TTAC HLP 7 Rubric and Checklist

HLP # 7: Establish a Consistent, Organized, and Respectful Learning Environment Checklist

Yes *or* not yet	**Class Organization Systems**
	Student workflow, procedures and systems established (absent student, turn in procedures, return procedures)
	Explicitly teach students how to use class procedures and systems.
	Positively reinforce students' proper use of class procedures and systems.
	Arrange the classroom to maximize space, workflow, and system efficiency.
	Classroom organization meets the needs of all students and instructional goals.
	Student information is organized and systems in place (accommodations tracking, attendance, etc.)
	Establish systems to collect data (academic and/or behavior)
	Specifically designed instruction and progress monitoring tracking system established
	School contacts' numbers (counselors, administrators, related services, etc.), school map, procedures (fire drill, etc.) are organized and/or clearly posted.
	School calendar is established and organized (Collaborative learning team (CLT)/grade level team meetings, faculty meetings, important dates)
	Filing system is organized digitally and/or physically
	Accommodations communicated with co-teachers and/or paraprofessionals and regularly reviewed.
Yes *or* not yet	**Learning Management System (LMS)**
	LMS is organized with contact information, materials, assignments, grading (or other grading system), back to school night presentation, introductory video, etc.)
	Co-teacher LMS responsibilities agreed upon.
	Explicitly teach students how to use LMS and identify students' expectations for LMS if appropriate.
	Explicitly teach parents how to use LMS and ways to best communicate with teachers
Yes *or* not yet	**Expectations/Rules**
	Establish culturally relevant expectations and rules that are stated positively and posted in the classroom.
	Discuss the importance of expectations, rules, and procedures, including students' suggestions if appropriate.
	Explicitly teach three to five positively stated expectations/rules.

	Consistently re-teach expectations, rules, procedures, and systems with a positive tone.
.	Create systems that encourage positive student behaviors aligned with class expectations, rules, and other goals. (PBIS, token economy, Class Dojo)
	Explicitly communicate PBIS/or token economy/Class Dojo to students and parents.
	Consistently implement PBIS/token economy and reinforce positive student behaviors
Yes *or* not yet	**Respectful Learning Environment**
	Structure class lessons and activities with an agenda.
	Explicitly teach the agenda and behavior expectations for the day's lesson and class activities.
	Consider the needs of all students when creating class activities and limit unstructured time.
	Manage antecedents and unexpected surprises. (Communicate with sensitive students and/or their parents beforehand, prepare for fire drills, assemblies, etc.)
	Accept that behavior is a form of communication. a
	Appreciate cultural and linguistic diversity and learning differences in the classroom.
	Encourage students' positive verbal and non-verbal communication.
	Consistently give specific and positive feedback to students on their behaviors.
	Communicate academic and behavior data with parents and students (if appropriate).
	Collaborate with other professionals and/or parents about students' academics and behaviors, if necessary.

References

Council for Exceptional Children. (2021). High leverage practices for students with disabilities leadership guide for HLP #7. Retrieved from:
https://highleveragepractices.org/hlp-leadership-guides

McLeskey, J. (Ed.). (2019). *High leverage practices for inclusive classrooms.* New York: Routledge.

For additional HLP resources, go to https://ttaconline.org/
For additional information about TTAC Region 4 at GMU, go to https://ttac.gmu.edu/