

# Classroom Environment and Teaching Assessment-Revised for Online and Remote (CETA-ROR)

Date:	Start time: Start time: Start time:	End time: End time: End time:	<input type="checkbox"/> Observation <input type="checkbox"/> Self-Assessment
Classroom teacher:	Building:	District:	
Observer:	Type of classroom: <input type="checkbox"/> Gen Ed or <input type="checkbox"/> Spec Ed	Other:	

**PURPOSE:** The CETA-ROR is a coaching tool for teams to assess the extent to which effective classroom practices are in place for students with higher support needs, including students with ASD. Teams are encouraged to use the tool as part of a collaborative process for identifying strengths and priorities for improvement. The tool is not intended as a teacher **or guardian** evaluation tool nor should it be the sole source of data for classroom assessment or decision-making. A combination of information including progress monitoring of IEPs, other program assessment tools, and program outcome data are recommended for a comprehensive review and goal setting.

## RECOMMENDED COLLABORATIVE PROCESS FOR COMPLETION OF THE CETA-R

1. Identify a CETA-ROR team to complete the process. Recommended team members include:
  - a. classroom teacher
  - b. staff **or parent/guardian** who provide classroom support
  - c. building, district and ISD coach(es)
  - d. building principal or other relevant administration
  - e. facilitator and note taker for the meeting
2. Hold a CETA-ROR team meeting prior to completing the CETA-ROR. Recommended agenda includes:
  - a. Establish a collaborative process
  - b. Review and discuss the CETA-ROR items
  - c. Establish roles and responsibilities including:
    - Classroom teacher(s) to complete the CETA-ROR as a self-assessment
    - Objective, qualified observer(s) conduct CETA-ROR observations across multiple dates and times
  - d. Establish timelines and a CETA-ROR review meeting date
3. Classroom teacher(s) and observer(s) complete the CETA-ROR and prepare their data and notes for the meeting
4. Hold the CETA-ROR review meeting using the CETA-R Visual Organizer to identify implementation strengths, priorities for improvement, and action steps

## CODING SYSTEM:

**3 = Evident:** Item is clearly evident the majority of the time and is implemented with fidelity.








**2 = Inconsistent:** Item is evident some of the time and/or the item is not consistently implemented with fidelity.

**1 = Emerging:** Item is evident during a limited portion of the time and/or is in the early stages of implementation.

**0 = Not Evident:** Implementation of the item is not evident.

\*Circle or shade a number for each item below. For subsequent observations, circle or shade the higher level number to denote progress.

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## Environment

Click on the link above for examples






	<b>CLASSROOM</b> 	<b>ON-LINE PLATFORM</b> 	<b>REMOTE</b> 	<b>IMPLEMENTATION SCALE</b>
<b>1. Climate:</b>  Notes:	positive and respectful as demonstrated by affirmative staff-to-student interactions and staff-to-staff interactions. Children work better when they feel safe, cared for and acknowledged. The learning climate should reflect an openness to learning for all.	same as the classroom column. Teachers should refrain from disrespectful interactions such as muting a student instead of teaching them how to engage online.	same as classroom column with positive and respectful as demonstrated by affirmative guardian-to-student interactions.	<div>Classroom</div> <div>0123</div> <div>Online</div> <div>0123</div> <div>Remote</div> <div>0123</div>
<b>2. Space:</b>  Notes:	physical space is organized and areas are visually defined to indicate the purpose and expectations.	platform space is labeled and organized using visual icons.	a designated area for learning is established. If this area is a multi use space (e.g., kitchen table), have your student set up work materials and clean them up each day as a part of your schedule.	<div>Classroom</div> <div>0123</div> <div>Online</div> <div>0123</div> <div>Remote</div> <div>0123</div>
<b>3. Environmental Arrangement:</b>  Notes:	classroom is conducive to learning for all students (e.g., students can see instruction, distractions are minimal) and staff can freely monitor and access every student.	whole group/small group activities are chunked so that students are focusing on one-two things at a time	designated area is free from distractions like loud noises, other people, and non-school technology.	<div>Classroom</div> <div>0123</div> <div>Online</div> <div>0123</div> <div>Remote</div> <div>0123</div>
<b>4. Materials, Activities, and Equipment:</b>  Notes:	prepared and ready for instruction.	learning plans sent home in advance and include links with embedded logins to aid family if possible.	are organized and ready to go. Things that may be useful are bins for paper and notebooks, whiteboards, pencil boxes, and a checklist of what to clean up/plug in at the end of the day.	<div>Classroom</div> <div>0123</div> <div>Online</div> <div>0123</div> <div>Remote</div> <div>0123</div>

