

Classroom Management Implementation Self-Assessment

School Name: _____ Date: _____

	1. Preparing	2. Getting Started	3. Moving Along	4. In Place
Management of materials and supplies	<input type="checkbox"/> Materials and supplies are handled inefficiently, resulting in insignificant loss of instructional time.	<input type="checkbox"/> Routines for handling materials and supplies function moderately well, but with some loss of instructional time.	<input type="checkbox"/> Routines for handling materials and supplies occur smoothly, with little loss of instructional time.	<input type="checkbox"/> Routines for handling materials and supplies are seamless, with students assuming some responsibility for smooth operation
Attention Signal	<input type="checkbox"/> Attention signal is used, but is not appropriate ("shh") or portable (i.e. flicking lights).	<input type="checkbox"/> Attention Signal that is appropriate and portable is taught to and practiced with the students.	<input type="checkbox"/> Attention signal is used inconsistently with most students responding, but inconsistently.	<input type="checkbox"/> All students respond to attention signal in an acceptable manner consistently.
Beginning and Ending Routines	<input type="checkbox"/> No planned routines are evident or, if evident, are communicated verbally only.	<input type="checkbox"/> Routines are infrequently reviewed.	<input type="checkbox"/> Routines are evident and are implemented consistently.	<input type="checkbox"/> Routines are re-taught regularly, leaving students with few questions about what they are to do.
Class Rules	<input type="checkbox"/> Rules are in planning stages.	<input type="checkbox"/> Students have been taught the rules, but the teacher does not reference the rules when correcting misbehavior.	<input type="checkbox"/> Students have been taught the rules, but the teacher does not reference the rules when correct misbehavior.	<input type="checkbox"/> Rules are re-taught as needed including after breaks in the school calendar and they are quoted when students need to be redirected.
Ratio of Interactions	<input type="checkbox"/> I exhibit a ratio of one positive for every negative (or less).	<input type="checkbox"/> I occasionally meet a 4:1 ratio, but not consistently.	<input type="checkbox"/> I consistently exhibit a ratio of two or more positive interactions for each negative interaction.	<input type="checkbox"/> I consistently exhibit a 4:1 ratio (or greater) of positive interactions for each negative interaction.
Classroom Management Plan	<input type="checkbox"/> I am beginning to identify the details of the plan, which may be written, but not implemented.	<input type="checkbox"/> My plan has been developed, written, and taught to the students. This includes my expectations and routines.	<input type="checkbox"/> I use my plan daily in the classroom	<input type="checkbox"/> I re-address my plan on a regular basis. Students are able to refer to the plan for information on procedures.
Expectation for Academic Tasks	<input type="checkbox"/> Academic expectations are communicated verbally only.	<input type="checkbox"/> Expectations have been documented in written format, but have not yet been communicated to students.	<input type="checkbox"/> Expectations are communicated to students prior to start of activity, but process is not consistent.	<input type="checkbox"/> Expectations are presented in a written format and are communicated to students before each activity.
Management of transitions	<input type="checkbox"/> Transitions are chaotic, with much time lost between activities or lesson segments	<input type="checkbox"/> Only some transitions are efficient, resulting in some loss of instructional time.	<input type="checkbox"/> Transitions occur smoothly, with little loss of instructional time.	<input type="checkbox"/> Transitions are seamless, with students assuming responsibility in ensuring their efficient operation.
Fluent Correction of Misbehavior	<input type="checkbox"/> I have developed a menu of corrective consequences.	<input type="checkbox"/> I correct behavior, but I use reprimand and inconsistently apply my planned corrective consequences.	<input type="checkbox"/> I correct misbehavior beyond reprimand using my planned corrective consequences but I am not using a 4:1 ratio.	<input type="checkbox"/> I consistently correct misbehavior beyond reprimand at a 4:1 ratio using corrective consequences from my menu

Note: Each progressive block assumes the activities in previous blocks have been attained. Mark the block which applies in each row, and using the 1-4 scale, total the points and divide by **36** to attain the your current phase of implementation.