

Teacher Classroom Management Self-assessment Survey

Take a few minutes to complete the following Classroom Management Self-assessment. This checklist (30 items) will help you reflect on basic evidence-based practices and/or prioritise actions. Request support if required.

Practices	In Place Status			Priority
	Fully (2)	Partially (1)	Not (0)	
1. There are no more than 5 positively stated rules in my classroom that align with the schoolwide expectations				
2. The rules are clearly visible in my classroom				
3. All my students can list these rules from memory				
4. I explicitly teach my students what behaviour is expected				
5. All my students know what is expected during transitions and classroom activities				
6. Distractions are minimised in my classroom				
7. It is easy to move around and access all materials necessary to complete tasks				
8. Transitions between activities are smooth and efficient				
9. Instructional activities are planned and well prepared for				
10. The activities are planned to engage ALL students				
11. I use a variety of evidence-based methods to deliver my instruction				
12. I actively supervise (moving, scanning) throughout the instructional activity				
13. I provide a high rate of opportunities for my students to respond during my instruction				
14. Most (> 90%) of the allocated time is used for instructional activities				
15. My students know what the outcomes of an activity are.				
16. Instruction actively engages students in observable ways				

17. I frequently check for student understanding				
18. My students know what happens next after instruction and how it links to the next activity				
19. I provide constructive feedback about academic and social performance after instructional activities				
20. I know at the end of the instructional activity how many students met the learning outcomes				
21. I follow up with instruction for students who were unsuccessful				
22. Most students are interacted with positively during the lessons				
23. There are at least 4 positive for each negative student contacts				
24. I use a continuum of specific reinforcement methods to acknowledge appropriate behaviour				
25. I use a continuum of strategies to respond to inappropriate behaviour that align with my school's Responsible Behaviour Plan for Students				
26. My students know the consequences for inappropriate behaviour				
27. I am always consistent with applying and in following through with consequences stated				
28. I know which behaviours to manage in my classroom and which to refer for support from other staff				
29. I anticipate chronic problem behaviours and I use pre-correction* (see note below) as strategy				
30. I make frequent contact with the families of my students				
Total of 2's in place /60 = % in place				

* **Pre-correction** involves asking the class or student a question, e.g., “We’re about to go into the classroom – tell me, what do we need to do to be respectful when going into the classroom?” This differs from a **prompt**, which involves a direct form of instruction, e.g., “We’re about to go into the classroom – remember to be respectful by walking quietly to your desks.”