Classroom Assistance Tool

Teacher:		**Date:**	**School:**
General Ed or **Special Ed**		**Obs. start time:**	**District:**
Self-Assessment or **Observation** (Obs.)		**Obs. end time:**	**Grade-level:**

Subject:	Reading	Math	Writing	Science	Social Studies	Other

Context:	Lrg Group	Sm Group	Ind seat wk	Centers	Transitions	Other

Comments:

Directions:

a. Complete the demographic information above. If the CAT is being completed by an observer, indicate Observation as well as the start and end times of the observation.

b. Select the response to items 1-41 using the drop down menu. If being completed by an oberver, items amenable for interview are in red. Items marked "not observed/blank" are indicated on the Teacher Interview tab. Discuss items indicated in the Teacher Interview tab as appropriate.

c. Using the Pie Graphs tab, review the percentages of In Place, Somewhat In Place, and Not in Place and note strengths and areas needing enhancement in the text boxes.

d. Using all the information collected from the CAT, develop a Classroom Management Plan based on the most significant areas needing enhancement.

ENVIRONMENTAL FACTORS: *Environmental variables help prevent or decrease problem behavior.*

Physical Setting- Classroom setting is organized to promote learning and independence.*^

1. Room is arranged to minimize crowding and distractions. *^	Somewhat In Place
2. Materials are organized and easily accessible. *^	In Place
3. Students have secure and adequate space for personal storage. ^	Not in Place
4. Furniture is arranged to enhance traffic flow. *^	Not Obs./Follow-up Needed
5. Instructional areas have clear visual boundaries. *^	

Scheduling- Instructional schedule optimizes student learning.

6. Daily activity schedule posted and reviewed regularly.	
7. Transitions & non-instructional activities posted and reviewed regularly.	
8. Daily schedule includes independent work, 1 to 1 instruction, small/large group activity, socialization, & free time.^	
9. Students are engaged in active learning activities, with little/no unstructured downtime. *^	

Socialization- Social instruction opportunities are provided to optimize student learning.

10. The development of individual responsibility and independence is emphasized for all students. *^	
11. Communication between teacher and family occurs weekly. ^	
12. Skills are taught in the setting and situation in which they naturally occur. *	
13. Friendships between students are promoted. *^	
14. Effective, efficient communication strategies are taught to all students.*	
15. Students with disabilities provided opportunities to interact/socialize with typical peers.	

Environmental Factor Comments:

CLASSROOM BEHAVIOR SYSTEM: *An effective classroom behavior system helps increase appropriate behavior and decrease problem behaviors*

Define and Teach Behavior *^

16. Expectations, rules and routines/procedures are clearly defined, positively stated and posted. *^	
17. Office versus Teacher-Managed behaviors are clearly defined and differentiated.	
18. Expectations, rules and routines/procedures are explicitly taught and practiced. *^	
19. Classroom behavior data is regularly collected and analyzed to guide ongoing decisions.	

Reward System *

20. A recognition/reward system for appropriate behavior is in place and implemented consistently. *	
21. Specific criteria are in place for earning reinforcers and students are aware of the criteria. *	
22. All students are eligible to earn reinforcers.	
23. Earned rewards are never taken away, or threatened to be removed.	
24. Reinforcers are age appropriate and accessible to all students.	
25. Specific behavioral praise is provided more frequently than negative or neutral statements	

Consequence System *

26. Hierarchy of consequences for inappropriate behavior is in place and implemented consistently**. ***	
27. Consequences are delivered consistently, respectfully, and in a timely manner.*^	
28. Students are calmly reminded of expectations and choices. *^	
29. A system for communicating with families is in place & does not rely entirely on students as messengers.*	
30. Positive strategies are used to strengthen home/school partnership.*	
31. Alternate strategies available for students not responding to the expectations.*	

Classroom Behavior System Notes:

CURRICULUM AND INSTRUCTION: *Effective instructional strategies & relevant curriculum help increase appropriate behavior and decrease problem behavior.*

Instructional Planning and Delivery: Teaching activities are planned and implemented to optimize student learning. *^	
32. Lesson objectives and materials are matched to student levels of performance. *^	
33. Assignments are relevant and meaningful to students. *^	
34. A variety of teaching methods and materials are used. *^	
35. Appropriate time is allotted for completion of assignments. *^	
36. The instructional pace meets the needs of all students. *^	
37. Frequent checks for understanding are conducted after delivery of directions & while task is being completed. *^	
38. Choices are offered within and/or across tasks. ^	
39. Specific academic praise is provided during guided and independent practice. *^	
40. Corrective feedback is provided promptly and positively during guided practice. *^	
41. Curriculum modifications and/or adaptations are made to meet student needs. *^	

Curriculum and Instruction Notes:	

Environmental Factors	In Place	1	6.7%
	Somewhat In Place	1	6.7%
	Not In Place	1	6.7%
	Not Obs./Follow-up Needed	1	6.7%
	Spaces left blank	11	73.3%
Classroom Behavior Systems	In Place	0	0.0%
	Somewhat In Place	0	0.0%
	Not In Place	0	0.0%
	Not Obs./Follow-up Needed	0	0.0%
	Spaces left blank	16	100.0%
Curriculum and Instruction	In Place	0	0.0%
	Somewhat In Place	0	0.0%
	Not In Place	0	0.0%
	Not Obs./Follow-up Needed	0	0.0%
	Spaces left blank	10	100.0%

Marzano, Marzano, Pickering; Classroom Management that Works, 2009   ^ *Danielson, Enhancing Professional Practice: A Framework for Teaching. 2007.*