### BENCHMARKS OF QUALITY (BoQ) COACH SCORING GUIDE

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| ***Critical Element 1 - PBL TEAM*** | | | | |
| Benchmark | **3 points** | **2 points** | **1 point** | **0 points** |
| 1. Team has Principal support | Principal attended training, plays an active role in the PBL process, actively communicates their commitment, supports the decisions of the PBL Team and attends **all** team meetings. | Principal supports the process, takes as active a role as the rest of the team and/orattends **most** meetings. | Principal supports the process but doesn’t take as active a role as the rest of the team and/or attends **only a few** meetings. | Principal does not actively support the PBL process. |
| 2. Team has regular meetings (at least monthly) |  | Team meets monthly (**min. of 9 one-hour meetings** each school year). | Team meetings are not consistent (**5-8 monthly meetings** each school year). | Team seldom meets (**fewer than five monthly meetings** during the school year). |
| 3. Team has established a clear mission/purpose |  |  | Team has a written purpose/mission statement for the PBL team (commonly completed on the cover sheet of the action plan). | No mission statement/purpose written for the team. |
| ***Critical Element 2 - STAFF COMMITMENT*** | | | | |
| Benchmark | **3 points** | **2 points** | **1 point** | **0 points** |
| 4. Staff are aware of behaviour problems across school through regular data sharing |  | Data regarding school-wide behaviour are shared with staff monthly (**min. of 8 times** per year). | Data regarding school-wide behaviour are occasionally shared with staff (**3-7 times** per year). | Data are not regularly shared with staff. Staff may be given an update **0-2 times** per year**.** |
| 5. Staff are involved in establishing and reviewing goals |  | **Most** staff participate in establishing PBL goals on at least an annual basis. | **Some** of the staff participate in establishing PBL goals. | **Staff does not** participate in establishing PBL goals. |
| 6. Staff feedback is obtained throughout year |  | Staff are given opportunities to provide feedback, to offer suggestions and to make choices in every step of the PBL process (via staff surveys, voting process, suggestion box, etc.). Nothing is implemented without the majority of staff approval. | Staff are given some opportunities to provide feedback, to offer suggestions and to make some choices during the PBL process. However, the team also makes decisions without input from staff. | Staff are rarely given the opportunity to participate in the PBL process (fewer than 2 times per school year). |

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| ***Critical Element 3 - EFFECTIVE PROCEDURES FOR DEALING WITH DISCIPLINE*** | | | | |
| Benchmark | **3 points** | **2 points** | **1 point** | **0 points** |
| 7. Discipline process described in narrative format or depicted in graphic format |  | Team **has** established clear, written procedures that lay out the process for handling both major and minor discipline incidents.  (**Includes** crisis situations.) | Team **has** established clear, written procedures that lay out the process for handling both major and minor discipline incidents. (**Does not include** crisis situations.) | Team **has** **not** established clear, written procedures for discipline incidents and/or there is no differentiation between major and minor incidents. |
| 8. Discipline process includes documentation procedures |  |  | There **is a** documentation procedure to track both major and minor behaviour incidents (i.e., form, database entry, file in room, etc.). | There **is not a** documentation procedure to track both major and minor behaviour incidents (i.e., form, database entry, file in room, etc.). |
| 9. Discipline referral form includes information useful in decision making |  | Information on the referral form includes ALL of the required fields: Student’s name, date, time of incident, grade level, referring staff, location of incident, gender, problem behaviour, possible motivation, others involved and executive decision. | The referral form includes all of the required fields, but also includes unnecessary information that is not used to make decisions and may cause confusion. | The referral form lacks one or more of the required fields or does not exist. |
| 10. Problem behaviours are defined | Written documentation exists that includes clear definitions of all behaviours listed. | All of the behaviours are defined but some of the definitions are unclear. | Not all behaviours are defined or some definitions are unclear. | No written documentation of definitions exists. |
| 11. Major/minor behaviours are clearly differentiated |  | **Most** staff are clear about which behaviours are staff managed and which are sent to the office (i.e. appropriate use of office referrals). Those behaviours are clearly defined, differentiated and documented. | **Some** staff are unclear about which behaviours are staff managed and which are sent to the office (i.e. appropriate) use of office referrals) or no documentation exists. | Specific major/minor behaviours are not clearly defined, differentiated or documented. |
| 12. Suggested array of appropriate responses to major (office-managed) problem behaviours |  |  | There is evidence that **all** executive staff are aware of and use an array of predetermined appropriate responses to major behaviour problems. | There is evidence that **some** executive staff are not aware of, or do not follow, an array of predetermined appropriate responses to major behaviour problems. |

