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| **BENCHMARKS OF QUALITY (BoQ)**  **COACH SCORING FORM** | | | | | | | |
| **School Name:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **Network:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  **Coach’s Name:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **Date:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | | | | | | |
| **STEP 1**: Coach uses the Coach 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 tick 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**  |
| 1. PBL Team  *Sub total \_\_\_\_\_/ 6* | 1. Team has Principal support | 3 | 2 | 1 | 0 |  |  |
| 1. Team has regular meetings (at least monthly) |  | 2 | 1 | 0 |  |  |
| 1. Team has established a clear mission/purpose |  |  | 1 | 0 |  |  |
| 2. Staff Commitment  *Sub total \_\_\_\_\_/ 6* | 1. Staff are aware of behaviour problems across school through regular data sharing |  | 2 | 1 | 0 |  |  |
| 1. Staff involved in establishing and reviewing goals |  | 2 | 1 | 0 |  |  |
| 1. Staff feedback is obtained throughout the year |  | 2 | 1 | 0 |  |  |
| 3. Effective Procedures for Dealing with Discipline  *Sub total \_\_\_\_/ 11* | 1. Discipline process described in narrative format or depicted in graphic format |  | 2 | 1 | 0 |  |  |
| 1. Discipline process includes documentation procedures |  |  | 1 | 0 |  |  |
| 1. Discipline referral form includes information useful in decision making |  | 2 | 1 | 0 |  |  |
| 1. Problem behaviours are defined | 3 | 2 | 1 | 0 |  |  |
| 1. Major/minor behaviours are clearly differentiated |  | 2 | 1 | 0 |  |  |
| 1. Suggested array of appropriate responses to major (office-managed) problem behaviours |  |  | 1 | 0 |  |  |
| 4. Data Entry and Analysis Plan Established  *Sub total \_\_\_\_\_/ 7* | 1. Data system is used to collect and analyse ODR data (includes student, time, location, problem, number of referrals per day per month) | 3 | 2 | 1 | 0 |  |  |
| 1. Additional data are collected (attendance, grades, school attendance, surveys) and used by PBL team |  |  | 1 | 0 |  |  |
| 1. Data analysed by team at least monthly |  | 2 | 1 | 0 |  |  |
| 1. Data shared with team and staff monthly (minimum) |  | 2 | 1 | 0 |  |  |
| 5. Expectations and Rules Developed  *Sub total \_\_\_\_/ 11* | 1. 3-5 positively stated school-wide expectations are posted around school | 3 | 2 | 1 | 0 |  |  |
| 1. Expectations apply to both students and staff | 3 | 2 | 1 | 0 |  |  |
| 1. Rules are developed and posted for specific settings (settings where data suggest rules are needed) |  | 2 | 1 | 0 |  |  |
| 1. Rules are linked to expectations |  |  | 1 | 0 |  |  |
| 1. Staff are involved in development and/or review of expectations and rules |  | 2 | 1 | 0 |  |  |
| 6. Reward/ Recognition Program Established  *Sub total \_\_\_\_/ 16* | 1. A system of rewards has elements that are implemented consistently across the school | 3 | 2 | 1 | 0 |  |  |
| 1. A variety of methods are used to reward students |  | 2 | 1 | 0 |  |  |
| 1. Rewards are linked to expectations and rules | 3 | 2 | 1 | 0 |  |  |
| 1. Rewards are varied to maintain student interest |  | 2 | 1 | 0 |  |  |
| 1. Ratios of acknowledgement to correction are high | 3 | 2 | 1 | 0 |  |  |
| 1. Students are involved in identifying/developing incentives |  |  | 1 | 0 |  |  |
| 1. The system includes incentives for staff |  | 2 | 1 | 0 |  |  |