## Visual and Organizational Supports

Click on the link above for examples






	<b>CLASSROOM</b> 	<b>ON-LINE PLATFORM</b> 	<b>Remote</b> 	<b>IMPLEMENTATION SCALE</b>																														
<b>5. Daily Schedule:</b>  Notes:	reflects what the entire class is doing for the entire day and is used by all students. Schedule is grade and ability appropriate, posted, and used during times of transition and regrouping so it is clear upon entry where the class is in the schedule.	introduced at the beginning of the live learning session and is referenced and updated throughout the session as tasks are completed.	reflects activities that will occur for the entire day in the order they will occur. Not individual tasks for each. Can be guardian/student made or provided in advance by the teacher.	<table> <tr><td colspan="5">Classroom</td></tr> <tr><td>0</td><td>1</td><td>2</td><td colspan="2">3</td></tr> <tr><td colspan="5">Online</td></tr> <tr><td>0</td><td>1</td><td>2</td><td colspan="2">3</td></tr> <tr><td colspan="5">Remote</td></tr> <tr><td>0</td><td>1</td><td>2</td><td colspan="2">3</td></tr> </table>	Classroom					0	1	2	3		Online					0	1	2	3		Remote					0	1	2	3	
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<b>6. Instructional Schedule:</b>  Notes:	activities are broken down into mini-schedules (e.g. Reader's Workshop -read with teacher, word work, etc) or task analyses (steps for collecting materials, logging onto devices, etc.).	same as the classroom column.	same as the classroom column and guardians can make these or they can collaborate with the teacher for more standard schedules.	<table> <tr><td colspan="5">Classroom</td></tr> <tr><td>0</td><td>1</td><td>2</td><td colspan="2">3</td></tr> <tr><td colspan="5">Online</td></tr> <tr><td>0</td><td>1</td><td>2</td><td colspan="2">3</td></tr> <tr><td colspan="5">Remote</td></tr> <tr><td>0</td><td>1</td><td>2</td><td colspan="2">3</td></tr> </table>	Classroom					0	1	2	3		Online					0	1	2	3		Remote					0	1	2	3	
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<b>7. Individual Visual Schedules:</b>  Notes:	readily available to students who need additional support, reflect students' needs, abilities, and interests, and students are supported in using them independently during times of transition and regrouping so it is always clear where they are in the schedule.	switching or adding to their daily schedule may be necessary when an online meeting with their teacher or peer occurs.	since they are the only student, the daily schedule should suffice. May be necessary for students where there are siblings being taught at the same time.	<table> <tr><td colspan="5">Classroom</td></tr> <tr><td>0</td><td>1</td><td>2</td><td colspan="2">3</td></tr> <tr><td colspan="5">Online</td></tr> <tr><td>0</td><td>1</td><td>2</td><td colspan="2">3</td></tr> <tr><td colspan="5">Remote</td></tr> <tr><td>0</td><td>1</td><td>2</td><td colspan="2">3</td></tr> </table>	Classroom					0	1	2	3		Online					0	1	2	3		Remote					0	1	2	3	
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<b>8. Transitions:</b>  Notes:	occur with predictable routines, signals or cues.	for live learning sessions, the daily schedule is used to show completion of an activity and prepare students for what is coming next.	same as the classroom column.	Classroom
				0 1 2 3
				Online
				0 1 2 3
				Remote
				0 1 2 3
<b>9. Independent Transitions:</b>	are supported through the use of visual systems and strategies (e.g. visuals, peers, prompt fading).	during live whole group instruction, visual schedules are used and referenced throughout to prepare students for transitions.	after the direction to transition is given, the student should complete the transition with the most independence and least intrusive prompt when necessary.	Classroom
				0 1 2 3
				Online
				0 1 2 3
				Remote
				0 1 2 3
<b>10. Schedule Changes:</b>	are addressed with as much advance notice as possible to prepare students for changes and include specific strategies to reduce distress such as change cards and updating the visual schedule.	are designated with an icon to alert the student of that change.	same as the classroom column.	Classroom
				0 1 2 3
				Online
				0 1 2 3
				Remote
				0 1 2 3
<b>11. Visual Supports</b>	used to enhance understanding of verbal instructions and expectations, increase engagement, support independence in task completion, and reduce challenging behavior (e.g. task lists, mini schedules within schedules, visual timers, self-management systems).	may be on the platform itself (e.g., countdown icon) or a signal from the online teacher.; also includes visual expectations, schedules, tasks lists for the online learning environment.	same as the classroom column.	Classroom
				0 1 2 3
				Online
				0 1 2 3
				Remote
				0 1 2 3
<b>12. Self-Management Systems:</b>	are individualized and used to increase engagement and independent task completion and reduce challenging behavior.	same as the classroom column. Consult between the school and home occurs for the creation, implementation, and monitoring of the system.	same as the classroom column.	Classroom
				0 1 2 3
				Online
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				Remote
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## Positive Behavioral Interventions and Supports

