CLASSROOM MANAGEMENT SELF-ASSESSMENT

(SUGAI, COLVIN, HORNER & LEWIS-PALMER)

Effective Classroom Management Practices	Current Status		
	Not In PI 0	Partial 1	In Place 2
1. Classroom behavioural expectations defined and taught (consistent with school-wide expectations)			
2. Classroom routines defined and taught a. Signal established for obtaining class attention			
3. Self-management routines established			

4. Positive environment established
    a. 5 positive comments to every correction/negative
    b. First comment is positive/celebrations			

5. Physical layout is functional
    a. Classroom activities have locations
    b. Teacher able to monitor whole class
    c. Traffic patterns established			

6. Maximize academic engagement
    a. Opportunities for student responses (0.5/min)
    b. Active supervision/monitoring			

7. Promote academic success
    a. Academic success rate matches level of learning (70-80% for early learners)
    b. Curricular adaptations available to match student ability			

8. Hierarchy of responses to problem behavior
    a. Do not ignore moderate/intense problem behavior
    b. Responses to problem behaviour allow instruction to continue			

9. Vary modes of instruction			
10. System available to request behavioural assistance			
Summary Score	Total Points = _____ X 100% = % 20		

CLASSROOM MANAGEMENT: SELF-ASSESSMENT

Teacher _____ Rater _____ Date _____			
Instructional Activity			Time Start Time End
Tally each Positive Student Contacts	Total #	Tally each Negative Student Contacts	Total #
Ratio[1] Positives to Negatives: _____ to 1			

Classroom Management Practice	Rating	
1. I have arranged my classroom to **minimize crowding and distraction**.	Yes	No
2. I have **maximized structure and predictability** in my classroom (e.g., explicit classroom routines, specific directions, etc.)	Yes	No
3. I have posted, taught, reviewed, and reinforced 3-5 positively stated expectations (or rules).	Yes	No
4. I provided more frequent acknowledgement for appropriate behaviours than inappropriate behaviours (see top of page).	Yes	No
5. I provided each student with multiple opportunities to respond and participate during instruction.	Yes	No
6. My instruction actively engaged students in observable ways (e.g., writing, verbalizing)	Yes	No
7. I actively supervised my classroom (e.g., moving, scanning) during instruction).	Yes	No
8. I ignored or provided quick, direct, explicit reprimands/redirections in response to inappropriate behaviour.	Yes	No
9. I have multiple strategies/systems in place to acknowledge appropriate behaviour (e.g., class point systems, praise, etc.)	Yes	No
10. In general, I have provided specific feedback in response to social and academic behaviour errors and correct responses.	Yes	No
Overall classroom management score: 10-8 "yes" = "Super" 7-5 "yes" = "So-so" <5 "yes" = "Improvement Needed"	# Yes ____	

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[1] To calculate, divide # positives by # of negatives.

ACTION PLANNING

The purposes of this assessment are to (a) determine the extent to which effective general classroom management practices are in place and (b) develop an action plan for enhancement/maintenance based on this information. This assessment and action plan can be completed as a "self-assessment" or by an observer.

1. Pick a teacher-led/directed activity that has a specific learning outcome/objective.

2. During the activity, count number of positive and negative student contacts that occur during the activity.

3. After the activity,

    a. Sum the number of positive and negative contacts and calculate the ratio of positive to negative contacts.

    b. Assess whether each classroom management practice was evident.

    c. Sum the number of "yes" to determine overall classroom management score.

    d. Based on your score, develop an action plan for enhancement/maintenance.

Action Plan		
#	Current Level of Performance	Enhancement/Maintenance Strategies[2]

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[2] What? When? How? By When?

Selected Supporting References

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