# Classroom Management Checklist: Key Components

The following checklist can help educators identify which essential classroom management techniques are in place in the classroom. Then, this information can be used to identify areas of growth and specific strategies to implement to support the area.

Enter a + for the techniques that are well established and a - for areas that are under-developed or that need improvement. Include comments about ways to improve the area.

| **Components** | **+ or -** | **Notes** |
| --- | --- | --- |
| Areas of the classroom are clearly defined with visual/structural parameters. | [+ or -] | [enter notes] |
| Each learning environment has a clear purpose or function. | [+ or -] | [enter notes] |
| Each learning environment is free of distractions (i.e. unnecessary furniture, visuals, etc.)  | [+ or -] | [enter notes] |
| Children are seated and positioned to maximize focus on task or teacher directed learning. | [+ or -] | [enter notes] |
| Materials needed for activities are in appropriate places in the classroom where students can access them easily. | [+ or -] | [enter notes] |
| Materials are clearly labeled/marked for all students to see. | [+ or -] | [enter notes] |
| Materials are age and developmentally appropriate for the students. | [+ or -] | [enter notes] |
| Activities have a clear functional purpose to support the lesson taught. | [+ or -] | [enter notes] |
| Activities are age and developmentally appropriate. | [+ or -] | [enter notes] |
| A variety of activity-types are available including sedentary, active, group, independent, cooperative, teacher directed, and independent activities.  | [+ or -] | [enter notes] |
| Students are actively engaged in instruction and/or social activities during free time. | [+ or -] | [enter notes] |
| Each student is engaged in at least part of each classroom activity, using same or similar materials as other students, and carrying out objectives that are “invisibly” embedded in the ongoing activity | [+ or -] | [enter notes] |
| In large group activities, students are actively addressed at least every 2-3 minutes by “lead” teacher. | [+ or -] | [enter notes] |
| A variety of instructional strategies are being used.  | [+ or -] | [enter notes] |
| Direct instruction is used as necessary to teach initial acquisition of skills.  | [+ or -] | [enter notes] |
| Skills taught in direct instruction are practiced/generalized into classroom/group activities as soon as possible.  | [+ or -] | [enter notes] |
| Data is collected to assess mastery and progress is documented on an ongoing basis.  | [+ or -] | [enter notes] |
| A classroom daily schedule of class activities is posted where all students and staff can see it and follow it. | [+ or -] | [enter notes] |
| The classroom schedule is consistent and predictable from day to day.  | [+ or -] | [enter notes] |
| Targeted students have appropriate individual schedules which include each major transition.  | [+ or -] | [enter notes] |
| There are clear and consistent signals used to indicate transitions.  | [+ or -] | [enter notes] |
| Transition path is clear and easy to navigate.  | [+ or -] | [enter notes] |
| No major distractions are present along the transition path.  | [+ or -] | [enter notes] |
| Activities are prepared and ready for students as they reach the transition areas.  | [+ or -] | [enter notes] |
| Procedures for materials storage and accessing materials are taught, reviewed, and reinforced on a regular basis.  | [+ or -] | [enter notes] |
| Procedures regarding classroom boundaries (teacher's desk, storage areas, etc.) are taught, reviewed, and reinforced on a regular basis.  | [+ or -] | [enter notes] |
| Routines for entering, exiting, and moving within the classroom are taught, reviewed, and reinforced on a regular basis.  | [+ or -] | [enter notes] |
| Procedures for getting help, getting a drink, going to the bathroom, pencil sharpening, etc. are taught, reviewed, and reinforced on a regular basis.  | [+ or -] | [enter notes] |
| Procedures for free-time and/or quiet areas are posted, taught, reviewed, and reinforced on a regular basis.  | [+ or -] | [enter notes] |
| Procedures for transitions at recess, lunch, dismissal, and other predictable times are taught, reviewed, and reinforced on a regular basis.  | [+ or -] | [enter notes] |
| Homework policies are reviewed and reinforced on a regular basis.  | [+ or -] | [enter notes] |
| Classroom expectations are established in conjunction with students. | [+ or -] | [enter notes] |
| Classroom expectations are stated in positive language.  | [+ or -] | [enter notes] |
| Classroom expectations are limited to no more than 3-5 rules.  | [+ or -] | [enter notes] |
| Classroom expectations are posted, taught, reviewed, and reinforced on a regular basis.  | [+ or -] | [enter notes] |
| Social praise is used at a 5 to1 “magic ratio”. | [+ or -] | [enter notes] |
| Class wide reinforcement system(s) is/are in place. | [+ or -] | [enter notes] |
| Ongoing reinforcer assessments are conducted and updated as necessary. | [+ or -] | [enter notes] |
| A variety of student selected rewards are available. | [+ or -] | [enter notes] |
| Individual token systems and behavior contracts are used as necessary.  | [+ or -] | [enter notes] |
| Student motivation is kept high through frequent changes in materials/activities/learning modalities. | [+ or -] | [enter notes] |
| Staff utilize proactive strategies to manage behaviors rather than negative/punitive consequences.  | [+ or -] | [enter notes] |
| Students who exhibit a pattern of behavior difficulties have behavior plans/behavior contracts. | [+ or -] | [enter notes] |

*Adapted from The Denver Model Classroom Checklist, Pyramid Powered Classroom Checklist, and B.E.S.T. Practices, Institute on Violence and Destructive Behavior, University of Oregon*

*With contributions from Gail Cafferata & PENT Leadership Team*