

Classroom Organization and Management Checklist

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DRAFT

I. Physical Setting and Classroom Climate

- Seating arrangement allows for open traffic patterns
- Seating arrangement supports instructional activity
- Seating arrangement allows all students to face major area of instruction
- Room is free of clutter
- Room is attractive/pleasant
- Student work is posted
- Rules are written in large print and posted
- Rules are practiced and reviewed
- Room is not overly decorated
- Teacher's name and room number are posted on/beside door
- Students respect others as evidenced by words and actions
- The teacher treats students with respect as evidenced by body language, words, and tone of voice
- Teacher greets students as they enter and exit the classroom
- Students enter and exit room in an orderly manner
- Teacher is organized and ready to teach when students enter the room
- Procedures have been taught for beginning and ending the day and are reviewed as needed
- Teachers and students discuss the relationship between effort and outcome/achievement
- Teacher constantly monitors work and behavior by walking around
- Procedures have been taught to enable students to follow classroom rules and reviewed as needed

<i>ONA</i>	<i>NO</i>	<i>NI</i>	<i>A</i>	<i>O</i>

II. Instruction

For all instructional formats and strategies

- Teacher asks higher order questions
- Teacher asks, waits 3-5 seconds, then calls on a student to respond using equity cards/sticks
- Teacher provides three prompts before calling on another student
- Teacher requires student who could not answer question after 3 prompts to listen to answer and repeat answer

<i>ONA</i>	<i>NO</i>	<i>NI</i>	<i>A</i>	<i>O</i>

Student Pairs/Peer Tutors

(See Section II For All Instruction)

- Procedures have been taught to quickly enable student to get into pairs
- Students understand that they must monitor their voice level
- Students understand their roles
- Students stay on task

<i>ONA</i>	<i>NO</i>	<i>NI</i>	<i>A</i>	<i>O</i>

Teacher-Led Small Groups

(See Section II For All Instruction)

- Teacher has well-planned lesson for group based on student needs
- Other students are assigned meaningful work
- Procedures are in place for larger group when teacher is working with small group

<i>ONA</i>	<i>NO</i>	<i>NI</i>	<i>A</i>	<i>O</i>

Cooperative Groups

(See Section II-For All Instruction)

- Student behavior indicates they have been taught procedures for working in cooperative groups
- Groups are equally divided based on academics, sex, and race
- A reasonable noise level has been established and procedures are in place when noise level gets too loud
- All students are held accountable for all members of the group
- A group grade is given for each team
- Group competition is lively and fun
- Individual student grades are used to calculate grade for report card
- Cooperative group activities are used for reinforcement or enrichment

<i>ONA</i>	<i>NO</i>	<i>NI</i>	<i>A</i>	<i>O</i>

Centers and Stations

(See Section II-For All Instruction)

- A system is in place for students to rotate through centers/stations
- Procedures are taught for use of centers/stations
- Activities provide reinforcement or enrichment
- A variety of meaningful centers are available incorporating all learning styles
- Technology is a used as a center

<i>ONA</i>	<i>NO</i>	<i>NI</i>	<i>A</i>	<i>O</i>

III. Teacher Behaviors

The teacher

- does not lecture, threaten, nag
- corrects misbehavior with no interruption of lesson
- uses corrective consequences when appropriate
- uses cues and signals rather than oral reprimands
- teaches procedures for transitions from one activity to another and one place to another
- is energetic
- encourages some humor
- plans a variety of learning activities
- appreciates differences in students
- **consistently** enforces rules
- insures that classroom time is used constructively for effective instruction and learning
- minimizes giving tangible rewards
- encourages intrinsic motivation
- walks to the opposite side of the room when a student is speaking to ensure that all can hear and to monitor behavior of students on the opposite side of the room
- works with other teachers to increase student achievement
- demonstrates evidence of overall planning

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IV. Student Accountability Behaviors

Student behaviors indicate

- they have been taught rules and procedures
- they understand and practice respecting others
- they understand being in their seats ready to work when the day/class begins
- they feel safe to question and try new concepts/skills
- they enjoy learning
- they know what they will be learning
- they have been taught to bring needed materials to class
- a willingness to help one another
- an understanding of the importance of achievement for themselves and for their school

<i>ONA</i>	<i>NO</i>	<i>NI</i>	<i>A</i>	<i>O</i>

ONA= Opportunity to observe not available

NO=Not observed

NI=Needs Improvement

A=Average

O=Outstanding