

Effective Classroom Strategies & Culturally Responsive Strategies Checklist

Use this checklist to prepare for the start of school.

Effective Classroom Practices	Staff Expectations to Support Student Behavior
1. Classroom Expectations & PBIS	<input type="checkbox"/> I have created and posted classroom expectations aligned with school and district matrix and universals. <input type="checkbox"/> I have made a plan to teach and practice the classroom expectations and rules . OPTIONAL READING: Click here for an infographic about expectations.
1. Classroom Expectations & Cultural Responsiveness	<input type="checkbox"/> I have considered how my classroom postings affirm my diverse student population. <input type="checkbox"/> I have made a plan to elevate student voice around my classroom expectations and connect their importance to our collective culture. <input type="checkbox"/> I have included environmental supports that affirm my students abilities and contributions to our class community .
2. Classroom Procedures and Routines & PBIS	<input type="checkbox"/> I have created and posted classroom procedures and routines . <input type="checkbox"/> I have made a plan to teach and practice the classroom procedures and routines . EXAMPLES: restroom, moving around the room, pencil sharpening, transitions, passes, etc.
2. Classroom Procedures and Routines & Cultural Responsiveness	<input type="checkbox"/> My students have had a voice in creating classroom procedures and routines . <input type="checkbox"/> My students understand the role our classroom procedures and routines have in creating our class culture . <input type="checkbox"/> My students will hold me and their classmates accountable for consistent us of our classroom procedures and routines .
3. Behavior Specific Praise & PBIS	<input type="checkbox"/> I have a plan to use a variety of strategies to give behavior specific praise to all students. <input type="checkbox"/> I have a method for providing behavior specific praise at a ratio of 4: 1.
3. Behavior Specific Praise & Cultural Responsiveness	<input type="checkbox"/> I have a plan to periodically check my BSP ratios to ensure equitable implementation. <input type="checkbox"/> I have a method for building trust and culture with BSP by being reliable, sincere, value and relationship based in the praise that I deliver.
4. Pre-corrects & PBIS	<input type="checkbox"/> I have planned a variety of ways to review my expectations daily. <input type="checkbox"/> I have a plan for how pre-corrects are being used at the beginning of each transition.
4. Pre-corrects & Cultural Responsiveness	<input type="checkbox"/> I have planned a variety of ways to pre-correct my expectations daily including using student voice and capitalizing on the norms of our class community. <input type="checkbox"/> I can use culturally relevant strategies, like call and response or movement, as a part of my pre-corrects .

5. Active Supervision & PBIS	<input type="checkbox"/> I have designed the classroom floor plan to allow for ease of movement for Active Supervision and allow for safety precautions. <input type="checkbox"/> I have created a classroom space where all areas of the room are accessible by scanning, moving, and interacting frequently and strategically.
5. Active Supervision & Cultural Responsiveness	<input type="checkbox"/> I have designed the classroom floor plan to allow for ease of movement for Active Supervision and allow for safety precautions and I deliberately move through all space equitably. <input type="checkbox"/> I avoid a controlling stance and interact frequently with students, while also connecting with them.
6. Opportunities to Respond & PBIS	<input type="checkbox"/> I use a variety of strategies to increase student Opportunities to Respond (examples: turn and talk, wait time, guided notes, response cards). <input type="checkbox"/> I have determined a strategy to use to track students being called on.
6. Opportunities to Respond & Cultural Responsiveness	<input type="checkbox"/> I use a variety of equitable strategies to increase student Opportunities to Respond and ensure fair and equitable opportunities for all. <input type="checkbox"/> I have determined a strategy to use to track students and correct my implicit bias.
Overall: Warm Demander	<input type="checkbox"/> I understand the importance of my role as Warm Demander , and plan to implement tenets of this approach in the teaching moves I make. <input type="checkbox"/> I will check my progress through self-assessment, student voice, and informal observations (using the tools provided) as the school year progresses. <input type="checkbox"/> I will implement tenets of community collectivism in my class culture, understanding that this approach will create a culturally relevant classroom for all diverse student populations.