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.

|  |  |
| --- | --- |
| 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 school- wide 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 demean- or.
* I use a variety classroom response strategies (prompt, redirect, re-teach, provide choice and conference with students).
 |

Positive Behavior Support Planning Checklist And Teacher Self-Assessment

– Page 2

|  |  |
| --- | --- |
| Effective Classroom Practices | Staff Expectations to Support Student Behavior |
| 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.
 |