

Teacher Self-Assessment of the Effective Classroom Practices

TIER ONE – EFFECTIVE CLASSROOM PRACTICES: All staff consistently implement effective classroom practices to provide an engaging, predictable and safe learning environment for all students.

Effective Classroom Practices	Staff Expectations to Support Student Behavior
1. Classroom Expectations	<input type="checkbox"/> I have created and posted classroom rules aligned with schoolwide expectations. <input type="checkbox"/> I have filed a copy of my classroom rules in the office. <input type="checkbox"/> 80% of my students can tell the classroom expectations and rules.
2. Classroom Procedures and Routines	<input type="checkbox"/> I have created, posted, taught and given students frequent specific performance feedback on classroom procedures and routines. <input type="checkbox"/> Students can verbalize and regularly demonstrate the classroom procedures and routines.
3. Encourage Expected Behavior – Provide Specific Positive Feedback	<input type="checkbox"/> I use a variety of strategies to give specific positive feedback (free and frequent, intermittent, and long term). <input type="checkbox"/> What is my method for providing specific positive feedback at a ratio of 4: 1? ____ <input type="checkbox"/> Can my students tell how they receive acknowledgement for appropriate behavior? _____
4. Discouraging Inappropriate Behavior	<input type="checkbox"/> I demonstrate calm, consistent, brief, immediate, and respectful error corrections using professional teaching tone and demeanor. <input type="checkbox"/> I use a variety classroom response strategies (prompt, redirect, re-teach, provide choice, and conference with students).

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5. Active Supervision	<p><input type="checkbox"/> I have designed the classroom floor plan to allow for ease of movement for Active Supervision.</p> <p><input type="checkbox"/> I continually monitor all areas of the room by scanning, moving, and interacting frequently and strategically.</p> <p><input type="checkbox"/> When designing a lesson, I consider student groupings, location, and activity level.</p> <p><input type="checkbox"/> I provide positive contact, positive, and corrective feedback while moving around the room.</p>
6. Opportunities to Respond	<p><input type="checkbox"/> I use a variety of strategies to increase student Opportunities to Respond (examples: turn and talk, guided notes, response cards).</p> <p><input type="checkbox"/> What strategy do I use to track students being called on?</p> <p><input type="checkbox"/> I regularly use wait-time to increase student opportunity for metacognition.</p> <p><input type="checkbox"/> I regularly plan instructional questions and response methods prior to the lesson.</p>
7. Activity Sequence and Choice	<p><input type="checkbox"/> I Sequence tasks by intermingling easy/brief tasks among longer or more difficult tasks.</p> <p><input type="checkbox"/> When designing a lesson I consider the pace, sequence, and level of task difficulty to promote each student's success.</p> <p><input type="checkbox"/> I consider a variety of elements when offering students Choice (order, materials, partner, location, type of task).</p> <p><input type="checkbox"/> I develop and use a menu of options to promote student choice (examples: work stations, demonstration of knowledge).</p>
8. Task Difficulty	<p><input type="checkbox"/> How do I make certain independent work contains 70-85% known elements (instructional level)? _____</p> <p><input type="checkbox"/> How do I make certain reading tasks are 93-97% known elements (independent)? _____</p> <p><input type="checkbox"/> I use a variety of strategies to adjust Task Difficulty.</p> <p><input type="checkbox"/> I scaffold tasks by modeling, providing guided practice, and chunking multi-step directions and activities.</p>