

Table 2: Assessing the Classroom Environment¹

Classroom Structure	In place		
	Yes	Partial	No
Independent work in quiet area with individual seating			
Small group area allows students to interact			
Large group faces teacher			
No hidden areas; teacher can see all students			
Free time set up so students do not disturb others			
Classroom noise level is appropriate			
Pre-assigned location for materials needed for instruction			
Pre-assigned location for students to submit completed work			
Materials are in low traffic areas so as not to disturb others			
Tools such as pencil sharpener are in low traffic areas			
Teacher workstation does not interfere with student movement			
Teacher's attention is on students and not on workstation			
Operating Procedures and Routines			
Routines are developed for getting, using, and returning materials			
Students understand the routines and use them			
There is an entry activity			
Instruction begins immediately			
Instructions and explanations are clear and concise			
Reminders of routines are provided before each activity			
Transitions are smooth. Students know what they are to do.			
Transition activities are provided and are effective			
Students are provided a routine to follow if they finish an activity before the rest of the class			
There is a routine for the end of class			
The schedule is posted			
Students have been taught the routines			
Student seating increases academic engagement rather than social interaction			
Classroom rules			
Classroom rules or expectations are posted			
Students have been taught the rules			
Rules are stated positively			
Expected behavior is modeled			
Students are reminded about expected behavior			
Expected behavior is adequately acknowledged (4 to 1)			
There is a system for addressing infractions			
The teacher is consistent			
Other: (Add any other items you feel are needed)			

¹ From: *Extending Positive Behavior Support – BSS, LLC Course (2008)*. Ferro, J., Umbreit, J., & Liaupsin, C.