

Instructional Practices for an Effective Classroom

Teacher's Name: _____ Program Supervisor: _____ Date: _____

Read each item on the checklist and consider the degree to which you implement it in your classroom. For each item, Circle the number that corresponds to your overall implementation of that item.

- 1 = You do not implement this item in your classroom
- 2 = You implement this item sometimes, with some content area
- 3 = You implement this time consistently across all areas of the curriculum and across students
- 4 = More training or information is requested

1	2	3	4	Classrooms were developed and classroom rules are clearly displayed at student level and written at students' comprehension level.
1	2	3	4	A positive behavior system is in place for praising and acknowledging student's developmental academic and behavioral accomplishments based upon the classroom rules.
1	2	3	4	Routines are clearly defined and well established with procedures consistently enforced.
1	2	3	4	A process is in place for quick recording of consistently enforced developmental academic and behavioral data.
1	2	3	4	Classroom organization and structure allow for smooth transitions between group, classes and activities.
1	2	3	4	Teacher can differentiate the need for an individual behavior plan.
1	2	3	4	Procedures are in place for dealing with severe/dangerous behaviors in crisis plan.
1	2	3	4	Instruction is explicit, interesting, varied, age appropriate, and individually appropriate. Students are actively engaged in instruction and downtime is kept to a minimal.
1	2	3	4	The teacher ensures that prerequisite skills are mastered before continuing.
1	2	3	4	The teacher assures predictability and provides transitional warnings.
1	2	3	4	Instruction is provided in a variety of formats: one to one, small group, and large.
1	2	3	4	The pacing of instruction maintains student attention.
1	2	3	4	Instructional materials are designed to meet varying student performance levels.
1	2	3	4	Following appropriate response time, teacher provides corrective feedback and error correction.
1	2	3	4	Independent activities are designed to provide instructionally relevant practice.
1	2	3	4	Data Driven decisions are in place to assess the effectiveness of instruction or behavior program.
		X		Totals

Interpreting Results (total columns 1-3)

- 36-48 points is indicative of a classroom with strong evidence of strategies characteristic of effective classrooms.
- 22-35 points is indicative of a classroom moving toward effective instructional practices
- 21 or fewer is indicative of a classroom that requires more emphasis on effective instructional practices

Comments