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| ***Critical Element 4 - DATA ENTRY AND ANALYSIS PLAN ESTABLISHED*** | | | | |
| Benchmark | **3 points** | **2 points** | **1 point** | **0 points** |
| 13. Data system is used to collect and analyse office discipline referrals (ODR) data | The database can quickly output data in graph format and allows the team access to **ALL** of the following information: average referrals per day per month, by location, by problem behaviour, by time of day, by student and compare between years. | **ALL** of the information can be obtained from the database (average referrals per day per month, by location, by problem behaviour, by time of day, by student and compare between years), **though it may not be** in graph format, may require more staff time to pull the information, or require staff time to make sense of the data. | Only **partial** information can be obtained (lacking either the number of referrals per day per month, location, problem behaviour, time of day, student and compare patterns between years). | The data system is **not able** to provide any of the necessary information the team needs to make school-wide decisions. |
| 14. Additional data are collected (attendance, grades, staff attendance, surveys) and used by PBL team |  |  | The team collects and considers data other than discipline data to help determine progress and successes (i.e. attendance, grades, staff attendance, school surveys, etc.). | The team does **not** collect or consider data other than discipline data to help determine progress and successes (i.e. attendance, grades, staff attendance, school surveys, etc.). |
| 15. Data analysed by team at least monthly |  | Data are printed, analysed and put into graph format or other easy to understand format by a member of the team **monthly** (minimum). | Data are printed, analysed and put into graph format or other easy to understand format by a team member **less than once a month**. | Data are **not analysed**. |
| 16. Data shared with team and staff monthly (minimum) |  | Data are shared with the PBL team and staff **at least once a month**. | Data are shared with the PBL team and staff **less than one time a month.** | Data are not reviewed each month by the PBL team and shared with staff. |

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| ***Critical Element 5 - EXPECTATIONS AND RULES DEVELOPED*** | | | | |
| Benchmark | **3 points** | **2 points** | **1 point** | **0 points** |
| 17. 3-5 positively stated school-wide expectations are posted around school | 3-5 positively stated school-wide expectations are visibly posted around the school. Areas posted include the classroom and a minimum of 3 other school settings (i.e., canteen, hallway, front office, etc.). | 3-5 positively stated expectations are visibly posted in most important areas (i.e. classroom, canteen, hallway), but one area may be missed. | 3-5 positively stated expectations are not clearly visible in common areas. | Expectations are not posted or team has either too few or too many expectations. |
| 18. Expectations apply to both students and staff | PBL team **has communicated** that expectations apply to all students **and** all staff. | PBL team has expectations that apply to all students **and** all staff but haven’t specifically communicated that they apply to staff as well as students. | Expectations refer only to student behaviour. | There are no expectations. |
| 19. Rules are developed and posted for specific settings (settings where data suggested rules are needed) |  | Rules are posted **in all** of the most problematic areas in the school. | Rules are posted **in some, but not all** of the mostproblematic areas of the school. | Rules **are not** posted in any of the most problematic areas of the school. |
| 20. Rules are linked to expectations |  |  | When taught or enforced, staff consistently link the rules with the school-wide expectations. | When taught or enforced, staff **do not** **consistently** link the rules with the school-wide expectations and/or rules are taught or enforced separately from expectations. |
| 21. Staff are involved in development and/or review of expectations and rules |  | **Most** staff were involved in providing feedback/input into the development of the school-wide expectations and rules (i.e., survey, feedback, initial brainstorming session etc.) | Some staff were involved in providing feedback/input into the development of the school-wide expectations and rules. | Staff were not involved in providing feedback/input into the development of the school-wide expectations and rules. |

