

## CLASSROOM MANAGEMENT STOIC CHECKLIST



Variables	Questions to guide discussion	Y	N	Comments
<p><b>S</b>tructure/ <b>O</b>rganize the classroom for success.</p>	<ol style="list-style-type: none"> <li>1. Is the room arranged so you can get from any part of the room to any other part of the room relatively efficiently?</li> <li>2. Can you and your students access materials and the pencil sharpener without disturbing others?</li> <li>3. Does the schedule create consistency, variety, and opportunities for movement?</li> <li>4. Do you have effective beginning and ending routines?</li> <li>5. Have you defined clear expectations for instructional activities?</li> <li>6. Have you defined clear expectations for transitions between activities?</li> </ol>	<p>Y</p> <p>Y</p> <p>Y</p> <p>Y</p> <p>Y</p> <p>Y</p>	<p>N</p> <p>N</p> <p>N</p> <p>N</p> <p>N</p> <p>N</p>	
<p><b>T</b>each students how to behave responsibly in the classroom.</p>	<ol style="list-style-type: none"> <li>1. Have you created lessons on expectations and explicitly taught them for classroom activities and transitions?</li> <li>2. Have you created lessons and explicitly taught expectations for classroom routines and policies?</li> <li>3. Have you provided teaching and reteaching as needed? (Think about a basketball coach reteaching particular plays or patterns.)</li> </ol>	<p>Y</p> <p>Y</p> <p>Y</p>	<p>N</p> <p>N</p> <p>N</p>	
<p><b>O</b>bserve student behavior (supervise!)</p>	<ol style="list-style-type: none"> <li>1. Do you circulate and scan as a means of observing/monitoring student behavior?</li> <li>2. Do you model friendly, respectful behavior while monitoring the classroom?</li> <li>3. Do you periodically collect data to make judgments about what is going well and what needs to be improved in your management plan?</li> </ol>	<p>Y</p> <p>Y</p> <p>Y</p>	<p>N</p> <p>N</p> <p>N</p>	
<p><b>I</b>nteract positively with students.</p>	<ol style="list-style-type: none"> <li>1. Do you interact with every student in a welcoming manner (e.g., saying hello, using the student's name, talking to the student at every opportunity)?</li> <li>2. Do you provide age-appropriate, non-embarrassing feedback?</li> <li>3. Do you strive to interact more frequently with every student when he is engaged in positive behavior than when he is engaged in negative behavior?</li> </ol>	<p>Y</p> <p>Y</p> <p>Y</p>	<p>N</p> <p>N</p> <p>N</p>	
<p><b>C</b>orrect irresponsible behavior fluently— that is, in a manner that does not interrupt the flow of instruction.</p>	<ol style="list-style-type: none"> <li>1. Do you correct consistently?</li> <li>2. Do you correct calmly?</li> <li>3. Do you correct immediately?</li> <li>4. Do you correct briefly?</li> <li>5. Do you correct respectfully?</li> <li>6. Do you have a menu of in-class consequences that can be applied to a variety of infractions?</li> <li>7. Do you have a plan for how to respond to different types of misbehavior fluently?</li> </ol>	<p>Y</p> <p>Y</p> <p>Y</p> <p>Y</p> <p>Y</p> <p>Y</p> <p>Y</p>	<p>N</p> <p>N</p> <p>N</p> <p>N</p> <p>N</p> <p>N</p> <p>N</p>	