

# PBIS Support Planning Checklist and Teacher Self-Assessment

TIER I ~ EFFECTIVE CLASSROOM PRACTICES: All staff consistently implement effective classroom practices to provide an engaging, predictable, and safe learning environment for our students.

Effective Classroom Practices	Staff Expectations to Support Student Behavior
<b>Classroom Expectations</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> I have attended Classroom Expectation in-service.</li> <li><input type="checkbox"/> I have created and posted classroom rules aligned with school-wide expectations.</li> <li><input type="checkbox"/> I have filed a copy of my classroom rules in the office.</li> <li><input type="checkbox"/> 80% of my students can tell the classroom rules and expectations.</li> </ul>
<b>Classroom Procedures and Routines</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> I have attended "Classroom Procedures and Routines" in-service.</li> <li><input type="checkbox"/> I have used the "Create Your Classroom Routines Checklist" to develop my classroom routines.</li> <li><input type="checkbox"/> I have created, posted, taught, and given students frequent specific performance feedback on classroom procedures and routines.</li> <li><input type="checkbox"/> Students can verbalize and regularly demonstrate the classroom procedures and routines.</li> </ul>
<b>Encourage Expected Behavior – Provide Specific Positive Feedback</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> I have attended "Classroom Strategies to Encourage Expected Behavior" in-service.</li> <li><input type="checkbox"/> I use a variety of strategies to give specific positive feedback (free and frequent, intermittent, and long term.)</li> <li><input type="checkbox"/> What is my method of providing specific positive feedback at a 4:1 ratio? _____</li> <li><input type="checkbox"/> Can my students tell how they receive acknowledgement for appropriate behavior?</li> </ul>
<b>Discouraging Inappropriate Behavior</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> I have attended "Discouraging Inappropriate Behavior" in-service.</li> <li><input type="checkbox"/> I demonstrate calm, consistent, brief, immediate, and respectful error corrections using professional teaching tone and demeanor.</li> <li><input type="checkbox"/> I use a variety of classroom response strategies (prompt, redirect, re-teach, provide choice and conference with students.)</li> </ul>
<b>Active Supervision</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> I have designed the classroom floor plan to allow for ease of movement for active supervision.</li> <li><input type="checkbox"/> I continually monitor all areas of the room by scanning, moving, and interacting frequently and strategically.</li> <li><input type="checkbox"/> When designing a lesson, I consider student groupings, location, and activity level.</li> <li><input type="checkbox"/> I provide positive contact, positive and corrective feedback while moving around the room.</li> </ul>
<b>Opportunities to Respond</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> I use a variety of strategies to increase student opportunities to respond (examples: turn and talk, guided notes, response cards).</li> <li><input type="checkbox"/> What strategy do I use to track students being called on? _____</li> <li><input type="checkbox"/> I regularly use wait time to increase student opportunity for metacognition.</li> <li><input type="checkbox"/> I regularly plan instructional questions and response methods prior to the lesson.</li> </ul>
<b>Activity Sequence and Choice</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> I sequence tasks by intermingling easy/brief tasks among longer or more difficult tasks.</li> <li><input type="checkbox"/> When designing a lesson, I consider the pace, sequence, and level of task difficulty to promote each student's success.</li> <li><input type="checkbox"/> I consider a variety of elements when offering students choice (order, materials, partner, locations, type of task).</li> <li><input type="checkbox"/> I develop and use a menu of options to promote student choice (examples: work stations, demonstration of knowledge).</li> </ul>
<b>Task Difficulty</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> How do I make certain independent work contains 70-85% known elements (instruction level)? _____</li> <li><input type="checkbox"/> How do I make certain reading tasks are 93-97% known elements (independent)? _____</li> <li><input type="checkbox"/> I use a variety of strategies to adjust task difficulty.</li> <li><input type="checkbox"/> I scaffold tasks by modeling, providing guided practice, and chunking multi-step directions and activities.</li> </ul>

