

No	Yes	Domain	Comments
		A. Space and Materials	
		Furniture is arranged to allow for easy student movement	
		All students are seated in areas that allow for them to see and hear instructions	
		Students have personal space to place belongings	
		Materials in the class are easily accessible to students	
		Distractions are minimized – visual displays, tangible objects, and auditory	
		Arrangement of desks is conducive to lessons	
		There is a “quiet” area in the class to escape distractions	
		Clutter is kept to a minimum	
		Infrequently used items and materials are stored in non-distracting containers	
		Materials are fully stocked	
		Odors are minimized (class pets, and materials) An odor eliminator is present if needed	
		There are accommodations available for reducing sensory stimuli – head phones, variety of seating, listening centers, weighted objects	
		Accommodations and modifications are made for individual student Needs	

		B. Procedures and Routines	
		A daily class schedule is posted and referred to	
		An in and out log is used	
		Hall and restroom passes are in coordination with the in and out log	
		Procedure is place for handing in papers and homework	
		Students have been instructed on beginning and ending of the day procedures	
		Students have been instructed in desk and area cleaning procedures and adequate time is allowed for follow through.	
		Instruction has occurred on heading papers an note taking procedures	
		Direct instruction has occurred for entering, exiting behaviors, walking the hallways, and playground behavior	
		A procedure for transitions has been taught and is used	
		Visual, auditory and/or movement transitional cues are used	
		“Seated-ness”, noise level and materials expectations are explained prior to each activity	
		C. Behavior Management	
		Behavioral expectations and rules are defined, taught and posted and easy for all students to see	
		Rules are limited to 5 correspond with the school wide expectations, are clearly defined, positively stated	
		A positive recognition system is in place and used at a ratio of 4:1	
		Positives and consequences are listed on the classroom management plan	

		Positives are provided random and are specific in nature which may include point systems, tangibles and privileges	
		Praise and positive teacher interactions are used frequently	
		Consequences and corrective feedback are provided immediately after behavior and is specific in nature	
		Consequences are in a hierarchy of minor to serious, are logical and specific	
		Consequences are provided in non-emotional manner, consistently and timely	
		Adults in the classroom model appropriate social behaviors	
		Each student has a positive interaction with the teacher on a daily basis	
		D. Direct Teaching	
		Directions given are clear, and understood by all students	
		The majority of time is spent engaged in active learning situations	
		The pace of instruction is brisk and appropriate for all students	
		Cooperative learning strategies are utilized	
		Unstructured downtime is minimized	
		Student understanding is checked frequently and for all students	
		Multiple opportunities for student choice making are provided throughout the day	