

CLASSROOM CHECKLIST FOR TEACHERS

Teacher: _____ Date: _____ Session: _____
School: _____ Phone: _____

Schedule

Duration

Length of session?

Number of days per week?

Class Membership

Number of children in class?

Number of children with disabilities in class?

Average number of adults interacting with children?

Teacher-child ratio?

Physical Features

Is the classroom free of hazards?

Is the lighting acceptable?

Is there ample room for the number of people present?

Are all facilities accessible children with disabilities?

Do learning materials and equipment appear to be adequate?

Are work and play areas separated to minimize distractions?

Is there a "private place" in the classroom where children may go if they feel over-stimulated?

Academic Features

Are there minimum competency levels for children in this classroom?

Is there a readiness checklist available for this program?

Are children taught at their developmental levels, or are all expected to accomplish the same task?

Seating Routines

Do children ever sit on a rug?
as a group on the floor?
on individual spaces (carpet squares, taped spots) on the floor?
in chairs?

Do children ever sit at desks?

Do children ever sit at small tables?

Do children at any time during the day sit in assigned seats?

Instruction and Feedback Routines

Are children told exactly how and why to perform an upcoming activity, or are they expected to infer the procedure?

When are children given feedback on their work?

Is there more praising of appropriate behavior or more correcting of inappropriate behavior by the teacher?

Is there an individualized approach to academic work?

Is there a posted schedule which tends to be followed daily?

Independent Work Routines

Are children expected to work or play without an adult continually nearby?

Are children expected to follow sequenced directions given at a previous time?

What instructional terms (circle, draw a line under, skip a space) are children expected to understand in order to work independently?

In what kind of seating arrangement are children expected to work independently?

What are children expected to do when the assigned task is finished?

Classroom Interaction

Is there any time when children are allowed to work cooperatively?

Are social interactions mostly positive?

Does the teacher appear relaxed and confident when interacting with the children?

Does the teacher find time for frequent personal comments to individual children during the session?

How long are children expected to listen and converse in a large group setting?

Are there opportunities for children to interact socially?

Free Play Routines

Is there a scheduled choice time?

Are activity choices open?

Attention-and Assistance-Seeking Routines

Do children raise their hand to answer in a group situation?

Are children allowed to speak out answers without being called upon?

Are there other acceptable ways to seek the teacher's attention?

Is it acceptable to ask peers for help?

Is there evidence of planned cooperative learning?

How do children address adults?

Materials Management Routines

Do children get out or return classroom materials independently?

Do children have clean up responsibilities?

What kinds of self-care tasks are children expected to perform independently?

What are the children expected to manage independently during eating times?

Movement Routines

Do children ever move in lines?

Do children ever move while holding hands with a partner?

Are any transitions cued by a direction from the teacher to the whole class?

How many different instructions are given at one time during group directions?

What types of external cues are given for transitions (lights off/on, piano chord, bell)?

Are there any complex cues for transition (symbols printed on cards or necklaces, movement to or from a designated color or shape)?

Bathroom Routines

Is the restroom within or outside the classroom?

Do children go in a group to the restroom?

Do children ask permission to use the restroom?

Are there any unique bathroom routines?

Do boys and girls use the same or different facilities?

What visual symbol identifies the restroom?

Adapted from: Bridging Early Services Transition Project, McPherson, KS. (1991).

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