

Core/Universal Support (Tier 1) Behavior: Key Elements of Classroom Management Observation Checklist

Teacher: _____

Third Party Observer: _____

Date(s) of Observation(s): _____

Time(s) of Observation(s): _____

| | Physical Setting – is the classroom organized to promote learning and independence | In Place | Somewhat in Place | Not in Place | Not Observed |
|----|---|----------|-------------------|--------------|--------------|
| 1. | Areas of the classroom are clearly defined with visual/structural parameters: small group, whole group, center work | | | | |
| 2. | Classroom is free of clutter and visual stimuli is not excessive | | | | |
| 3. | Materials needed for activities are easily accessible | | | | |
| 4. | Traffic flow maximizes teacher and student mobility through the room | | | | |
| 5. | Furniture is adjusted to proper size for the students | | | | |
| 6. | Student work is displayed in the classroom (individual and/or group projects) | | | | |
| | Scheduling | In Place | Somewhat in Place | Not in Place | Not Observed |
| 1. | Daily schedule of class activities is posted where all students and staff can see it | | | | |
| 2. | Changes or new activities are visually indicated on the schedule/method for posting changes | | | | |
| 3. | “Do Now”/”Bell Work”/activity is written/available as students enter the room | | | | |
| | Routines/Procedures/Transitions – is there evidence that classroom routines and procedures have been directly taught, practiced and positively reinforced? | In Place | Somewhat in Place | Not in Place | Not Observed |
| 1. | Students have a consistent signal/method of gaining teacher attention | | | | |
| 2. | Students are provided with activities to engage in if they complete work before other students | | | | |
| 3. | Routines to: start the day/begin class, obtain materials, end day/class, turn in classwork are evident <i>(circle all that were observed)</i> | | | | |
| 4. | There is evidence that procedures for working independently, small group and with peers are in place | | | | |
| 5. | Procedures for: asking/answering questions, filing work, accessing and storing materials, transitioning, waiting, entering the classroom and moving within the classroom are evident | | | | |
| 6. | Transitions within/outside of class are smooth with minimal disruption, confusion | | | | |
| | Classroom Reinforcement System Provide a brief description: | In Place | Somewhat in Place | Not in Place | Not Observed |
| 1. | Students are positively reinforced for performing the expectations and engaging in academic and pro-social behaviors: praise is genuine and specific to the students behavior | | | | |
| 2. | A reward/recognition system exists in the classroom | | | | |
| 3. | There is specific criteria in place for earning reinforcers/rewards AND students are aware of the specific criteria | | | | |
| 4. | Reinforcement/rewards are delivered in a timely manner to all students | | | | |
| 5. | Reinforcers/rewards earned are not taken away or threatened to be removed unless specifically stated in class plan and students are aware | | | | |
| | Instructional Strategies | In Place | Somewhat in Place | Not in Place | Not Observed |
| 1. | Students spend a majority of the time engaged in active learning, have various methods of active responding and downtime is minimized | | | | |
| 2. | Varied methods of instructional delivery are utilized: direct instruction, small group, cooperative learning, independent, teacher directed, peer mediated <i>(circle all observed)</i> | | | | |
| 3. | Directions for initiating, completing and submitting task are clearly stated and brief | | | | |
| 4. | Student checks for understanding are conducted frequently both after directions are delivered and while task is being completed | | | | |

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| | Classroom Expectations | In Place | Somewhat in Place | Not in Place | Not Observed |
|-----|---|----------|-------------------|--------------|--------------|
| 1. | Classroom rules are positively stated and limited to no more than 3-5 operationally defined observable and measureable behavioral expectations | | | | |
| 2. | Classroom expectations are visually posted and can be clearly seen and understood by all students (i.e. pictures for non-readers) | | | | |
| 3. | Classroom expectations are taught, practiced and reviewed regularly | | | | |
| 4. | There are posted, preplanned, clear, consistent and reasonable consequences for problem behavior/violations | | | | |
| 5. | Positive consequences for performing expectations are posted, preplanned and varied | | | | |
| 6. | Prompts/pre-corrects are used to increase likelihood students will follow expectations | | | | |
| 7. | Both positive and behavioral corrective feedback are delivered in a timely manner (within 5 seconds) | | | | |
| | Instructional Assistants (to be completed if there is an Instructional Assistant assigned to the classroom) | In Place | Somewhat in Place | Not in Place | Not Observed |
| 1. | Assistant engages students in small group instruction/rotations | | | | |
| 2. | Assistant provides frequent checks for student understanding during guided and independent practice | | | | |
| 3. | Assistant utilizes proximity control by moving through the classroom during whole group, cooperative groups and independent tasks. | | | | |
| 4. | Materials are prepared and ready to go for small group instruction | | | | |
| 5. | Provides frequent specific, contingent positive feedback for performing expectations | | | | |
| 6. | Actively involved with students in a manner that promotes independence, learning and interaction with peers | | | | |
| 7. | Assistant portrays a friendly, positive attitude | | | | |
| 8. | Assistant uses a high ratio of positive to negative statements (4 positive to every 1 error correction) | | | | |
| 9. | Corrective feedback is given privately in a calm, firm and respectful tone of voice | | | | |
| 10. | Trained in classroom data collection procedures | | | | |
| 11. | Trained on Classroom Behavior Management system | | | | |
| | Social Climate/Rapport Building Strategies – | In Place | Somewhat in Place | Not in Place | Not Observed |
| 1. | Teacher greets students at the door (arrival, activities, cafeteria, etc.) | | | | |
| 2. | Active supervision is provided by moving through the classroom frequently | | | | |
| 3. | Positive feedback is provided: Public and/or Private | | | | |
| 4. | Teacher uses appropriate tone of voice | | | | |
| 5. | Teacher provides academic error correction in close proximity | | | | |
| 6. | Minor disruptive behaviors are handled with proximity control, redirection to task and/or pivot praise (publically attends to the appropriate behavior of others) | | | | |
| 7. | Teacher uses a high ratio of positive to negative statements (4 positive to every 1 error correction) | | | | |
| 8. | Behavioral corrective feedback is given privately in a calm, firm and respectful tone of voice | | | | |
| 9. | Students interact with each other in a positive manner | | | | |
| 10. | Teacher portrays a friendly, positive attitude | | | | |

Comments: