

*Elementary
Edition!*



CHAMPS

Classroom Management

Tip of the Week

STOIC Checklist

Periodically throughout the school year, consider using the STOIC Checklist as a simple self-assessment tool. Let's start with the "S" component. Let the following questions guide your assessment and next steps.

Guiding Questions	Yes	No
Is the room arranged so that you can get from one part of the room to any other part efficiently? Walk the traffic patterns in your classroom and look for potential bottlenecks, sticky finger spots, and safety hazards. It can be helpful to place arrows on the floor to note traffic patterns. Teach and practice with students as they learn to "stay on the road!"		
Can you and your students access materials without disturbing others? When you are teaching, the classroom is your stage. Are bathroom passes, tissues, and pencil sharpeners placed at the front of the room encouraging students to come "on stage" with you? Can these objects be placed behind student view?		
Does the schedule create consistency, variety, and opportunities for movement? With notable exceptions, routines should occur in the order listed each day. Review the daily schedule or to-do list with students at the beginning of class or subject area and refer to it consistently. Be sure to discuss upcoming changes with students.		
Do you have effective beginning and ending routines? We must plan for student arrival using a procedure that immediately puts students in their seats and working on a meaningful task. A smooth entrance sets the tone for the entire day or class period. What are your procedures for the end of the day or end of the class period? All materials must be returned and the room should be ready for the next day or class period before everyone walks out the door. Remember to always greet and dismiss students at the classroom door!		
Have you defined clear expectations for instructional activities? In the classroom, students and teachers are constantly engaged in different types of activities. Direct instruction carries many different expectations than a partner activity or an independent test. When these specific procedures are not explicitly discussed, it will always lead to conversation you didn't ask for. Remember to also define clear expectations for transitions between activities.		