Click on the link above for examples



	<b>CLASSROOM</b> 	<b>ON-LINE PLATFORM</b> 	<b>Remote</b> 	<b>IMPLEMENTATION SCALE</b>
<b>13. Behavioral Expectations:</b>  Notes:	are positively-stated, visual, clear, appropriate for the level of the student and posted. Used to increase wanted behavior by noticing when they are following the rules and review them daily or when needed.	same as the classroom column. They are detailed for all components of the online platform and available in a variety of ways (e.g. printed out, ppt @ the beginning, posted in resources, etc).	same as the classroom column. Can be created with the student or premade and reviewed with the student.	<div>Classroom</div> <div>0123</div> <div>Online</div> <div>0123</div> <div>Remote</div> <div>0123</div>
<b>14. Error Correction Procedures:</b>  Notes:	are used when expectations are not followed (e.g., review expectations, model the appropriate behavior, practice correct behavior).	same as the classroom column. In addition, teachers utilize breakout rooms, private chats (ie. other modes of communication) to address the student 1:1.	same as the classroom column.	<div>Classroom</div> <div>0123</div> <div>Online</div> <div>0123</div> <div>Remote</div> <div>0123</div>
<b>15. Positive Feedback:</b>  Notes:	specific and provided at least 5 times more frequently than corrective feedback.	live sessions- expected behavior is reinforced through verbal or written acknowledgement (e.g. use of chat tool).  asynchronous learning- given through discussion boards, feedback on student work, badges when applicable, etc.	same as the classroom column.	<div>Classroom</div> <div>0123</div> <div>Online</div> <div>0123</div> <div>Remote</div> <div>0123</div>
<b>16. Reinforcement Systems:</b>  Notes:	are used for students who require additional support to increase engagement and independence in task routines and activities. These are coordinated with families for students who require tangible reinforcement.	Utilize a “whole class” system focused on the level of support that the student most in need requires. If necessary, individual systems are created and developed between the home and school. When possible, adult support may be utilized to provide a system only to the student who requires it.	same as the classroom column. If tangible items or activities are used, they should be reserved for remote learning and not something the student has access to at other times in the home setting.	<div>Classroom</div> <div>0123</div> <div>Online</div> <div>0123</div> <div>Remote</div> <div>0123</div>

