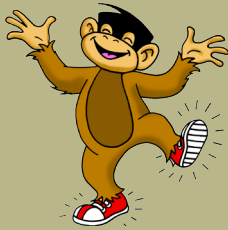


# Academic Success for All Learners

## Making a *Difference*



Sam & Friends

*Academic Success for All Learners is making a difference in classrooms just like yours and in some of the toughest learning environments around the globe. Our programs will make a difference in the reading abilities and confidence of your learners. The Reading for All Learners Programs will make a difference in The Five Essentials:*

- (1) phonemic awareness,*
- (2) phonics, (3) fluency,*
- (4) vocabulary, and (5) text comprehension.*

# Reading for All Learners Teacher Self Evaluation

# Classroom Management

This product may be used at no cost through 12/31/2007  
© 2007 Alan Hofmeister



## Academic Success for All Learners

[www.iseesam.com](http://www.iseesam.com)

131 North 1175 West #5 Logan, UT 84321 Phone: 435-755-7885 Fax: 435-755-6069

# Self-Evaluation Checklist: Classroom Management

<b>Skill 1. Instructional Strengths</b>			
Well-planned, strong, durable procedures are used to teach the course content.			
<b>Evaluation Questions</b>	Observation 1	Observation 2	Observation 3
a. Are time management procedures, such as brisk pacing and effective transitions, used?	1 2 3 4	1 2 3 4	1 2 3 4
b. Are functions, such as checking prerequisites and guided practice, ensuring successful student management?	1 2 3 4	1 2 3 4	1 2 3 4
c. Are effective academic feedback and academic monitoring skills in use?	1 2 3 4	1 2 3 4	1 2 3 4
d. Does the teacher avoid being distracted from instruction by student misbehavior?	1 2 3 4	1 2 3 4	1 2 3 4
Notes:			

<b>Skill 2. Setting and Implementing Rules</b>			
The teacher uses rules and related procedures to prevent problems and manage the classroom in a businesslike manner.			
<b>Evaluation Questions</b>	Observation 1	Observation 2	Observation 3
a. Does the teacher provide a set of rules at the beginning of the course?	1 2 3 4	1 2 3 4	1 2 3 4
b. Do the rules specify behaviors needed for productive, instructional interactions?	1 2 3 4	1 2 3 4	1 2 3 4
c. Does the teacher demonstrate a willingness and ability to act when rules are broken?	1 2 3 4	1 2 3 4	1 2 3 4
d. Does the teacher establish and interpret rules to develop student support for the rules?	1 2 3 4	1 2 3 4	1 2 3 4
Notes:			

**Circle a rating scale number for each question.**

**Rating Scale: 1 - No Change 2 - Minor Problems 3 - Major Problems 4 - Insufficient Information**

**Skill 3. Prevention**

The teacher effectively intervenes to prevent and reduce misbehavior.

<b>Evaluation Questions</b>	Observation 1	Observation 2	Observation 3
a. Does the teacher demonstrate increased vigilance at appropriate times?	1 2 3 4	1 2 3 4	1 2 3 4
b. Are interventions timed to avoid disrupting the flow of the instruction?	1 2 3 4	1 2 3 4	1 2 3 4
c. Do teacher reactions to misbehavior model appropriate social interactions?	1 2 3 4	1 2 3 4	1 2 3 4
d. Does the teacher effectively use physical placement to monitor students and intervene effectively?	1 2 3 4	1 2 3 4	1 2 3 4

Notes:

**Skill 4. Appropriate Behavior Recognized**

The teacher clearly identifies and recognizes appropriate academic and classroom social interaction skills.

<b>Evaluation Questions</b>	Observation 1	Observation 2	Observation 3
a. Are the important classroom interaction skills clearly identified?	1 2 3 4	1 2 3 4	1 2 3 4
b. Is teacher praise contingent, i.e., clearly linked in time and action with the student behavior?	1 2 3 4	1 2 3 4	1 2 3 4
c. Does teacher praise leave no doubt as to who and what action is being recognized?	1 2 3 4	1 2 3 4	1 2 3 4
d. Is teacher praise delivered in a credible manner?	1 2 3 4	1 2 3 4	1 2 3 4

Notes:

**Skill 5. Limited Reprimands**

Reprimands are limited in number and effectively used.

<b>Evaluation Questions</b>	Observation 1	Observation 2	Observation 3
a. If reprimands are used, are they specific and credible?	1 2 3 4	1 2 3 4	1 2 3 4
b. Is there any evidence to suggest that academic errors are being equated with misbehavior?	1 2 3 4	1 2 3 4	1 2 3 4
c. Do the tone and content of reprimands threaten student self-concepts?	1 2 3 4	1 2 3 4	1 2 3 4
d. Are reprimands being used excessively?	1 2 3 4	1 2 3 4	1 2 3 4
e. Do specific students receive excessive reprimands?	1 2 3 4	1 2 3 4	1 2 3 4

Notes: