**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). |

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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. |