<b>17. Choice-Making and Flexibility:</b>  Notes:	opportunities for choices are numerous and embedded within all activities. This may mean more flexibility for staff (e.g., giving student their choice, changing a mini schedule, adopting a different mindset, moving on from a difficult activity and coming back to it later, switching staff).	during asynchronous learning, students may choose from a selection activities to complete within a certain expectation as set by the teacher (e.g. 2 out of 4 of the activities, choice of day). Opportunities for choice in how responses are given are included as well.	same as the classroom column. May include going along with the naturally occurring situation that interrupts teaching at home (e.g., allow a student to take a phone call that interrupts instruction, take the dog on a walk when the dog needs it, etc.).	Classroom
				0 1 2 3
				Online
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				Remote
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<b>18. Proactive and Preventive Strategies:</b>  Notes:	are clearly evident to increase engagement and prevent challenging behaviors (e.g. visual schedules, visual prompts and supports, seating arrangements, choice-making opportunities, teacher proximity).	same as classroom.	Same as classroom column.(e.g., stagger activities between preferred and non-preferred, schedule leisure time, use visuals, timers, choice making, etc.).	Classroom
				0 1 2 3
				Online
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<b>19. Break Procedures:</b>  Notes:	are specified and implemented consistently to assist students with self-regulation. Students are supported to independently initiate and return from break.	for live sessions, teachers include a break icon or discuss that students may step away from the group and can utilize a breakout room if needing a break. (protocol needs to be developed).	use of non-contingent breaks is evident and available at any time. If non-contingent breaks cause an increase in challenging behavior, guardians reach out for further support.	Classroom
				0 1 2 3
				Online
				0 1 2 3
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<b>20. Differential Reinforcement:</b>  Notes:	is used in a consistent manner to reinforce expected behaviors and remove reinforcement for challenging behaviors.	for live sessions, differential reinforcement is used in a consistent manner to reinforce expected behaviors and remove reinforcement for challenging behaviors.	same as the classroom column. Guardian reaches out for assistance for further training when needed.	Classroom
				0 1 2 3
				Online
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<b>21. Responses to Challenging Behavior:</b>  Notes:	responses are emotionally neutral and non-punitive, and incorporate more frequent use of visual supports than verbal interaction. Adults quickly and consistently follow a documented behavior support procedure or individual behavior plan.	same as the classroom column during a live session.	same as the classroom column. ideas for a tier one-type system are available for all families. Guardians with more intense needs reach out for further support.	Classroom
				0 1 2 3
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## Instruction and Academic Engagement