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| ***Critical Element 6 - REWARD/ RECOGNITION PRORGAM ESTABLISHED*** | | | | |
| Benchmark | **3 points** | **2 points** | **1 point** | **0 points** |
| 22. A system of rewards has elements that are implemented consistently across the school | The reward system guidelines and procedures **are** implemented consistently across the school. Almost all members of the school are participating appropriately.   at least **90%** participation | The reward system guidelines and procedures **are** implemented consistently across the school. However, some staff choose not to participate or participation does not follow the established criteria. at least **75%** participation | The reward system guidelines and procedures **are not** implemented consistently because several staff choose not to participate or participation does not follow the established criteria.  at least **50%** participation | There is no identifiable reward system or a large percentage of staff are not participating.      less than **50%** participation |
| 23. A variety of methods are used to reward students |  | The school uses a variety of methods to reward students (e.g. cashing in tokens/points). There should be opportunities that include tangible items, praise/recognition and social activities/events. Students with few/many tokens/points have equal opportunities to cash them in for rewards. However, larger rewards are given to those earning more tokens/points. | The school uses a variety of methods to reward students, but students do not have access to a variety of rewards in a consistent and timely manner. | The school uses only one set methods to reward students (i.e., tangibles only) or there are no opportunities for children to cash in tokens or select their reward. Only students that meet the quotas actually get rewarded, students with fewer tokens cannot cash in tokens for a smaller reward. |
| 24. Rewards are linked to expectations and rules | Rewards are provided for behaviours that are identified in the rules/expectations and staff verbalise the appropriate behaviour when giving rewards. | Rewards are provided for behaviours that are identified in the rules/expectations and staff sometimes verbalise appropriate behaviours when giving rewards. | Rewards are provided for behaviours that are identified in the rules/expectations but staff rarely verbalise appropriate behaviours when giving rewards. | Rewards are provided for behaviours that are not identified in the rules and expectations. |
| 25. Rewards are varied to maintain student interest |  | The rewards are varied throughout year and reflect students’ interests (e.g. consider the student age, culture, gender and ability level to maintain student interest). | The rewards are varied throughout the school year, but **may not** reflect students’ interests. | The rewards are **not** varied throughout the school year and **do not** reflect student’s interests. |

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| 26. Ratios of acknowledgement to correction are high | Ratios of teacher reinforcement of appropriate behaviour to correction of inappropriate behaviour are **high**, e.g. 4:1. | Ratios of teacher reinforcement of appropriate behaviour to correction of inappropriate behaviour are **moderate** e.g. 2:1. | Ratios of teacher reinforcement of appropriate behaviour to correction of inappropriate behaviour are **about the same**, e.g. 1:1. | Ratios of teacher reinforcement of appropriate behaviour to correction of inappropriate behaviour **are low**, e.g. 1:4. |
| 27. Students are involved in identifying/developing incentives |  |  | Students **are often** involved in identifying/developing incentives. | Students **are rarely** involved in identifying/developing incentives. |
| 28. The system includes incentives for staff |  | The system includes incentives for staff and they are delivered consistently. | The system includes incentives for staff, but they are not delivered consistently. | The system **does not** include incentives for staff. |
| ***Critical Element 7 - LESSON PLANS FOR TEACHING EXPECTATIONS/ RULES*** | | | | |
| Benchmark | **3 points** | **2 points** | **1 point** | **0 points** |
| 29. A behavioural curriculum includes teaching expectations and rules |  | Lesson plans are developed and used to teach rules and expectations. | Lesson plans were developed and used to teach rules, but not developed for expectations or vice versa. | Lesson plans have not been developed or used to teach rules or expectations |
| 30. Lessons include examples and non-examples |  |  | Lesson plans include both examples of appropriate behaviour and examples of inappropriate behaviour. | Lesson plans give no specific examples or non-examples or there are no lesson plans. |
| 31. Lessons use a variety of teaching strategies |  | Lesson plans are taught using at least 3 different teaching strategies (i.e., modelling, role-playing, videotaping). | Lesson plans have been introduced using fewer than 3 teaching strategies. | Lesson plans have **not** been taught or do not exist. |
| 32. Lessons are embedded into subject area curriculum |  | **Nearly all** teachers embed behaviour teaching into subject area curriculum on a daily basis. | **About 50%** of teachers embed behaviour teaching into subject area curriculum or embed behaviour teaching fewer than 3 times per week. | **Less than 50%** of all teachers embed behaviour teaching into subject area curriculum or only occasionally remember to include behaviour teaching in subject areas. |
| 33. Staff and students are involved in development, delivery and/or review of behavioural curriculum |  |  | Staff and students **are** involved in the development and delivery of lesson plans to teach behaviour expectations and rules for specific settings. | Staff and students **are** **not** involved in the development and delivery of lesson plans to teach behaviour expectations and rules for specific settings. |

