

Classroom Characteristics Self-Assessment

Completed by: _____ **Role:** _____ **Date:** _____

IU or LEA Name: _____ **Building:** _____

Instructions for Completion

The purpose of this tool is to help the classroom teacher assess best and effective practices for students with complex instructional needs and prioritize areas where improvement is needed. This self-assessment should be completed three times per year by the classroom teacher in collaboration with related service personnel as well as other classroom staff.

In Collaboration with: (names/roles)	Setting: <input type="checkbox"/> General Education <input type="checkbox"/> Special Education	Grade: <input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12 <input type="checkbox"/> 12+
Cohort <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4	Year of Implementation <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5	Completed <input type="checkbox"/> Fall <input type="checkbox"/> Winter <input type="checkbox"/> Spring

<p>Self-Assessment Rating Response:</p> <ul style="list-style-type: none"> 1 – Not in place 2 – Minimally in place 3 – Mostly in place 4 – Fully in place 	<p>Self-Priority rating response:</p> <ul style="list-style-type: none"> L – Low priority for action/change at this time S – Moderate priority H – High Priority
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Classroom Environment and Organization Self-Assessment	SA Rating	Priority Rating
1. The class schedules reflect time allocated for academic instruction that mirrors, or is very similar to, that of grade level peers (e.g., areas: SS, Sci, ELA, Math)	1 2 3 4	L M H
2. We adhere to our daily schedules, and make sure our students are aware of the schedule and any changes.	1 2 3 4	L M H
3. The classroom is set up for ease of physical access (e.g., appropriate furniture options, clear aisles, materials within reach, safe and neat arrangement)	1 2 3 4	L M H
4. Materials used in the classroom, including books, wall decorations, technology, and media, are varied and age-appropriate.	1 2 3 4	L M H
5. A variety of instructional groupings are utilized each day and all students have access to the varied groupings (e.g. whole group, small group, individual and independent work time).	1 2 3 4	L M H
6. A range of positive, evidence based classroom management strategies are used (e.g., classroom structure, classroom rules, actively engaged students, appropriate behaviors are acknowledged, continuum of strategies to respond to inappropriate behavior).	1 2 3 4	L M H
7. Students are included in all classroom and school-wide activities.	1 2 3 4	L M H
Curriculum, Instruction, and Assessment	SA Rating	Priority Rating
8. Educators use or reference grade level curriculum and instructional materials to transform or create materials and lessons.	1 2 3 4	L M H
9. Lesson plans, learning targets, and instructional materials show evidence of alignment to grade-level standards.	1 2 3 4	L M H
10. Evidence-based instructional strategies (e.g., explicit instruction, modeling, guided practice, repeated practice, feedback and reinforcement, etc.) are implemented.	1 2 3 4	L M H
11. Strategies for differentiation and flexibility of evidence based instructional methods are used to meet the needs of diverse students.	1 2 3 4	L M H
12. Educators implement active engagement strategies to support participation and learning (e.g., response cards, response signals, choral responding, dry erase boards, etc.).	1 2 3 4	L M H
13. Technology (classroom tech and AT) is used to scaffold instruction in the classroom. (This does not include technology used as rewards.)	1 2 3 4	L M H
14. Educators collect formative and summative assessment data and use this data to make instructional decisions.	1 2 3 4	L M H
15. Educators use multiple tools/strategies to show what students know and can do in relation to performance criteria.	1 2 3 4	L M H
16. Educators implement a system of collecting and analyzing data on a pre-determined schedule and review it regularly.	1 2 3 4	L M H

Individual Student Supports	SA Rating	Priority Rating
17. Educators adapt and modify curricular materials to make them accessible for students, and augment those materials with additional resources for individual students.	1 2 3 4	L M H
18. Students, who have minimal or no verbal expressive language, have AAC systems.	1 2 3 4	L M H
19. AAC systems are readily available, with vocabulary that is useful to the students across school environments. These systems allow the students to effectively communicate their thoughts and ideas to others.	1 2 3 4	L M H
20. Educators collaborate with related service providers so that services enable students' to access and progress in standards-aligned curriculum. (e.g., planning and providing instruction, reviewing instruction, supporting independent work, developing standards aligned instructional materials, supporting communication of individual students, etc.)	1 2 3 4	L M H
21. Educators provide positive behavior support interventions for all students who have behavior support needs.	1 2 3 4	L M H
22. IEPs include grade-level standards-aligned goals.	1 2 3 4	L M H
Adult Behavior	SA Rating	Priority Rating
23. Adults speak to students in an age-appropriate manner and model the use of respectful person-first language for everyone in our building.	1 2 3 4	L M H
24. All adults refrain from speaking about students in their presence. We include them in any conversations about them when this is not possible to do.	1 2 3 4	L M H
25. Adults model communication using the forms of communication (especially AAC systems) that we want our students to use. We respond to all communication with message-related descriptive feedback (e.g., "you are telling me that..." rather than "good job".)	1 2 3 4	L M H
26. All classroom personnel are actively engaged in activities that support standards aligned instruction (e.g., providing and reviewing instruction, supporting independent work, developing materials, and supporting communication of students)	1 2 3 4	L M H
27. All classroom personnel understand their roles and responsibilities for supporting students across the school day.	1 2 3 4	L M H
28. When we need help with instructional materials or instruction, we seek help from coaches and other professional supports.	1 2 3 4	L M H
29. Educators have identified a hierarchy of prompts for students and have developed a plan for fading supports to encourage student independence.	1 2 3 4	L M H
30. Educators communicate information (homework assignments, notes home, calls) regarding standards-aligned instruction with families.	1 2 3 4	L M H