

Classroom Climate Checklist

Date: _____

Variables	In place	Partially in Place	Not in Place
Physical Environment			
The room is clean, organized, and free of repair needs			
Students appear to feel safe and comfortable in the room			
Students have a place to re-group or get away from distractions			
Students can access or request needed materials			
Pathways throughout the room are free and avoid congestion			
Students have a place to keep their belongings			
Student Seating Arrangement			
Seating arrangement promotes students working together			
Seating arrangement is consistent with the verbal messages given by teacher (i.e., it is or is not okay to interact)			
The teacher periodically changes seating arrangements so that all students have the opportunity to be up front and sit next to different students			

Variables	In place	Partially in Place	Not in Place
The seating arrangement allows students to have a clear view of instruction			
Encouragement of Student Pride			
Students' work is posted throughout the classroom			
Opportunities exist for ALL students to have work posted (i.e., posted work is not dependent on academic success)			
Art work and posters are hanging that reflect students interests and cultural backgrounds			
The teacher makes positive comments about the classroom reflecting a sense of community amongst the group			
Classroom Interactions			
Students are aware of when talk is permitted in class and how it is to occur			
Students know the appropriate/expected way to gain the teacher's attention			
Interactions between the teacher and students appear friendly and comfortable			
The teacher uses a ratio of 4:1 positive to negative comments			
The teacher interacts positively with all students during class			
The teacher appears interested in students' thoughts and opinions			
Students receive positive feedback for appropriate academic and behavioral performance			

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Classroom Expectations			
There are 3-5 positively stated classroom expectations visibly displayed in the classroom			
The teacher periodically reviews and reminds students of the expectations			
The teacher anticipates errors and pre-corrects by stating the expected student performance for the situation			
Students are acknowledged for following expectations			
Instructional Practices			
Students are actively engaged during the majority of instruction			
Instructional pacing is well timed (i.e., not too fast, not too slow)			
Instructional approaches and techniques are differentiated and varied during lessons			
The teacher uses practices that achieve a high rate of accurate student responding			
Student attention is secured and maintained during activities			
The teacher checks for understanding across students and provides frequent and immediate feedback			

Variables	In place	Partially in Place	Not in Place
Active Supervision			
The teacher moves around the room and interacts frequently with students			
The teacher uses eye contact to establish interaction with students far away			
The teacher visibly scans the entire classroom			
Classroom Routines			
<p>The classroom has clearly defined routines for:</p> <ul style="list-style-type: none"> ✧ Administrative tasks (i.e. taking attendance; recording lunch order; distributing school notices) ✧ Student movement (i.e. entering and leaving the room; going to the restroom, nurse, library, specials; fire drills, sharpening pencils; getting materials; using learning centers) ✧ Housekeeping (i.e. cleaning chalkboards; watering plants; cleaning desks; storing personal items) ✧ Instruction (i.e. what to bring to lessons; collecting and returning homework; distributing materials; paper headings; gaining student attention; activities exist for early completion of class assignments) 			
Students follow classroom routine procedures			
Class routines follow a logical sequence			
Class routines are effective			