

MPSD Teacher Quarterly Self-Check

Teacher Name: _____ School: _____ Date: _____

Rate each feature using the following scale: 1 = inconsistent 5 = consistent

Physical Space: Is physical space in my classroom organized to allow access to instructional materials?	
• Work centers are easily identified and correspond with instruction.	1 2 3 4 5
• Traffic flow minimizes physical contact between peers and maximizes my mobility.	1 2 3 4 5
Attention: Do I gain the attention of the students prior to instruction?	
• A consistent and clear attention signal is used across instructional contexts.	1 2 3 4 5
• I use a variety of techniques to gain, maintain, and regain student attention to task.	1 2 3 4 5
Time: Do I initiate instructional cues and materials to gain, maintain, and regain student attention?	
• Materials are prepared and ready to go.	1 2 3 4 5
• Pre-corrects are given prior to transitions.	1 2 3 4 5
• Common intrusions are anticipated and handled with a consistent procedure. Unexpected intrusions are minimized with an emphasis on returning to instruction.	1 2 3 4 5
• Students are engaged at high rates during individual work.	1 2 3 4 5
• Down-time (including transitions) is minimal.	1 2 3 4 5
Behavior Management: Do I have universal systems of PBIS in place?	
• Rules are posted.	1 2 3 4 5
• Rules are referred to at appropriate times.	1 2 3 4 5
• Students receive verbal praise for following rules.	1 2 3 4 5
• Corrections are made by restating the rule/expectation and stating the appropriate replacement behavior.	1 2 3 4 5
• I utilize a continuum of consequences for encouraging expected behaviors.	1 2 3 4 5
• I utilize a continuum of consequences for discouraging inappropriate behaviors.	1 2 3 4 5
• I maintain a 4:1 ratio of positive to negative statements.	1 2 3 4 5
Routines: Do I have procedures and routines that are clear and consistently followed?	
• Start of class	1 2 3 4 5
• Working in groups	1 2 3 4 5
• Working independently	1 2 3 4 5
• Special events (movies, assemblies, snacks, parties)	1 2 3 4 5
• Obtaining materials and supplies	1 2 3 4 5
• Using equipment (e.g. computer, tape players)	1 2 3 4 5
• Managing homework and other assignments	1 2 3 4 5
• Personal belongings (e.g. coats, hats)	1 2 3 4 5
• Entering/exiting classroom (e.g. using restroom/drinking fountain, going to library, moving around room)	1 2 3 4 5
Curriculum and Content: Do I implement effective instructional strategies?	
• Assignments can be completed within allotted time period.	1 2 3 4 5
• Content is presented at a student level resulting in high rates of engagement.	1 2 3 4 5
• I frequently check student learning for understanding.	1 2 3 4 5
• Instructional focus builds on student's current and past skills.	1 2 3 4 5
• I give clear set-up and directions for task completion.	1 2 3 4 5

Based on your responses, summarize your strengths and weaknesses of universal PBIS implementation in your classroom. How do you plan to sustain your strengths and improve your weaknesses?

Quarterly Discipline Referrals*

Student Name	Date	Sex	Race	Disability Status	Notes

*List all discipline referrals that you have submitted to your school administrative discipline team.

Based on your data, summarize your plan to monitor student behavior, inform intervention strategies, and respond to intervention and referral patterns, including where data show disparities in the administration of consequences on the basis of race or other protected characteristics.
