|  |  |  |
| --- | --- | --- |
| **Best Practice**  **Classroom Management Checklist**  Observer: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  School: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Classroom/ Teacher Comments: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | |
|  | Florida Positive Behavior Support Project – Classroom Management Checklist  Adapted by Western Sydney Region - Positive Behaviour for Learning (2012) | mini purple triangle |

**A. Physical Setting –** The physical classroom setting is organised in a manner that promotes learning and independence, as evidenced by:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  |  | **Yes** | **No** | **Unclear** |
| A1 | Are the walls, floors, and furniture clean and in good repair? |  |  |  |
| A2 | Is the furniture adjusted to the proper size for the students? |  |  |  |
| A3 | Are school-wide expectations, routines and procedures displayed in a manner that is easy to see? |  |  |  |
| A4 | Are school-wide expectations, routines and procedures displayed in a manner that all could read or understand (visuals)? |  |  |  |
| A5 | Are unnecessary and distracting items removed from view and reach? |  |  |  |
| A6 | Are all materials organised and easily accessible? |  |  |  |
| A7 | Do students have adequate spaces for personal storage? |  |  |  |
| A8 | Has furniture been placed to decrease traffic flow challenges? |  |  |  |
| A9 | Do instructional areas of the classroom have clear, visual boundaries for students? |  |  |  |
| **NSW Professional Teaching Standards:** 2.2.5, 5.2.4, 5.2.7  **Quality Teaching elements:** *Significance* – Cultural Knowledge, Connectedness | | | | |

**B. Scheduling –** The scheduling of instruction occurs in a manner that optimises student learning, as evidenced by:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  |  | **Yes** | **No** | **Unclear** |
| B1 | Is the schedule of daily/ lesson activities displayed and reviewed regularly? |  |  |  |
| B2 | Are transitions and non-instructional activities displayed and regularly reviewed? |  |  |  |
| B3 | Is there a method for displaying changes to the schedule? |  |  |  |
| B4 | Does the daily schedule provide each student with regular time periods for independent work, one-to-one instruction, small and large group activities, socialisation and opportunities for self-direction? |  |  |  |
| B5 | Does each student spend most of his/her time engaged in active learning activities, with little or no unstructured downtime? |  |  |  |
| B6 | Are students given opportunities to demonstrate or learn new choice making skills? |  |  |  |
| **NSW Professional Teaching Standards:** 2.2.5, 4.2.4, 5.2.3, 5.2.4  **Quality Teaching elements:** *Quality Learning Environment* - Engagement, Explicit quality criteria, Student direction | | | | |

**C. INSTRUCTIONAL PLANNING AND DELIVERY–** Teaching activities are planned and implemented in ways that optimise student learning, as evidenced by:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  |  | **Yes** | **No** | **Unclear** |
| C1 | Are lesson outcomes and indicators developed based on students’ assessments? |  |  |  |
| C2 | Are assignments / tasks relevant and meaningful to students? |  |  |  |
| C3 | Are materials that students will be expected to use independently selected based on the students’ academic achievement levels (literacy and numeracy)? |  |  |  |
| C4 | Are timelines adequate for the tasks planned? |  |  |  |
| C5 | Are task directions clear and brief? |  |  |  |
| C6 | Are oral directions paired with pictures, icons, or written words that students can read? |  |  |  |
| C7 | Is the pace of the instruction appropriate for the needs of all students? |  |  |  |
| C8 | Are non-punitive provisions made for students who need more time? |  |  |  |
| C9 | Are student checks for understanding conducted frequently? |  |  |  |
| C10 | Is specific academic praise provided during guided practice? |  |  |  |
| C11 | Is corrective feedback provided promptly and positively during guided practice? |  |  |  |
| C12 | Is specific academic praise provided during independent practice? |  |  |  |
| C13 | Is the goal of social acceptance by peers emphasised? |  |  |  |
| C14 | Is there an emphasis on the development of the autonomy, individual responsibility and interdependence of all students? |  |  |  |
| C15 | Is there regular communication between the teacher and family? |  |  |  |
| C16 | Are skills taught in the settings and situations in which they are naturally needed? |  |  |  |
| C17 | Are friendships between students with and without disabilities promoted? |  |  |  |
| C18 | Are School Learning Support Officers (SLSOs) actively involved with students in a manner that promotes student independence, learning and interaction with peers? |  |  |  |
| **NSW Professional Teaching Standards:** 1.2.3, 2.2.2, 2.2.3, 2.2.5, 3.2.10, 4.2.1, 4.2.5, 5.2.4, 5.2.5, 7.2.1  **Quality Teaching elements:** *Quality Learning Environment* – Social support, Student’s self regulation, Engagement *Significance* – Connectedness, Inclusivity, Background Knowledge *Intellectual Quality* – Deep understanding | | | | |

**D. CLASSROOM DISCIPLINE PLAN –** Plan demonstrates responsiveness to problem behaviours, as evidenced by:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  |  | **Yes** | **No** | **Unclear** |
| D1 | Are classroom rules positively stated? |  |  |  |
| D2 | Is the number of rules limited to no more than 6 (related to school-wide expectations)? |  |  |  |
| D3 | Are the rules worded in observable and measurable terms? |  |  |  |
| D4 | Are the rules displayed large enough for all to see? |  |  |  |
| D5 | Are the rules written in words that all can read and /or illustrated with graphics or icons? |  |  |  |
| D6 | Are there criteria used for earning reinforcers?  What are they? |  |  |  |
| D7 | Is specific behavioural praise provided at a rate of 4 positives to every 1 corrective statement? |  |  |  |
| D8 | Are reinforcers (verbal, nonverbal, items, activities) available to all that earn them? |  |  |  |
| D9 | Are reinforcers varied and individualised? |  |  |  |
| D10 | Is data on student performance displayed prominently? |  |  |  |
| D11 | Are reinforcement opportunities displayed? |  |  |  |
| D12 | Are the consequences for rule violation sequential? |  |  |  |
| D13 | Are the consequences pre-planned and displayed? |  |  |  |
| D14 | Are the consequences for rule violation explained and reviewed regularly? |  |  |  |
| D15 | Are the consequences delivered in a calm, matter of fact manner? |  |  |  |
| D16 | Are the students reminded of their choices in a calm, positive manner prior to escalation in behaviour? |  |  |  |
| D17 | Are consequences delivered consistently and in a timely manner? |  |  |  |
| **NSW Professional Teaching Standards:** 3.2.7, 5.2.1, 5.2.2, 5.2.3, 5..2.4, 5.2.5, 5.2.6, 5.2.7  **Quality Teaching elements:** *Quality Learning Environment* – Social support *Significance* - Inclusivity | | | | |