

**Self-Assessment, Part Two**

What follows are a series of questions you can utilize as a checklist for behaviors you want to have in your classroom. Some are more appropriate for one management style than another, so I recommend you skip the ones that don't apply to you. I see using this list as a valuable tool to get me in the right mindset before the semester starts and also to get me back to the right mindset if I have dealt with problem students or a challenge in my personal life. It, quite possibly, can help me avoid becoming an

**1. Maximize structure and predictability in the classroom**

- a) I establish and explicitly teach student procedures.
- b) I arrange my room to maximize (teacher to-student) proximity and minimize crowding and distraction.
- c) I actively supervise (move, san, interact, reinforce).

**2. Establish, teach, and positively stated classroom expectations.**

- a) My rules are stated as "do's" instead of "nos" or "don'ts."
- b) I actively involve students in establishing classroom rules.
- c) I explicitly teach and review these expectations or classroom "rules" in the context of routines.

"indifferent teacher."

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3. Managing behavior through effective instructional delivery

- a) I conduct smooth and efficient transitions between activities.
- b) I am prepared for lessons/activities (filler activities, materials readied, fluent presentation, clear directions).
- c) I provide a clear explanation of outcomes/objectives.
- d) I end lessons/activities with specific feedback.

4. Actively engage students in observable ways

- a) I maximize multiple and varied opportunities for each student to respond during my instruction.
- b) I engage my students in observable ways during teacher directed instruction (i.e., I use response cards, choral responding, votes, and other methods).
- c) I frequently check for student understanding.

5. Evaluate Instruction

- a) At the end of the activity, I know how many students have met the objective
- b) I provide extra time and assistance for students who struggle.
- c) I consider and note needed improvements (to lesson) for next time.

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7. Use a continuum of strategies to acknowledge appropriate behavior

- a) I provide specific and immediate contingent acknowledgement for academic and social behaviors (e.g., following expectations).
- b) I also use multiple systems to acknowledge appropriate behavior (teacher reaction, group contingencies, behavior contracts, or token systems).
- c) I use differential reinforcement strategies to address problem behavior.

8. Use a continuum of strategies to respond to inappropriate behavior

- a) I provide specific, contingent, and brief error corrections (stating expected behavior) for academic and social errors.
- b) In addition, I use the least restrictive procedure to discourage inappropriate behavior (non-verbals, proximity, teacher reaction, re-teaching, etc.) and proceed to more restrictive procedures.
- c) I respond to inappropriate behavior in a calm, emotionally objective and business-like manner.

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9. Developing caring and supportive relationships

- a) I learn and use student names by the end of week 2.
- b) I use explicit activities to learn about students.
- c) I communicate with students/families before school starts and continue frequent contact.
- d) I speak to students with dignity and respect—even when providing correction!

10. Teach about responsibility and provide opportunities for students to contribute to the good functioning of the classroom

- a) I use general classroom procedures and student jobs to enhance student responsibility.
- b) I provide students with self-control and self-monitoring strategies.
- c) I provide social skills instruction and problem-solving strategies.
- d) I provide specific activities for students to get to know one another and solve problems collaboratively.

All text box information from (indiana SACM). Item 6 was omitted as not applicable for a college classroom.

I recommend that you assess yourself on a scale of “need to do”, “need to improve” and “goal achieved” for all items you want to apply to your classroom. This can help you track your progress as well as identify your areas for improvement.