

## Simple Classroom Management Checklist

Expectations/norms/rules are ...

- explicitly taught and reviewed regularly
- positively worded, i.e. state expectations like “walk”, rather than “don't run”
- clearly posted and signed by students
- created by the students

Positive/appropriate student behaviors are...

- acknowledged more often than inappropriate behaviors (for individuals and the whole class).
- celebrated in large and small ways every day that connect actions to outcomes

I respond to behavior that does not meet expectations...

- with quick, direct, and private logical consequences or redirection (or ignoring minor inappropriate behaviors)
- without issuing multiple “warnings”
- with a calm voice and body language, even if I have to pause first

I give directions to the whole group...

- clearly and succinctly, with a visual support for multi-step directions
- when all or almost all students are quiet with still bodies and eyes on me
- by getting attention with a quiet signal (e.g. chime or silent raised hand; call and response or clap and response)

I also ....

- support students in self-regulating their own behaviors
- demonstrate genuine interest in students' well being
- use respectful and direct verbal and non-verbal language

Students ...

- know the classroom/school expectations
- have many opportunities for meaningful choice throughout their day
- are engaged in lessons that are appropriately challenging

*This checklist is grounded in a positive behavior supports for learning framework and influenced by the Responsive Classroom approach.*

## Self-Assessment

<i>What's rockin'?</i> <i>(successes)</i>	<i>What's floppin'?</i> <i>(challenges/barriers)</i>

*My plan to use successes to address challenges:*