

Classroom Climate Checklists

Performance Learning PLUS #14

Directions: To find out how effectively your classroom supports multiple intelligences, print out this page and check each item that is true for your classroom. Then notice the items that aren't checked, and find ways to integrate these into your classroom climate.

Bodily-Kinesthetic Intelligence

Classroom Furnishings

- There are a variety of furnishings suitable for kinesthetic activities.
- Seating arrangements and space are comfortable.
- Learning tools and equipment are appropriate for students' work.

Physical Environment

- Students have freedom of controlled movement at their individual desks and around the room.
- There are "hands-on/minds-on" activities.
- A variety of tactile objects are used for instructional purposes.
- There is a balance of indoor/outdoor or open-space activity.

Kinesthetic Environment

- Students have freedom of controlled movement.
- There is variety and choice of different types of movement activities.
- There is appropriate space for freedom of movement.

Sensory Environment

- The room smells attractive without excess of any particular odor.
- Aromas support learning and classroom management purposes.
- Air temperature and humidity are easily controlled and appropriate.
- A variety of materials are available for sensory stimulation.
- The environment is free of allergens and other offensive pollutants.

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Interpersonal Intelligence

Atmosphere

- There is a sense of trust between teacher and students.
- There is a sense of belonging for individuals and among students.
- Competitiveness is controlled and competitive activities are used sparingly.

Conflict Resolution

- There are established routines for conflict resolution between teacher and student.
- There are established procedures for conflict resolution among students.
- There is a sense of respect for diversity and personal differences.
- There is recognition and respect for individual opinions.

Sense of Safety

- Students perceive an absence of threat from school personnel.
- Students perceive an absence of threat from peers and other schoolmates.
- Personal property is respected and secure.
- There is a sense of psychological and social respect and absence of abuse.

Social Engagements

- Interpersonal interactions are predominantly positive.
- Students share responsibility and group cohesiveness.
- A variety of group compositions are used.
- There is flexibility in how group compositions are chosen.
- Balance among individual, pair, small-group, and large-group work is maintained.

Intrapersonal Intelligence

Privacy

- Students have a sense of personal privacy.
- Students' property, space, ideas, and bodies are safe.
- There is a sense of confidentiality.

Esteeming Environment

- Students are free from ridicule by peers and adults.
- Students are not compared to each other.
- Students' work is publicly displayed only with their consent.
- Compliments and encouragement are used more than praise.

Opportunity for Reflection

- Time for reflection is planned at different times throughout the day.
- The teacher models different kinds of personal reflection.
- The teacher models reflective thinking.
- Instructional opportunities for intrapersonal thinking are provided.

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Intrapersonal Expression

- Students have choices about whether to express their work.
 - Students have choices about how to express their work.
 - Intrapersonal work is not subjected to group evaluation.
 - Intrapersonal reflection is an integral part of instruction.
 - Students' personal reflections are respected by the teacher.
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Logical-Mathematical Intelligence

Routines

- There are defined routines of activity and behavior.
- A sense of order exists in organization, storage, and management processes.
- There is a logical sense of rules, routine, and changes.

Sequence of Activities

- Activities have a meaningful sequence.
- There is a sense of "flow."
- There is a pattern of circadian* rhythms of attention and learning.
- Activities are organized around students', rather than teacher's, needs.

Time Structure

- Time usage is subject to students' needs, not external force.
- Morning and afternoon time blocks are logically organized and meaningful.
- Time usage is flexible and responsive to students' needs and interests.
- Time usage is variable with periods of "on" and "off" intensity.

References

- Students have ready access to data and information resources.
- There is consistency and dependability of resource acquisition and storage.
- Media is consistently available to students.
- There is a balance between individual and community "ownership" of resources.
- There are a variety of reference types and levels of difficulty.

*Circadian: Designating or of behavioral or physiological rhythms associated with the 24-hour cycles of the earth's rotation, as, in man, the regular metabolic, glandular, and sleep rhythms... — Webster's New World™ College Dictionary, Third Edition

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Musical-Rhythmic Intelligence

Acoustic Environment

- Sounds are systematically controlled and noise minimized.
- There is a balance between periods of noisy and quiet activity.
- The classroom has good acoustics; sounds are heard clearly.

Musical Environment

- Music is used in the background at appropriate times.
- A variety of music is available.
- An adequate quality of equipment for music is available.
- An attitude of respect and appreciation for various types of music is encouraged.

Music Used for Instruction

- Music is used for a variety of instructional purposes.
- Music is used as a technique for classroom control.
- There is a variety of culturally-oriented music.
- Rhythm and musical patterns are used appropriately.

Musical Expression

- The teacher expresses himself or herself musically.
- Students are free to express themselves musically.
- Music involvement is nonjudgmental.
- There is a sense of personal freedom for involvement in music.
- Music is not used as a reward, nor the lack of it as a punishment.

Naturalist Intelligence

Physical Setting

- The class setting is orderly, neat, and organized.
- Plants, wood furniture, and furnishings are present.
- Students are in proximity or visual contact with the outdoors.

Social Structures

- There are flexible groupings without social hierarchies.
- There is allowance for student initiative and freedom.
- Students take on roles representing natural, real-life responsibilities.
- Students engage in self-selected activities and learner partnering.

Organizational Patterns

- Arrangements are flexible, and settings are adaptable.
- There are a variety of functional displays.
- Students are free to determine time and resource structures.
- References, media, and technology are readily available.

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Room Appointments

- The room has bright, fresh, meaningful color.
 - Pictures and posters of nature themes are displayed.
 - Students create materials themselves.
 - There are displays of natural animal habitats, natural realia, and collections.
 - Furniture is arranged appropriately for different types of learning.
 - There are arrangements and devices for categorizing and showing taxonomies.
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Verbal-Linguistic Intelligence

Spoken Word

- The teacher's language is appropriate for students' levels.
- There is a match between teacher's and students' vocabularies.
- A wide variety of vocabulary is used in different contexts.

Written Word

- The environment communicates the richness of written language.
- Written language is respected by both teacher and students.
- There are a variety of written literacy opportunities.
- There is a wealth of written language resources.

Language Playfulness

- There is a respect for personal language styles and variety.
- Classroom language is used in interesting, playful, and unpredictable ways.

Other Considerations

- There is a respect for personal freedom to communicate.
- The teacher models respect for language.
- Listening is valued by both teacher and students.
- Language is used as a thinking and problem-solving tool.
- Use of words on wall graphics, etc., is limited to avoid "language pollution."
- Sounds are systematically controlled and noise is minimized.

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Visual-Spatial Intelligence

Attractive Setting

- Bright, fresh colors are visible.
- Plants and other “homey” appointments are present.
- Meaningful design elements, such as borders on visual displays, are present.

Room Colors

- The room has bright, fresh, and meaningful colors.
- Colors are stimulating but not overpowering.
- Colors are conducive to a learning atmosphere.
- Colors are supportive of students’ interpersonal moods.

Light Quality

- There is a balance of natural, incandescent, and white fluorescent light.
- Light intensity can be changed.
- There are different intensities in various room areas.
- Students have the flexibility to work in different light intensities.

Spaciousness and Arrangement

- There are areas free of visual stimulation.
- There are different intensities in various room areas.
- The classroom environment appears neat and orderly.
- Furniture is arranged appropriately for different types of learning.

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