

## Classroom Management Checklist

<b>Classroom Management Components</b>	<b>Features in the Classroom</b>
<b>Behavioral Expectations</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> I have the school-wide behavioral expectations posted in my classroom.</li> <li><input type="checkbox"/> My classroom expectations align with the school-wide behavioral expectations.</li> <li><input type="checkbox"/> 80% of my students can state the school-wide behavioral expectations.</li> </ul>
<b>Teaching Behavioral Expectations</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> I have taught the school-wide behavioral expectations to my students.</li> <li><input type="checkbox"/> I have retaught the school-wide behavioral expectations throughout the year in my classroom.</li> <li><input type="checkbox"/> I refer to the school-wide behavioral expectations regularly.</li> <li><input type="checkbox"/> My substitute plans include RTI<sup>2</sup>-B core components.</li> </ul>
<b>Teaching Classroom Procedures</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> I listed out all frequent procedures in my classroom.</li> <li><input type="checkbox"/> I have created a Rules within Routine Matrix for frequently repeated procedures in my classroom.</li> <li><input type="checkbox"/> I have taught each procedure to my class using the 5-step process outlined in the RTI<sup>2</sup>-B Classroom Management Webinar.</li> <li><input type="checkbox"/> I reteach procedures to my class when I notice an increase in inappropriate behaviors during specific transitions.</li> </ul>
<b>Acknowledgement System</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> I use a variety of strategies to give specific positive feedback in my classroom (i.e., behavior-specific praise, group contingencies, behavioral contracting, token systems)</li> <li><input type="checkbox"/> My students can tell how they receive acknowledgement for expected behavior.</li> <li><input type="checkbox"/> I give out acknowledgements that are tied to the school-wide behavioral expectations in my classroom.</li> <li><input type="checkbox"/> I provide at least a 4:1 ratio of positive to corrective feedback to my students.</li> <li><input type="checkbox"/> My students are able to participate in the school-wide acknowledgement system.</li> </ul>

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