

Classroom Management Checklist

Cadet Teacher: _____ Grade/Subject _____

Mentor Teacher: _____

In Place Status			Essential Practices																									
Yes	No	Explanation/Reasoning	Classroom Management																									
			1. Number positive and negative interactions (# observed below). <table border="1" style="width: 100%;"> <tr> <td style="width: 50%; text-align: center;"># Positive</td> <td style="width: 50%; text-align: center;"># Negative</td> </tr> </table>		# Positive	# Negative																						
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			2. Classroom rules & expectations are posted, taught directly, practiced, & positively reinforced.																									
			3. Efficient transition procedures taught, practiced, & positively reinforced. <table style="width: 100%;"> <tr> <td style="width: 60%;">a. Entering Classroom</td> <td style="width: 10%; text-align: center;">Y</td> <td style="width: 10%; text-align: center;">N</td> <td style="width: 20%;"></td> </tr> <tr> <td>b. Lining up</td> <td style="text-align: center;">Y</td> <td style="text-align: center;">N</td> <td></td> </tr> <tr> <td>c. Changing activities</td> <td style="text-align: center;">Y</td> <td style="text-align: center;">N</td> <td></td> </tr> <tr> <td>d. Exiting Classroom</td> <td style="text-align: center;">Y</td> <td style="text-align: center;">N</td> <td></td> </tr> </table>		a. Entering Classroom	Y	N		b. Lining up	Y	N		c. Changing activities	Y	N		d. Exiting Classroom	Y	N									
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			4. Typical classroom routines taught directly, practiced & positively reinforced. <table style="width: 100%;"> <tr> <td style="width: 60%;">a. Start of day</td> <td style="width: 10%; text-align: center;">Y</td> <td style="width: 10%; text-align: center;">N</td> <td style="width: 20%;"></td> </tr> <tr> <td>b. Group Work</td> <td style="text-align: center;">Y</td> <td style="text-align: center;">N</td> <td></td> </tr> <tr> <td>c. Independent Seat Work</td> <td style="text-align: center;">Y</td> <td style="text-align: center;">N</td> <td></td> </tr> <tr> <td>e. Obtaining materials</td> <td style="text-align: center;">Y</td> <td style="text-align: center;">N</td> <td></td> </tr> <tr> <td>f. Seeking help</td> <td style="text-align: center;">Y</td> <td style="text-align: center;">N</td> <td></td> </tr> <tr> <td>g. End of period</td> <td style="text-align: center;">Y</td> <td style="text-align: center;">N</td> <td></td> </tr> </table>		a. Start of day	Y	N		b. Group Work	Y	N		c. Independent Seat Work	Y	N		e. Obtaining materials	Y	N		f. Seeking help	Y	N		g. End of period	Y	N	
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			5. Attention getting cue/rule taught directly, practiced, & positively reinforced.																									
			6. Continuous active supervision across settings & activities, including moving throughout setting & scanning.																									
			7. Desks/ room arranged so that all students are easily accessible by the teacher.																									
			8. Necessary materials and supplies are accessible to students in an orderly fashion.																									
			9. Minor problem behaviors managed positively, consistently & quickly.																									
			10. Chronic problem behaviors anticipated & corrected before they become an issue.																									
			11. Students are provided with activities to engage in if they complete work before other students in the class.																									
			12. Student work is prominently displayed throughout the classroom, creating a positive, safe learning environment.																									
			Instructional Management																									
			1. Majority of time allocated & scheduled for instruction.																									
			2. Allocated instructional time involves active academic engagement with quick paced instruction.																									
			3. Asks clear questions and provides clear directions of assignments.																									
			5. Actively involves all/ majority of students in lesson, this includes providing activities/instruction to students of varying skill levels																									
			6. Instructional activities linked directly to measurable short & long term academic outcomes.																									