

Classroom Management Checklist

Classroom management refers to procedures, actions, and strategies teachers use to establish and maintain order in the classroom (Burden, 1995)

Reminder: This is only a guide. Tool may be modified to meet individual needs.
This tool can be used in 3 ways:

- as a reflection tool to improve/organize your classroom management procedures
- as a pre-planning tool to improve/organize your classroom management procedures
- as an observation checklist when observing a mentor/veteran teacher

Organization

- Directions for activities are clear
- Directions for assignments are clear
- Assignments are posted clearly
- Homework assignments are written on board
- Materials are prepared ahead of time
- Materials are distributed efficiently
- There is a plan in place for interruptions and unexpected events
- Time is well planned, leaving little down time

Physical Arrangement

- Temperature is comfortable
- Lighting is comfortable
- Students are physically comfortable
- Classroom is attractive to students
- Maximum use of bulletin board and wall space
- All students can see presentation of instruction
- Desks and furniture are arranged to maximize space
- Distractions are minimal
- High traffic areas are free from congestion
- Students are not seated in high traffic or congested areas
- Frequently used materials are easily accessible
- Students know where materials/books/assignments belong



Behavioral Considerations

- Teacher is/I am visible at all times
- Clear expectations are communicated regarding acceptable behavior
- Expectations regarding behavior are posted clearly
- Rules are realistic and reasonably attainable
- Positive reinforcement is used
- A variety of reinforcers used
- High ratio of positive to negative statements
- Students are clear regarding positive and negative consequences

- Rules are aligned with school-wide behavioral expectations
- All procedures are TAUGHT and PRACTICED and feedback is given
- Desired behavior is reinforced appropriately
- Students take responsibility for their behavior
- Transitions between activities are smooth and without confusion
- Transitions in and out of the classroom are clearly defined and practiced
- Students can see teacher and teacher can see students-at all times
- Proximity control is used to decrease inappropriate behavior

Instructional Strategies

- Uses whole group, small group, independent work effectively
- Pace and tempo are appropriate for learners
- Attention to lesson is monitored continually
- Instruction is matched to skill level and need
- Instruction is adapted based on student differences
- Purpose of lesson is clearly stated
- Relevance of lesson is clear
- Materials and examples are up to date and of interest to students
- Strategies are used that capture and maintain student interest
- Instructional tools and methods are varied
- Questioning is used
- Feedback is given
- Feedback is given in a timely manner
- Feedback is appropriate

Social Climate

- Teacher portrays a friendly, positive attitude
- High ratio of positive to negative statements
- Teacher listens to what students have and need to say
- Students are invited to be risk-takers without fear of ridicule
- Students are provided with opportunities for success
- Students are provided with opportunities to interact
- Students interact in a positive manner
- Effective communication skills are present
- Overall safe, non-threatening environment is provided
- Respect is shown at all times
- Humor used appropriately; sarcasm avoided

Source Adapted: Burden (1995); Teaff(2007)