

Comprehensive Classroom Management Checklist

Overview: *This tool was designed to provide formative and/or summative information regarding classroom management practices during academic instruction. This tool can be used to (a) evaluate critical classroom management features and (b) provide objective ratings for classroom management coaching.*

Instructions: *Completion of the Classroom Management Checklist should take approximately 20 minutes. Prior to the observation, the evaluator should determine an appropriate time for scheduling the observation, making sure to observe during academic instruction and either during the beginning or end of the instructional period (in order to observe transitions). The observer should sit in an area of the room where all students, the teacher, and teaching materials are in sight. To begin the observation, the observer will record student behaviors for the first 5 minutes of instruction. The observer should record student behaviors for randomly chosen students across the classroom for 5 minutes teaching behaviors. After this initial observation, the observer will spend 10 minutes evaluating teacher behaviors. Record the number of occurrences within the “interactions with students” section, and “opportunities to respond” section. Further, during this 10-minute observation record the number of student disruptions and teacher responses. When both of these formal observations are complete, the observer should remain in the classroom for an additional 5 minutes, recording items on the classroom context component that are evident throughout the entire 20-minute observation. Please see “Operational Definitions” of the behaviors to be evaluated for definitions and examples of each student or teacher behavior.*

Operational Definitions

Teacher Verbal Feedback Statements

Pre-correct Statements	General Praise Statements	Specific Praise Statements	Corrective Statements	Non-specific Corrective Statements
<p><u>Definition:</u> Prior to/before any demonstration of behavior the teacher provides a verbal reminder to an individual student, a small group of students or to the whole class indicating expected behavior.</p>	<p><u>Definition:</u> The teacher provides a positive or affirming comment to an individual student, a small group of students, or to the whole class but does not indicate a specific behavior that led to the remark.</p>	<p><u>Definition:</u> The teacher gives a positive or affirming comment to an individual student, a small group of students, or to the whole class <u>AND</u> specifically indicates a behavior that was demonstrated.</p>	<p><u>Definition:</u> The teacher indicates to an individual student, a small group of students, or to the whole class that a behavior was incorrect through redirection, or consequence <u>AND</u> explicitly tells what is expected instead and/or provides an immediate practice opportunity. Does not include corrective feedback regarding academics.</p>	<p><u>Definition:</u> The teacher indicates to an individual student, a small group of students, or to the whole class that a behavior was incorrect through redirection or consequence but does <u>NOT</u> specifically state or indicate what is expected instead.</p>
<p><u>Examples:</u> “We are getting ready to line up, remember I need you facing forward with hands at your sides and voices off.” “While we are working today please stay seated. If you have a question you can check with a partner or raise your hand and wait for me to come to you.” “Voice level zero please.” “If you want to respond during group discussions today please remember you must raise your hand and wait for me to call on you.”</p>	<p><u>Examples:</u> “Great” “Super” “Awesome” “Got it!”</p>	<p><u>Examples:</u> “Thanks for turning your assignment in on time, that is responsible of you.” “Excellent work, you are following my directions.” “Thanks for raising your hand and waiting for me.” “Elizabeth you are sticking with your work even when it’s hard, this is a great way to be a learner.”</p>	<p><u>Examples:</u> “Bradley while I’m teaching I need you in your seat and listening. A better time to throw away your paper is when we leave the classroom for lunch.” “Remember, I need you to stay in your seat and raise your hand, then I will get to you as soon as I can.” “Jacob, you are too loud, whisper please.” “It’s hard for everyone to concentrate when there is a lot of noise, I need Level 1 voices please.”</p>	<p><u>Examples:</u> “Quit it” “Act like a 4th grader” “You know better than this.” “What do you think you are doing?” “I can see that some of my friends still don’t know what to do.” “Think about your choices.” “Is that a good choice right now?” “Where do you need to be?”</p>

Opportunities to Respond "Group"	Opportunities to Respond "Individual"
<p><u>Definition:</u> Teacher provides verbal questions, statements, or signals regarding instructional content to the whole class or small group for possible group response or allowing one student in the group to respond.</p>	<p><u>Definition:</u> Teacher provides a verbal question or statement regarding instructional content, or visual signal to a specific student for a possible verbal or visual response.</p>
<p><u>Examples:</u> "Who knows the capital city of Indiana?" "Can anyone tell me the correct punctuation mark for this sentence?"</p>	<p><u>Examples:</u> "Johnny, can you tell me what the next step in regrouping is?" "Melissa, can you spell 'vacation' for us?"</p>

