**Teaching Classroom Expectations, Rules, and Routines**

**Self-Reflection Checklist**

**Adapted from Classroom Management: Self-Assessment Revised**

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| **Current Status** | **Feature** | **Priority for Improvement** |
| **In****Place** | **Partial****In****Place** | **Not in****Place** |  | **High** | **Med** | **Low** |
|  |  |  | **EXPECTATIONS** |  |  |  |
|  |  |  | 1. There are 3-5 explicitly stated school-wide expectations. |  |  |  |
|  |  |  | 2. The expectations are functional. |  |  |  |
|  |  |  | 3. The expectations are stated in positive terms. |  |  |  |
|  |  |  | 4. Expectations are taught during the first days of school and are reviewed throughout the school year. |  |  |  |
|  |  |  | **RULES** |  |  |  |
|  |  |  | 1. The rules are an extension of the school-wide expectations.  |  |  |  |
|  |  |  | 2. The rules are stated in positive terms. |  |  |  |
|  |  |  | 3. Rules are rehearsed and reviewed. |  |  |  |
|  |  |  | 4. Frequently broken rules are re-taught and practiced. |  |  |  |
|  |  |  | 5. There is a schedule for systematically teaching classroom rules. |  |  |  |
|  |  |  | 6. Feedback is given to students regarding rules.  |  |  |  |
|  |  |  | **ROUTINES** |  |  |  |
|  |  |  | 1. There is evidence of routines in the classroom for expectations and rules.  |  |  |  |
|  |  |  | 2. Specific, sequential student behaviors are identified for each routine. |  |  |  |
|  |  |  | 3. Routines are systematically taught using best practice format at the beginning of the school year. |  |  |  |
|  |  |  | 4. Feedback is given to students regarding routines.  |  |  |  |
|  |  |  | 5. Routines are maintained throughout the year. |  |  |  |

Name of Teacher \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Action Plan: Identify one or two areas that you will implement. Be specific in your plan.