

Classroom Management Checklist

Teacher _____ Grade/Subject _____
 School _____

In Place Status			Essential Practices																									
Full	Partial	Not	Classroom Management																									
			1. 5 to 1 positive to negative interactions (# observed below). <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; text-align: center;"># Positive</td> <td style="width: 50%; text-align: center;"># Negative</td> </tr> <tr> <td style="height: 20px;"></td> <td style="height: 20px;"></td> </tr> </table>		# Positive	# Negative																						
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			2. Classroom rules & expectations are posted, taught directly, practiced, & positively reinforced.																									
			3. Efficient transition procedures taught, practiced, & positively reinforced. <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 60%;">a. Entering Classroom</td> <td style="width: 10%; text-align: center;">Y</td> <td style="width: 10%; text-align: center;">N</td> <td style="width: 20%;"></td> </tr> <tr> <td>b. Lining up</td> <td style="text-align: center;">Y</td> <td style="text-align: center;">N</td> <td></td> </tr> <tr> <td>c. Changing activities</td> <td style="text-align: center;">Y</td> <td style="text-align: center;">N</td> <td></td> </tr> <tr> <td>d. Exiting Classroom</td> <td style="text-align: center;">Y</td> <td style="text-align: center;">N</td> <td></td> </tr> </table>		a. Entering Classroom	Y	N		b. Lining up	Y	N		c. Changing activities	Y	N		d. Exiting Classroom	Y	N									
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			4. Typical classroom routines taught directly, practiced & positively reinforced. <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 60%;">a. Start of day</td> <td style="width: 10%; text-align: center;">Y</td> <td style="width: 10%; text-align: center;">N</td> <td style="width: 20%;"></td> </tr> <tr> <td>b. Group Work</td> <td style="text-align: center;">Y</td> <td style="text-align: center;">N</td> <td></td> </tr> <tr> <td>c. Independent Seat Work</td> <td style="text-align: center;">Y</td> <td style="text-align: center;">N</td> <td></td> </tr> <tr> <td>e. Obtaining materials</td> <td style="text-align: center;">Y</td> <td style="text-align: center;">N</td> <td></td> </tr> <tr> <td>f. Seeking help</td> <td style="text-align: center;">Y</td> <td style="text-align: center;">N</td> <td></td> </tr> <tr> <td>g. End of day</td> <td style="text-align: center;">Y</td> <td style="text-align: center;">N</td> <td></td> </tr> </table>		a. Start of day	Y	N		b. Group Work	Y	N		c. Independent Seat Work	Y	N		e. Obtaining materials	Y	N		f. Seeking help	Y	N		g. End of day	Y	N	
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			5. Attention getting cue/rule taught directly, practiced, & positively reinforced.																									
			6. Continuous active supervision across settings & activities, including moving throughout setting & scanning.																									
			7. Desks/ room arranged so that all students are easily accessible by the teacher.																									
			8. Necessary materials and supplies are accessible to students in an orderly fashion.																									
			9. Minor problem behaviors managed positively, consistently & quickly.																									
			10. Chronic problem behaviors anticipated & precorrected.																									
			11. Students are provided with activities to engage in if they complete work before other students in the class.																									
			Instructional Management																									
			1. Majority of time allocated & scheduled for instruction.																									
			2. Allocated instructional time involves active academic engagement with quick paced instruction.																									
			3. Asks clear questions and provides clear directions of assignments.																									
			4. Active academic engagement results in high rates of student success (90%+).																									
			5. Actively involves all/ majority of students in lesson, this includes providing activities/instruction to students of varying skill levels																									
			6. Instructional activities linked directly to measurable short & long term academic outcomes.																									

Classroom Management Action Plan

Strategies for acknowledging students for doing well		Strategies for consequating student behavior	
Activity	When	How	Who
1. Define expected classroom behaviors & routines			
2. Teach expected classroom behaviors & routines			
3. Decide how you will provide consistent application all day			
4. Define with students how they will be recognized for meeting expectations initially & over time			
5. Define the procedure for consequating student behavior			
6. Define when you will do reteach & practice behavioral expectations			
7. Define how you will monitor and evaluate progress & determine necessary revisions			

- 1. Explicitly teach routines and expectations**
- 2. Provide active, engaging instruction.**
- 3. Anticipate that you will have behavior problems.**
- 4. Preteach and Precorrect during situations when problems are likely.**
- 5. Limit interruptions of instruction by being prepared to respond, and by responding calmly, quickly, and briefly**
- 6. Focus on and actively respond when students are doing what is expected -- 5 (+) to 1 (-) interaction ratio.**