

CLASSROOM PRACTICES SELF-ASSESSMENT

Rate the extent that the following classroom practices are in place in your classroom and are a priority for improvement.

Rate Extend in Place according to the following criteria:

- **In Place**= a practice that you routinely utilize in your classroom (used in at least 80% of opportunities)
- **Partially in Place** = a practice that you try to do most of the time, but do not implement with regular consistency, or as often as you'd like (used in 50-79% of opportunities)
- **Not in Place** = a practice that you have not implemented in your classroom or do so very infrequently with no or very little consistency (used in less than 50% of available opportunities)
- **Not Applicable** = Not applicable to your current position or context

CLASSROOM MANAGEMENT

Rate the extent the following practices are In Place in your classroom and your Priority for Improvement

	Extent in Place				Priority for Improvement		
	In Place	Partially	Not in Place	N/A	High	Med	Low
1. Classroom rules and expectations are clearly defined, explicitly taught, practiced, regularly reviewed and reinforced							
2. I acknowledge student positive behavior at least 4 times more often than I acknowledge problem behavior							
3. Attention getting cue/rule directly taught, practiced, positively reinforced and used as needed.							
4. Continuous active supervision with regular proximity to all students for monitoring behavior and academic work							
5. Desks/room arranged so that all students are easily accessible by the teacher							
6. Necessary materials and supplies are accessible to students in an orderly fashion							
7. Minor problem behaviors are managed positively, consistently and quickly							
8. Chronic problem behaviors are anticipated and precorrected							
9. Students are provided with activities to engage in if they complete work before other students in the class							

INSTRUCTIONAL MANAGEMENT

Rate the extent the following practices are In Place in your classroom and your Priority for Improvement

	Extent in Place				Priority for Improvement		
	In Place	Partially	Not in Place	N/A	High	Med	Low
10. Majority of allocated instructional time (85+%) spent delivering instruction (less than 10 min/hr for transitions, discipline, administrative tasks)							
11. Instruction includes frequent student responding (more than 4 responses/ minute for new materials & 8 for review)							
12. Instruction includes varied response modes (individual responding, pair and share, group responses)							
13. Instruction actively involves all/majority of students in lessons; this includes providing activities/instruction to students of varying skill levels							
14. Instructional activities or tasks involved teacher demonstration and guided student practice prior to independent student application							
15. Active academic engagement results in high rates of accurate student responding (90+%)							
16. Instructional activities linked directly to measurable short-term and long-term academic outcomes							

TEACHING ROUTINES

Rate the extent the following practices are In Place in your classroom and your Priority for Improvement

	Extent in Place				Priority for Improvement		
	In Place	Partially	Not in Place	N/A	High	Med	Low
17. Entering the classroom and opening activity							
18. Group work							
19. Independent seatwork							
20. Transition between activities							
21. Obtaining materials							
22. Seeking help or assistance							
23. End of period (or day) and Exiting the Classroom							