

Tier One Classroom Management Self-Assessment Tool

Self-Assessment and Observation Tool

Arrange Orderly Physical Arrangement

Observe and monitor the three components of physical arrangement during a 10-20 minute period or during predictable problematic times:

Assessment (circle one): Baseline or Fidelity **Date:** **Time:** **Rm:** **Grade:**

Yes		Somewhat		No	
	Traffic patterns are always clearly defined and allow movement without disrupting others		Traffic patterns are clearly defined and allow movement without disrupting others somewhat of the time.		Traffic patterns are not clearly defined and do not allow movement without disrupting others, or there are unsafe areas.
	Staff/students have easy access to enter/exit classroom		Staff and students have easy access to enter/exit classroom 50% of the time.		There is not easy access for entering/exiting classroom
	Materials are clearly labeled, easily accessible, and organized for ease of use		Some of the materials are clearly labeled, easily accessible and organized for ease for use		Materials are not clearly labeled, are not accessible or organized
	Only current or relevant materials from the behavior/academic curriculum are displayed		Current behavior/academic curriculum is visible, yet some displayed materials from the previous curriculum are still displayed.		Current behavior/academic curriculum is not displayed, and/or many displayed materials are outdated.

Additional Comments and Observations

Self-Assessment and Observation Tool

Define, Teach, and Acknowledge Classroom Rules, aligned with school-wide expectations

Observe and monitor classroom rules during a 10-20 minute period or during predictable problematic times:

Assessment (circle one): Baseline or Fidelity **Date:** **Time:** **Rm:** **Grade:**

Yes		Somewhat		No	
	Classroom rules are defined by being observable, measurable, and positively stated. (e.g. hands and feet to self vs. no-fighting; raise your hand and wait to be called vs. be your best)		A few of the rules are not positively stated or are not measurable or observable		Several of the rules are not positively stated or are not measurable or observable
	Classroom rules are conceptually and visually aligned to school-wide expectations.		Classroom rules are conceptually aligned, but are not visually displayed as being connected to school-wide expectations		Rules are not aligned to school-wide expectations
	Classroom rules are prominently posted. Font size is large enough to read from anywhere in the classroom		Rules are posted but difficult to read from all locations in the classroom.		Rules are not posted, are hard to find, and/or hard to easily read
	Rules and expectations are frequently taught. Formally taught at least weekly (see lesson plans). Expectations and rule prompts are used to pre-correct and embedded into daily lessons and activities.		Rules and expectations are taught once per grade period. Occasional prompting and practicing embedded into lessons and activities.		Rules and expectations are not taught, or are taught less than once per grading period.
Teacher Interview or Review of Written School-wide Plan: Rules and Expectations are actively taught: <ul style="list-style-type: none"> ○ How frequently are expectations and rules formally taught? ○ How is it decided which rules and expectations to teach each week? ○ Evidence: Request to see last behavior lesson plans taught. 					Notes:

Additional Comments and Observations

Self-Assessment and Observation Tool

Define and Teach Classroom Routines

Observe and monitor classroom routines and procedures during a 10-20 minute period, or during predictable problematic times:

Assessment (circle one): Baseline or Fidelity **Date:** **Time:** **Rm:** **Grade:**

