

Self-Assessment of Classroom Management Practices

Use this checklist when examining classroom management practices. Read each item and use the three-point scale to indicate the extent to which it is in place. Summarize the total points in the final row.

Practice	Not in Place	Partially In Place	In Place
3-5 schoolwide or classroom expectations are identified, posted, and shared with students (<i>e.g., be safe, be respectful, be responsible</i>).	0	1	2
The schoolwide or classroom expectations are explicitly taught to students.	0	1	2
Classroom routines are taught explicitly to students, such as turning in assignments, transitions, and preparing to leave for the day.	0	1	2
Students are regularly acknowledged for prosocial skills and use of expectations (<i>e.g., behavior specific praise, positive behavior tickets</i>).	0	1	2
The teacher(s) use a variety of methods to respond to instances of unexpected or unwanted behavior.	0	1	2
The teacher(s) use a variety of methods to build relationships <i>with</i> their students.	0	1	2
The teacher(s) use a variety of methods to build relationships <i>between</i> students.	0	1	2
The teacher(s) use a variety of methods to actively engage students during instruction (<i>e.g., verbal responding, gestures, peer-to-peer activities</i>).	0	1	2
TOTAL SCORE	_____ /16		

**These items are based off on various research sources that have summarized effective classroom management practices (cf. Harlacher, 2015; Simonsen & Myers, 2015).*

Interpretation Key	
13 – 16	= Acceptable Fidelity
0 – 12	= Not Acceptable Fidelity

When interpreting the results, classrooms with scores of 13 or higher (80% of total points or more) can be considered to have a solid foundation of classroom management practices. For scores of 12 or less, look at the individual items for areas to support or improve classroom management.