



Handout 4: Classroom Environment Assessment

Element	Yes	No	Notes
Outdoor clothing storage			
1. Is storage adequate and clearly labelled for students' outdoor clothing, backpacks, and lunch bags?	<input type="checkbox"/>	<input type="checkbox"/>	
2. Do students have adequate space to remove or put on outer clothes without crowding?	<input type="checkbox"/>	<input type="checkbox"/>	
3. Is the coat area easy to supervise and located close to the teaching area?	<input type="checkbox"/>	<input type="checkbox"/>	
Student seating			
4. Is student seating assigned?	<input type="checkbox"/>	<input type="checkbox"/>	
5. Can all students see the teaching area from their seats?	<input type="checkbox"/>	<input type="checkbox"/>	
6. Can all students participate in classroom discussions?	<input type="checkbox"/>	<input type="checkbox"/>	
7. Do all students have adequate space for independent work?	<input type="checkbox"/>	<input type="checkbox"/>	
8. Do particular seating locations accommodate students with major attention difficulties without their feeling singled out?	<input type="checkbox"/>	<input type="checkbox"/>	
9. Are students' desks and tables appropriately sized and in good condition?	<input type="checkbox"/>	<input type="checkbox"/>	
Storage			
10. Is there adequate storage space for the personal school supplies of each student?	<input type="checkbox"/>	<input type="checkbox"/>	
11. Is shelving organized and clutter-free?	<input type="checkbox"/>	<input type="checkbox"/>	
12. Are storage areas labelled so students can find and return materials independently?	<input type="checkbox"/>	<input type="checkbox"/>	



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13. Are books displayed invitingly in such a way that students can see the covers?	<input type="checkbox"/>	<input type="checkbox"/>	
Work areas			
14. Are specific areas in the classroom clearly delineated?	<input type="checkbox"/>	<input type="checkbox"/>	
15. Is a private, secluded space available for students to work alone or use as a safe place to calm down?	<input type="checkbox"/>	<input type="checkbox"/>	
16. Are sensory materials—such as squeezable balls, stuffed animals, or art supplies—available for students?	<input type="checkbox"/>	<input type="checkbox"/>	
Physical setup			
17. Are the colors of the classroom calming and harmonious?	<input type="checkbox"/>	<input type="checkbox"/>	
18. Does the furniture arrangement facilitate traffic flow?	<input type="checkbox"/>	<input type="checkbox"/>	
19. Are high-traffic areas away from the main work area?	<input type="checkbox"/>	<input type="checkbox"/>	
20. Do wall displays contribute to a sense of order?	<input type="checkbox"/>	<input type="checkbox"/>	
21. Are all areas of the classroom visible so the teacher can monitor and supervise students throughout the day?	<input type="checkbox"/>	<input type="checkbox"/>	
Sound			
22. Do the acoustics allow teachers and students to clearly and easily hear each other when speaking at a normal conversational volume?	<input type="checkbox"/>	<input type="checkbox"/>	
23. Is the noise of moving chairs and desks muffled by carpeting or floor protectors on chair legs?	<input type="checkbox"/>	<input type="checkbox"/>	
24. Does music cue transitions and provide a calming background to enhance student focus?	<input type="checkbox"/>	<input type="checkbox"/>	
25. Are external sounds sufficiently muffled?	<input type="checkbox"/>	<input type="checkbox"/>	
26. Are intercom messages restricted to specific times during the day to avoid jarring interruptions?	<input type="checkbox"/>	<input type="checkbox"/>	
27. Is the sound quality of the intercom clear and at an appropriate volume?	<input type="checkbox"/>	<input type="checkbox"/>	
28. Do lights and heating create minimal sound?	<input type="checkbox"/>	<input type="checkbox"/>	



