

# Classroom Management Checklist

\*adapted from Geoff Colvin's Classroom Strategies

Name of Teacher \_\_\_\_\_

Date \_\_\_\_\_

Designing the Physical Space	In Place = 2 Partially = 1 Not = 0
1. A specific classroom area is identified for independent work.	
2. A specific classroom area is identified for group work.	
3. A specific classroom area is identified for free choice activity.	
4. A specific classroom area is identified for time out.	
5. A specific classroom area is identified which is easily accessible for teacher storage and student supplies.	
6. A specific classroom area is identified for a notice board.	
7. A specific classroom area is identified for a quiet time area.	
8. Seating plans have been designed for rows.	
9. Seating plans have been designed for clusters.	
10. Seating plans have been designed for semicircular.	
11. Seating plans have been designed for a combination of two or more.	
12. Seating plans have been designed so that all students can easily see presentations during whole group instruction and displays.	
13. Seating charts are changed periodically so that students are routinely placed next to different students.	
14. Students are involved in the seating chart arrangement when appropriate after the beginning of the year.	
15. Classroom is arranged to be consistent with your instructional goals and activities.	
16. High traffic areas are free of congestion.	
17. All students are easily seen by the teacher at all times.	
<b>TOTAL</b>	
Developing a Functional Schedule	
1. A master schedule is posted for each day of the week.	
2. The master schedule includes times for each activity.	
3. The master schedule is stable and predictable.	
4. The master schedule allows adequate time for classroom priorities.	
5. The master schedule allows for time for re-instruction.	
6. The master schedule provides sufficient structure to assist in behavior control.	
7. A specific schedule is developed for the first day of school.	
8. A specific schedule is developed for the first week of school.	
9. A specific schedule is developed for the first month of school.	
<b>TOTAL</b>	

<b>Teaching Classroom Expectations</b>	
1. There are 3-5 explicitly stated expectations.	
2. The expectations are functional.	
3. The expectations are stated in positive terms.	
4. Students are involved in the process of setting the classroom expectations.	
5. The expectations are observable and measurable.	
6. Classroom expectations are an extension of the school-wide expectations.	
7. Expectations are set the first day of school.	
8. Expectations are rehearsed and reviewed.	
9. Frequently broken expectations are practiced more often.	
10. There is a schedule for systematically teaching classroom expectations.	
11. Pre-corrections are given regarding expectations.	
12. Supervision within the classroom is adequate to monitor the compliance with expectations.	
13. Feedback is given to students regarding expectations.	
<b>TOTAL</b>	
<b>Establishing Classroom Routines</b>	
1. Needed routines have been established.	
2. Specific student behaviors are identified for each routine.	
3. Routines are systematically taught.	
4. Routines are maintained throughout the school year.	
5. Pre-corrections are given for routines throughout the day.	
6. There is a routine established for starting the day.	
7. There is a routine established for entering the classroom.	
8. There is a routine established for working independently.	
9. There is a routine established for securing assistance.	
10. There is a routine established for sharpening pencils.	
11. There is a routine established for moving around the classroom.	
12. There is a routine established for speaking in class.	
<b>TOTAL</b>	
<b>Managing Consequences</b>	
1. Positive consequences are identified.	
2. Positive consequences are delivered consistently and as immediately as possible.	
3. Positive consequences are delivered at a high rate.	
4. Positive consequences emphasize social reinforcers versus tangible reinforcers as much as possible.	
5. There are positive consequences that are delayed and longer-term reinforcers.	
6. Positive reinforcers are varied.	
7. There are opportunities for individual, group and whole class reinforcers.	
8. The positive consequences system has been carefully explained to the students.	
9. Positive consequences are the primary focus of the teacher.	
10. Negative consequences are identified.	
11. Negative consequence is consistently delivered following the occurrence of the	

problem behavior.	
12. Negative consequences are mild.	
13. Negative consequences are followed with positive consequences at earliest appropriate opportunity.	
14. Behaviors which warrant classroom follow-up versus an office referral are clearly identified.	
15. More serious consequences are delivered by administration.	
16. There is a system for issuing an office referral.	
17. There is a system for dealing with a crisis or emergency situation.	
18. A systematic correction procedure is established for problem behavior.	
13. There is a routine established for meeting personal needs.	
14. There is a routine established for using the drinking fountain.	
15. There is a routine established for using the restroom.	
16. There is a routine established for organizing assignments.	
17. There is a routine established for conducting tests and quizzes.	
18. There is a routine established for sending work home.	
19. There is a routine established for establishing classroom helpers.	
20. There is a routine established for using filler activities.	
<b>TOTAL</b>	
<b>Pre-Correcting Problem Behavior</b>	
1. The context (trigger) and the predictable problem behavior have been identified.	
2. The expected behavior has been specified. (replacement behavior)	
3. The context that the problem behavior most likely occurs in has been systematically modified.	
4. Behavioral rehearsals are conducted.	
5. Strong reinforcers for expected behavior is identified.	
6. Prompting for expected behavior.	
7. Pre-correction Checklists and plans are in place when needed.	
<b>TOTAL</b>	
<b>Correcting Problem Behavior</b>	
1. Supports in place for adult to remain calm.	
2. Ownership of the problem and solution are placed on the student.	
3. Attends first to students on task when appropriate.	
4. State the desired expectation.	
5. Provides a positive consequence at first appropriate chance.	
6. Consistently follows through on stated negative consequence.	
7. Clear understanding of the phases of escalation.	
8. Use of social contracts.	
9. Able to identify situations where you may have escalated the problem.	
10. Able to identify what caused the problem.	
11. Able to determine the function of student behavior.	
12. Able to determine the function of adult behavior.	
13. Understanding of how to make adaptations in the environment to reduce the likelihood of problem behavior.	
<b>TOTAL</b>	

Providing Quality Instruction	
1. System wide curriculum is adopted based on data or evidence versus instinct or "the latest".	
2. Curriculum is connected to state standards.	
3. Curriculum is coherent across grade levels.	
4. System wide curriculum provides the teacher with clear expectations of what to teach.	
5. Curriculum is taught to all students to mastery.	
6. Students are correctly placed in the curriculum.	
7. Opportunities for continuous measurement exist.	
8. All students are given the opportunities to frequently respond.	
9. All students are given the opportunity to respond correctly.	
10. All students are engaged in productive tasks.	
11. During the first seven minutes of a period/lesson there is an entry routine established.	
12. During the first seven minutes of a period/lesson the focus has been provided.	
13. During the first seven minutes of a period/lesson the current lesson is connected to previous taught skills.	
14. During the first seven minutes of a period/lesson the instructor displays a level of enthusiasm for the content.	
15. During the first seven minutes of a period/lesson the instructor engages the students in on task response (initial instructional task).	
16. During the first seven minutes of a period/lesson the directions are clear.	
17. During the first seven minutes of a period/lesson the instructor responds to student's who are following directions.	
18. During the first seven minutes of a period/lesson all students have the opportunity to respond.	
19. During the first seven minutes of a period/lesson differential feedback for cooperation is provided.	
20. During the first seven minutes of a period/lesson the instructor knows if all students responded correctly.	
21. During the first seven minutes of a period/lesson an exit routine is established for those students who complete the initial instructional task.	
TOTAL	
TOTAL PERCENTAGE (?/112)	