

**Classroom Ecology Checklist**

**Classroom Teacher:** Click here to enter text. **Grade:** Click here to enter text.

**Classroom Classification:** Choose an item. Click here to enter text.

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|  | **No** | **Somewhat** | **Yes** |
| **Caring & Supportive Relationship With and Among Students** |
| *Positive Classroom Climate* | Teacher greets/ calls students by name. |[ ] [ ] [ ]
|  | Students are provided with opportunities for positive interaction with peers (e.g., debates). |[ ] [ ] [ ]
|  | Teacher clearly articulates high expectations. |[ ] [ ] [ ]
| *Culturally Responsive Classroom Practices* | Teacher is respectful of all students and intentionally avoids escalating interactions. |[ ] [ ] [ ]
| **Instruction Designed To Optimize Learning And Engagement** |
| *Instruction Is Planned* | The teacher has spent time preparing the lesson (e.g., evidence of lesson planning). |[ ] [ ] [ ]
|  | Content and strategies are adjusted to student developmental levels and learning needs. |[ ] [ ] [ ]
|  | Complex tasks are broken down into small steps. |[ ] [ ] [ ]
|  | Pacing is attended to and adjusted, minimizing time in non-instructional activities. |[ ] [ ] [ ]
|  | Activities have clear beginnings and ends. |[ ] [ ] [ ]
| *Instruction Is Structured And Predictable* | The teacher clearly communicates directions and objectives so students have a clear plan of action. |[ ] [ ] [ ]
|  | Instruction follows a sequential order that is logically related to skill development. |[ ] [ ] [ ]
|  | The teacher provides guided practice and monitors independent practice with error-correction and re-teaching to work towards mastery. |[ ] [ ] [ ]
| *Instruction Is Interactive And Engaging* | Teachers demonstrate effective strategies to elicit student participation during teacher-led instruction. |[ ] [ ] [ ]
|  | The teacher gains the attention of all students at the beginning of a lesson or transition. |[ ] [ ] [ ]
|  | Participation is elicited from a variety of students (i.e., not over-targeting the same students). |[ ] [ ] [ ]
|  | There is use of variations in voice, movement, and pacing to maintain attention. |[ ] [ ] [ ]
|  | The teacher explicitly points out connections between effort and outcome. |[ ] [ ] [ ]
| *Instruction Is Direct And Explicit* | The teacher provides instruction in study skills/ critical thinking (e.g., note-taking, meta-cognitive strategies). |[ ] [ ] [ ]
|  | Direct information for strategies to store and retrieve information by pairing new information to existing knowledge is provided (e.g., mnemonics, visual devices). |[ ] [ ] [ ]
| *Learning Is Actively Monitored* | Regular feedback of student work is provided. |[ ] [ ] [ ]
|  | **No** | **Somewhat** | **Yes** |
| **Classroom Managed To Support Student Engagement** |
| *Organized Physical Setting* | Traffic patterns in the classroom are clearly defined and allow movement without disrupting others. |[ ] [ ] [ ]
|  | Furniture in the room is arranged so that students can be seen at all times and the teacher has easy access to all areas of the classroom. |[ ] [ ] [ ]
|  | Signs are posted around the room stating behavioral expectations in positive terms. |[ ] [ ] [ ]
| *Behavioral Expectations Established And Taught* | Classroom behavior expectations are consistent with school-wide expectations. |[ ] [ ] [ ]
|  | A small number of classroom behavioral expectations are defined (i.e., 3 to 5). |[ ] [ ] [ ]
|  | When the teacher uses an attention-getting signal, students respond within a few seconds. |[ ] [ ] [ ]
|  | The teacher acknowledges expected student behaviors more frequently than misbehaviors (ideally 4:1). |[ ] [ ] [ ]
| *Behavior Is Monitored* | Teacher moves around the classroom at regular intervals. |[ ] [ ] [ ]
|  | De-escalation strategies are used to minimize the impact of behavior on classroom learning. |[ ] [ ] [ ]
| *Planned Responses To Appropriate Behavior* | There is a system for documenting and rewarding appropriate behavior. |[ ] [ ] [ ]
|  | Behavior-specific/ descriptive praise to encourage appropriate behavior is used. |[ ] [ ] [ ]
|  | A wide repertoire of acknowledgements (e.g., tangible, verbal, social, activities) for appropriate behavior are used. |[ ] [ ] [ ]
|  | Acknowledgements are delivered to individuals, small groups, and/ or the whole class. |[ ] [ ] [ ]
|  | Acknowledgements for appropriate behavior are attainable by students at all levels. |[ ] [ ] [ ]
| *Planned Responses To Inappropriate Behavior* | A continuum of consequences to discourage rule violations (e.g., planned ignoring, praising others, explicit reprimand) is used. |[ ] [ ] [ ]
|  | A documentation system for managing specific behavioral problems is used. |[ ] [ ] [ ]
|  | The teacher is calm, clear, and brief when providing reprimands/ corrections. |[ ] [ ] [ ]
|  | Consequences have clear connections to behavior and are commensurate with the behavior. |[ ] [ ] [ ]
|  | Consequences are delivered promptly, consistently, and equitably. |[ ] [ ] [ ]
|  | Consequences are paired with teaching of appropriate behavior. |[ ] [ ] [ ]

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|  | **No** | **Somewhat** | **Yes** |
|  | Redirection is provided without anger, threats, or moralizing. |[ ] [ ] [ ]
| *Transitions Are Managed* | Cues to signal upcoming transitions are used. |[ ] [ ] [ ]
|  | Transitions are well-controlled, purposeful, and time-limited. |[ ] [ ] [ ]
| **Direct Instruction In Student Behavioral Self-Management** |
| *Promotion Of Self-Regulation* | Signals and cues are used to alert students to assess and monitor their own behavior. |[ ] [ ] [ ]
|  | Opportunities for students to measure their own progress are provided. |[ ] [ ] [ ]
|  | Direct instruction is provided in academic and social problem-solving strategies. |[ ] [ ] [ ]
|  | Teacher provides demonstrations about behavior and problem solving. |[ ] [ ] [ ]
|  | Teacher poses questions about behavior and social situations which promote thinking. |[ ] [ ] [ ]
|  | Wait-time is provided to students after they have been questioned. |[ ] [ ] [ ]

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