**School-wide/Classroom Universals Teacher Self-Reflection**

**Teacher: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Tier One—School-wide Universals**

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| **Tier One Process** | **Staff Expectations to Support Student Behavior** |
| 1. School-wide Expectations Matrix is our Social Curriculum | * Where is my copy of the school-wide matrix posted in my classroom? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ * I know and can recite the school-wide expectations and current behavior/social skill lesson * Where is the current topic posted in my room? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| 2. All Staff Teach All Students Lessons | * When do I teach students what we want them TO do, using weekly lesson plan? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_   Is this time designated on my weekly schedule? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_   * How do I teach, practice and review the topic? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_   \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_   * Based on data, I re-teach skills from the matrix as needed. * At least 80% of students can recite the school-wide expectations and current topic. |
| 3. All Staff Give All Students Specific Performance Feedback | * I use school-wide expectations and language on the matrix when I give students specific performance feedback. * What is my method for ensuring high rates (4 to 1) of positive specific performance feedback? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_   \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_   * How do I involve my students in setting classroom goals for school-wide celebrations? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_   \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_   * Can all my students can tell why they received specific feedback. |
| 4. All Staff Give Effective Responses and Follow Continuum of Responses to Behavior Errors | * Do I give a respectful redirect using expectations language and professional teaching tone and demeanor. * I know definitions and follow procedures for classroom managed behaviors (minors) * I know definitions and follow procedures for office managed behaviors (majors) |
| 5. All Staff Will Collect Minor and Major Data | * I consistently fully complete and submit all required behavior forms (major office referral forms and minor referral forms as applicable) * I review, reflect on , and problem solve monthly SWIS/ e-School data. |

**School-wide/Classroom Universals Teacher Self-Reflection**

**Tier One – Classroom Universals**

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| **Effective Classroom Practices** | **Staff Expectations to Support Student Behavior** |
| 1. Classroom Expectations and Rules | * 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 used the Create Your Classroom Routines Checklist to develop my **classroom procedures and 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. Acknowledge Appropriate Behavior – Provide Positive Specific Performance Feedback | * I use a variety of strategies to give **positive specific performance feedback** (free and frequent, intermittent, and long term). * What is my method for providing positive specific performance feedback at a ratio of 4: 1? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_   \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_   * Can my students tell why they receive acknowledgement for appropriate behavior? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| 4. Response Strategies & Error Correction | * Where is my copy of the school’s **response to problem behavior flow chart** posted for my easy referral? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_   \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_   * I demonstrate calm, consistent, brief, immediate and respectful error corrections using professional teaching tone and demeanor. * I use a variety of classroom response strategies (prompt, redirect, re-teach, provide choice and conference with students). |

**Tier 1 Classroom Universals Continued**

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| **Effective Classroom Practices** | **Staff Expectations to Support Student Behavior** |
| 5. Multiple Opportunities to Respond | * I use a variety of strategies to increase student **Opportunity to Respond**(examples: turn and talk, guided notes, response cards) * What strategy do I use to track students being called on? \_\_\_\_\_\_\_\_\_   \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_   * I regularly utilize wait time to increase student opportunity for metacognition. * I regularly plan instructional questions and response methods prior to the lesson. |
| 6. Active Supervision | * I have designed my 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 about the room |
| 7. Academic Success and 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 modify daily tasks to **Scaffold the Student to Success** * What is my method for providing positive and specific performance feedback at a ratio of 4:1? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_   \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_   * I scaffold tasks by modeling, providing guided practice and chunking multi-step directions and activities |
| 8. Activity Sequence and Offering 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 utilize a menu of options to promote student choice (examples: work stations, demonstration of knowledge) |