

A-1 CLASSROOM MANAGEMENT CHECKLIST

Directions: For each item, place a check mark in the corresponding box for the statement that most closely matches your current classroom. When you are done with each category, count the number of check marks under each column and enter the total on the line provided. Add each category total together to obtain an overall total.

| CLASSROOM ENVIRONMENT | | | |
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| ITEM | RED | YELLOW | GREEN |
| <p>1 Is a daily schedule posted and large enough for all students to see? Do you refer to/explain the daily schedule and any schedule changes?</p> <p style="text-align: right;">U-21</p> | <ul style="list-style-type: none"> • Not posted • Not large • Not referred to frequently <input type="checkbox"/> | <ul style="list-style-type: none"> • Posted • Large • Not referred to frequently <input type="checkbox"/> | <ul style="list-style-type: none"> • Posted • Large • Referred to frequently <input type="checkbox"/> |
| <p>2 Have classroom routines been established and systematically taught (e.g., entering the classroom; procedures to go to the bathroom; get help from the teacher; and sharpen a pencil)?</p> <p style="text-align: right;">U-19</p> | <ul style="list-style-type: none"> • 0-1 routines established OR • Procedures not systematically taught <input type="checkbox"/> | <ul style="list-style-type: none"> • 2-3 routines established • Procedures systematically taught <input type="checkbox"/> | <ul style="list-style-type: none"> • At least 4 routines established • Procedures systematically taught <input type="checkbox"/> |
| <p>3 Are transitions between activities structured (e.g., moving from one activity to the next; cues to initiate transitions)?</p> <p style="text-align: right;">U-17/U-19</p> | <ul style="list-style-type: none"> • On average, takes the class about 4 minutes or more to transition <input type="checkbox"/> | <ul style="list-style-type: none"> • On average, takes the class about 2-3 minutes to transition <input type="checkbox"/> | <ul style="list-style-type: none"> • On average, takes the class under 1 minute to transition <input type="checkbox"/> |
| <p>4 Is unstructured time kept to a minimum?</p> <p style="text-align: right;">U-17/U-19</p> | <ul style="list-style-type: none"> • More than 45 minutes of unstructured time across the school day <input type="checkbox"/> | <ul style="list-style-type: none"> • 20-45 minutes of unstructured time across the school day <input type="checkbox"/> | <ul style="list-style-type: none"> • Less than 20 minutes of unstructured time across the school day <input type="checkbox"/> |
| <p>5 Is the classroom environment arranged and organized to effectively support students (e.g., adequate space to move between areas; postings are not overly distracting; materials, tables are organized)?</p> <p style="text-align: right;">U-8</p> | <ul style="list-style-type: none"> • Inappropriately arranged • Inappropriately organized <input type="checkbox"/> | <ul style="list-style-type: none"> • Appropriately arranged, but disorganized OR • Inappropriately arranged, but organized <input type="checkbox"/> | <ul style="list-style-type: none"> • Appropriately arranged • Appropriately organized <input type="checkbox"/> |
| <p>6 Are there mechanisms established for frequent parent communication, particularly for positive events that occur (i.e., home note, "caught you being good," phone calls, class website, parent corner)?</p> <p style="text-align: right;">T-4</p> | <ul style="list-style-type: none"> • Not in place • Not in use <input type="checkbox"/> | <ul style="list-style-type: none"> • In place • Not in use <input type="checkbox"/> | <ul style="list-style-type: none"> • In place • In use • Regularly maintained <input type="checkbox"/> |
| <p>7 Are there clearly defined and appropriately used classroom spaces (e.g., art area, computers, reading zone, homework center)?</p> <p style="text-align: right;">U-8</p> | <ul style="list-style-type: none"> • No defined areas • Not used <input type="checkbox"/> | <ul style="list-style-type: none"> • Somewhat defined areas • Appropriately used <input type="checkbox"/> | <ul style="list-style-type: none"> • Clearly defined areas • Appropriately used <input type="checkbox"/> |
| <p>8 Do all students have a clear and unobstructed view of the teacher and/or instructional area?</p> <p style="text-align: right;">U-8</p> | <ul style="list-style-type: none"> • Less than 75% of students have a clear view <input type="checkbox"/> | <ul style="list-style-type: none"> • At least 75% of students have a clear view <input type="checkbox"/> | <ul style="list-style-type: none"> • 100% students of have a clear view <input type="checkbox"/> |
| <p>9 Do students have adequate space or storage for personal belongings (e.g., backpack, lunch bags, learning materials/supplies, coats)?</p> <p style="text-align: right;">U-8</p> | <ul style="list-style-type: none"> • Some or none have a designated space <input type="checkbox"/> | <ul style="list-style-type: none"> • Most students have a designated space <input type="checkbox"/> | <ul style="list-style-type: none"> • All students have a designated space <input type="checkbox"/> |
| <p>10 Is there an adequate number of supplies or materials for students and are materials accessible?</p> <p style="text-align: right;">U-8</p> | <ul style="list-style-type: none"> • Inadequate • Inaccessible <input type="checkbox"/> | <ul style="list-style-type: none"> • Adequate, but inaccessible OR • Inadequate, but accessible <input type="checkbox"/> | <ul style="list-style-type: none"> • Adequate • Accessible <input type="checkbox"/> |
| CLASSROOM ENVIRONMENT TOTALS | | | |

