

Classroom Management Skills—CHAMPS Implementation Rubric

When implementing **CHAMPS**, check the stage of implementation you are at for each component.

CHAMPS Components	Stage 1 PREPARING	Stage 2 GETTING STARTED	Stage 3 MOVING ALONG	Stage 4 IN PLACE
 Attention Signal	Attention signal is used, but doesn't have both visual and auditory parts or can be used only inside the classroom.	An attention signal with both visual and auditory components is taught and practiced.	The attention signal is used daily, but a portion of the students doesn't respond consistently.	All or almost all of the students respond consistently to the attention signal in and out of class.
Guidelines for Success (GFS)	GFS are in rough-draft form and have not yet been taught to students.	GFS have been taught and posted. Teacher refers to them during class period.	Guidelines are posted and reviewed one or more times weekly.	Students can identify and define at least 1 Guideline when asked.
Classroom Rules and Consequences for Rule Violations	3-5 classroom rules addressing most frequent or irritating misbehaviors and assigned consequences are in the planning stages.	3-5 classroom rules and their assigned consequences have been finalized and posted, but not yet taught to students.	Students have been taught the rules' consequences, but rules aren't referenced when correcting rule violations.	Rules are re-taught as needed, including after breaks in the school calendar, and they are referenced when students need to be redirected.
Expectations for Classroom Activities <small>(Independent Work, Tests, Cooperative Groups & Lecture)</small>	Expectations for classroom academic activities have been considered, but are not written.	Expectations are written in CHAMPS plan, but have not been taught to the students.	Expectations are sometimes taught/shared with students prior to the activity.	CHAMPS expectations are written <u>and</u> reviewed with the students before each activity.
Expectations for Key Classroom Transitions	Expectations for classroom transitions have been considered, but are not written.	Expectations are written in CHAMPS plan, but have not been taught to the students.	Expectations are sometimes taught/shared with students prior to the activity.	CHAMPS plans are written <u>and</u> reviewed with the students before each classroom transition.
Beginning and Ending Routines	Planned routines aren't evident or are only communicated verbally.	Routines are in writing, but are infrequently reviewed.	Routines are evident and are implemented consistently.	All or most students know & consistently follow the routines.
Understands Motivation	Understands the power of influencing motivation by deploying extrinsic strategies to address <i>expectancy</i> and <i>value</i> .	Sometimes delivers extrinsic strategies for <i>expectancy</i> or <i>value</i> in academics and behavior.	Sometimes delivers extrinsic strategies for both <i>expectancy</i> & <i>value</i> in academics and behavior.	Extrinsic strategies are always used to boost <i>expectancy</i> & <i>value</i> in academics and behavior.
Ratio of Positive Interactions (RPI)	Exhibits a RPI ratio of $\leq 1:1$ for positive interactions vs. negative interactions.	Exhibits a $\leq 2:1$ RPI ratio of positive interactions vs. negative interaction.	Achieves $\geq 3:1$ RPI ratio with most, but not all, students.	Consistently exhibits a $\geq 3:1$ RPI with all students.
Effective Communication Skills When Correcting	Sometimes struggles to calmly and consistently deliver effective verbal corrections.	Effectively displays skills in <i>how to say it</i> (personal space, talks low & slow, body & facial language, and gives time to comply).	Effectively displays skills in <i>what to say</i> (gives more start requests, avoids emotion, is objective, doesn't nag & reinforces compliance).	Consistently delivers skills in <i>how to say it</i> <u>and</u> <i>what to say</i> when verbally correcting student behavior.
Corrective Procedures	Working to deliver appropriate mild to moderate corrective strategies, but is not consistent.	More consistent with most students, but sometimes frustration results in referring minor misbehavior to the office.	Fluently delivers effective mild consequences. Refers only severe misbehavior to the office.	Fluently delivers effective mild consequences and is implementing strategies to address chronic misbehavior.
Classroom Management Plan (CMP)	Teacher is beginning to identify the details of the CMP, which may be written but not implemented.	CMP has been developed, written, and taught to students.	CMP is being used daily by the teacher.	CMP is used daily and assessed regularly. Also used by students & subs to see what to do.