

Classroom Self Assessment

School: _____

Overview. This tool includes two sections: (a) **Classroom Structure and Expectations** and (b), **Positive and Proactive Classroom Management Practices**.

Instructions. Periodically check for the presence/absence of **Classroom Structure and Expectations** and routinely assess **Positive and Proactive Classroom Management Practices** to inform professional development. Utilize an online form for efficient analysis ([Sample Microsoft Form](#)).

Classroom Structure and Expectations	0 = Not In Place	1 = Partially In Place	2 = Fully In Place
1. Post schedule for the day and/or class activity. <ul style="list-style-type: none"> <input type="checkbox"/> Schedule(s) posted in an area where students and visitors can easily view. <input type="checkbox"/> Schedule(s) posted that are clear and developmentally appropriate (e.g., visual images as well as words for elementary aged children). <input type="checkbox"/> Schedules are followed. <input type="checkbox"/> Students are informed at the start of the day or in advance when changes to a schedule occur. <input type="checkbox"/> The schedule for the day allots about 80% to instructional activities (less than 10 min/hr for transitions, administrative tasks, etc.). 	0	1	2
2. Post 3-5 positively stated behavioral expectations in the classroom. <ul style="list-style-type: none"> <input type="checkbox"/> Five or fewer classroom rules created that align with schoolwide expectations. <input type="checkbox"/> Rules are specific, observable, and positively stated. <input type="checkbox"/> Rules are prominently posted in an area of the classroom for all to see (K-2 classroom visuals included). 	0	1	2
3. The physical arrangement (seating assignments, furniture, etc.) is designed to maximize structure and minimize distraction. <ul style="list-style-type: none"> <input type="checkbox"/> Traffic patterns are clearly defined, allowing movement without disruption. No clutter or crowding. <input type="checkbox"/> Teacher access to all areas of the room. <input type="checkbox"/> Teacher can see students from all angles within one second. <input type="checkbox"/> Classroom materials labeled and organized so they are easily accessible to all students. <input type="checkbox"/> When designing a lesson, student groupings, location, and activity level are considered. 	0	1	2
4. Develop routines for the day and/or class activity. <ul style="list-style-type: none"> <input type="checkbox"/> Behavioral expectations for routines are clearly posted and developmentally appropriate. <input type="checkbox"/> All expectations for routines are specific, positively stated, and observable. <input type="checkbox"/> 90% or more of students demonstrate fluency and are clearly aware of routines. <input type="checkbox"/> Lesson plans for all routines. <input type="checkbox"/> Previously taught routines are regularly referenced. 	0	1	2
5. Teach and prompt 3-5 positively stated behavioral expectations. <ul style="list-style-type: none"> <input type="checkbox"/> 90% or more of students demonstrate fluency with expected classroom behaviors. <input type="checkbox"/> Lesson plans for all expectations. <input type="checkbox"/> Behavioral expectations are reviewed regularly and as needed. <input type="checkbox"/> Prompts are delivered before a behavior is expected and before all transitions. 	0	1	2
6. Select and implement additional consequence strategies , if appropriate, to support student behavior. <ul style="list-style-type: none"> <input type="checkbox"/> Corrective feedback is clear and always informs the student of what to do instead. <input type="checkbox"/> Calm, consistent, brief, immediate, and respectful error corrections are delivered using professional teaching tone and demeanor. <input type="checkbox"/> Behavior specific corrections are never harsh, sarcastic, or demeaning to students. <input type="checkbox"/> Variety of classroom response strategies are used (prompt, redirect, reteach, provide choice, and conference with students). 	0	1	2

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Positive and Proactive Classroom Management Practices	0 = Not In Place	1 = Partially In Place	2 = Fully In Place
<p>1. Engage in active supervision of students in the classroom (i.e., moving, scanning, interacting).</p> <ul style="list-style-type: none"> <input type="checkbox"/> All areas of the room are monitored continually by way of unpredictable movement, systematic scanning with eyes and ears, and interactions spread across students. <input type="checkbox"/> Positive contact, positive, and corrective feedback are provided while moving around the room. <input type="checkbox"/> Proximity to prevent problem behavior is used (notice and move close to the student before the problem occurs). <input type="checkbox"/> Attention is readily provided to students in need of support, so they do not need to come to me. 	0	1	2
<p>2. Provide most/all students with opportunities to respond and participate during instruction.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Variety of opportunities to respond are provided (verbal, written, gestural). <input type="checkbox"/> Opportunities to respond are frequently used to check for understanding. <input type="checkbox"/> At least 70% of the opportunities to respond elicit a whole group response (less than 30% single student response with at least 5 seconds of think time provided). <input type="checkbox"/> Student responses make up at least 60% of instruction time (teacher talk is kept to 40% or less). <input type="checkbox"/> 3 or more opportunities to respond per minute are provided. 	0	1	2
<p>3. Effectively provide specific praise to acknowledge appropriate student academic and social behavior.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Specific praise contingent on expected behaviors is consistently delivered and used more than general praise (2:1 or better). <input type="checkbox"/> Specific praise is delivered in a way that is preferred by each student (private/public, written/verbal). <input type="checkbox"/> Specific praise is provided by addressing the student or group by name, describing the behavior, using words of approval, and connecting back to school-wide expectations. <input type="checkbox"/> A variety of ways to acknowledge and reward students for desired academic and social behavior are used (e.g., tangible, preferred activity, verbal praise, points toward larger reward, etc.). <input type="checkbox"/> A system is in place to reward appropriate behavior for individual students, or the entire class and students are aware of the system. 	0	1	2
<p>4. Provide more frequent acknowledgement for appropriate behaviors than inappropriate behaviors (+ to - ratio).</p> <ul style="list-style-type: none"> <input type="checkbox"/> 5 times more behavior specific praise as specific correction (5:1) is delivered. 	0	1	2
<p>5. Build relationships by providing non-contingent attention and interacting positively with students.</p> <ul style="list-style-type: none"> <input type="checkbox"/> All students are greeted at the door. <input type="checkbox"/> Educator has genuine knowledge of the likes and dislikes of the majority of students. Student likes and dislikes are worked into daily instruction. <input type="checkbox"/> Educator makes a point to interact with students outside of class (i.e., hallways, lunch, extracurricular activities) to get to know them better. <input type="checkbox"/> The teacher knows and uses the names of all students (using correct pronunciation) when interacting with them. 	0	1	2

Adapted from the Classroom Management Observation Tool (CMOT)

Simonsen, B., Freeman, J., Kooken, J., Dooley, K., Gambino, A. J., Wilkinson, S., VanLone, J., Walters, S., Byun, S. G., Xu, X., Lupo, K., & Kern, L. (2020). *Classroom Management Observation Tool (CMOT)*. Storrs, CT: University of Connecticut. Retrieved from: <https://nepbis.org/classrooms-data-tools-resources/>

Items included from the CMOT and The Classroom Check-Up Rubric: Gather Data - <https://www.classroomcheckup.org/>