Classroom Behavior/Rituals & Routines:Advisor Self-Assessment Tool

Advisor: _____ Date: _____

Rituals & Routines	Advisor Considerations	Notes: ***For each category, select 1-2 check-boxes that indicate a strength for you and explain why.*** ***For each category, select 1-2 check-boxes that indicate an area of need/growth for you and explain why.***
Advisory	❏ My class "circles-up" 5 days per week. ❏ I use advisory time to teach advisor created SEL lessons. ❏ I start the advisory block on time each day.	
SEL Curriculum	❏ I intentionally plan for Advisory each day/week. ❏ I teach a Mind Up lesson at least one time per week. ❏ My class does Core Practice at every transition. ❏ I incorporate Aveson's Guiding Principles, The Aveson Way, Conscious Discipline, The First Days of School, PBIS and other lessons into my teaching/classroom practices. ❏ I teach a Pollyanna lesson at least one time per week.	
Connection	❏ I greet every student at the door every morning and at every transition. ❏ I use a variety of strategies to increase opportunities for student response (ie wait time, pair-share, discussion groups, use of white boards, etc). ❏ I make specific observations about my students when giving them feedback. ❏ I have daily, weekly and as needed rituals that help to increase connectivity amongst my students and our classroom family.	
Classroom Expectations	❏ I set clear expectations in my classroom that are co-created by students.. ❏ I have established and practiced clear routines and procedures. ❏ I have established and practiced transitions. ❏ My daily schedule is clearly posted. ❏ My daily learning objectives are clearly posted. ❏ Routines and procedures are visually posted.	

	❏ All my students can explain our classroom procedures and routines. ❏ I regularly teach our School and Classroom Family Agreements: Safety, Connection, Composure.	
Student Support Response Plan	❏ I maintain composure when supporting students who are not meeting expectations. ❏ I focus on what I want students to do and reframe expectations positively. ❏ I view student's behavioral mistakes as learning opportunities. ❏ I strive to teach behavior expectations using intrinsic rather than extrinsic motivators. ❏ I use a variety of strategies and interventions to teach behavior expectations. ❏ I follow a classroom response strategy that incorporates a hierarchy of responses to problem behavior. ❏ I understand, identify and use prevention strategies for connection-seeking and avoiding behaviors. ❏ I understand, identify and use prevention strategies for escalation behaviors. ❏ I understand, identify and use prevention strategies for meltdown behaviors. ❏ I use the ASL Tk - K Minors and Majors Chart to know when to call for support.	
Active Supervision	❏ I continually monitor all areas of the room by scanning, moving and interacting frequently and strategically. ❏ I provide positive contact, positive and corrective feedback while moving around the room. ❏ My students are supervised at all times, including the appropriate use of Chromebooks. ❏ I know when my students have left the classroom and when they have returned. ❏ I use Green Slips. ❏ I have a bathroom sign-in/out system. ❏ I take attendance within the first 10 minutes of advisory time. ❏ I actively supervise all transitions in and out of my classroom. ❏ My class is escorted to and from recess/lunch by an adult. ❏ I use snack time as an opportunity to connect with my students and have them connect with each other. ❏ I drop off and pick up my students on time for each recess/lunch. ❏ I arrive at work on time in order to be settled before greeting students every morning.	