Yes		Somewhat		No	
	Classroom routines and procedures are 1) succinct, 2) positively stated, and 3) in age-appropriate language or visuals		Two out of three items are in place		Zero to one items are in place.
	Routines and procedures are aligned with school-wide expectations. School-wide expectations are conceptually and visually included on a classroom matrix for procedures and routines		School-wide expectations are conceptually linked to procedures and routines, but not visually included in a classroom matrix		School-wide expectations are neither conceptually or visually linked on the classroom matrix for procedures and routines
	Routines and procedures are prominently posted and in respective locations (e.g. lab routine in lab area). Font size is large enough to read from respective locations.		Routines and procedures are posted but not in designated areas and/or not easy to read.		Routines and procedures are not posted.
	Routines and procedures are taught and practiced at least monthly to maintain consistency and fluency. Students demonstrate accurate implementation of posted routines.		Routines and procedures are taught and practiced quarterly to maintain student consistency and fluency		Routines and procedures are not in place, or not taught and practiced at least 4 times throughout the year
	Routines and procedures are used throughout the day. Routines are used during observation.		Routines and procedures are used less frequently than daily, but at least weekly.		Routines and procedures are not used at least weekly or are not observed
	Students are prompted and acknowledged for using routines and procedures. Prompts prepare students to follow the routine. Acknowledgements recognize success with the routine with behavior specific praise statement (BSPS): <ul style="list-style-type: none"> o identifying student or group o identifying the expectation and routine o provide acknowledgement o provide tangible reinforcement (optional) 		Students are either prompted or acknowledged for using routines and procedures.		Routines and procedures are not in place, or students are neither prompted or acknowledged for using routines and procedures.

Additional Comments and Observations

Self-Assessment and Observation Tool

Provide Contingent and Specific Praise for Appropriate Behavior (BSPS)

Assessment Type (circle): Self-Assess or Direct Observation **Schedule** (circle): Baseline or Follow-up

School: **Date:** **Time:** **Rm:** **Grade:** **Subject:** **Teacher:**

Observe and monitor the three components of BSPS during a 10-20 minute period or during predictable problematic times:

Yes - 2		Somewhat - 1		No - 0		N/A	
BSPS are used and first three components of BSPS are observed: (1) identification of student/group in a way that it is known who is being praised, (2) include a term of praise (3) describe and acknowledge the rule/behavior being recognized. Addt'l best practices: (4) link to school-wide expectation, (5) optional - provide tangible reinforcement Examples: <ul style="list-style-type: none"> o "Javier, great job waiting your turn" o "Class, terrific job <i>being safe</i> by walking in the hallway just as we practiced. Everyone is silent and hands are at sides." 		Only first 2 components are observed (general praise)		No praise (BSPS or general) was used			
BSPS was also linked to school-wide expectations 50% or more of the time		BSPS was also linked to school wide expectations some of the time (below 50%)		BSPS was not linked to school wide expectations		BSPS is not used	
BSPS is contingent (student demonstrates behavior being reinforced) and delivered immediately upon student accurately displaying desired behavior.		Teacher uses BSPS within 10 minutes of student/group displaying the desired behavior		Students receive BSPS without demonstrating the behavior.		BSPS is not used	

	Ratio of BSPS (Behavior specific praise statements) are delivered at least 4 times as often as EC (error correction)		Behavior specific praise statements are delivered 2-3 times as often as negative feedback		Behavior specific praise statements are delivered fewer than 2 times as often as negative feedback		BSPS is not used
	Ratio of all positive feedback (both BSPS and General praise) are delivered at least 4 times as often as all corrective feedback (all strategies marked with an asterisk *).		Positive feedback is delivered 2-3 times as often as corrective feedback		Positive feedback is delivered fewer than 2 times as often as corrective feedback		Neither BSPS or general praise is used
	If tangible reinforcements are used, teacher uses BSPS when students earn the reinforcement. <i>Note: Rate this following item if a school-wide tangible acknowledgement system is in place (e.g. gotchas), or a class-wide tangible system (e.g., marbles, table-points, etc.) is in place</i>		Teacher only uses first 2 components of BSPS when tangible reinforcements are earned.		BSPS is not used when students earn tangible reinforcements		The school-wide tangible reinforcements were not used in the classroom; or no tangible reinforcement system is in place

Additional Comments and Observations:

Assessment (circle one): Baseline or Fidelity

Date:

Time:

Rm:

Grade:

Start Time:

End Time:

Observation Data for Praise and Corrections:	Tally:	Total Count:
General Praise for behavior (great job; thumb's up; etc.)		
Specific Praise for behavior (identify the student or group, name the behavior, name the expectation met)		
Corrections to Inappropriate Behavior Verbal, redirect, prompt, gesture, proximity control, etc.		
Specific Correction to Inappropriate Behavior (identify student or group, name the behavior or expectation not met, name the behavior expected)		
<i>Final Ratio of Praise to Corrections:</i>		

Self-Assessment and Observation Tool

Employ Active Supervision (move, scan, interact)

Observe and monitor the three components of active supervision during a 10-20 minute period or during predictable problematic times. Observer should tally to see if the teacher moves, scans and interacts at least 10 times each during a 20-minute observation.

