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| **TEACHER SELF-ASSESSMENT OF CLASSROOM MANAGEMENT PRACTICES**   * = Feature in place - =Feature partially in place x = Feature not in place   **Directions:** Read each item relating to classroom management practices and assess whether the feature is currently in place, partially in place, or not in place within your classroom, using the code shown above. Use the final section of the assessment to identify those features that need strengthening.  **PHYSICAL ORGANIZATION OF CLASSROOM SPACE**  1.\_\_\_\_ Desks and tables are arranged to optimize instructional activities.  2.\_\_\_\_ Work areas are established for different types of skills development.  3.\_\_\_\_ There is adequate separation of space between work areas.  4.\_\_\_\_ All areas of the classroom are visible and easily accessible to staff.  5.\_\_\_\_ Instructional materials are easily accessible to staff and students.  6.\_\_\_\_ The setting is safe (potentially unsafe materials are stored out of reach), and there are procedures for addressing dangerous behaviours.  7.\_\_\_\_ The classroom is neat, visually pleasing, and inviting to students.  8.\_\_\_\_ There is adequate space for students to store their belongings.  **Comments:**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  **CLASSROOM EXPECTATIONS**  1.\_\_\_\_There are three to five clear, positively stated, and operationally defined classroom expectations.  2.\_\_\_\_ Classroom expectations are displayed in a prominent place in the classroom.  3.\_\_\_\_ Classroom expectations are explicitly taught, using examples and nonexamples.  4.\_\_\_\_ Students are acknowledged positively for following the classroom expectations.  5.\_\_\_\_ Private corrective feedback is provided to students when expectations are not followed.  **Comments:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  **CLASSROOM ROUTINES AND PROCEDURES**  1.\_\_\_\_ Efficient classroom routines are in place and are directly taught to students (i.e., entry into class, review of daily schedule, homework collection, transition between activities, dismissal).  2.\_\_\_\_ Classroom management procedures are developed are directly taught to students (i.e., teachers routinely teach and reinforce expected behaviours and use a predictable sequence of behavioural prompts for addressing low-level misbehaviours and for maintaining decorum).  3.\_\_\_\_ An attention signal is developed to gain students’ attention.  4.\_\_\_\_ Procedures are in place for enhancing the efficiency of transitions.  **Comments:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  **TEACHER-STUDENT INTERACTIONS AND EMOTIONAL CLIMATE**  1.\_\_\_\_ The emotional climate of the classroom fosters a sense of belonging and connection to school.  2.\_\_\_\_ There are positive staff-student relationships.  3.\_\_\_\_ Staff model appropriate social skills and behaviours, including patience, persistence and problem-solving.  **Comments:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  **PROCEDURES FOR TEACHING AND REINFORCING APPROPRIATE BEHAVIOUR**  1.\_\_\_\_Explicit instruction is used to teach, appropriate social behaviour, including self-management and self-control skills.  2.\_\_\_\_A high rate of specific, contingent praise is used to reinforce appropriate behaviour.  3.\_\_\_\_A 4-to-1 ratio of teacher attention is given to positive versus negative events.  4.\_\_\_\_Positive reinforcement procedures to strengthen appropriate behaviour are varied and designed to meets students’ needs.  5.\_\_\_\_ Individualized strategies are developed to teach and strengthen appropriate behaviour.  **Comments:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  **PROCEDURES FOR MANAGING BEHAVIOUR PROBLEMS**  1.\_\_\_\_ There is an adequate level of supervision and monitoring of students behaviour.  2.\_\_\_\_ Procedures are in place to respond to low-level problem behaviour (e.g., talking out, off-task behaviours)  3.\_\_\_\_Positive behaviour support plans, based on functional behaviour assessment, are in plae for students whose behaviour impedes their own learning of the learning of others.  4.\_\_\_\_Procedures are in place for the prevention of serious problem behaviour (e.g., physical aggression, behaviour that causes safety concerns), including de-escalation and crisis management procedures.  **Comments:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  **GOAL SETTING**   1. List one or two areas that you would like to target for improvement.   2. Identify activities to strengthen these areas.  3. Identify the types of assistance or resources that are needed to accomplish these  goals. |