Separate Classroom Checklist for Teachers

My Name: _____ Grade Level/Class: _____ Date: _____

<table>
<tr><td>Directions: Self-evaluate your implementation of the follow components, use the following scale:
   0: The component is absent in my classroom/teaching.
   1: The component is present, but I do not use it consistently throughout my classroom/teaching.
   2: The component is present, and I mostly use it consistently.
   3: The component is present, and I fully use it consistently.
   n/a: The component is not applicable.</td></tr>
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Learning Environment (visual and physical routines/materials/features designed to increase students' understanding of how the school day will function)		
Rating	**Component**	**Possible Evidence**
0 1 2 3	Classroom is arranged to maximize learning while providing a safe and structured environment	defined areas with physical boundaries staff can observe all areas seating supports flexible grouping calm down corner/sensory break area
0 1 2 3	Classroom materials and décor encourage an organized and regulated environment	classroom is generally free from clutter at least 20% of wall space is clear
0 1 2 3	Visual supports are posted, accessible, and referenced to build independence in classroom routines and procedures	activity schedules (steps to wash hands) timers visual, and auditory transition cues
0 1 2 3	A daily schedule is visible and appropriate for students' level of symbolic functioning, and used consistently throughout the day	whole class schedule individualized schedules
0 1 2 3	Staff schedules show staff and student assignments, locations, and activities, and is prominently posted and being followed	staff master schedule

Instructional Strategies (teaching strategies used to provide academic, social-communication, and behavioral instruction)		
Rating	**Component**	**Possible Evidence**
0 1 2 3	Teachers utilize prompting hierarchies and appropriate response wait time to promote independence	diverse prompts (e.g., gestural, visual) time delay
0 1 2 3	Teachers use visuals, students' interests, and hands-on opportunities to engage students in learning	response cards whole body listening manipulatives
0 1 2 3	Teachers differentiate instruction to meet their students' various developmental and academic needs	accommodations & modifications alternative assignments assistive technology
0 1 2 3	Large group instruction is limited to 10 minutes or less. Instruction is primarily delivered in groups of 4 students or less	guided reading/math groups turn and talk opportunities
0 1 2 3	Paraprofessionals are given assignments from the teacher prior to performing instruction	para lesson plans para check-ins

Social-Communication Strategies
(methods for improving social interactions and communication between students)

Rating	Component	Possible Evidence
0 1 2 3	Classroom staff create opportunities to promote communication among peers in most activities/lessons	Think Pair Share Morning Meetings
0 1 2 3	Students spend the highest percentage of their day possible with general education peers	inclusion segments peer buddy programs
0 1 2 3 n/a	If a student is non-verbal or has limited verbal ability, they have consistent access to a functional communication system	PECS Proloquo2Go other communication device
0 1 2 3 n/a	If a student has limited verbal ability, they are prompted to increase verbal approximations/words/phrases or increase the use of their communication system	diverse prompting modeling visual cards communication device
0 1 2 3	Social skills instruction is planned and supported by classroom staff on a daily basis	social skills block Social Thinking Curriculum

Behavioral Strategies
(preventative approaches to teach appropriate behavior and change challenging behavior)

Rating	Component	Possible Evidence
0 1 2 3	A behavior management system is prominently displayed and referenced frequently throughout the day	whole class system individual student system
0 1 2 3	Positive reinforcement is used rather than punishment-based procedures	reference earning reinforcers (vs. losing) behavior specific verbal praise
0 1 2 3	Teachers frequently refer to positively stated rules that are posted visibly and appropriate for students' level of symbolic functioning	class wide rules behavior contracts
0 1 2 3 n/a	Students with IEP goals related to behavioral skill building have an individualized behavior plan and it is used consistently throughout the day	token board self-management checklist Check In/Check Out system daily report cards
0 1 2 3	Teachers use visuals and students' interests to engage students in exhibiting appropriate behavior	emotional/voice thermometer social narratives

What three instructional goals will I work on between now and my next self-evaluation?

1. _____

2. _____

3. _____