Click on the link above for examples



	<b>CLASSROOM</b> 	<b>ON-LINE PLATFORM</b> 	<b>Remote</b> 	<b>IMPLEMENTATION SCALE</b>																														
<b>22. Access to the General Education Curriculum:</b>  Notes:	all teachers working with the student collaborate so that the general education curriculum is an integrated component and the basis of each students' academic program.	students are using the same class materials, curriculum and platform as their peers.	curriculum should be identical to that used in the brick and mortar setting. Materials may depend on what is available in the remote setting.	<table> <tr><td colspan="5">Classroom</td></tr> <tr><td>0</td><td>1</td><td>2</td><td>3</td><td></td></tr> <tr><td colspan="5">Online</td></tr> <tr><td>0</td><td>1</td><td>2</td><td>3</td><td></td></tr> <tr><td colspan="5">Remote</td></tr> <tr><td>0</td><td>1</td><td>2</td><td>3</td><td></td></tr> </table>	Classroom					0	1	2	3		Online					0	1	2	3		Remote					0	1	2	3	
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<b>23. Accommodations and Curriculum Differentiation:</b>  Notes:	are used to enhance engagement, comprehension and independent task completion.	the classroom curriculum is differentiated to meet the needs of the student and available to that student upon receiving the classroom materials.	same as the classroom column and are provided by the teacher in advance. Guardian reaches out for further assistance when needed.	<table> <tr><td colspan="5">Classroom</td></tr> <tr><td>0</td><td>1</td><td>2</td><td>3</td><td></td></tr> <tr><td colspan="5">Online</td></tr> <tr><td>0</td><td>1</td><td>2</td><td>3</td><td></td></tr> <tr><td colspan="5">Remote</td></tr> <tr><td>0</td><td>1</td><td>2</td><td>3</td><td></td></tr> </table>	Classroom					0	1	2	3		Online					0	1	2	3		Remote					0	1	2	3	
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<b>24. Clear Instructions:</b>  Notes:	Instructions are provided in a way that students are able to complete tasks as independently as possible(e.g., clear explanation, use of visual supports, broken down into steps).	instructions are supplemented with a written list (e.g. numbered or checklist) posted on the platform (e.g. slides, google classroom, etc.).	same as the classroom column.	<table> <tr><td colspan="5">Classroom</td></tr> <tr><td>0</td><td>1</td><td>2</td><td>3</td><td></td></tr> <tr><td colspan="5">Online</td></tr> <tr><td>0</td><td>1</td><td>2</td><td>3</td><td></td></tr> <tr><td colspan="5">Remote</td></tr> <tr><td>0</td><td>1</td><td>2</td><td>3</td><td></td></tr> </table>	Classroom					0	1	2	3		Online					0	1	2	3		Remote					0	1	2	3	
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<b>25. Engagement:</b>  Notes:	fostered through meaningful activities using strategies to increase participation in small and large group instruction, independent work, and classroom routines (e.g.,opportunities to respond, preferred interests, peer supports, mini schedules, self-management systems).	students have the opportunity to participate in whole group live discussion, discussion boards via platform, breakout rooms, etc.	same as the classroom column where applicable.	<table> <tr><td colspan="5">Classroom</td></tr> <tr><td>0</td><td>1</td><td>2</td><td>3</td><td></td></tr> <tr><td colspan="5">Online</td></tr> <tr><td>0</td><td>1</td><td>2</td><td>3</td><td></td></tr> <tr><td colspan="5">Remote</td></tr> <tr><td>0</td><td>1</td><td>2</td><td>3</td><td></td></tr> </table>	Classroom					0	1	2	3		Online					0	1	2	3		Remote					0	1	2	3	
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<b>26. Active, Student Responding:</b>  Notes	integrated across subjects and assignments with high rates of opportunities to respond (OTR).	same as the classroom column. Online engagement tools (ie.completing a poll, using status icons, white boards) are used throughout the live session.	same as the classroom column.	Classroom
				0 1 2 3
				Online
				0 1 2 3
<b>27. Efficient Use of Time:</b>  Notes	focused on instruction and learning opportunities to maximize time on task and academic engagement.	Recorded videos introducing content should be limited to six minutes for an asynchronous environment.  Student wait time is minimized by having instructions for use of technology ready.	same as the classroom column.	Classroom
				0 1 2 3
				Online
				0 1 2 3
<b>28. Instructional Schedule:</b>  Notes	combination of interactive group instruction, small group activities, and independent tasks is included.	combination of whole-group meetings, small group/breakout rooms, and independent tasks.	same as the classroom column and are given to the guardian in advance; takes into consideration independent work time and leaves out groups unless taking part in a live online session.	Classroom
				0 1 2 3
				Online
				0 1 2 3
<b>29. Activities and Materials:</b>  Notes	are consistent with grade-level expectations.	are consistent with grade-level expectations as well as accessible (e.g. text-to-speech, closed captioning) to promote independence.	are provided in advance and are consistent with grade-level expectations.	Classroom
				0 1 2 3
				Online
				0 1 2 3
<b>30. Instructional Feedback and Support:</b>  Notes	specific and provided to facilitate academic success; faded systematically to promote independence.	same as the classroom column.	same as the classroom column.	Classroom
				0 1 2 3
				Online
				0 1 2 3
				Remote
				0 1 2 3
				Remote
				0 1 2 3

