

CCU Ecology Checklist (coach/administrator)

This questionnaire assesses your perception of a teacher’s classroom. Use it as a starting point for discussion about what’s working, what isn’t, and what changes might be worth exploring. You can ask the teacher for a self-assessment using a separate Classroom Ecology Checklist and then compare notes.*

Teacher: _____

Coach: _____

A. Instructional management

1. How much of the teacher’s class time is allocated to academic instruction?	Less than 50%	50–70%	More than 70%
2. Does the teacher 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 during teacher-led instruction? What is the percentage of correct student responses?	Less than 60%	60–85%	More than 85%
4. Does the teacher 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. Does the teacher 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. Does the teacher 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. Can the teacher see all parts of the room and interact with every student individually? Does the physical 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. Does the teacher use an attention signal?	No	Sometimes	Yes

* Note: A Classroom Ecology Checklist for teachers is provided on the CD.

(continued)

CCU Ecology Checklist (continued)

Teach Expectations

1. Are clear, positively stated classroom routines and expectations posted?	No	Somewhat	Yes
2. Does the teacher have a plan or schedule for teaching classroom expectations?	No	Partial/informal	Yes
3. Do transitions between activities occur smoothly and without interruption?	No	Sometimes	Yes

Observe and Monitor

1. Does the teacher circulate through all parts of the classroom?	No	Sometimes	Frequently
2. Does the teacher visually scan all parts of the classroom?	No	Sometimes	Frequently

Interact Positively

1. Does the teacher provide noncontingent positive interactions with every student (for example, greeting each student and demonstrating an interest in student work)?	No	Somewhat	Yes
2. Does the teacher use specific praise—direct, descriptive, and nonattributive—to encourage appropriate behavior?	No	Sometimes	Yes
3. Does the teacher acknowledge expected behaviors regularly? More specifically, is the ratio of attention to positive behavior (the sum of noncontingent positive interactions and praise) to attention to negative behavior (reprimands and consequences) 3:1 or better?	No	Sometimes	Yes
4. If misbehavior or lack of motivation is an issue, does the teacher have a system for documenting and rewarding appropriate classwide and individual student behavior?	No	Partial/informal	Yes

Correct Fluently

1. Are disruptions and problem behaviors minimal?	No	Sometimes	Yes
2. Does the teacher use a continuum of consequences to discourage rule violations (for example, ignoring, praising others, proximity, specific reprimand)?	No	Sometimes	Yes
3. Does the teacher have a documentation system for dealing with specific behavioral violations?	No	Partial/informal	Yes
4. When correcting misbehavior, is the teacher calm?	No	Sometimes	Always
consistent?	No	Sometimes	Always
brief?	No	Sometimes	Always
immediate?	No	Sometimes	Always