

School-wide Benchmarks of Quality: SCORING FORM

School Name: _____ District: _____

Coach's Name: _____ Date: _____

STEP 1: Coach uses the Scoring Guide to determine appropriate point value. Circle ONLY ONE response.

STEP 2: Indicate your team's most frequent response. Write the response in column 2.
(in place ++, needs improvement +, or not in place -). If there is a tie, report the higher score.

STEP 3: Place a check next to any item where there is a discrepancy between your rating and the team's rating.
Document the discrepancies on page 3.

Critical Elements	STEP 1					STEP 2 ++, +, or -	STEP 3 ✓
PBS Team	1. Team has broad representation			1	0		
	2. Team has administrative support	3	2	1	0		
	3. Team has regular meetings (at least monthly)		2	1	0		
	4. Team has established a clear mission/purpose			1	0		
Faculty Commitment	5. Faculty are aware of behavior problems across campus (regular data sharing)		2	1	0		
	6. Faculty involved in establishing and reviewing goals		2	1	0		
	7. Faculty feedback obtained throughout year		2	1	0		
Effective Procedures for Dealing with Discipline	8. Discipline process described in narrative format or depicted in graphic format		2	1	0		
	9. Process includes documentation procedures			1	0		
	10. Discipline referral form includes information useful in decision making		2	1	0		
	11. Behaviors defined	3	2	1	0		
	12. Major/minor behaviors are clearly identified/understood		2	1	0		
	13. Suggested array of appropriate responses to minor (non office-managed) problem behaviors			1	0		
Data Entry & Analysis Plan Established	14. Suggested array of appropriate responses to major (office-managed) problem behaviors			1	0		
	15. Data system to collect and analyze ODR data	3	2	1	0		
	16. Additional data collected (attendance, grades, faculty attendance, surveys)			1	0		
	17. Data entered weekly (minimum)			1	0		
	18. Data analyzed monthly (minimum)		2	1	0		
Expectations & Rules Developed	19. Data shared with team and faculty monthly (minimum)		2	1	0		
	20. 3-5 positively stated school-wide expectations posted around school	3	2	1	0		
	21. Expectations apply to both students and staff	3	2	1	0		
	22. Rules developed and posted for specific settings (where problems are prevalent)		2	1	0		
	23. Rules are linked to expectations			1	0		
	24. Staff feedback/involvement in expectations/rule development		2	1	0		

End-of-Year Report Item 1

Critical Elements	STEP 1					STEP 2	STEP 3
						++, +, or _	✓
Reward/ Recognition Program Established	25. A system of rewards has elements that are implemented consistently across campus	3	2	1	0		
	26. A variety of methods are used to reward students		2	1	0		
	27. Rewards are linked to expectations	3	2	1	0		
	28. Rewards are varied to maintain student interest		2	1	0		
	29. System includes opportunities for naturally occurring reinforcement			1	0		
	30. Ratios of reinforcement to corrections are high	3	2	1	0		
	31. Students are involved in identifying/developing incentives			1	0		
	32. The system includes incentives for staff/faculty		2	1	0		
Lesson Plans for Teaching Expectations/ Rules	33. A behavioral curriculum includes concept and skill level instruction		2	1	0		
	34. Lessons include examples and non-examples			1	0		
	35. Lessons use a variety of teaching strategies		2	1	0		
	36. Lessons are embedded into subject area curriculum		2	1	0		
	37. Faculty/staff and students are involved in development & delivery of lesson plans			1	0		
	38. Strategies to reinforce the lessons with families/community are developed and implemented			1	0		
Implemen- tation Plan	39. Develop, schedule and deliver plans to teach staff the discipline and data system		2	1	0		
	40. Develop, schedule and deliver plans to teach staff the lesson plans for teaching students		2	1	0		
	41. Develop, schedule and deliver plans for teaching students expectations/rules/rewards	3	2	1	0		
	42. Booster sessions for students and staff are planned, scheduled, and delivered		2	1	0		
	43. Schedule for rewards/incentives for the year is planned			1	0		
	44. Plans for orienting incoming staff and students are developed and implemented		2	1	0		
	45. Plans for involving families/community are developed & implemented			1	0		
Crisis Plan	46. Faculty/staff are taught how to respond to crisis situations			1	0		
	47. Responding to crisis situations is rehearsed			1	0		
	48. Procedures for crisis situations are readily accessible			1	0		
Evaluation	49. Students and staff are surveyed about PBS		2	1	0		
	50. Students and staff can identify expectations and rules		2	1	0		
	51. Staff use discipline system/documentation appropriately	3	2	1	0		
	52. Staff use reward system appropriately	3	2	1	0		
	53. Outcomes (behavior problems, attendance, morale) are documented and used to evaluate PBS plan	3	2	1	0		
TOTAL							
Classroom Systems <i>**These are pilot items and will not be counted in your overall BoQ score.</i>	Classroom rules are defined for each of the school-wide expectations and are posted in classrooms.		2	1	0		
	Classroom routines and procedures are explicitly identified for activities where problems often occur (e.g. entering class, asking questions, sharpening pencil, using restroom, dismissal)		2	1	0		
	Expected behavior routines in classroom are taught		2	1	0		
	Classroom teachers use immediate and specific praise		2	1	0		
	Acknowledgement of students demonstrating adherence to classroom rules and routines occurs more frequently than acknowledgement of inappropriate behaviors		2	1	0		
	Procedures exist for tracking classroom behavior problems		2	1	0		
	Classrooms have a range of consequences/interventions for problem behavior that are documented and consistently delivered		2	1	0		

Benchmarks of Quality TEAM SUMMARY

School _____ Date _____ Total Benchmarks Score _____

Areas of Discrepancy

Item #	Team Response	Coach's Score	Scoring Guide Description

*If a team discussion of an area of discrepancy reveals information that was previously unknown to the coach and would justify a different score on any item (based upon the Scoring Guide), adjust the benchmark item(s) and total scores.

Areas of Strength

Critical Element	Description of Areas of Strength

Areas in Need of Development

Critical Element	Description of Areas in Need of Development