## Communication Systems & Supports

Click on the link above for examples






	<b>CLASSROOM</b> 	<b>ON-LINE PLATFORM</b> 	<b>Remote</b> 	<b>IMPLEMENTATION SCALE</b>
<b>31. Forms of Communication</b> (e.g. visual system, sign, AAC device):  Notes:	functional, individualized, and available at all times.	must ensure that closed captioning, microphones, and other instructional technology are available and that there is a backup plan if they are not working.	same as the classroom column.	<div>Classroom</div> <div>0 1 2 3</div> <div>Online</div> <div>0 1 2 3</div> <div>Remote</div> <div>0 1 2 3</div>
<b>32. Communicative Functions:</b>  Notes:	full array of communication, including: initiations, responding, commenting, requesting, choice-making, and answering yes and no are actively modeled and supported.	teacher's expectation for communication within the on-line platform is explicitly taught and supported.	same as the classroom column.	<div>Classroom</div> <div>0 1 2 3</div> <div>Online</div> <div>0 1 2 3</div> <div>Remote</div> <div>0 1 2 3</div>
<b>33. Communication Opportunities:</b>  Notes:	fostered by creating situations and utilizing naturally occurring situations to facilitate interactions with a variety of peers and adults.	students are given opportunities during live instruction (e.g. use of breakout rooms) and asynchronous instruction through discussion boards and other platforms.	student is given opportunities for the full array of communication as stated above with both naturally occurring and fostered opportunities with whomever is available in the remote setting.	<div>Classroom</div> <div>0 1 2 3</div> <div>Online</div> <div>0 1 2 3</div> <div>Remote</div> <div>0 1 2 3</div>
<b>34. Unconventional Communication Attempts</b> (e.g., yelling)  Notes:	recognized as a form of communication and followed with least restrictive prompt to use an individualized functional communication system.	same as the classroom column.	same as the classroom column.	<div>Classroom</div> <div>0 1 2 3</div> <div>Online</div> <div>0 1 2 3</div> <div>Remote</div> <div>0 1 2 3</div>

## Social Interaction and Peer to Peer Support






Click on the link above for examples

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<div>35. Peer Interaction:</div> <div>Notes:</div>	opportunities are available during whole and small-group instruction, independent work time, and non-instructional activities (e.g., lunchtime, hallway transition, extracurricular activities).	small-group and whole-group meetings/communications are created through available media/technology and are overseen by a school staff member.	applicable only if other students are also being taught remotely in the home setting. Most likely small group, (e.g., guardian reads a story out loud) non-instructional activities (e.g., lunchtime, age-appropriate game).	<div>Classroom</div> <div>0123</div> <div>Online</div> <div>0123</div> <div>Remote</div> <div>0123</div>
<div>36. Peer Supports:</div> <div>Notes:</div>	classmates who model appropriate grade-level behaviors in the areas of social skills, independence and engagement. Help is delivered on a natural basis rather than being seen as mentors or mini-helpers.	designated classroom peers are identified by staff so that should a student need support, he/she has a specified student to reach out to to ask for help, etc.	same as the classroom column when another student is available.	<div>Classroom</div> <div>0123</div> <div>Online</div> <div>0123</div> <div>Remote</div> <div>0123</div>
<div>37. Meaningful Interaction with Peers:</div> <div>Notes:</div>	promoted by including grade-appropriate activities in the curriculum (e.g., group projects, small group tasks) and embedding preferred interests as mediums of exchange in grade-level materials and activities.	promoted by including grade-appropriate activities in the curriculum (e.g., group projects, small group tasks) and embedding preferred interests as mediums of exchange in grade-level materials and activities.	applicable only if other students are also being taught remotely in the home setting and if they share preferred interests and grade appropriate activities (e.g., a small-group task age-appropriate for all).	<div>Classroom</div> <div>0123</div> <div>Online</div> <div>0123</div> <div>Remote</div> <div>0123</div>

