

INDIANA UNIVERSITY SCHOOL OF EDUCATION

Assessment of Classroom Management (Optional Observation Form)

Teacher Candidate: _____ Date: _____

Observer (if applicable) _____

Classroom Management Practice	Rating 0 = Not yet implemented 1 = Some attempt to implement 2 = Implement, but struggle w/ follow-through 3 = Implement, follow-through, monitor & improve
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1. Maximize structure and predictability in the classroom	
a) I establish and explicitly teach and/or remind students of procedures.	0 1 2 3
b) I use teacher-to-student proximity to interact with students, especially when correcting	0 1 2 3
c) I actively supervise (move, scan, interact, reinforce) behaviors.	0 1 2 3
2. Manage behavior through effective instructional delivery	
a) I conduct smooth and efficient transitions between activities.	0 1 2 3
b) I am prepared for lessons/activities (materials readied, fluent presentation, clear directions, and anchor activities).	0 1 2 3
c) I provide a clear explanation of outcomes/objectives.	0 1 2 3
d) I end lessons with specific feedback and/or closure activities.	0 1 2 3
3. Actively engage students through use of varied instructional strategies	
a) I use varied engagement techniques and offer multiple engagement opportunities during teacher directed instruction (think-pair-share, movement, manipulatives, writing, and other methods).	0 1 2 3
b) I regularly implement a variety of student-centered instructional strategies (cooperative learning, critical thinking skills, culturally sustaining teaching, and planned differentiated instruction).	0 1 2 3
c) Students are frequently and observably engaged in instruction (students are doing things that can be seen - i.e., communicating, manipulating, creating, reflecting, etc.).	0 1 2 3
4. Evaluate instruction	
a) At the end of the activity, I know how many students met the objective(s).	0 1 2 3
b) I provide extra time and assistance for students who need it.	0 1 2 3
c) I consider and note needed improvements to the lesson for next time.	0 1 2 3

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5. Maximize positive interactions	
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a) I positively interact with every student during each lesson/period.	0 1 2 3
b) After correcting behaviors, I use acknowledgement and positive reinforcement to support students in making good choices.	0 1 2 3

6. Use a continuum of strategies to acknowledge expected behavior	
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a) I provide specific and immediate contingent acknowledgement for following classroom expectations.	0 1 2 3
b) I also use multiple systems to acknowledge expected behavior (i.e., teacher reaction, group contingences, behavior contracts, or token systems).	0 1 2 3

7. Use a continuum of strategies to respond to inappropriate behaviors	
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a) I provide specific and brief corrections using discreet procedures (non-verbals, proximity, anonymous corrections, re-teaching, etc.) to discourage inappropriate behavior.	0 1 2 3
b) I respond to inappropriate behavior in a calm, emotionally objective manner describing what "to do."	0 1 2 3

8. Develop caring and supportive relationships	
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a) I use explicit activities to learn about students and their cultural background and personal interests.	0 1 2 3
b) I communicate routinely throughout the school day (before and after school, lunch, etc.) with students.	0 1 2 3
c) I speak to students with dignity and respect, even when providing correction.	0 1 2 3

9. Teach about responsibility and provide opportunities for students to contribute to the functioning of the classroom	
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a) I use general classroom procedures and student jobs to enhance student responsibility.	0 1 2 3
b) I provide students with self-control and self-monitoring strategies.	0 1 2 3
c) I provide social skills support and problem-solving strategies.	0 1 2 3
d) I provide specific activities for students to solve problems collaboratively.	0 1 2 3

Summary of Strengths and Areas for Improvement:

Current Strength Areas

Areas for Improvement

Goals and Improvement Strategies (Specific Action Steps)

Additional Classroom Management Considerations for Developing Own Classroom

- ✓ Rules should be stated as “do’s” instead of “no’s” or “don’ts.”
- ✓ Classroom rules need to be aligned with the school-wide expectations.
- ✓ Actively involve students in establishing classroom rules.
- ✓ Explicitly teach and review the school-wide expectations in the context of routines and as broad concepts.

- ✓ Make rules and expectations public and keep discipline private.

Tally each positive student contact.	Total #:	Tally each negative student contact.	Total #:
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