| BEHAVIOR MANAGEMENT | | | |
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| ITEM | RED | YELLOW | GREEN |
| <p>1 Are the classroom rules/expectations posted (3–5 rules, positively stated)?</p> <p style="text-align: right;">U-19</p> | <ul style="list-style-type: none"> • 0–1 rules posted <input type="checkbox"/> | <ul style="list-style-type: none"> • 3–5 rules posted <input type="checkbox"/> | <ul style="list-style-type: none"> • Rules are positively stated <input type="checkbox"/> |
| <p>2 Have the rules/expectations been systematically taught and reviewed regularly (e.g., beginning of the year, after breaks, monthly)?</p> <p style="text-align: right;">U-7/U-19</p> | <ul style="list-style-type: none"> • Not systematically taught • Not reviewed regularly <input type="checkbox"/> | <ul style="list-style-type: none"> • Systematically taught • Not reviewed regularly <input type="checkbox"/> | <ul style="list-style-type: none"> • Systematically taught • Rules are reviewed regularly <input type="checkbox"/> |
| <p>3 Are procedures to address students who are following classroom rules and expectations posted, taught, and consistently implemented?</p> <p style="text-align: right;">U-6/U-18</p> | <ul style="list-style-type: none"> • Not Posted OR • Posted, but not taught or implemented <input type="checkbox"/> | <ul style="list-style-type: none"> • Posted and taught • Inconsistently implemented <input type="checkbox"/> | <ul style="list-style-type: none"> • Posted and taught • Consistently implemented <input type="checkbox"/> |
| <p>4 Are procedures to address students who are not following classroom rules and expectations posted, taught, and consistently implemented?</p> <p style="text-align: right;">U-6/U-15</p> | <ul style="list-style-type: none"> • Not Posted OR • Posted, but not taught or implemented <input type="checkbox"/> | <ul style="list-style-type: none"> • Posted and taught • Inconsistently implemented <input type="checkbox"/> | <ul style="list-style-type: none"> • Posted and taught • Consistently implemented <input type="checkbox"/> |
| <p>5 Are there positive consequences/rewards (more than verbal praise)? Is a preference assessment regularly conducted to ensure rewards are motivating for students?</p> <p style="text-align: right;">U-16/T-13</p> | <ul style="list-style-type: none"> • No positive consequences • No preference assessments <input type="checkbox"/> | <ul style="list-style-type: none"> • Positive consequences • No preference assessments <input type="checkbox"/> | <ul style="list-style-type: none"> • Positive consequences • Regular preference assessments <input type="checkbox"/> |
| <p>6 Is there at least a 4:1 ratio of positive to negative consequences for academic and behavioral responses implemented?</p> <p>Examples of <u>positive</u>: verbal praise, thumbs up, points on a point chart, and classroom bucks</p> <p>Examples of <u>negative</u>: redirections, verbal reprimand, school detention, and response cost</p> <p style="text-align: right;">U-16/T-13</p> | <ul style="list-style-type: none"> • About 1:1 ratio of positive to negative consequences, or less <input type="checkbox"/> | <ul style="list-style-type: none"> • About 2:1 ratio of positive to negative consequences <input type="checkbox"/> | <ul style="list-style-type: none"> • At least 4:1 ratio of positive to negative consequences <input type="checkbox"/> |
| <p>7 Is students' performance monitored by circulating among students (i.e., moving around the room while students are working)?</p> <p style="text-align: right;">U-22</p> | <ul style="list-style-type: none"> • No defined areas • Not used <input type="checkbox"/> | <ul style="list-style-type: none"> • Sometimes <input type="checkbox"/> | <ul style="list-style-type: none"> • Almost Always <input type="checkbox"/> |
| <p>8 How often are you standing in the front of the class and/or sitting at your desk?</p> <p style="text-align: right;">U-22</p> | <ul style="list-style-type: none"> • Almost always <input type="checkbox"/> | <ul style="list-style-type: none"> • Sometimes <input type="checkbox"/> | <ul style="list-style-type: none"> • Infrequently <input type="checkbox"/> |
| <p>9 Is there an attention signal to get students on task in less than 5 seconds (e.g., "May I have your attention please?", "One, two, three—eyes on me.")?</p> <p style="text-align: right;">U-17</p> | <ul style="list-style-type: none"> • No <input type="checkbox"/> | <ul style="list-style-type: none"> • Yes, but inconsistently used <input type="checkbox"/> | <ul style="list-style-type: none"> • Yes, and consistently used <input type="checkbox"/> |
| <p>10 Are precision requests used to increase student compliance?</p> <p style="text-align: right;">T-9</p> | <ul style="list-style-type: none"> • No <input type="checkbox"/> | <ul style="list-style-type: none"> • Yes, but inconsistently used <input type="checkbox"/> | <ul style="list-style-type: none"> • Yes, and consistently used <input type="checkbox"/> |
| BEHAVIOR MANAGEMENT TOTALS | | | |

