Best Practice

Classroom Management Checklist

Observer:_____

Date:_____

School:_____

Classroom/ Teacher:_____

Comments:_____

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A. Physical Setting – The physical classroom setting is organized in a manner that promotes learning and independence, as evidence by:

		Yes	**No**	**Unclear**
A1.	Are the walls, floors, and furniture clean and in good repair?			
A2.	Is the furniture adjusted to the proper size for the students?			
A3.	Are rules, routines, and procedures posted in a manner that is easy to see?			
A4.	Are rules, routines, and procedures posted in a manner that all could read or understand (visuals)?			
A5.	Are unnecessary and distracting items removed from view and reach?			
A6.	Are all materials organized and easily accessible?			
A7.	Do students have secure and adequate spaces for personal storage?			
A8.	Has furniture been placed to decrease traffic flow challenges?			
A9.	Do instructional areas of the classroom have clear, visual boundaries for students?			

B. Scheduling – The scheduling of instruction occurs in a manner that optimizes student learning, as evidenced by:

		Yes	No	Unclear
B1.	Is the daily schedule of activities posted and reviewed regularly?			
B2.	Are transitions and non-instructional activities posted and regularly reviewed?			
B3.	Is there a method for posting changes to the schedule?			
B4.	Does the daily schedule provide each student with regular time periods for independent work, one-to-one instruction, small and large group activities, socialization, and free time?			
B5.	Does each student spend most of his/her time engaged in active learning activities, with little or no unstructured downtime?			
B6.	Are students given opportunities to demonstrate or learn new choice making skills?			

C. INSTRUCTIONAL PLANNING AND DELIVERY– Teaching activities are planned and implemented in ways that optimize student learning, as evidenced by:

		Yes	No	Unclear
C1.	Are lesson objectives developed based on students' functioning levels?			
C2.	Are assignments relevant and meaningful to students?			
C3	Are materials that students will be expected to use independently selected based on the students' academic achievement levels (reading and math)?			
C4.	Are timelines adequate for the tasks planned?			
C5.	Are task directions clear and brief?			
C6.	Are oral directions paired with pictures, icons, or written words that students can read?			
C7.	Is the pace of the instruction appropriate for the needs of all students?			
C8.	Are non-punitive provisions made for students who need more time?			
C9.	Are student checks for understanding conducted frequently?			

		Yes	No	Unclear
C10.	Is specific academic praise provided during guided practice?			
C11.	Is corrective feedback provided promptly and positively during guided practice?			
C12.	Is specific academic praise provided during independent practice?			
C13.	Is the goal of social acceptance by peers emphasized?			
C14.	Is there an emphasis on the development of the autonomy, individual responsibility and interdependence of all students?			
C15.	Are there mechanics for regular (at least weekly) communication between the teacher and family?			
C16.	Are skills taught in the settings and situations in which they are naturally needed?			
C17.	Are friendships between students with and without disabilities promoted?			
C18.	Are classroom assistants actively involved with students in a manner that promotes their independence, learning and interaction with peers?			

D.CLASSROOM DISCIPLINE PLAN – Plan demonstrates responsiveness to problem behaviors, as evidenced by:

		Yes	No	Unclear
D1.	Are classroom rules positively stated?			
D2.	Is the number of rules limited to no more than 5?			
D3.	Are the rules worded in observable and measurable terms?			
D4.	Are the rules posted on a chart that is large enough for all to see?			
D5.	Are the rules written in words that all can read and /or illustrated with graphics or icons?			
D6.	What are the criteria used for earning reinforcers?			
D7.	Is specific behavioral praise provided at a rate of 4 positives to every 1 corrective statement?			
D8.	Are reinforcers (verbal, nonverbal, items, activities) available to all that earn them?			
D9.	Are reinforcers varied and individualized?			
D10.	Is data on student performance displayed prominently?			
D11.	Are reinforcement opportunities posted?			

		Yes	No	Unclear
D12.	Are the consequences for rule violation sequential?			
D13.	Are the consequences preplanned and posted?			
D14.	Are the consequences for rule violation explained and reviewed regularly?			
D15.	Are the consequences delivered in a calm, matter-of-fact manner?			
D16.	Are the students reminded of their choices in a calm, positive manner prior to escalation in behavior?			
D17.	Are consequences delivered consistently and in a timely manner?			