## Adult Support and Interactions

Click on the link above for examples



	<b>CLASSROOM</b> 	<b>ON-LINE PLATFORM</b> 	<b>Remote</b> 	<b>IMPLEMENTATION SCALE</b>																														
<b>38. Adult Interactions with Students:</b>  Notes:	interactions are respectful and maintain the dignity of students at all times (e.g., talking to students directly with grade-appropriate language and tone, not talking about students with other staff in front of them, respecting students' unique interests, emphasizing successes, and correcting behavior privately).	same as the classroom column.	same as the classroom column. If a behavioral issue needs to be addressed, the guardian should schedule a meeting when the child is not present so that they are not talking about the student in front of them.	<table> <tr><td colspan="5">Classroom</td></tr> <tr><td>0</td><td>1</td><td>2</td><td>3</td><td></td></tr> <tr><td colspan="5">Online</td></tr> <tr><td>0</td><td>1</td><td>2</td><td>3</td><td></td></tr> <tr><td colspan="5">Remote</td></tr> <tr><td>0</td><td>1</td><td>2</td><td>3</td><td></td></tr> </table>	Classroom					0	1	2	3		Online					0	1	2	3		Remote					0	1	2	3	
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<b>39. Adults Focus on Student Engagement:</b>  Notes:	throughout the school day; avoids distractions that detract from teaching and interacting with students (e.g., irrelevant adult social conversations).	for specific questions or needs, office hours are available, allowing class/instructional time to remain student-focused.	for specific questions or needs, guardians know who to contact for further assistance.	<table> <tr><td colspan="5">Classroom</td></tr> <tr><td>0</td><td>1</td><td>2</td><td>3</td><td></td></tr> <tr><td colspan="5">Online</td></tr> <tr><td>0</td><td>1</td><td>2</td><td>3</td><td></td></tr> <tr><td colspan="5">Remote</td></tr> <tr><td>0</td><td>1</td><td>2</td><td>3</td><td></td></tr> </table>	Classroom					0	1	2	3		Online					0	1	2	3		Remote					0	1	2	3	
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<b>40. Adults Support Independence and Engagement:</b>  Notes:	supported across routines and activities; communicate fair and equitable academic and behavioral expectations that are consistent with the expectations of all students in that grade-level.	same as the classroom column.	same as the classroom column.	<table> <tr><td colspan="5">Classroom</td></tr> <tr><td>0</td><td>1</td><td>2</td><td>3</td><td></td></tr> <tr><td colspan="5">Online</td></tr> <tr><td>0</td><td>1</td><td>2</td><td>3</td><td></td></tr> <tr><td colspan="5">Remote</td></tr> <tr><td>0</td><td>1</td><td>2</td><td>3</td><td></td></tr> </table>	Classroom					0	1	2	3		Online					0	1	2	3		Remote					0	1	2	3	
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<b>41. Adult Instructions:</b>  Notes:	clear and concise; verbal language is paired with visual supports to convey essential instructional information, give directions, redirect off-task behavior, and encourage participation.	a plan is in place between home and school to redirect off-task behavior with minimal verbal interaction.	a plan is in place between home and school to redirect off-task behavior with minimal verbal interaction.	<table> <tr><td colspan="5">Classroom</td></tr> <tr><td>0</td><td>1</td><td>2</td><td>3</td><td></td></tr> <tr><td colspan="5">Online</td></tr> <tr><td>0</td><td>1</td><td>2</td><td>3</td><td></td></tr> <tr><td colspan="5">Remote</td></tr> <tr><td>0</td><td>1</td><td>2</td><td>3</td><td></td></tr> </table>	Classroom					0	1	2	3		Online					0	1	2	3		Remote					0	1	2	3	
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## CETA-ROR Visual Organizer

Visual Organizers are used with the START Effective Teaming and Meeting Mechanics process guide. This CETA-ROR Visual Organizer is designed to help teams establish classroom priorities after completing the CETA-ROR. It can be used as a note-taking tool during the CETA-ROR review meeting, and visually displayed to the team through a projector, chart paper, or a whiteboard. As part of the process, team members can write strengths and priorities on post-it notes and place them in the appropriate section. The team can then cluster the items, and based on top clusters, discuss priorities and action steps for each section. The meeting should include a follow up review of progress.

Section	Items of Strength	Items of Priority	Action Steps	Follow-Up
Classroom Environment				
Visual and Organization Supports				
Positive Behavioral Interventions and Supports				
Academic and Instructional Approach				
Communication Systems and Supports				
Social Interaction and Peer to Peer Support				
Adult Support and Interactions				