

## Classroom Management: Self-Assessment

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This assessment tool is designed for a teacher to rate him or herself and develop an action plan. It may also be used by an observer to evaluate a teacher and provide specific and contingent feedback that will assist in the development of an action plan.

Teacher:	Rater:	Date:
Instructional Activity:		Time Start: Time End: Total Minutes:

Tally each Positive Student Contact	Total #	Tally each Negative Student Contact	Total #
Ratio of Positives to Negatives: (To calculate, divide # positives by # of negatives: _____ to 1 Tally of Opportunities to Respond (OTR): Total #: _____ OTR Rate (OTRs per minute): (To calculate, divide # of OTRs by total # of minutes: _____)			

	Classroom Management Practice	Rating	
1.	I maximized structure and predictability in my classroom.		
	a.) I explicitly taught and followed predictable routines.	Yes	No
	b.) I arranged my room to minimize crowding and distraction.	Yes	No
2.	I posted, taught, reviewed, monitored, and reinforced a small number of positively stated expectations.		
	a.) I operationally defined and posted a small number of expectations (i.e., school-wide rules) for all routines and settings in my classroom.	Yes	No
	b.) I explicitly taught and reviewed these expectations in the context of routines.	Yes	No
	c.) I prompted or pre-corrected students to increase the likelihood that they will follow the expectations.	Yes	No
	d.) I actively supervised my students.	Yes	No
3.	I actively engaged students in observable ways.		
	a.) I provided a high rate of opportunities to respond during my instruction.	Yes	No
	b.) I engaged my students in observable ways during teacher directed instruction (i.e., I use response cards, choral responding, and other methods).	Yes	No
	c.) I used evidence based methods to deliver my instruction (i.e., direct instruction).	Yes	No
4.	I used a continuum of strategies to acknowledge appropriate behavior.		
	a.) I provide specific and contingent praise for academic and social behaviors (e.g., following expectations).	Yes	No
	b.) I also used other systems to acknowledge appropriate behavior (group contingencies, behavior contracts, or token economies).	Yes	No
5.	I used a continuum of strategies to respond to inappropriate behavior		
	a.) I provided specific, contingent, and brief error corrections for academic and social errors.	Yes	No
	b.) In addition, I used the least restrictive procedure to discourage inappropriate behavior (differential reinforcement, planned ignoring, response cost, time out).	Yes	No
Overall classroom management score: 10-13 "yes" = Super 7-10 "yes" = So-So < 7 "yes" = Improvement Needed			

See attached Action Plan on page 2

## Action Planning

The purposes of this assessment are to (a) determine the extent to which effective general classroom management practices are in place and (b) develop an action plan for enhancement/maintenance based on this information. As stated, this assessment and action plan can be completed as a “self-assessment” or by an observer, and it should be completed at least quarterly.

1. Pick a teacher-led/directed activity that has a specific learning outcome/objective.
  
2. During the activity, count number of (a) positive and negative student contacts that occur during the activity and (b) opportunities to respond (i.e., specific instructions or questions that prompt a student response).
  
3. After the activity,
  - a. Sum the number of positive and negative contacts and calculate the ratio of positive to negative contacts.
  - b. Sum the number of opportunities to respond (OTRs) and calculate the rate of Ors per minute.
  - c. Assess whether each classroom management practice was evident (note that some items are lesson specific and others reflect practices that should be on-going).
  - d. Sum the number of “yes” to determine overall classroom management score.
  - e. Based on your score, develop an action plan for enhancement/maintenance.

#	Current Level of Performance	Enhancement / Maintenance Strategies (What? When? How? By When?)