Positive Behavior Support Planning Checklist And Teacher Self-Assessment

**Tier One – Effective Classroom Practices:** All staff consistently implement effective classroom practices to provide an engaging, predictable and safe learning environment for all students.

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| **Effective Classroom Practices** | **Staff Expectations to Support Student Behavior** |
| 1. Classroom Expectations | * I have attended Classroom Expectations in-service. * I have created and posted classroom rules aligned with schoolwide expectations. * I have filed a copy of my classroom rules in the office. * 80% of my students can tell the classroom expectations and rules. |
| 2. Classroom Procedures and Routines | * I have attended **Classroom Procedures** and Routines in-service. * I have used the Create Your Classroom Routines Checklist to develop my classroom routines. * I have created, posted, taught and given students frequent specific performance feedback on classroom procedures and routines. * Students can verbalize and regularly demonstrate the classroom procedures and routines. |
| 3. Encourage Expected Behavior – Provide Specific Positive Feedback | * I have attended **Classroom Strategies to Encourage Expected Behavior** in-service. * I use a variety of strategies to give specific positive feedback (free and frequent, intermittent, and long term). * What is my method for providing specific positive feedback at a ratio of 4: 1? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ * Can my students tell how they receive acknowledgement for appropriate behavior? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| 4. Discouraging Inappropriate Behavior | * I have attended **Discouraging Inappropriate Behavior** in-service. * I demonstrate calm, consistent, brief, immediate and respectful error corrections using professional teaching tone and demeanor. * I use a variety classroom response strategies (prompt, redirect, re-teach, provide choice and conference with students). |
| 5. Active Supervision | * I have designed the classroom floor plan to allow for ease of movement for Active Supervision. * I continually monitor all areas of the room by scanning, moving and interacting frequently and strategically. * When designing a lesson, I consider student groupings, location and activity level. * I provide positive contact, positive and corrective feedback while moving around the room. |
| 6. Opportunities to Respond | * I use a variety of strategies to increase student Opportunities to Respond (examples: turn and talk, guided notes, response cards). * What strategy do I use to track students being called on?  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ * I regularly use wait time to increase student opportunity for metacognition. * I regularly plan instructional questions and response methods prior to the lesson. |
| 7. Activity Sequence and Choice | * I Sequence tasks by intermingling easy/brief tasks among longer or more difficult tasks. * When designing a lesson, I consider the pace, sequence and level of task difficulty to promote each student’s success. * I consider a variety of elements when offering students’ Choice (order, materials, partner, location, type of task). * I develop and use a menu of options to promote student choice (examples: work stations, demonstration of knowledge). |
| 8. Task Difficulty | * How do I make certain independent work contains 70-85% known elements (instructional level)? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ * How do I make certain reading tasks are 93-97% known elements (independent)? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ * I use a variety of strategies to adjust Task Difficulty. * I scaffold tasks by modeling, providing guided practice and chunking multi-step directions and activities. |