Self Assessment--Classroom Management (SACM) TOOL[1]

Sandy Washburn, Center on Education and Lifelong Learning, Classroom Management Self Assessment. Revised Version: May 2010.

Classroom management basically involves organizing the activities of 25-35 young people. What a daunting task! Few teachers feel that they have mastered management and often when they do, an extremely challenging class comes along that disrupts their newfound self-efficacy. Making improvements in one's skill level typically involves some assessment of starting skill level, establishing goals, and then determining specific steps, use of certain strategies, or other actions that one will take to achieve the goals. Once goals and specific actions steps are identified, teacher reflection and performance feedback are utilized to monitor progress. This tool was designed to help teachers who wish to make improvements in their management skills begin the process of self-assessment, action planning, reflection, and arranging for performance feedback.

Using the Tool

The 10 practices that appear in the tool are drawn from evidenced based classroom management strategies. (See Marzano, R. J. (2003). *Classroom management that works.* Alexandria VA: ASCD.)

1. Rate yourself on each of the items.
2. For the positive to negative ratio tally, you will want to consider maybe only an hour in the day. Specify how you counted (i.e. used an observer, put chips into apron)
3. The 0 to 3 scale represents a continuum:

    0 = I have not yet implemented -- the element described has not been a part of my management plan.
    1 = I have made some attempts at implementation, but overall my effort has not been strong or sustained.
    2 = I have planned and implemented, but struggled with follow-through or improvements along the way. My initial planning could have been better.
    3 = YES, I have implemented and followed through, monitoring and improving my use of the strategy as needed.
4. After completing the rating, add your total points for each of the 10 areas or categories. Divide by 3 to get an average.
5.   Identify your areas of strength. Plan for ways to maintain these areas of strength. You might want to share this with the PBS team as you might become a resource for others.
6. For those areas that you rated not as strong decide for which areas you might write goals.

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[1] The original assessment of Sugai and Colvin (2004) was adapted and used here with permission.

7. For each goal (not more than 2 at a time) write specific action steps (strategy use) that you will take to assist you in meeting your goals. Include the specific behavior, the frequency and the duration (e. g., Greet students (each and every) by name at door before each period for 3-4 weeks).
8. You may find resources in your PBS team members or other colleagues.

After Goal Setting and Action Planning

1. Your action steps should be specific and concrete, thus be measurable.
2. Each day, (or whatever makes sense) you should determine whether you completed your action step or not.
    a. For example, an action step for increasing your positive to negative ratio might be to greet all students by name at the door before each class period, or at the start of the day.
    b. The measurement might look like this. Monday—5/5, Tues 3/5 missed 2nd and 3rd period, Weds. 4/5, missed 2nd period, etc.

3. Spend time each week reflecting on your progress in using the strategies and action steps that you've identified. If you struggle with implementing an action step, maybe you need a different action step.

4. Arrange for a trusted colleague with whom you will commit to sharing your reflection each week and to observe you in the classroom and offer feedback on your use of a specific set of strategies. Observations are most helpful when the observer is told by the observed what specifically to look for and then give feedback on the performance of those specific practices.

5. At the end of the intervention period, you also need some measure of student/teacher outcomes.
    - # of referrals to office (compared to pre-intervention period)
    - Some classroom tracking of behaviors
    - Grades or participation rates
    - Statements made by you or students.
    - At the end of the intervention period, complete the self-assessment again.

6. This process is not in any way meant to be evaluative. If a teacher wanted to use the tool to set professional growth plans or use it as an evaluation measure, that might be possible, but as a self-assessment, it will never be used in such a way unless the participant initiates it.

7. On the last page, you are asked to complete a summary and submit to your PBIS Team Representative. No names are requested as this will be used to determine resources and support offered by the PBIS Team.

Self Assessment of Classroom Management (SACM)[2]

Teacher_____ Rater (if used)_____ Date_____

Tally each Positive Student Contacts	Total #	Tally each Negative Student Contacts	Total #
Ratio[3] of Positives to Negatives: _____ to 1			

Classroom Management Practice	Rating 0=Not yet implemented 1=Some attempt to implement 2=Implement but struggle w/follow-through 3=Implement, follow-through, monitor and improve
1. Maximize structure and predictability in the classroom	Sect. total /3 =
a) I establish and explicitly teach student procedures.	0 1 2 3
b) I arrange my room to maximize (teacher to-student) proximity and minimize crowding and distraction.	0 1 2 3
c) I actively supervise (move, scan, interact, reinforce).	0 1 2 3
2. Establish, teach, and positively stated classroom expectations.	Sect. total /4 =
a) My rules are stated as "do's" instead of "nos" or "don'ts."	0 1 2 3
b) My classroom rules are aligned with the school-wide expectations.	0 1 2 3
c) I actively involve students in establishing classroom rules.	0 1 2 3
d) I explicitly teach and review the school-wide expectations in the context of routines and as broad concepts.	0 1 2 3
3. Manage behavior through effective instructional delivery.	Sect. total /4 =
a) I conduct smooth and efficient transitions between activities.	0 1 2 3
b) I am prepared for lessons/activities (materials readied, fluent presentation, clear directions, anchor activities).	0 1 2 3
c) I provide a clear explanation of outcomes/objectives.	0 1 2 3
d) I end lessons/activities with specific feedback.	0 1 2 3

