal educational setting with adequate space, comfort, and cheerfulness. It is well organized and offers students the opportunity to study in privacy with few disruptions. Facilities such as this one suggest a cooperative administration and adequate funding sources.

12-13 **<u>Good</u>**. This facility is a good setting for learning, lacking only a few resources. It is organized and provides an atmosphere conductive to studying. Resources are used well.

10-11 **<u>Fair</u>**. This classroom lacks organization and resources are few (dictionaries, magazines, cardboard carrels, filing cabinets).

9-0 **<u>Poor</u>**. Conditions in this setting are inadequate and obviously frustrating to the students and staff. Change is needed.

EVALUATION SUMMARY

SCORING KEY: Add up the points from section I, II, and III of this form
Total Score: _____

44-48 **Excellent**. This classroom is operated in such a manner as to produce excellent results. Staff and students deserve commendation.

39-43 **Good**. Most of the appropriate procedures are carried out, but several essential techniques are not practiced consistently. The supervisor should work closely with the LM to correct minor deficiencies.

34-38 **Fair**. Management skills are passable, but student achievement is below what it should be.

33-0 **Inadequate**. Staff requires training and supervision until practice reaches an acceptable level. Contact Pace Learning Systems (1-800-826-7223) for assistance and recommendations.

COMMENTS:

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RECOMMENDATIONS:

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