

Evaluating Classroom Climate, Safety, and Classroom Management using Brief Classroom Walk-Throughs

Howard M. Knoff, Ph.D.

Director, State Personnel Development Grant
Arkansas Department of Education
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Overview

The Effective Classroom Management Walk-Through (CWT) was developed for principals or others who want to determine the degree of positive, effective, and proactive classroom management approaches in classrooms across their school. Based on educational and behavioral research, the Effective Classroom Management CWT protocol involves 23 items organized in three areas.

The Evidence of Teacher's Effective Classroom Management area (9 items) looks at whether teachers specifically identify their behavioral expectations for students in the classroom, and then monitor, evaluate, and reinforce students for appropriate or prosocial behavior, while responding to and correcting inappropriate or antisocial behavior. Students' academic engagement also is tracked here, as is the degree of respect demonstrated by teachers toward students.

The Students' Positive Behavioral Interactions and Respect area (9 items) looks at the degree to which students are positive, prepared, engaged, and on-task throughout a class period, along with how well they interpersonally relate to peers and adults, and treat them with respect.

The Classroom Safety and Security area (5 items) looks at the organization and arrangement of a school's classrooms, and whether emergency procedures are posted and could be physically and logistically followed.

The Effective Classroom Management CWT items reinforce the principles of school-wide positive behavioral interventions and supports, and they focus on positive and proactive ways to encourage teachers and students to communicate, collaborate, and demonstrate mutual regard and respect together.

Directions

A Classroom Walk-Through (CWT) represents one way to quickly and efficiently evaluate the status of a classroom relative to some area of effective instruction or classroom management. Typically, the individual completing the walk-through goes into the classroom and observes for 5 to 10 minutes, and then summarizes his or her observations using the Classroom Walk-Through evaluation protocol.

The CWT is always discussed beforehand with classroom teachers so that they both understand why specific behaviors or observations are being evaluated, and how they should be demonstrating these behaviors in the classroom. Typically, CWT results (one, or a number of CWTs summed over time) also are discussed with teachers so that their effective behavior can be reinforced, their low levels of appropriate behavior can be increased, and their non-existent or inappropriate behavior can be changed.

This CWT protocol involves classroom climate, management, and how teachers should interact with students when they demonstrate appropriate and inappropriate behavior. All of the items on this protocol have been demonstrated through research and practice to contribute to an effective classroom.

The Effective Classroom Management Walk-Through Protocol

Teacher's Name:

Grade Level:

School:

Date of Observation:

Observer's Name:

Classroom Walk-Through Observations

Teacher's Effective Classroom Management	Ratings
<p><u>Observation 1:</u></p> <p>The teacher's instruction or activities keep the students attentive and academically engaged.</p> <p> <input type="checkbox"/> 4- To a High Degree <input type="checkbox"/> 3- To a Moderate Degree <input type="checkbox"/> 2- To a Low Degree <input type="checkbox"/> 1- To No Degree <input type="checkbox"/> NO- No opportunity to observe </p>	
<p><u>Observation 2:</u></p> <p>The teacher specifically states the behavioral expectations for students when introducing classroom tasks or activities.</p> <p> <input type="checkbox"/> 4- To a High Degree <input type="checkbox"/> 3- To a Moderate Degree <input type="checkbox"/> 2- To a Low Degree <input type="checkbox"/> 1- To No Degree <input type="checkbox"/> NO- No opportunity to observe </p>	

Teacher's Effective Classroom Management	Ratings
<p><u>Observation 3:</u></p> <p>The teacher continuously monitors students' on-task and academic engagement behavior.</p> <p> <input type="checkbox"/> 4- To a High Degree <input type="checkbox"/> 3- To a Moderate Degree <input type="checkbox"/> 2- To a Low Degree <input type="checkbox"/> 1- To No Degree <input type="checkbox"/> NO- No opportunity to observe </p>	
<p><u>Observation 4:</u></p> <p>The teacher monitors student behavior as related to interpersonal interactions, classroom discipline, and student self-management.</p> <p> <input type="checkbox"/> 4- To a High Degree <input type="checkbox"/> 3- To a Moderate Degree <input type="checkbox"/> 2- To a Low Degree <input type="checkbox"/> 1- To No Degree <input type="checkbox"/> NO- No opportunity to observe </p>	
<p><u>Observation 5:</u></p> <p>The teacher consistently provides specific feedback to students for appropriate/acceptable behavior, along with periodic praise or rewards.</p> <p> <input type="checkbox"/> 4- To a High Degree <input type="checkbox"/> 3- To a Moderate Degree <input type="checkbox"/> 2- To a Low Degree <input type="checkbox"/> 1- To No Degree <input type="checkbox"/> NO- No opportunity to observe </p>	
<p><u>Observation 6:</u></p> <p>The teacher consistently provides specific corrective prompts to students for mild inappropriate/unacceptable behavior.</p> <p> <input type="checkbox"/> 4- To a High Degree <input type="checkbox"/> 3- To a Moderate Degree <input type="checkbox"/> 2- To a Low Degree <input type="checkbox"/> 1- To No Degree <input type="checkbox"/> NO- No opportunity to observe </p>	

