

CCU Ecology Checklist

This questionnaire assesses your own perception of your classroom. Use it as a starting point for reflecting on what's working, what isn't, and what changes you might like to make. You can ask your partnering coach to complete a separate Classroom Ecology Checklist and then compare notes.*

A. Instructional management

1. How much of your class time is allocated to academic instruction?	Less than 50%	50–70%	More than 70%
2. Do you secure student attention at the beginning of a lesson, and are most students engaged during instruction?	Less than 60%	60–90%	More than 90%
3. Are academic responses generally accurate when you lead instruction? What would you estimate your students' percentage of correct responses is?	Less than 60%	60–85%	More than 85%
4. Do you solicit both group and individual responses to questions, being sure to provide individual opportunities for the majority of students in the classroom (not targeting the same handful of students for every question)?	No	Sometimes	Yes
5. Do you maintain a brisk instructional pace and adjust for complex content, providing students with an optimal number of opportunities to respond (4–6 per minute for new material; 9–12 per minute for drill and practice)?	No	Sometimes	Yes
6. Do you use effective error correction strategies (for example, do you prompt or model rather than say “no” or “wrong”)?	No	Sometimes	Yes

B. Classroom behavior management

Structure for Success

1. Does the physical arrangement of desks and furniture allow you to see all parts of the room? Interact with every student individually? Does the layout promote orderly traffic flow?	No	Somewhat	Yes
2. Are resources clearly labeled, materials accessible, and extraneous objects (clutter) kept to a minimum?	No	Somewhat	Yes
3. Do you use an attention signal that has been taught directly, practiced, and positively reinforced?	No	Sometimes	Yes

* Note: A Classroom Ecology Checklist for coaches and administrators is provided on the CD.

(continued)

CCU Ecology Checklist (continued)

Teach Expectations

1. Are classroom routines and expectations clearly defined, stated positively, and posted?
2. Do you have a plan or schedule for teaching classroom expectations?
3. Do transitions between activities occur smoothly and without interruption?

No	Somewhat	Yes
No	Partial/ informal	Yes
No	Sometimes	Yes

Observe and Monitor

1. Do you circulate through all parts of the classroom?
2. Do you visually scan all parts of the classroom?

No	Sometimes	Frequently
No	Sometimes	Frequently

Interact Positively

1. Do you engage in noncontingent positive interactions with every student (for example, greeting each student and demonstrating an interest in student work)?
2. Do you use specific praise—direct, descriptive, and nonattributive—to encourage appropriate behavior?
3. Do you acknowledge expected behaviors regularly? More specifically, is your ratio of attention to positive behavior (the sum of your noncontingent positive interactions and praise) to attention to negative behavior (reprimands and consequences) 3:1 or better?
4. If misbehavior or lack of motivation is an issue, do you have a system in place for documenting and rewarding appropriate classwide and individual student behavior?

No	Somewhat	Yes
No	Sometimes	Yes
No	Sometimes	Yes
No	Partial/ informal	Yes

Correct Fluently

1. Are disruptions and problem behaviors minimal?
2. Do you use a continuum of consequences to discourage rule violations (for example, ignoring, praising others, proximity, specific reprimand)?
3. Do you have a documentation system for dealing with specific behavioral violations?
4. When you correct misbehavior, are you calm?
consistent?
brief?
immediate?

No	Sometimes	Yes
No	Sometimes	Yes
No	Partial/ informal	Yes
No	Sometimes	Always
No	Sometimes	Always
No	Sometimes	Always
No	Sometimes	Always