School-wide Benchmarks of Quality (Revised)
TEAM MEMBER RATING FORM
Directions: Place a check in the box that most accurately describes your progress on each benchmark.

Critical Elements	Benchmarks of Quality	Check One		
		In Place (++)	Needs Improvement (+)	Not In Place (-)
PBS Team	1. Team has administrative support			
	2. Team has regular meetings (at least monthly)			
	3. Team has established a clear mission/purpose			
Faculty Commitment	4. Faculty are aware of behavior problems across campus through regular data sharing			
	5. Faculty involved in establishing and reviewing goals			
	6. Faculty feedback is obtained throughout the year			
Effective Procedures for Dealing with Discipline	7. Discipline process described in narrative format or depicted in graphic format			
	8. Discipline process includes documentation procedures			
	9. Discipline referral form includes information useful in decision making			
	10. Problem behaviors are defined			
	11. Major/minor behaviors are clearly differentiated			
	12. Suggested array of appropriate responses to major (office-managed) problem behaviors			
Data Entry & Analysis Plan Established	13. Data system is used to collect and analyze ODR data			
	14. Additional data are collected (attendance, grades, faculty attendance, surveys) and used by SWPBS team			
	15. Data analyzed by team at least monthly			
	16. Data shared with team and faculty monthly (minimum)			
Expectations & Rules Developed	17. 3-5 positively stated school-wide expectations are posted around school			
	18. Expectations apply to both students and staff			
	19. Rules are developed and posted for specific settings (settings where data suggest rules are needed)			
	20. Rules are linked to expectations			
	21. Staff are involved in development of expectations and rules			
Reward/ Recognition Program Established	22. A system of rewards has elements that are implemented consistently across campus			
	23. A variety of methods are used to reward students			
	24. Rewards are linked to expectations and rules			
	25. Rewards are varied to maintain student interest			
	26. Ratios of acknowledgement to corrections are high			
	27. Students are involved in identifying/developing incentives			
	28. The system includes incentives for staff/faculty			

Critical Elements	Benchmarks of Quality (Revised)	In Place (++)	Needs Improvement (+)	Not In Place (-)
Lesson Plans for Teaching Expectations/ Rules	29. A behavioral curriculum includes teaching expectations and rules			
	30. Lessons include examples and non-examples			
	31. Lessons use a variety of teaching strategies			
	32. Lessons are embedded into subject area curriculum			
	33. Faculty/staff and students are involved in development & delivery of behavioral curriculum			
	34. Strategies to share key features of SWPBS program with families/community are developed and implemented			
Implementation Plan	35. A curriculum to teach the components of the discipline system to all staff is developed and used			
	36. Plans for training staff how to teach expectations/rules/rewards are developed, scheduled and delivered			
	37. A plan for teaching students expectations/rules/rewards is developed scheduled and delivered			
	38. Booster sessions for students and staff are planned, scheduled, and delivered			
	39. Schedule for rewards/incentives for the year is planned			
	40. Plans for orienting incoming staff and students are developed and implemented			
	41. Plans for involving families/community are developed & implemented			
Classroom Systems	42. Classroom rules are defined for each of the school-wide expectations and are posted in classrooms.			
	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)			
	44. Expected behavior routines in classroom are taught			
	45. Classroom teachers use immediate and specific praise			
	46. Acknowledgement of students demonstrating adherence to classroom rules and routines occurs more frequently than acknowledgement of inappropriate behaviors			
	47. Procedures exist for tracking classroom behavior problems			
	48. Classrooms have a range of consequences/interventions for problem behavior that are documented and consistently delivered			
Evaluation	49. Students and staff are surveyed about PBS			
	50. Students and staff can identify expectations and rules			
	51. Staff use referral process (including which behaviors are office managed vs. teacher managed) and forms appropriately			
	52. Staff use reward system appropriately			
	53. Outcomes (behavior problems, attendance, morale) are documented and used to evaluate PBS plan			