MO SW-PBS Teacher Self-Assessment of the Effective Classroom Practices

**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 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). |

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| 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. |