

Class Climate and Culture

Reflection Checklist



PBSIS

Helping Schools build Systems of Support

Guidance for use: The items included in this checklist are considered essential minimum practices for the setup, management, and design of instructional environments. For the best reflection opportunity, apply the indicators across a series of lessons. For the items you determined are not typically evident, consider accessing professional development resources for ideas and suggestions.

Evident	Class Set Up: Reflection items
	Expectations for how student should conduct themselves are posted, positively stated, action oriented and visible from all parts of the room.
	The class schedule / routine is posted and visible from all parts of the room
	Students have personal space for their belongings
	Materials to support learning are available and easy to access (Examples include: pens, paper, reference books and materials, content specific supplemental resources pencil sharpener, etc.)
	Organization of the room allows for unobstructed student movement
	The seating arrangement is flexible to support different opportunities to learn
	The room is free of physical hazards
	Technology is available to support different opportunities to learn

Evident	Enter Class Routine: Reflection items
	Teacher greets / welcomes students as they enter the room.
	Students arrive to seat ready with minimal prompting and guidance.
	Do Now is posted on the board.
	Do Now is relative to the content (e.g., prepares students for new concept; activates background knowledge; reinforces previously learned skill, etc.).
	Do Now is appropriate for independent level work and accomplishable in 10 minutes or less
	Teacher scans and moves around room to check for understanding, provides help, gives performance and behavior feedback, distributes school-wide tickets, etc.
	Teacher has a procedure for bringing the Do Now to a close.

Evident	Transitions and Procedures: Reflection items
	Consistent signals are used to gain student attention prior to directions
	Students complete transitions with minimal prompting and guidance
	Students know what their roles are and how to perform their roles during transitions (e.g., collecting materials, etc.)
	Directives for transitions are action oriented, in the form of a statement and are 3 or less steps
	Routines to guide transitions are clearly defined and consistently used
	Cues are used to signal that transitions are approaching (e.g., get ready cue; countdown to the end of an activity)
	Routines are established for daily occurring student needs (e.g., bathroom pass, pencil sharpening, asking for help, going to the nurse)

Evident	Supportive Learning Environment: Reflection items
	Learning objective is posted and visible from all parts of the room
	Anchor charts are visible and relevant to support the learning objective
	The majority of time is spent engaged in active learning activities
	Models of completed tasks/projects are available for reference
	Student understanding is checked frequently and for all students
	Opportunities are available for students to influence the learning process (e.g., choice of activities or topics)
	Distractions (visual, tangible, and auditory) are minimized
	Individual student needs are planned for and addressed (e.g., accommodations, individual explanation of directions, extra attention or assistance, etc.)
	The teacher monitors engagement by moving and scanning
	A routine exists for students to access help (e.g. Ask 3 before me, 2 fingers in the air)
	Distractions (visual, tangible, and auditory) are minimized
	Adults demonstrate caring and interest in student well-being and success
	Each student has a positive interaction with the teacher on a daily basis
	Positive and corrective feedback are specific and provided immediately
	A minimum of 1 positive comments for every 1 negative or corrective comment is provided
	The teacher uses behavior specific praise to reinforce positive behaviors and participation in the academic routine.

Evident	Cuing and Redirecting Behavior and Conduct Issues: Reflection items
	The teacher uses a variety of strategies to cue appropriate behavior and circumvent anticipated problems.
	Adults in the classroom model appropriate social behaviors (e.g., speaking respectfully, following routines).
	The teacher continually scans and recognizes student signals that there is a problem or that they are having a difficult day (e.g., facial expression, mannerisms out of routine, etc.).
	When an individual student is engaging in an unwanted behavior, the teacher employs indirect strategies to cue appropriate behavior (e.g., praising students sitting near the student, providing a whole prompt or restatement of expectations).
	When addressing student behavior, the teacher tends to phrase corrections and prompts in terms of what they want the student to do (as opposed to what the student should stop doing).
	When an individual student is acting out, the teacher first engages the rest of the class in an activity and then speaks to the student privately to address the issue.
	When an individual student is acting out, the teacher handles the situation calmly and with a neutral affect.
	The teacher uses a variety of redirection strategies to re-engage a student back into the classroom routine.
	The teacher praises cooperation when a student follows a redirection
	The teacher avoids using these: threats, sarcasm, jabs, scolding in front of other students, putting the student down, etc.
	Has and follows a protocol for a continuum of consequences appropriate to the developmental age of the class.

Evident	Teacher Directed Instruction: Reflection items
	Teacher presents the learning objective for the day.
	During instruction, the teacher uses multiple means to present concept (e.g., narrative explanation, illustrations, modeling, video, interactive website, manipulatives, guided exploration).
	Teacher directed instruction is explicit, clear, and presented in small segments (about 15 minutes)
	Teacher scans for signals or responses that indicate uncertainty, understanding, or need for help.
	Teacher creates academic response opportunities to engage students (e.g., choral responding, check for understanding questions, etc.).
	The teacher has a process for determining if additional teacher direction instruction on the concept is needed.
	The pace of instruction is appropriate

Evident	Cooperative Group / Center based Learning: Reflection items
	Flexible grouping is used with consideration to composition and size of groups
	Assignments are designed to reflect the range of learning needs in the class
	Assignments are designed to motivate learners (e.g., differentiating across learning styles or multiple intelligences)
	Group activities include group (e.g., a common product) and individual (e.g., completing a specific part) accountability expectations
	Engagement issues are quickly and effectively addressed
	There is a plan for handling students finishing work at different increments
	There are opportunities for students with and without disabilities to interact with one another
	Students are assigned roles with the group.
	Students perform assigned roles
	Instructional assistants know and perform their role to support small group / center work
	Teacher actively monitors and facilitates group work.
	Teacher provides group feedback promptly and specifically
	Teacher defines and models appropriate group behavior
	Group / center work is guided by a defined rubric.
	Groups/centers rotate in 20 minute intervals, allowing for movement, increased interest and multiple activities to reinforce learning.

Evident	Independent Practice: Reflection items
	Assignments are designed to reflect the range of learning needs in the class
	There is a plan for handling students finishing work at different increments
	Teacher provides immediate performance feedback (always beginning with what was specifically correct followed by area in need of improvement)
	Independent tasks are adapted to meet individualized learning needs.
	Independent work is balanced to include easier and more difficult items.
	Teacher encourages students to self-monitor their performance
	There are multiple checks for understanding to determine if re-teaching or remediation is required