Teacher's Effective Classroom Management	Ratings
<p><u>Observation 7:</u></p> <p>The teacher consistently provides specific consequences to students for moderate to severe inappropriate/unacceptable behavior.</p> <p> <input type="checkbox"/> 4- To a High Degree <input type="checkbox"/> 3- To a Moderate Degree <input type="checkbox"/> 2- To a Low Degree <input type="checkbox"/> 1- To No Degree <input type="checkbox"/> NO- No opportunity to observe </p>	
<p><u>Observation 8:</u></p> <p>The teacher treats students with respect.</p> <p> <input type="checkbox"/> 4- To a High Degree <input type="checkbox"/> 3- To a Moderate Degree <input type="checkbox"/> 2- To a Low Degree <input type="checkbox"/> 1- To No Degree <input type="checkbox"/> NO- No opportunity to observe </p>	
<p><u>Observation 9:</u></p> <p>Students in the classroom experience five positive interactions from teachers for each negative interaction.</p> <p> <input type="checkbox"/> 4- To a High Degree <input type="checkbox"/> 3- To a Moderate Degree <input type="checkbox"/> 2- To a Low Degree <input type="checkbox"/> 1- To No Degree <input type="checkbox"/> NO- No opportunity to observe </p>	
<p><u>Notes:</u></p>	

Students' Positive Behavioral Interactions and Respect	Ratings
<p><u>Observation 10:</u></p> <p>Students demonstrate appropriate behavioral and interpersonal skills when the teacher is directly providing classroom instruction.</p> <p> <input type="checkbox"/> 4- To a High Degree <input type="checkbox"/> 3- To a Moderate Degree <input type="checkbox"/> 2- To a Low Degree <input type="checkbox"/> 1- To No Degree <input type="checkbox"/> NO- No opportunity to observe </p>	
<p><u>Observation 11:</u></p> <p>Students demonstrate appropriate behavioral and interpersonal skills when working in cooperative learning groups.</p> <p> <input type="checkbox"/> 4- To a High Degree <input type="checkbox"/> 3- To a Moderate Degree <input type="checkbox"/> 2- To a Low Degree <input type="checkbox"/> 1- To No Degree <input type="checkbox"/> NO- No opportunity to observe </p>	
<p><u>Observation 12:</u></p> <p>Students are prepared and on-task at the beginning of the instructional period or activity.</p> <p> <input type="checkbox"/> 4- To a High Degree <input type="checkbox"/> 3- To a Moderate Degree <input type="checkbox"/> 2- To a Low Degree <input type="checkbox"/> 1- To No Degree <input type="checkbox"/> NO- No opportunity to observe </p>	
<p><u>Observation 13:</u></p> <p>Students demonstrate appropriate on-task behavior when working independently.</p> <p> <input type="checkbox"/> 4- To a High Degree <input type="checkbox"/> 3- To a Moderate Degree <input type="checkbox"/> 2- To a Low Degree <input type="checkbox"/> 1- To No Degree <input type="checkbox"/> NO- No opportunity to observe </p>	

Students' Positive Behavioral Interactions and Respect	Ratings
<p><u>Observation 14:</u></p> <p>Students are on-task until the end of each instructional period or activity.</p> <p> <input type="checkbox"/> 4- To a High Degree <input type="checkbox"/> 3- To a Moderate Degree <input type="checkbox"/> 2- To a Low Degree <input type="checkbox"/> 1- To No Degree <input type="checkbox"/> NO- No opportunity to observe </p>	
<p><u>Observation 15:</u></p> <p>Students treat each other respectfully and no students are subject to inappropriate, negative, or verbal abuse by another student.</p> <p> <input type="checkbox"/> 4- To a High Degree <input type="checkbox"/> 3- To a Moderate Degree <input type="checkbox"/> 2- To a Low Degree <input type="checkbox"/> 1- To No Degree <input type="checkbox"/> NO- No opportunity to observe </p>	
<p><u>Observation 16:</u></p> <p>Students treat the teacher with respect and do not subject the teacher to inappropriate, negative, or verbal abuse.</p> <p> <input type="checkbox"/> 4- To a High Degree <input type="checkbox"/> 3- To a Moderate Degree <input type="checkbox"/> 2- To a Low Degree <input type="checkbox"/> 1- To No Degree <input type="checkbox"/> NO- No opportunity to observe </p>	
<p><u>Observation 17:</u></p> <p>Students in the classroom are eager and enthusiastic about learning.</p> <p> <input type="checkbox"/> 4- To a High Degree <input type="checkbox"/> 3- To a Moderate Degree <input type="checkbox"/> 2- To a Low Degree <input type="checkbox"/> 1- To No Degree <input type="checkbox"/> NO- No opportunity to observe </p>	

Students' Positive Behavioral Interactions and Respect	Ratings
<p><u>Observation 18:</u></p> <p>Student misbehavior rarely interrupts classroom learning.</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No</p>	
<p><u>Notes:</u></p>	
Classroom Safety and Security	Ratings
<p><u>Observation 19:</u></p> <p>Classroom desks and other furniture, equipment, and materials are in good repair and/or organized in a safe and secure manner.</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No</p>	
<p><u>Observation 20:</u></p> <p>The classroom is clean.</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No</p>	

Classroom Safety and Security	Ratings
<p><u>Observation 21:</u></p> <p>The classroom is organized with sufficient space for students to move and walk around.</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No</p>	
<p><u>Observation 22:</u></p> <p>Appropriate emergency procedures are visibly posted.</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No</p>	
<p><u>Observation 23:</u></p> <p>The classroom has clear pathways to the exit in case of a fire (drill) or other emergency.</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No</p>	
<p><u>Notes:</u></p>	