Behavioral Interventions: Administrator Self-Assessment

Component 1: Defined Behavioral Expectations				RATING:	
None 0	Exploring 1	Partial 2	Adequate 3	Best 4	
 No behavioral expectations are posted within the school environment. Only school rules are posted. 	 Behavioral expectations are posted in the school environment. No explicit school-wide teaching of the expectations is conducted. 	 Behavioral expectations (at minimum 3) are posted in the school environment. Explicit school-wide teaching of the expectations is conducted at the beginning of the year. 	 All behavioral expectations (minimum 3) are posted throughout the school environment. Explicit school-wide teaching of the expectations is conducted on a quarterly basis. Expectations are evaluated by staff on a yearly basis. 	 All behavioral expectations, (at minimum 3) are posted throughout the school environment. Explicit school-wide teaching of the expectations is conducted weekly. Expectations are evaluated by staff on a monthly basis. Data are used to evaluate the effectiveness of the behavioral teaching tools. 	

Comments/Documentation:



Behavioral Interventions: Administrator | OSDE-SES **Self-Assessment**

omponent 2: Discipline Referral Form Aligned with School-wide Behavioral Expectations			RATING:	
None 0	Exploring 1	Partial 2	Adequate 3	Best 4
The school has no office discipline referral form policy.	 The school has an office discipline referral form. The form is not used by all staff. The form is not aligned to school-wide behavior expectations. 	 The office discipline referral form is aligned with school-wide behavioral expectations. The form is used by all staff. Staff does not fill out the form as intended. 	 The office discipline referral form is aligned to school-wide behavioral expectations. The form lists the five most crucial elements (i.e., day, student, location, time, and behavior). The form is used as intended by all staff. 	 The office discipline referral form is aligned to school-wide behavioral expectations. The form lists the five most crucial elements (i.e., day, student, location, time, and behavior). The form is used as intended by all staff. Referrals are documented as major (addressed by school administrator) and mino incidents (addressed by classroom teacher).

Comments/Documentation:

Behavioral Interventions: Administrator Self-Assessment

Component 3: Availability of Behavioral Intervention Material				RATING:
None 0	Exploring 1	Partial 2	Adequate 3	Best 4
The school has no behavioral intervention materials available.	Behavioral intervention needs are being evaluated to determine what intervention materials need to be developed or purchased.	Some behavioral intervention materials are available for students in need of interventions.	Research-based behavioral intervention materials are available based on the identified needs of the school in quantities effective to meet the needs of the school.	 Research-based behavioral intervention materials are available based on the identified needs of the school in quantities effective to meet the needs of the school. Intervention materials are evaluated for effectiveness through data analysis.

Comments/Documentation:

Behavioral Interventions: Administrator OSDE-SES **Self-Assessment**

Component 4: Professional Development				RATING:
None 0	Exploring 1	Partial 2	Adequate 3	Best 4
School based professional development for behavior interventions does not occur.	School based professional development for behavior interventions is being developed, but has not yet occurred.	School based professional development for behavior interventions is provided to teachers annually.	School based professional development for behavior interventions is provided to teachers at least two times per school year.	 School based professional development for behavioral interventions are provided to teachers on a quarterly basis. The effectiveness of the professional development is evaluated and results are considered for future professional development.

Comments/Documentation:

Behavioral Interventions: Administrator Self-Assessment OSDE-SES

Component 5: Decision Making				RATING:
None 0	Exploring 1	Partial 2	Adequate 3	Best 4
Teachers have no process in place to evaluate the effectiveness of behavioral interventions.	Individual teachers are responsible for developing their own decision making strategies to evaluate the effectiveness of the behavioral interventions.	Teachers collaborate to develop strategies for evaluating the effectiveness of behavioral interventions.	All teachers follow a consistent and effective written process to document, analyze, and utilize intervention data to make necessary adjustments to behavioral interventions.	 All teachers follow a consistent and effective written process to document, analyze, and utilize behavioral intervention data. Teachers and administrators (and other professionals, as needed) meet on a regular basis to make necessary adjustments to behavioral interventions.

Comments/Documentation: