# School-wide Benchmarks of Quality:  SCORING FORM (Revised)

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

| Critical Elements | STEP 1 | | | | | STEP 2 ++, +, or - | STEP 3 ✓ |
|---|---|---|---|---|---|---|---|
| Reward/ Recognition Program Established | 22. A system of rewards has elements that are implemented consistently across campus | 3 | 2 | 1 | 0 | | |
| | 23. A variety of methods are used to reward students | | 2 | 1 | 0 | | |
| | 24. Rewards are linked to expectations and rules | 3 | 2 | 1 | 0 | | |
| | 25. Rewards are varied to maintain student interest | | 2 | 1 | 0 | | |
| | 26. Ratios of acknowledgement to corrections are high | 3 | 2 | 1 | 0 | | |
| | 27. Students are involved in identifying/developing incentives | | | 1 | 0 | | |
| | 28. The system includes incentives for staff/faculty | | 2 | 1 | 0 | | |
| Lesson Plans for Teaching Expectations / Rules | 29. A behavioral curriculum includes teaching expectations and rules | | 2 | 1 | 0 | | |
| | 30. Lessons include examples and non-examples | | | 1 | 0 | | |
| | 31. Lessons use a variety of teaching strategies | | 2 | 1 | 0 | | |
| | 32. Lessons are embedded into subject area curriculum | | 2 | 1 | 0 | | |
| | 33. Faculty/staff and students are involved in development & delivery of behavioral curriculum | | | 1 | 0 | | |
| | 34. Strategies to share key features of SWPBIS program with families/community are developed and implemented | | | 1 | 0 | | |
| Implementation Plan | 35. A curriculum to teach the components of the discipline system to all staff is developed and used | | 2 | 1 | 0 | | |
| | 36. Plans for training staff how to teach expectations/rules/rewards are developed, scheduled and delivered | | 2 | 1 | 0 | | |
| | 37. A plan for teaching students expectations/rules/rewards is developed scheduled and delivered | 3 | 2 | 1 | 0 | | |
| | 38. Booster sessions for students and staff are planned, scheduled, and delivered | | 2 | 1 | 0 | | |
| | 39. Schedule for rewards/incentives for the year is planned | | | 1 | 0 | | |
| | 40. Plans for orienting incoming staff and students are developed and implemented | | 2 | 1 | 0 | | |
| | 41. Plans for involving families/community are developed & implemented | | | 1 | 0 | | |
| Classroom Systems | 42. Classroom rules are defined for each of the school-wide expectations and are posted in classrooms. | | 2 | 1 | 0 | | |
| | 43. 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 | | |
| | 44. Expected behavior routines in classroom are taught | | 2 | 1 | 0 | | |
| | 45. Classroom teachers use immediate and specific praise | | 2 | 1 | 0 | | |
| | 46. Acknowledgement of students demonstrating adherence to classroom rules and routines occurs more frequently than acknowledgement of inappropriate behaviors | | 2 | 1 | 0 | | |
| | 47. Procedures exist for tracking classroom behavior problems | | 2 | 1 | 0 | | |
| | 48. Classrooms have a range of consequences/interventions for problem behavior that are documented and consistently delivered | | 2 | 1 | 0 | | |
| Evaluation | 49. Students and staff are surveyed about PBIS | | 2 | 1 | 0 | | |
| | 50. Students and staff can identify expectations and rules | | 2 | 1 | 0 | | |
| | 51. Staff use referral process (including which behaviors are office managed vs. teacher managed) and forms 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 PBIS plan | 3 | 2 | 1 | 0 | | |

**Scoring the Benchmarks of Quality:** _____ / <u>107</u> = _____ **Benchmarks Score**

Total pts. / 107

# Benchmarks of Quality TEAM SUMMARY

**School**_____ **Date**_____ **Benchmarks Score**_____

## Areas of Discrepancy

| Item # | Team Response | Coach's Score | Scoring Guide Description |
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**\***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 |
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## Areas in Need of Development

| Critical Element | Description of Areas in Need of Development |
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