



Establishing an Effective Virtual Classroom Culture Checklist

Why & Purpose: Research shows that utilizing preventative, proactive, and respectful strategies in the classroom offers the best opportunity to manage behavior and establish a strong classroom culture for the year ahead. This checklist is meant to help you identify strategies and tasks that will get you started towards a productive and positive school year. While this tool is intended to be used as a planning guide for your virtual classroom, it can be used any time of year to assess the classroom environment in order to identify necessary next actions. For additional questions, resources, and/or support, please reach out to the Systems Support Specialist Team.

Structure: *The way in which the classroom is structured greatly influences student behavior, motivational levels, and attitudes towards school. This is true in both our physical and virtual environments, although considerations are slightly different depending on the space in which you are teaching.*

Question	Y	N	NA	Notes
1. Is the learning platform configured so that students can be monitored relatively efficiently?				
2. Can students access the materials they need relatively easily and efficiently?				
3. Have I provided support for how students can structure the home environment to minimize distractions?				
4. Does the schedule of learning activities create consistency, variety, and opportunities for students to interact?				
5. Have I planned for effective beginning and ending routines for online instructional periods?				
6. Have I defined clear expectations for online instructional activities?				

For more questions to consider when setting up your virtual classroom routines, please click [here](#)

Expectations: *It is important to define, teach, and practice the behavior we want to see, especially virtually. When students must guess at how they are supposed to behave, the result is often confusion and misbehaviors that could have been avoided. Be aware that expectations will be different for each major type of instructional activity, transition, and space in which you are teaching.*

Question	Y	N	NA	Notes
1. Have you created a virtual classroom teaching matrix that considers the behaviors you must teach and the spaces in which they must be taught?				
If your school has a schoolwide expectations matrix, are your identified behaviors aligned with those of the school?				
2. Have you created lessons on these expectations				

and planned to explicitly teach them for all identified activities?				
3. Is teaching and re-teaching provided as needed, either as a whole class or to small groups/individuals as needed?				

For more support in creating a virtual classroom teaching matrix, please click [here](#)

Observe: *Teacher observation and supervision is not only key to monitoring student behavior, but is also a useful way to gather meaningful data that can be used to identify trends across time. Observing in a virtual classroom has unique considerations, and may require tweaks to observation strategies used in the traditional classroom.*

Question	Y	N	NA	Notes
1. Do I check in on individual students and groups to monitor student engagement?				
2. Do I model friendly, respectful interactions while monitoring student behavior?				
3. Do I periodically collect data to make judgements about what is going well and what needs to be improved?				
4. Is teaching and re-teaching provided as needed, either as a whole class or to small groups/individuals as needed?				

Interactions: *When you build meaningful relationships with your students and provide them with frequent positive feedback, you motivate them to demonstrate their best behavior and offer them the opportunity to feel safe in your classroom.*

Question	Y	N	NA	Notes
1. Do I interact with every student in a way that makes them feel welcome and seen (e.g. saying hello as they enter class, utilizing student names, engaging with students individually)?				
2. Do I provide students with age-appropriate, precise, and positive feedback on their progress and success in meeting behavioral and academic goals?				
3. Do I strive to interact more frequently with every student when they are engaged in positive behavior than when they are engaged in negative behavior (4:1 ratio)?				
4. Do I plan for ways to acknowledge positive behavior, whether it be in the form of individualized immediate feedback or intermittent classwide celebrations?				

Corrections: *Although the highest leverage strategies for preventing unwanted behavior include those that are proactive and positive in nature, there will be times when you may need to respond to misbehavior. Responses should be brief, calm, and consistent, increasing the chances that instruction is maintained and relationships remain intact.*

Question	Y	N	NA	Notes
1. Do I have a plan for how to respond to different types of misbehavior fluently?				
2. Do I correct consistently, calmly, immediately, respectfully, and briefly?				
3. Do I have a plan for reteaching and connecting with students who chronically misbehave?				