

Classroom Management Checklist

Classroom Management Expectations	Features in the Classroom
Active Supervision	<ul style="list-style-type: none"> <input type="checkbox"/> I am frequently moving around my classroom. <input type="checkbox"/> I am scanning the classroom to make sure that students are actively engaged in classwork and following school-wide expectations. <input type="checkbox"/> I am frequently interacting with my students during independent and group work and providing behavior specific praise and corrective feedback as needed.
Opportunities to Respond	<ul style="list-style-type: none"> <input type="checkbox"/> I provide multiple opportunities during every lesson for students to respond and participate in the lesson. <input type="checkbox"/> I provide higher response rates for new material, so that students are actively engaged in the lesson. <input type="checkbox"/> I provide a variety of ways for student to respond throughout the school day. I vary it across subjects and topics.
Activity Sequencing	<ul style="list-style-type: none"> <input type="checkbox"/> I intersperse easier and harder tasks throughout independent, small group and whole group work. <input type="checkbox"/> When working with a student who is reluctant to get started, I ask the student to complete an easier task before completing the more difficult one. <input type="checkbox"/> When students are completing individual work, I ensure the majority of tasks considered are review or have been introduced and taught. <input type="checkbox"/> When students complete tasks, I provide behavior-specific praise.
Providing Choice	<ul style="list-style-type: none"> <input type="checkbox"/> I have one or two choices in the majority of my lesson plans. <input type="checkbox"/> I allow my students to make choices, when possible, when completing school work. <input type="checkbox"/> I provide examples and non-examples of each choice to students before they are allowed to make a choice. <input type="checkbox"/> I vary the type of choices in my classroom and during lessons.
Responding to Problem Behavior	<ul style="list-style-type: none"> <input type="checkbox"/> I consider behavioral definitions when determining if problem behaviors are office-managed or staff-managed. <input type="checkbox"/> I use the Office Discipline Referral form when students engage in office-managed problem behavior. <input type="checkbox"/> I refer to the school-wide discipline process flowchart when students engage in problem behavior. <input type="checkbox"/> I provide students an opportunity to get back on track after engaging in problem behavior.

(Adapted from MO SW-PBS Teacher Self-Assessment of the Effective Classroom Practices)