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| ***Critical Element 8 - IMPLEMENTATION PLAN*** | | | | |
| Benchmark | **3 points** | **2 points** | **1 point** | **0 points** |
| 34. Strategies to share key features of PBL program with families/community are developed and implemented |  |  | The PBL plan **includes** strategies to reinforce lessons with families and the community (i.e., after-school programs teach expectations, newsletters with tips for meeting expectations at home). | The PBL plan **does not include** strategies to be used by families and the community. |
| 35. A curriculum to teach components of the discipline system to all staff is developed and used |  | The team scheduled time to present and train staff on the discipline procedures and data system **including** checks for accuracy of information or comprehension. **Training included all components:** referral process (flowchart), definitions of problem behaviours, explanation of major vs. minor forms and how the data will be used to guide the team in decision making. | The team scheduled time to present and train staff on the discipline procedures and data system, **but there were no** checks for accuracy of information or comprehension. **OR** **training did not include** **all components** (i.e., referral process (flowchart), definitions of problem behaviours, explanation of major vs. minor forms and how the data will be used to guide the team in decision making). | Staff was either not trained or was given the information without formal introduction and explanation. |
| 36. Plans for training staff to teach students expectations/rules and rewards are developed, scheduled and delivered |  | The team scheduled time to present and train staff on lesson plans to teach students expectations and rules **including** checks for accuracy of information or comprehension. **Training included all components:** plans to introduce the expectations and rules to all students, explanation of how and when to use formal lesson plans and how to embed behaviour teaching into daily curriculum. | The team scheduled time to present and train staff on lesson plans to teach students expectations and rules **but there were no** checks for accuracy of information or comprehension. **OR** **Training didn’t include all components:** plans to introduce expectations and rules to all students, explanation of how and when to use formal lesson plans and how to embed behaviour teaching into daily curriculum. | Staffs was either not trained or was given the information without formal introduction and explanation. |
| 37. A plan for teaching students expectations/ rules/rewards is developed scheduled and delivered | Students are introduced to/ taught **all** of the following: school expectations, rules for specific setting and the reward system guidelines. | Students are introduced to/ taught **two (2)** of the following: school expectations, rules for specific setting and the reward system guidelines. | Students are introduced to/ taught only **one (1)** of the following: school expectations, rules for specific setting and the reward system guidelines. | Students are not introduced to/ taught **any** of the following: school expectations, rules for specific setting and the reward system guidelines. |
| 38. Booster sessions for students and staff are planned, scheduled and implemented |  | Booster sessions are planned and delivered to reteach staff/students at least once in the year and additionally at times when the data suggest problems by an increase in discipline referrals per day per month or a high number of referrals in a specified area. Expectations and rules are reviewed with students regularly (at least 1x per week). | Booster sessions are not utilised fully. For example: booster sessions are held for students but not staff; booster sessions are held for staff, but not students; booster sessions are not held, but rules and expectations are reviewed at least weekly with students. | Booster sessions for students and staff are **not** scheduled/ planned. Expectations and rules are reviewed with students once a month or less. |
| 39. Schedule for rewards/incentives for the year is planned |  |  | There **is a** clear plan for the type and frequency of rewards/incentives to be delivered throughout the year. | There **is no** plan for the type and frequency of rewards/incentives to be delivered throughout the year. |
| 40. Plans for orienting incoming staff and students are developed and implemented |  | Team has planned for and carries out the introduction of school-wide PBL and training of new staff and students throughout the school year. | Team has planned for the introduction of school-wide PBL and training of either new students or new staff, but does not include plans for training both. **OR** the team has plans but has not implemented them. | Team has not planned for the introduction of school-wide PBL and training of new staff or students. |
| 41. Plans for involving families/community are developed and implemented |  |  | Team has planned for the introduction and on-going involvement of school-wide PBL to families/community (i.e., newsletter, brochure, P&C, open days, school council, etc.). | Team has not introduced school-wide PBL to families/community. |

