

Classroom Management: Initiatives/Programs/ Approach Who provides Support at District Level?	Specific Evidence-Based Practices within Initiative, Program, Approach	Describe Professional Learning (Training & Coaching) for ALL Staff	Describe Professional Learning (Training & Coaching) for SOME Staff	Describe Professional Learning (Training & Coaching) for a FEW Staff	Impact Measure across all subgroups	Fidelity Measure- How do you know staff are implementing?
PBIS: Positive Classroom Behavior Supports	Rules and Routines Aligned with School-wide Expectations defined and taught (Classroom Teaching Matrix)	Tier 1 Team Trained to deliver staff PD with External Support	Training & Coaching to Small Groups of Staff	Individual Coaching using Classroom Checkup Model	Discipline data for office- managed and classroom- managed aggregated and disaggregated by subgroups	Classroom Observation Data (Self-assessment, external non- evaluative observations)
	Behavior Specific Praise (Continuum of Practices for Encouraging)					
	Error Correction (Continuum of Practices for Responding)					
	Physical Arrangements					
	Active Supervision					
	Class-wide Group Contingency (Positive Behavior Game)					
	Opportunities to Respond					

Positive Classroom Behavioral Supports Considerations for Readiness

District Leadership	School Leadership
<p>Resource Map around supports provided to schools and/or teachers around classroom management.</p> <ul style="list-style-type: none"> • Use resource map to begin alignment of any programs/practices/initiatives for classroom management supported by the district <ul style="list-style-type: none"> ○ How does the district provide support (e.g., training & coaching, financial, resources, etc.)? ○ Identify similarities and differences (e.g., theoretical, language) among programs/practices/initiatives supported for classroom management. Work to reconcile differences and make explicit similarities for schools and teachers. 	<p>Resource Map around programs/practices/initiatives for classroom management</p> <ul style="list-style-type: none"> • Identify similarities and differences (e.g., theoretical, language) among programs/practices/initiatives supported for classroom management. Work to reconcile differences and make explicit similarities for schools and teachers.
<p>Identify the why for exploring systems to support implementation of PCBS (e.g., what data points are you seeking to move with this-school climate survey items, student outcomes, academic instructional time, staff turn over, etc.). Consider using <i>Here's What, So What, Now What</i> protocol to guide dialogue.</p> <ul style="list-style-type: none"> • Based on the why, who might you include/invite to explore this works with you and possibly join for team professional learning? • How would this work impact PD expectations and schedules in the future for schools? Funding? Other programs/practices/initiatives and messaging around these? 	<p>Explore PD schedule for current year and upcoming year to identify time and space for on-going support to staff to build fluency with 8 practices (see sample school plans reflected on Sample District Implementation Plan)</p> <p>Revisit Teaming Structure Alignment (<i>Working Smarter, Not Harder</i>) to identify core team to attend team professional learning. This team should include an administrator, tier 1 team members/leads, and may include other lead teachers.</p>

Classroom Visit Data Collection Forms (these are compiled from the individual Classroom Snapshots for Positive Classroom Behavioral Supports)

Considerations for Use: Use this resource for self-assessment and non-evaluative classroom observations (e.g., buddy observations, peer observations, coach observations)

Date:

Time:

Grade Level:

Assessment for Classroom Teaching Matrix

Components	No	Somewhat (e.g., more than 1 set of expectations, not aligned with SW, meet some but not all guidelines)	Yes	DNO
Classroom rules and procedures aligned with school-wide expectations.				
Classroom rules and procedures are observable, measurable, positively stated, understandable, and prominently posted.				
Evidence that rules and procedures have been taught and continue to be reinforced (e.g., observation, ask teacher, student behavior).				

Assessment for Physical Arrangements

Components	No	Somewhat	Yes
Traffic patterns are clearly defined and allow movement without disrupting others.			
Desks and furniture arrangement are arranged so that students can be seen at <i>all</i> times and the teacher has easy access to all areas of the classroom.			
Materials are clearly labeled, easily accessible, and organized for ease of use.			

Assessment for Responses to Student Behavior			
	Responses to Appropriate Behavior		Responses to Inappropriate Behavior
		<i>General Responses:</i> simple praise (good job), gesture (e.g., thumbs up) or a point used without naming the specific behavior. Directed to individual, group, or class.	<i>Specific Response:</i> Behavior Specific Praise (teacher names the specific behavior). Directed to individual, group, or class.
Tally Count			
Totals			
Ratio of <i>Specific Responses to Appropriate Behavior</i> (do not include general responses) to <i>Responses to Inappropriate Behavior</i> : ___ / ___			

Assessment for Group Contingency: Positive Behavior Game			
Components	No	Somewhat	Yes
Did the teacher teach the targeted behavior?			
Did the class play for at least 10 minutes?			
Did the teacher provide pre-corrections prior to difficult transitions or routines?			
Did the teacher deliver points for engaging in the identified target behavior?			
Did the teacher provide a behavior specific praise statement when delivering a point?			
Were the points displayed on the board?			
If the students need reminders, did the teacher re-teach the remind/re-teach/correct for the targeted behavior?			

Assessment for Active Supervision			
Components	No	Sometimes	Frequently
The teacher <i>moves</i> and circulates through all parts of the classroom using close proximity to students needing additional support			
The teacher visually <i>scans</i> all parts of the classroom looking for both appropriate behaviors (provide acknowledgement) and inappropriate behaviors (close proximity and error correction)			
The teacher <i>interacts</i> frequently providing positive feedback, pre-correction, and correction. The teacher monitors and provides additional support to students needing help with academic and/or social behavior.			

Assessment for Opportunities to Respond			
Instructional Activity:			
	Individual Responding (tallies)	Unison Responding , count as 1 (tallies)	
Number of teacher behaviors (e.g., asking a question, making a request, presenting a task) that solicits an <i>observable academic response</i> from student(s) (verbal, written, gesture)			
Types of OTRs used:			
<input type="checkbox"/> Individual	<input type="checkbox"/> Unison Responding	<input type="checkbox"/> Mixed Responding	<input type="checkbox"/> Other Strategies
Comments:			

Components for On-Task/Off-Task Behaviors for Academic Engagement: For 5 minutes, record a "+" symbol to indicate on-task or engaged behavior and a "-" symbol to indicate off-task behavior. When each student has been observed, begin the process again. Continue observing and recording for 5 minutes.

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60

Percentage of students on-task:	Instructional Activity:
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