

Assessing Classroom Management Strategies

Learning activity

1. Using the accompanying tool “Classroom Management: Self-Assessment Revised” (2006) by Simonson, Fairbanks, Briesch, & Sugai, rate either YOUR OWN classroom management, if you are currently a classroom teacher, OR RATE YOUR COOPERATING TEACHER’S classroom management. Follow the directions on page 6 of this document.

2. FOLLOWING COMPLETION OF THE SURVEY, Write a Professional Reflection of at least 1-2 double spaced pages in response to these questions:

- ❖ **What have you learned about your own or cooperating teacher’s classroom management strategies as a result of completing the survey?**
- ❖ **What are the implications of this for you as a professional educator?**
- ❖ **What practices/strategies might you alter or increase as a result of this new learning?**



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Positive Behavior Support

Classroom Management: Self-Assessment Revised

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SCHOOL-WIDE POSITIVE BEHAVIOR SUPPORT

OSEP Center on Positive Behavioral Interventions and Supports¹

University of Oregon

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Classroom Management: Self-Assessment²

Teacher _____ Rater _____		Date _____	
Instructional Activity _____		Time Start _____ Time End _____	
Tally each Positive Student Contacts	Total #	Tally each Negative Student Contacts	Total #
Ratio ³ of Positives to Negatives: _____ to 1			

Classroom Management Practice	Rating
1. I have arranged my classroom to minimize crowding and distraction	Yes No
2. I have maximized structure and predictability in my classroom (e.g., explicit classroom routines, specific directions, etc.).	Yes No
3. I have posted, taught, reviewed, and reinforced 3-5 positively stated expectations (or rules).	Yes No
4. I provided more frequent acknowledgement for appropriate behaviors than inappropriate behaviors (See top of page).	Yes No
5. I provided each student with multiple opportunities to respond and participate during instruction.	Yes No
6. My instruction actively engaged students in observable ways (e.g., writing, verbalizing)	Yes No
7. I actively supervised my classroom (e.g., moving, scanning) during instruction.	Yes No
8. I ignored or provided quick, direct, explicit reprimands/redirections in response to inappropriate behavior.	Yes No
9. I have multiple strategies/systems in place to acknowledge appropriate behavior (e.g., class point systems, praise, etc.).	Yes No
10. In general, I have provided specific feedback in response to social and academic behavior errors and correct responses.	Yes No
Overall classroom management score:	
10-8 "yes" = "Super"	# Yes _____
7-5 "yes" = "So-So"	

² Revised from Sugai & Colvin

³ To calculate, divide # positives by # of negatives.

<5 "yes" = ***Improvement Needed***

Action Planning

The purposes of this assessment are to (a) determine the extent to which effective general classroom management practices are in place and (b) develop an action plan for enhancement/maintenance based on this information. This assessment and action plan can be completed as a “self-assessment” or by an observer.

1. Pick a teacher-led/directed activity that has a specific learning outcome/objective.
2. During the activity, count number of positive and negative student contacts that occur during the activity.
3. After the activity,
 - a. Sum the number of positive and negative contacts and calculate the ratio of positive to negative contacts.
 - b. Assess whether each classroom management practice was evident.
 - c. Sum the number of “yes” to determine overall classroom management score.
 - d. Based on your score, develop an action plan for enhancement/maintenance.

Action Plan		
#	Current Level of Performance	Enhancement/Maintenance Strategies ⁴

⁴ What? When? How? By When?

Selected Supporting References

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