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| ***Critical Element 9 - CLASSROOM SYSTEMS*** | | | | |
| Benchmark | **3 points** | **2 points** | **1 point** | **0 points** |
| 42. Classroom rules are defined for each of the school-wide expectations and are posted in classrooms |  | Evident in **most** classrooms (>75% of classrooms). | Evident in **many** classrooms (50-75% of classrooms). | Evident in **only a few** classrooms (less than 50% of classrooms). |
| 43. Classroom routines and procedures are explicitly identified for activities where problems often occur (e.g. entering class, asking questions, sharpening pencil, using toilet, dismissal) |  | Evident in **most** classrooms (>75% of classrooms). | Evident in **many** classrooms (50-75% of classrooms). | Evident in **only a few** classrooms (less than 50% of classrooms). |
| 44. Expected behaviour routines in classroom are taught |  | Evident in **most** classrooms (>75% of classrooms). | Evident in **many** classrooms (50-75% of classrooms). | Evident in **only a few** classrooms (less than 50% of classrooms). |
| 45. Classroom teachers use immediate and specific praise |  | Evident in **most** classrooms (>75% of classrooms). | Evident in **many** classrooms (50-75% of classrooms). | Evident in **only a few** classrooms (less than 50% of classrooms). |
| 46. Acknowledgement of students demonstrating adherence to classroom rules and routines occurs more frequently than acknowledgement of inappropriate behaviours |  | Evident in **most** classrooms (>75% of classrooms). | Evident in **many** classrooms (50-75% of classrooms). | Evident in **only a few** classrooms (less than 50% of classrooms). |
| 47. Procedures exist for tracking classroom behaviour problems |  | Evident in **most** classrooms (>75% of classrooms). | Evident in **many** classrooms (50-75% of classrooms). | Evident in **only a few** classrooms (less than 50% of classrooms). |
| 48. Classrooms have a range of consequences/ interventions for problem behaviour that are documented and consistently delivered |  | Evident in **most** classrooms (>75% of classrooms). | Evident in **many** classrooms (50-75% of classrooms). | Evident in **only a few** classrooms (less than 50% of classrooms). |

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| ***Critical Element 10 - EVALUATION*** | | | | |
| Benchmark | **3 points** | **2 points** | **1 point** | **0 points** |
| 49. Students and staff are surveyed about PBL |  | Students and staff **are** surveyed at least annually (i.e. items on climate survey or specially developed PBL plan survey) and information **is used** to address the PBL plan. | Students and staff **are** surveyed at least annually (i.e. items on climate survey or specially developed PBL plan survey), but information **is not used** to address the PBL plan. | Students and staff **are** **not** surveyed. |
| 50. Students and staff can identify expectations and rules |  | **Almost all** students and staff can identify the school-wide expectations and rules for specific settings. (Can be identified through surveys, random interviews, etc…).  at least 90% | **Many** students and staff can identify the school-wide expectations and rules for specific settings.    at least 50% | **Few** of students and staff can identify the expectations and rules for specific settings **OR** Evaluations are not conducted    less than 50% |
| 51. Staff use referral process (including which behaviours are office managed vs. which are teacher managed) and forms appropriately | **Almost all** staff know the procedures for responding to inappropriate behaviour, use forms as intended and fill them out correctly. (Can be identified by reviewing completed forms, staff surveys, etc…). at least 90% know/use | **Many** of the staff know the procedures for responding to inappropriate behaviour, use forms as intended and fill them out correctly.   at least 75% know/use | **Some** of the staff know the procedures for responding to inappropriate behaviour, use forms as intended and fill them out correctly.   at least 50% know/use | **Few** staff know the procedures for responding to inappropriate behaviour, use forms as intended and fill them out correctly OR Evaluations are not conducted.   less than 50% know/use |
| 52. Staff use reward system appropriately | **Almost all** staff understand identified guidelines for the reward system and are using the reward system appropriately. (Can be identified by reviewing reward token distribution, surveys, etc…).  at least 90% understand/use | **Many** of the staff understand identified guidelines for the reward system and are using the reward system appropriately.    at least 75% understand/use | **Some** of the staff understand identified guidelines for the reward system and are using the reward system appropriately.    at least 50% understand/use | **Few staff** understand and use identified guidelines for the reward system OR Evaluations are not conducted at least yearly or do not assess staff knowledge and use of the reward system.  less than 50% understand/use |
| 53. Outcomes (behaviour problems, attendance and morale) are documented and used to evaluate PBL plan | There is a plan for collecting data to evaluate PBL outcomes, **most** data are collected as scheduled and data are used to evaluate PBL plan. | There is a plan for collecting data to evaluate PBL outcomes, **some** of the scheduled data have been collected and data are used to evaluate PBL plan. | There is a plan for collecting data to evaluate PBL outcomes; however nothing has been collected to date. | There is no plan for collecting data to evaluate PBL outcomes. |