Student Behaviors

Actively Engaged	Passively Engaged	Off-Task	Disruptions
<p><u>Definition:</u> The student is actively involved with the teacher's prompts/instruction when any of the following behaviors occur during the observation session:</p> <p>(a) Uses materials necessary for the assigned task when applicable and according to teacher instructions (e.g., pencil, marker, scissors, and popsicle-stick). (b) Makes motor responses required for the assigned task (e.g., writing, typing, cutting) when applicable and according to teacher instructions. (c) Raises hand or verbally asks for assistance. (d) Interacts with the teacher or classmates about academic matters when applicable and according to teacher instructions.</p>	<p>Demonstrates active listening by keeping eyes on speaker and/or applicable materials.</p> <p>NOT actively speaking, responding, writing, or raising hand to respond</p>	<p><u>Definition:</u> The student is "off-task" when one or more of the following occur:</p> <p>(a) Not looking at the teacher while he/she provides instruction/directions. (b) Not looking at materials the teacher is using during instruction (e.g., white board, smart board, and textbook). (c) Not working on the assigned task according to teacher instructions. (d) Violating classroom rules (e.g., out of seat that was not required for assigned task, talking out, disturbing others, or sleeping). (e) Making comments to teacher or peer that are unrelated to the assigned activity.</p>	<p><u>Definition:</u> Student displays behavior that does or potentially could disrupt the lesson or the learning of others:</p> <p>(a) Behaviors can be low intensity (out of seat to sharpen pencil) or (b) high intensity (making derogatory statements or destruction of property).</p>
<p><u>Examples:</u> The student is quietly reading a book as assigned by the teacher and is in the correct location within the classroom.</p> <p>The student is writing as assigned by the teacher and using appropriate materials.</p> <p>The student is working as assigned by the teacher with a partner or small group of other students according to teacher given directions.</p>	<p><u>Examples:</u> The student is looking at the teacher while he/she is speaking.</p> <p>Reading a book or looking at notes silently.</p> <p>Eyes on whiteboard during instruction.</p>	<p><u>Examples:</u> Talking to a peer without permission</p> <p>Out of seat without permission</p> <p>Touching or looking at materials not related to instruction</p> <p>Head down resting or sleeping</p>	<p><u>Examples:</u> Talking or using cell phone.</p> <p>Argumentative, non-compliant, or negative talk.</p> <p>Out of seat without permission.</p> <p>Making noises that draw attention of others.</p> <p>Cursing or threatening comments.</p> <p>Verbally refuses to complete work or follow directions.</p> <p>Tapping.</p>

Comprehensive Classroom Management Checklist

School: _____ Classroom: _____ # of Students: _____

Date & Time: _____

Observer(s): _____

Type of instruction (circle those observed):

Whole Group Small Group Small Group Peer One on One Independent

I. Student Engagement (5 min)

Instructions: Randomly select 3 students to observe. Record whether each student is actively (A) or passively (P) engaged, or off-task (O) at the end of a 10-second interval during a 5-minute observation.

Student	1 (:10)	2 (:40)	3 (1:10)	4 (1:40)	5 (2:10)	6 (2:40)	7 (3:10)	8 (3:40)	9 (4:10)	10 (4:40)	Subtotal A= P= O=
Student 1											
Student 2	1 (:20)	2 (:50)	3 (1:20)	4 (1:50)	5 (2:20)	6 (2:50)	7 (3:20)	8 (3:50)	9 (4:20)	10 (4:50)	A= P= O=
Student 3	1 (:30)	2 (1:00)	3 (1:30)	4 (2:00)	5 (2:30)	6 (3:00)	7 (3:30)	8 (4:00)	9 (4:30)	10 (5:00)	A= P= O=

TOTAL INTERVALS : ACTIVE: _____ PASSIVE: _____ OFF-TASK: _____

Score (circle one): 2 = Off-task < 9% 1 = Off-task 10 – 19% 0 = Off-task > 20%

II. Teacher Management (10 min)

Instructions: Make a tally mark in the corresponding box for each type of statement that occurs during the observation session. Add the total number of pre-correct, praise and specific praise statements, then add the total number of behavioral error corrections and non-specific error corrections. Divide the number of positive interactions by the number of negative interactions to determine the ratio

Interactions with Students	(a) Pre-correct statements:	(b) General Praise:	(c) Specific Praise:	(d) Behavioral Error Correction:	(e) Non-Specific Correction:

Total Positive Interactions(a, b, c): _____ **Total Corrective Interactions (d, e):** _____

Score (circle one): 2 = At least 4:1 1 = At least 1:1 0 = Less than 1:1

Opportunities for Students to Respond (OTR)	Group Responding:	Individual Responding:	Total:

Classroom Disruptions: *Instructions: During the 10 minute teacher observation, make a tally mark in the space below for any student disruption (individual, small group, or whole group) that occurs during the observation and the teacher's response..*

Disruptions	Teacher Ignores	Teacher Responds/Attends

TOTAL NUMBER OF DISRUPTIONS: _____ **DISRUPTIONS PER MINUTE (total/#minutes):** _____

Score (circle one): 2 = fewer than .5 per min 1 = .5 to 1 per min 0 = 1 per min

% IGNORED DISRUPTIONS (total # ignores/total # of disruptions): _____

Notes:

III. Classroom Context

After you have completed the 5-minute student observation and 10-minute teacher, score the classroom context on the following components based on evidence in the classroom

	2	1	0	Score
A. The classroom environment is routine & predictable. Clear procedures are in place for managing transitions, getting teacher's attention, and responding to teacher questions.	Three or more routines were observed and consistently adhered to.	Two or more routines were observed, but adhered to with some inconsistency during this observation.	0-1 routine was evident during this observation.	
Notes				
B. Classroom rules aligned with school-wide expectations are identifiable.	Positively stated rules, aligned with school-wide expectations, were posted visibly in the classroom where everyone could read them.	Rules were not tied to SW expectations, were confusing, were not visibly posted, or were not positively stated.	No identifiable classroom rules were evident during this observation.	
Notes				
C. Expectations and rules are integrated within instruction.	Expectations and/or rules are <u>regularly</u> referred to throughout observation.	Expectations and/or rules are referred to sometimes, occasionally or infrequently.	Expectations and rules were <u>not</u> referred to during this observation.	
Notes				
D. One or more systems for recognizing appropriate student behavior are in place and used regularly.	At least one system is in place and consistently used during the observation session	A system is evident/demonstrated but inconsistently used during the observation session.	No system is evident/demonstrated during the observation session.	
Notes				

I. STUDENT ENGAGEMENT SUBTOTAL: ___/2 II. TEACHER MANAGEMENT SUBTOTAL: ___/2

DISRUPTION SUBTOTAL: ___/2 III. CLASSROOM CONTEXT SUBTOTAL: ___/8

TOTAL SCORE: ___/14 TOTAL PERCENTAGE (out of 100% possible): _____