Classroom Management Practice	Rating 0=Not yet implemented 1=Some attempt to implement 2=Implement but struggle w/follow-through 3=Implement, follow-through, monitor and improve
4. Actively engage students through use of varied instructional strategies.	**Sect. total /3=**
a) I use varied engagement techniques and offer multiple engagement opportunities during teacher directed instruction (ie. Response cards, choral responding, think-pair-share, movement, manipulatives, writing, and other methods)	0 1 2 3
b) I regularly implement a variety of student centered instructional strategies (ie. Cooperative learning, critical thinking skills, culturally responsive teaching, and differentiated instruction)	0 1 2 3
c) Students are frequently and observably engaged in instruction—(students are "doing" things that can be seen, i.e. communicating, manipulating, creating, reflecting etc.)	0 1 2 3
5. Evaluate Instruction.	**Sect. total /3=**
a) At the end of the activity, I know how many students have met the objective(s).	0 1 2 3
b) I provide extra time and assistance for students who struggle.	0 1 2 3
c) I consider and note needed improvements (to lesson) for next time.	0 1 2 3
6. Maximize positive interactions.	**Sect. total /3=**
a) I maintain a ratio of 4:1 positive interactions	0 1 2 3
b) I positively interact with every student at least 2-3 times per hour on average.	0 1 2 3
c) After correcting rule violations, I use acknowledgement and positive reinforcement for rule following	0 1 2 3
7. Use a continuum of strategies to acknowledge expected behavior.	**Sect. total /3=**
a) I provide specific and immediate contingent acknowledgement for following classroom expectations.	0 1 2 3
b) I also use multiple systems to acknowledge expected behavior (teacher reaction, group contingencies, behavior contracts, or token systems).	0 1 2 3
c) I use differential reinforcement strategies to address behavior that violates classroom rules.	0 1 2 3

Classroom Management Practice	Rating 0=Not yet implemented 1=Some attempt to implement 2=Implement but struggle w/follow-through 3=Implement, follow-through, monitor and improve			
8. Use a continuum of strategies to respond to rule violations.	**Sect. total /3=**			
a) I provide specific, contingent, and brief corrections (i.e. stating expected behavior) for academic and social errors.	0	1	2	3
b) In addition, I use the least restrictive procedure to discourage rule violating behavior (non-verbals, proximity, anonymous corrections, re-teaching, etc.) and proceed to more restrictive procedures.	0	1	2	3
c) I respond to rule violating behavior in a calm, emotionally objective and business-like manner.	0	1	2	3
9. Develop caring and supportive relationships.	**Sect. total /4=**			
a) I learn, use and can correctly pronounce student names by the end of week 2.	0	1	2	3
b) I use explicit activities to learn about students and their cultural backgrounds.	0	1	2	3
c) I communicate with students/families before school starts and continue frequent contact.	0	1	2	3
d) I speak to students with dignity and respect—even when providing correction!	0	1	2	3
10. Teach about responsibility and provide opportunities for students to contribute to the functioning of the classroom.	**Sect. total /4=**			
a) I use general classroom procedures and student jobs to enhance student responsibility.	0	1	2	3
b) I provide students with self-control and self-monitoring strategies.	0	1	2	3
c) I provide social skills instruction and problem solving strategies.	0	1	2	3
d) I provide specific activities for students to get to know one another and solve problems collaboratively.	0	1	2	3

	ACTION PLAN	
Current Strength Area	**Maintenance Strategies**	**Date started Date evaluated**
Goals	**Improvement Strategies (Specific Action Steps)**	

Summary for Tallying School-wide Areas of Need

Please transfer your average section scores from your self assessment in the chart below. This data will be used to determine some common areas for improvement.

Classroom Management Practice	Rating 0=Not yet implemented 1=Some attempt to implement 2=Implement but struggle w/follow-through 3=Implement, follow-through, monitor and improve
	Section Average
1. Maximize structure and predictability in the classroom.	
2. Establish, teach, and positively stated classroom expectations.	
3. Manage behavior through effective instructional delivery.	
4. Actively engage students through use of varied instructional strategies.	
5. Evaluate Instruction.	
6. Maximize positive interactions.	
7. Use a continuum of strategies to acknowledge expected behavior.	
8. Use a continuum of strategies to respond to rule violations.	
9. Develop caring and supportive relationships.	
10. Teach about responsibility and provide opportunities for students to contribute to the good functioning of the classroom	