

<b>RULES AND STANDARDS</b>
<b>TEACHER CHECKLIST</b>

	Definitely Yes			Definitely No	
	1	2	3	4	5
1. Overall, are your classroom <b>rules achieving the desired results?</b>	<input type="checkbox"/>				
• Do you have specific rules that vary for specific activities?	<input type="checkbox"/>				
• Are they clearly and objectively stated?	<input type="checkbox"/>				
• Are they stated so compliance is observable and measurable?	<input type="checkbox"/>				
• Do you have as few rules as possible?	<input type="checkbox"/>				
• Have you demonstrated your expectations and helped helped students practice?	<input type="checkbox"/>				
• Do you periodically demonstrate rules again and reinforce rule-followers?	<input type="checkbox"/>				
• Do your current consequences make sense to you?	<input type="checkbox"/>				
- Do they matter to students?	<input type="checkbox"/>				
- Do parents support you?	<input type="checkbox"/>				
- Do administrator support you?	<input type="checkbox"/>				
2. Overall, have you and your students <b>developed procedures for handling expected and unexpected situations</b> or events that occur periodically?	<input type="checkbox"/>				
• Special classes, assemblies, cafeteria, restrooms?	<input type="checkbox"/>				
• Behavior in hallway or between classes?	<input type="checkbox"/>				
• Option after finishing work? Handling free time?	<input type="checkbox"/>				
• Handling absences of students?	<input type="checkbox"/>				
• Unexpected events? (e.g., disaster/fire drills?)	<input type="checkbox"/>				
• Substitute teachers?	<input type="checkbox"/>				

	Definitely Yes			Definitely No	
	1	2	3	4	5
3. Overall, is your <b>room arrangement conducive</b> to supporting good behavior?	<input type="checkbox"/>				
• Are these clearly demarcated areas? (e.g., leisure, game library, work space?)	<input type="checkbox"/>				
• When walking around the room, can you physically reach each student?	<input type="checkbox"/>				
• Is there room full of visual barriers; Can students see you and you see them?	<input type="checkbox"/>				
4. Overall, is your <b>curriculum supporting rule following</b> behavior?	<input type="checkbox"/>				
• Is there opportunities for choice?	<input type="checkbox"/>				
• Are students and curriculum difficulty level well-matched?	<input type="checkbox"/>				
• Is there a balance between seatwork/individual written work and collaborative/project type assignments?	<input type="checkbox"/>				
5. Overall, are you <b>developing relationships</b> with all students?	<input type="checkbox"/>				
• Have students had the opportunity to know you as a person?	<input type="checkbox"/>				
• Have your tried individual conferences and daily report cards with students who are repeat offenders?	<input type="checkbox"/>				
6. Have you taught students <b>skills in problem solving</b> ?	<input type="checkbox"/>				
• Have you shown students steps to take in <b>conflict resolution</b> ?	<input type="checkbox"/>				
• Do you have a classroom meeting model in place to handle problems collaboratively with student?	<input type="checkbox"/>				