

**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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