

Classroom Management: Self-Assessment (Revised & Simplified)¹

Teacher _____		Rater _____		Date _____	
Instructional Activity				Time Start _____ Time End _____	
Tally each <u>Positive Student Contacts</u>	Total #	Tally each Negative Student Contacts		Total #	
Ratio 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
2. 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.	
3. I have posted, taught, reviewed, and reinforced 3-5 positively stated expectations (or rules).	Yes No
4. I have provided frequent Prompts and Pre-corrections for expected behavior	Yes No
5. I actively supervised my classroom (e.g., moving, scanning) during instruction	Yes No
6. 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)	
7. I use academic data to ensure instructional materials are matched to students' skill levels	Yes No
8. 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	
9. I have multiple strategies/systems in place to acknowledge appropriate behavior (e.g., class point systems, praise, etc.).	Yes No
10. In general, I have provided specific feedback in response to social and academic behavior errors and correct responses.	Yes No
11. I ignored or provided quick, direct, explicit, calm reprimands/redirections in response to inappropriate behavior.	Yes No
Overall classroom management score:	
11-8 "yes" = "Super"	# Yes _____
7-5 "yes" = "So-So"	
<5 "yes" = "Improvement Needed"	

¹ Revised from Sugai & Colvin; Simonsen, Fairbanks, Briesch, & Sugai (2006)² To calculate, divide # positives by # of negatives.

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,
 - a. Sum the number of positive and negative contacts and calculate the ratio of positive to negative contacts.
 - b. Assess whether each classroom management practice was evident.
 - c. Sum the number of “yes” to determine overall classroom management score.
 - d. Based on your score, develop an action plan for enhancement/maintenance.

Action Plan		
#	Current Level of Performance	Enhancement/Maintenance Strategies ³

³ What? When? How? By When?

Selected Supporting References

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