**Classroom Management: Self-Assessment (Revised & Simplified)**[[1]](#footnote-1)

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Teacher\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Rater\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | | Date\_\_\_\_\_\_\_\_\_\_\_\_\_ | |
| Instructional Activity | | | Time Start\_\_\_\_\_\_\_\_\_  Time End \_\_\_\_\_\_\_\_\_ | |
| Tally each *Positive Student Contacts* | Total # | Tally each Negative Student Contacts | | Total # |
| Ratio[[2]](#footnote-2) of Positives to Negatives: \_\_\_\_\_ to 1 | | | | |

|  |  |
| --- | --- |
| **Classroom Management Practice** | **Rating** |
| Maximize **Structure**   1. I have arranged my classroom to **minimize crowding and distraction** | Yes No |
| 1. I have **maximized structure and predictability** in my classroom (e.g., explicit classroom routines, specific directions, etc.). | Yes No |
| Post, teach, review, monitor, and reinforce a small number of positively stated **Expectations**.   1. I have posted, taught, reviewed, and reinforced 3-5 **positively stated expectations** (or rules). | Yes No |
| 1. I have provided frequent Prompts and Pre-corrections for expected behavior | Yes No |
| 1. I **actively supervised** my classroom (e.g., moving, scanning) during instruction | Yes No |
| 1. I provided **more frequent acknowledgement** for appropriate behaviors than inappropriate behaviors (See top of page). | Yes No |
| My instruction **Actively Engaged** students in observable ways (e.g., writing, verbalizing)   1. I use academic data to ensure instructional materials are **matched** to students’ skill levels | Yes No |
| 1. I provided each student with **multiple opportunities to respond** and participate during instruction | Yes No |
| Establish **Continuum of strategies** to; acknowledge appropriate behavior and respond to inappropriate behavior   1. I have **multiple strategies/systems** in place to **acknowledge** appropriate behavior (e.g., class point systems, praise, etc.). | Yes No |
| 1. In general, I have provided **specific feedback** in response to social and academic behavior errors and correct responses. 2. I **ignored** or provided **quick, direct, explicit, calm reprimands/redirections** in response to inappropriate behavior. | Yes No |
| Yes No |
| Overall classroom management score:  11-8 “yes” = “**Super**”  7-5 “yes” = “**So-So**”  <5 “yes” = “**Improvement Needed**” | # Yes\_\_\_\_\_\_\_\_ |

**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,
   1. Sum the number of positive and negative contacts and calculate the ratio of positive to negative contacts.
   2. Assess whether each classroom management practice was evident.
   3. Sum the number of “yes” to determine overall classroom management score.
   4. Based on your score, develop an action plan for enhancement/maintenance.

|  |  |  |
| --- | --- | --- |
| Action Plan | | |
| # | Current Level of Performance | Enhancement/Maintenance Strategies[[3]](#footnote-3) |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |

**Selected Supporting References**

Colvin, G., & Lazar, M. (1997). The effective elementary classroom: Managing for success. Longmont, CO: Sopris West.

Colvin, G., Sugai, G., & Patching, W. (1993). Pre-correction: An instructional strategy for managing predictable behavior problems. Intervention in School and Clinic, 28, 143-150.

Darch, C. B., & Kameenui, E. J. (2003). Instructional classroom management: A proactive approach to behavior management. (2nd ed.). White Plains, NY: Longman.

Jones, V. F. & Jones, L. S. (2001). Comprehensive classroom management: Creating communities of support and solving problems (6th ed.). Boston: Allyn & Bacon.

Kameenui, E. J., & Carnine, D. W. (2002). Effective teaching strategies that accommodate diverse learners (2nd ed.). Upper Saddle River, NJ: Merrill.

Latham, G. I. (1997). Behind the schoolhouse door: Eight skills every teacher should have. Utah State University.

Latham, G. (1992). Interacting with at-risk children: The positive position. Principal, 72(1), 26-30.

Martella, R. C., Nelson, J. R., & Marchand-Martella, N. E. (2003). Managing disruptive behaviors in the schools: A schoolwide, classroom, and individualized social learning approach. Boston, MA: Allyn & Bacon.

Paine, S. C., Radicchi, J., Rosellini, L. C., Deutchman, L., & Darch, C. B. (1983). Structuring your classroom for academic success. Champaign, IL: Research Press.

1. Revised from Sugai & Colvin; Simonsen, Fairbanks, Briesch, & Sugai (2006) [↑](#footnote-ref-1)
2. To calculate, divide # positives by # of negatives. [↑](#footnote-ref-2)
3. What? When? How? By When? [↑](#footnote-ref-3)