

# CLASSROOM MANAGEMENT STOIC CHECKLIST



| Variables                                                                                                               | Questions to guide discussion                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Y | N | Comments |
|-------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---|---|----------|
| <b>Structure/</b><br><b>Organize</b><br>the classroom for success.                                                      | <ol style="list-style-type: none"> <li>1. Is the room arranged so you can get from any part of the room to any other part of the room relatively efficiently?</li> <li>2. Can you and your students access materials and the pencil sharpener without disturbing others?</li> <li>3. Does the schedule create consistency, variety, and opportunities for movement?</li> <li>4. Do you have effective beginning and ending routines?</li> <li>5. Have you defined clear expectations for instructional activities?</li> <li>6. Have you defined clear expectations for transitions between activities?</li> </ol> | Y | N |          |
| <b>Teach</b> students<br>how to behave responsibly in the classroom.                                                    | <ol style="list-style-type: none"> <li>1. Have you created lessons on expectations and explicitly taught them for classroom activities and transitions?</li> <li>2. Have you created lessons and explicitly taught expectations for classroom routines and policies?</li> <li>3. Have you provided teaching and reteaching as needed? (Think about a basketball coach reteaching particular plays or patterns.)</li> </ol>                                                                                                                                                                                        | Y | N |          |
| <b>Observe</b> student behavior<br>(supervise!)                                                                         | <ol style="list-style-type: none"> <li>1. Do you circulate and scan as a means of observing/monitoring student behavior?</li> <li>2. Do you model friendly, respectful behavior while monitoring the classroom?</li> <li>3. Do you periodically collect data to make judgments about what is going well and what needs to be improved in your management plan?</li> </ol>                                                                                                                                                                                                                                         | Y | N |          |
| <b>Interact positively</b><br>with students.                                                                            | <ol style="list-style-type: none"> <li>1. Do you interact with every student in a welcoming manner (e.g., saying hello, using the student's name, talking to the student at every opportunity)?</li> <li>2. Do you provide age-appropriate, non-embarrassing feedback?</li> <li>3. Do you strive to interact more frequently with every student when he is engaged in positive behavior than when he is engaged in negative behavior?</li> </ol>                                                                                                                                                                  | Y | N |          |
| <b>Correct</b><br>irresponsible behavior fluently—that is, in a manner that does not interrupt the flow of instruction. | <ol style="list-style-type: none"> <li>1. Do you correct consistently?</li> <li>2. Do you correct calmly?</li> <li>3. Do you correct immediately?</li> <li>4. Do you correct briefly?</li> <li>5. Do you correct respectfully?</li> <li>6. Do you have a menu of in-class consequences that can be applied to a variety of infractions?</li> <li>7. Do you have a plan for how to respond to different types of misbehavior fluently?</li> </ol>                                                                                                                                                                  | Y | N |          |