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Lighting			
29. Are lights in good condition, with minimal humming and flickering?	<input type="checkbox"/>	<input type="checkbox"/>	
30. Is the lighting adequate for all learning activities?	<input type="checkbox"/>	<input type="checkbox"/>	
31. Is the room illuminated with cool white light rather than excessively bright or hot tones?	<input type="checkbox"/>	<input type="checkbox"/>	
Visual cues			
32. Are signs and pictures at the students' eye level?	<input type="checkbox"/>	<input type="checkbox"/>	
33. Is a daily schedule posted and clearly visible?	<input type="checkbox"/>	<input type="checkbox"/>	
34. Are classroom rules written in a positive language and posted for easy reference?	<input type="checkbox"/>	<input type="checkbox"/>	
35. Are classroom supplies and equipment clearly labelled to establish ownership and facilitate retrieval and storage?	<input type="checkbox"/>	<input type="checkbox"/>	
36. Are only essential visuals posted?	<input type="checkbox"/>	<input type="checkbox"/>	
37. Are visual cues student-friendly and consistent with learning?	<input type="checkbox"/>	<input type="checkbox"/>	
Relationships with students			
38. Do you convey the message, "You are not alone"?	<input type="checkbox"/>	<input type="checkbox"/>	
39. Do students accept you as a safe individual?	<input type="checkbox"/>	<input type="checkbox"/>	
40. Do you remain calm and present?	<input type="checkbox"/>	<input type="checkbox"/>	
41. Under stressful conditions, do you stay neutral, calm, and present?	<input type="checkbox"/>	<input type="checkbox"/>	
42. Do you incorporate opportunities for humor and laughter during class?	<input type="checkbox"/>	<input type="checkbox"/>	
43. Is the full range of culture and tradition represented by members of the class appreciated and actively explored?	<input type="checkbox"/>	<input type="checkbox"/>	
44. Do you and your students regularly seek and welcome input from each other?	<input type="checkbox"/>	<input type="checkbox"/>	



Element	Yes	No	Notes
Classroom management			
45. Have you established an environment of respect?	<input type="checkbox"/>	<input type="checkbox"/>	
46. Are classroom expectations about talking during activities clearly defined?	<input type="checkbox"/>	<input type="checkbox"/>	
47. Do students have opportunities to make choices?	<input type="checkbox"/>	<input type="checkbox"/>	
48. Are boundaries clearly defined, consistently respected, and updated as a class as appropriate?	<input type="checkbox"/>	<input type="checkbox"/>	
49. In preparation for safety drills, do you talk about safety and the steps you will take to ensure their safety?	<input type="checkbox"/>	<input type="checkbox"/>	
50. Do you provide a predictable environment with clear expectations for behavior?	<input type="checkbox"/>	<input type="checkbox"/>	
51. Does your class operate on a defined structure from which you make an effort to follow?	<input type="checkbox"/>	<input type="checkbox"/>	
52. Have you instituted a regular relaxation exercise?	<input type="checkbox"/>	<input type="checkbox"/>	
53. Is problem solving a collaborative exercise?	<input type="checkbox"/>	<input type="checkbox"/>	
One-on-one strategies			
54. Do you practice active listening?	<input type="checkbox"/>	<input type="checkbox"/>	
55. Do you make a point of demonstrating empathy?	<input type="checkbox"/>	<input type="checkbox"/>	
56. Do you find regular reasons to praise each student?	<input type="checkbox"/>	<input type="checkbox"/>	
57. Do you consciously ignore harmless negative behavior?	<input type="checkbox"/>	<input type="checkbox"/>	
58. Do you maintain high expectations?	<input type="checkbox"/>	<input type="checkbox"/>	
59. Do students know you will connect them to appropriate resources as needed?	<input type="checkbox"/>	<input type="checkbox"/>	
60. Do you facilitate connections between students and their peers and other supportive adults?	<input type="checkbox"/>	<input type="checkbox"/>	

Adapted from Alberta Education, Learning and Teaching Resources Branch. (2008). Key element 2: Modification of the classroom environment. In *Supporting Positive Behavior in Alberta Schools—An Intensive Individualized Approach*.

http://www.learnalberta.ca/content/inspb1/html/2_modificationoftheclass.html