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| **Critical Elements** | **STEP 1** | | | | | **STEP 2**  **++, + or -** | **STEP 3**  |
| 7. Lesson Plans for Teaching Expectations/ Rules  *Sub total \_\_\_\_\_/ 9* | 1. A behavioural curriculum includes teaching expectations and rules |  | 2 | 1 | 0 |  |  |
| 1. Lessons include examples and non-examples |  |  | 1 | 0 |  |  |
| 1. Lessons use a variety of teaching strategies |  | 2 | 1 | 0 |  |  |
| 1. Lessons are embedded into subject area curriculum |  | 2 | 1 | 0 |  |  |
| 1. Staff and students are involved in development, delivery and/or review of behavioural curriculum |  |  | 1 | 0 |  |  |
| 1. Strategies to share key features of PBL program with families/community are developed and implemented |  |  | 1 | 0 |  |  |
| 8. Implement-ation Plan  *Sub total \_\_\_\_/ 13* | 1. A curriculum to teach the components of the discipline system to all staff is developed and used |  | 2 | 1 | 0 |  |  |
| 1. Plans for training staff how to teach students expectations/ rules/ rewards are developed, scheduled and delivered |  | 2 | 1 | 0 |  |  |
| 1. A plan for teaching students expectations/rules/rewards is developed, scheduled and delivered | 3 | 2 | 1 | 0 |  |  |
| 1. Booster sessions for students and staff are planned, scheduled and delivered |  | 2 | 1 | 0 |  |  |
| 1. Schedule for rewards/incentives for the year is planned |  |  | 1 | 0 |  |  |
| 1. Plans for orienting incoming staff and students are developed and implemented |  | 2 | 1 | 0 |  |  |
| 1. Plans for involving families/community are developed & implemented |  |  | 1 | 0 |  |  |
| 9. Classroom Systems  *Sub total \_\_\_\_/ 14* | 1. Classroom rules are defined for each of the school-wide expectations and are posted in classrooms |  | 2 | 1 | 0 |  |  |
| 1. Classroom routines and procedures are explicitly identified for activities where problems often occur (e.g. entering class, asking questions, sharpening pencil, using toilet, dismissal) |  | 2 | 1 | 0 |  |  |
| 1. Expected behaviour routines in classroom are taught |  | 2 | 1 | 0 |  |  |
| 1. Classroom teachers use immediate and specific praise |  | 2 | 1 | 0 |  |  |
| 1. Acknowledgement of students demonstrating adherence to classroom rules and routines occurs more frequently than acknowledgement of inappropriate behaviours |  | 2 | 1 | 0 |  |  |
| 1. Procedures exist for tracking classroom behaviour problems |  | 2 | 1 | 0 |  |  |
| 1. Classrooms have a range of consequences/interventions for problem behaviour that are documented and consistently delivered |  | 2 | 1 | 0 |  |  |
| 10. Evaluation  *Sub total \_\_\_\_/ 13* | 1. Students and staff are surveyed about PBL |  | 2 | 1 | 0 |  |  |
| 1. Students and staff can identify expectations and rules |  | 2 | 1 | 0 |  |  |
| 1. Staff use referral process (including which behaviours are office managed vs. teacher managed) and forms appropriately | 3 | 2 | 1 | 0 |  |  |
| 1. Staff use reward system appropriately | 3 | 2 | 1 | 0 |  |  |
| 1. Outcomes (behaviour problems, attendance, morale) are documented and used to evaluate PBL plan | 3 | 2 | 1 | 0 |  |  |

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| **Benchmarks Score:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_ / **107**  **Benchmarks Percentage:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **%**  *(Total points divided by 107 multiplied by 100)* |

**BENCHMARKS OF QUALITY (BoQ) TEAM SUMMARY**

**School:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **Date:**  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| **Critical Elements** | **Sub Score** | **Critical Elements** | **Sub Score** |
| PBL Team | / 6 | Reward/ Recognition Program | / 16 |
| Staff Commitment | / 6 | Lesson Plans for Teaching Expectations | / 9 |
| Effective Procedures for Dealing with Discipline | / 11 | Implementation Plan | / 13 |
| Data Entry and Analysis | / 7 | Classroom Systems | / 14 |
| Expectations and Rules Developed | / 11 | Evaluation | /13 |
| **Benchmarks Score:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_/ **107 Benchmarks Percentage:** \_\_\_\_\_\_\_\_\_\_\_ **%** | | | |

**Areas of Discrepancy**

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| **Benchmark #** | **Team Response** | **Coach’s Score** | **Coach Scoring Guide Description** |
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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**

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| **Critical Element** | **Description of Areas of Strength** |
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**Areas in Need of Development**

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| **Critical Element** | **Description of Areas in Need of Development** |
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