Assessment (circle one): Baseline or Fidelity

Date:

Time:

Rm:

Grade:

Yes	Somewhat	No
<p>The teacher moves at least 10 times during a 20-minute observation:</p> <ul style="list-style-type: none"> ○ Move and circulate through all parts of the classroom using close proximity to students needing additional support 	<p>This active supervision component is observed, but is less frequent than 10 times during the time period.</p>	<p>The teacher does not use this active supervision component during the time period.</p>
<p>The teacher scans at least 10 times during a 20-minute observation:</p> <ul style="list-style-type: none"> ○ Visually scan all parts of the classroom looking for both appropriate behaviors (provide acknowledgement) and inappropriate behaviors (close proximity and error correction) 	<p>This active supervision component is observed, but is less frequent than 10 times during the time period.</p>	<p>The teacher does not use this active supervision component during the time period.</p>
<p>The teacher interacts at least 10 times during a 20-minute observation:</p> <ul style="list-style-type: none"> ○ Interact frequently providing positive feedback, pre-correction, and correction. The teacher monitors and provides additional support to students needing help with academic and/or social behavior. 	<p>This active supervision component is observed, but is less frequent than 10 times during the time period.</p>	<p>The teacher does not use this active supervision component during the time period.</p>

Additional Comments and Observations

Self-Assessment and Observation Tool

Provide Multiple Opportunities to Respond and Academic Engagement

Observe and monitor the components of Opportunities to Respond during a 10-20 minute period or during predictable problematic times:

Assessment (circle one): Baseline or Fidelity **Date:** **Time:** **Rm:** **Grade:**

Data Collection for Multiple Opportunities to Respond								Data:	
Tally of instructional questions, statements or gestures made by the teacher seeking an academic response (Group)									
Tally of instructional questions, statements or gestures made by the teacher seeking an academic response (Individual)									
Strategies used to replace single student responding (e.g. use of response cards, dry erase boards, Smart Boards, white boards, response clickers, choral response, guided notes, computer assisted instruction, class-wide peer tutoring and direct instruction, etc.):									
Observation of On-task/Off-task Behavior for Academic Engagement:									
<ul style="list-style-type: none"> ○ During a 10-minute observation, collect data of on-task and off-task behaviors; ○ At 10-second intervals, observe a student, and mark “+” for on-task behavior and “-” for off-task behavior. ○ Observe and record observations until all boxes are completed. 									
1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60

Yes	Somewhat	No
A variety of strategies are used to engage students in group responses	1-2 strategies are used to engage students in group responses	Students are not engaged in group responses
Group responses are used more frequently to engage all students.	Group responses and individual responses are used equally	Individual responses are used predominantly, and/or the same students are regularly targeted to respond.
Frequency of opportunities to respond: <ul style="list-style-type: none"> ○ New content: Average 4-6 responses per minute, with 80% accuracy ○ Review of content: Average 8-12 responses per minute with 90% accuracy 	Frequency of opportunities to respond: <ul style="list-style-type: none"> ○ New content: Average 2-3 responses per minute, or less than 80% accuracy ○ Review of content: Average 3-7 responses per minute with less than 90% accuracy 	Students are not given opportunities to respond, or <ul style="list-style-type: none"> ○ New content: Average 1 or fewer responses per minute ○ Review of content: Average 2 or fewer responses per minute
Teacher talk is less than 40% of instruction time observed	Teacher talk is 40-60% of time observed	Teacher talk is greater than 60% of time observed
Wait time equals 5 seconds	Wait time is less than five seconds	Teacher does not allow wait time
80% or more of students are on task during the observation	70-79% of students are on task during the observation	Less than 70% of students are on task during the observation

Additional Comments and Observations