

Management Checklist

A. Instructional Management	4 Applying	3 Implementing	2 Developing	1 Beginning
1. Are you allocating most of your class time to academic instruction ?				
2. Do you secure student attention at the beginning of the lesson, and are most students engaged during instruction?				
3. Do you solicit both group and individual responses to questions , being sure to provide individual opportunities for the majority of students in the classroom?				
4. Do you maintain a brisk instructional pace and adjust for complex content, providing students with an optimal number of opportunities to respond ?				
5. Do you use effective correction strategies (for example, do you prompt or model rather than say "no" or "wrong")?				
6. Do you circulate through all parts of the classroom?				
7. Do you visually scan all parts of the classroom?				
B. Classroom Behavior Management	4 Applying	3 Implementing	2 Developing	1 Beginning
1. Does the physical arrangement of desks and furniture allow you to see all parts of the room?				
2. Are resources clearly labeled, materials accessible, and extraneous objects (clutter) kept to a minimum?				
3. Do you use an attention signal that has been taught directly, practiced, and positively reinforced?				
4. Are classroom routines and expectations posted, clearly delivered, and stated positively?				
5. Do you have a plan or schedule for teaching classroom expectations?				
6. Do transitions between activities occur smoothly and without interruption?				
7. Do you engage in noncontingent positive interactions with every student (for example, greeting each student and demonstrating an interest in student work)?				
8. Do you use specific praise to encourage appropriate behavior?				
9. Do you acknowledge expected behaviors regularly? More specifically, is your ratio of attention to positive behavior to negative behavior 3:1 or better?				
10. If misbehavior or lack of motivation is an issue, do you have a system in place for documenting and rewarding appropriate class wide and individual student behavior?				
11. Are disruptions and problem behaviors minimal ?				
12. Do you use a continuum of consequences to discourage rule violations (for example, ignoring, praising others)?				
13. When you correct misbehavior are you: calm? consistent? brief? immediate?				