

Benchmarks of Quality: SCHOOL COACH SCORING FORM WORKSHEET

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 of Virginia 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 PBIS of Virginia 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 (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 ✓
Acknow- ledgement Program Established	22. A system of acknowledgements has elements that are implemented consistently across campus	3	2	1	0		
	23. A variety of methods are used to acknowledge students		2	1	0		
	24. Acknowledgements are linked to expectations and rules	3	2	1	0		
	25. Acknowledgements 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 acknowledgements			1	0		
	28. The system includes acknowledgements 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 the PBIS of Virginia program with families/community are developed and implemented			1	0		
Implemen- tation 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/ acknowledgements are developed, scheduled, and delivered		2	1	0		
	37. A plan for teaching students expectations/rules/ acknowledgements 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 acknowledgements 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		
	49. Students and staff are surveyed about PBIS of Virginia			2	1	0	
Evaluation	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 acknowledgement system appropriately	3	2	1	0		
	53. Outcomes (behavior problems, attendance, morale) are documented and used to evaluate PBIS of Virginia plan	3	2	1	0		

Scoring the Benchmarks of Quality:

_____ / 107 = _____ 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

*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