

STOIC Checklist used as part of discussion and activities

Reproducible Form 2.4

Clear Form



## CLASSROOM MANAGEMENT STOIC CHECKLIST

Variables	Questions to guide discussion	Y	N	Comments
<b>Structure/ Organize</b> the classroom for success.	1. Is the room arranged so you can get from any part of the room to any other part of the room relatively efficiently?	<input type="checkbox"/>	<input type="checkbox"/>	
	2. Can you and your students access materials and the pencil sharpener without disturbing others?	<input type="checkbox"/>	<input type="checkbox"/>	
	3. Does the schedule create consistency, variety, and opportunities for movement?	<input type="checkbox"/>	<input type="checkbox"/>	
	4. Do you have effective beginning and ending routines?	<input type="checkbox"/>	<input type="checkbox"/>	
	5. Have you defined clear expectations for instructional activities?	<input type="checkbox"/>	<input type="checkbox"/>	
	6. Have you defined clear expectations for transitions between activities?	<input type="checkbox"/>	<input type="checkbox"/>	
<b>Teach</b> students how to behave responsibly in the classroom.	1. Have you created lessons on expectations and explicitly taught them for classroom activities and transitions?	<input type="checkbox"/>	<input type="checkbox"/>	
	2. Have you created lessons and explicitly taught expectations for classroom routines and policies?	<input type="checkbox"/>	<input type="checkbox"/>	
	3. Have you provided teaching and reteaching as needed? (Think about a basketball coach reteaching particular plays or patterns.)	<input type="checkbox"/>	<input type="checkbox"/>	
<b>Observe</b> student behavior (supervise!)	1. Do you circulate and scan as a means of observing/ monitoring student behavior?	<input type="checkbox"/>	<input type="checkbox"/>	
	2. Do you model friendly, respectful behavior while monitoring the classroom?	<input type="checkbox"/>	<input type="checkbox"/>	
	3. Do you periodically collect data to make judgments about what is going well and what needs to be improved in your management plan?	<input type="checkbox"/>	<input type="checkbox"/>	
<b>Interact positively</b> with students.	1. Do you interact with every student in a welcoming manner (e.g., saying hello, using the student's name, talking to the student at every opportunity)?	<input type="checkbox"/>	<input type="checkbox"/>	
	2. Do you provide age-appropriate, non-embarrassing feedback?	<input type="checkbox"/>	<input type="checkbox"/>	
	3. Do you strive to interact more frequently with every student when he is engaged in positive behavior than when he is engaged in negative behavior?	<input type="checkbox"/>	<input type="checkbox"/>	
<b>Correct</b> irresponsible behavior fluently—that is, in a manner that does not interrupt the flow of instruction.	1. Do you correct consistently?	<input type="checkbox"/>	<input type="checkbox"/>	
	2. Do you correct calmly?	<input type="checkbox"/>	<input type="checkbox"/>	
	3. Do you correct immediately?	<input type="checkbox"/>	<input type="checkbox"/>	
	4. Do you correct briefly?	<input type="checkbox"/>	<input type="checkbox"/>	
	5. Do you correct respectfully?	<input type="checkbox"/>	<input type="checkbox"/>	
	6. Do you have a menu of in-class consequences that can be applied to a variety of infractions?	<input type="checkbox"/>	<input type="checkbox"/>	
	7. Do you have a plan for how to respond to different types of misbehavior fluently?	<input type="checkbox"/>	<input type="checkbox"/>	