| CLASSROOM INSTRUCTION | | | |
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| ITEM | RED | YELLOW | GREEN |
| <p>1 Do you regularly perform assessments of student achievements or needs (e.g., CBM, DIBELS; weekly, monthly)?</p> <p style="text-align: right;">U-13/T-14</p> | <ul style="list-style-type: none"> ▪ Never OR ▪ Infrequently <input type="checkbox"/> | <ul style="list-style-type: none"> ▪ Yes, but only at the end of a term <input type="checkbox"/> | <ul style="list-style-type: none"> ▪ Yes, frequently <input type="checkbox"/> |
| <p>2 Have the rules/expectations been systematically taught and reviewed regularly (e.g., beginning of the year, after breaks, monthly)?</p> <p style="text-align: right;">U-7/T-14</p> | <ul style="list-style-type: none"> ▪ Never OR ▪ Infrequently <input type="checkbox"/> | <ul style="list-style-type: none"> ▪ Yes, but only at the end of a term <input type="checkbox"/> | <ul style="list-style-type: none"> ▪ Yes, frequently <input type="checkbox"/> |
| <p>3 Are procedures to address students who are following classroom rules and expectations posted, taught, and consistently implemented?</p> <p style="text-align: right;">U-12</p> | <ul style="list-style-type: none"> ▪ Infrequent opportunities to respond ▪ 0-2 strategies/methods <input type="checkbox"/> | <ul style="list-style-type: none"> ▪ Frequent opportunities to respond ▪ 2-3 strategies/methods <input type="checkbox"/> | <ul style="list-style-type: none"> ▪ Frequent opportunities to respond ▪ 4 or more strategies <input type="checkbox"/> |
| <p>4 Are procedures to address students who are not following classroom rules and expectations posted, taught, and consistently implemented?</p> <p style="text-align: right;">U-7/U-18</p> | <ul style="list-style-type: none"> ▪ Infrequently <input type="checkbox"/> | <ul style="list-style-type: none"> ▪ Sometimes <input type="checkbox"/> | <ul style="list-style-type: none"> ▪ Almost always <input type="checkbox"/> |
| <p>5 Are there positive consequences/rewards (more than verbal praise)? Is a preference assessment regularly conducted to ensure rewards are motivating for students?</p> <p style="text-align: right;">U-1/U-16</p> | <ul style="list-style-type: none"> ▪ Yes, less than 4 types of instructional strategies used across the week <input type="checkbox"/> | <ul style="list-style-type: none"> ▪ Yes, about 5-7 types of instructional strategies used across the week <input type="checkbox"/> | <ul style="list-style-type: none"> ▪ Yes, about 8-10 types of instructional strategies used across the week <input type="checkbox"/> |
| <p>6 Do you have knowledge of individual student needs and have intervention plans or strategies in place (e.g., students with 504 Plans, IEPs)?</p> <p style="text-align: right;">U-1/U-13</p> | <ul style="list-style-type: none"> ▪ Unsure of student needs ▪ Unsure of intervention plans <input type="checkbox"/> | <ul style="list-style-type: none"> ▪ Some students OR ▪ Some interventions in place <input type="checkbox"/> | <ul style="list-style-type: none"> ▪ All students ▪ All interventions in place <input type="checkbox"/> |
| CLASSROOM ENVIRONMENT TOTALS | | | |

GRAND TOTAL =
 CLASSROOM ENVIRONMENT +
 BEHAVIOUR MANAGEMENT +
 CLASSROOM INSTRUCTION

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| If your highest total is: | |
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| GREEN | Your classroom management and instructional strategies may be appropriately structured to promote learning for all students. |
| YELLOW | Your classroom management and instructional strategies may require additional structure in order to effectively promote learning for all students. |
| RED | Your classroom management and instructional strategies requires a high level of structure and management in order to effectively promote learning for all students. |
| Next Steps | Review each of the three categories to see if your totals are green, yellow, or red to determine your highest areas of need. Under each specific item is a reference code to an instructional strategy or intervention as listed in LRBI. You may want to refer back to these references for additional information, descriptions, and guidelines for implementation to use in your classroom. |