

# Classroom Management Checklist

*A quick-reference checklist for running a calm, engaged, well-paced adult ESL classroom.*

## Before the Lesson

- Do I have a clear, single language target for this lesson?
- Have I planned a warm-up that activates today's target language?
- Do I have a fast-finisher extension ready for early finishers?
- Have I planned for mixed-ability learners in this specific lesson?
- Is my timing realistic for each stage (Presentation/Practice/Production)?

## During the Lesson

- Am I circulating during pair/group work, not staying at the front?
- Am I giving clear, single instructions before releasing learners to a task?
- Am I protecting shy learners from being cold-called unexpectedly?
- Am I noting errors for delayed feedback, not interrupting fluency tasks?
- Am I checking comprehension (CCQs) before moving to the next stage?

## Handling Common Disruptions

**Off-task chatting:** Redirect with a task-focused question, not a public reprimand.

**A dominant speaker:** Use structured turn-taking ("let's hear from someone who hasn't spoken yet").

**A silent room:** Lower the stakes — think time, pair rehearsal, sentence starters — before asking for whole-class response.

**Uneven pace across the room:** Have your tiered extension task ready before the lesson starts, not improvised mid-lesson.

## After the Lesson

- What worked today that I should repeat next lesson?
- Which learner(s) need a specific follow-up (encouragement, extra practice, a check-in)?
- Did today's timing match my plan? If not, what should change?

## A Reminder

*Classroom management is not about controlling learners — it's about designing conditions where engagement is the easiest, most natural choice in the room.*