

## Example 3

### Administrator Interview Guide

#### Let's talk about your discipline system

- 1) Do you collect and summarize office discipline referral information?  Yes No If no, skip to #4.
- 2) What system do you use for collecting and summarizing office discipline referrals? (E2) *SWIS*
  - a) What data do you collect? *Minors, Majors*
  - b) Who collects and enters the data? *Team Members*
- 3) What do you do with the office discipline referral information? (E3)
  - a) Who looks at the data? *Admin./Team*
  - b) How often do you share it with other staff? *Monthly*
- 4) What type of problems do you expect teachers to refer to the office rather than handling in the classroom/ specific setting? (D2) *Fighting, insubordination*
  
- 5) What is the procedure for handling extreme emergencies in the building (i.e. stranger with a gun)? (D4)  
*Walkie-talkies, call office, lockdown*

#### Let's talk about your school rules or motto

- 6) Do you have school rules or a motto?  Yes No If no, skip to # 10.
- 7) How many are there? *3*
- 8) What are the rules/motto? (B4, B5) *Be Safe, Be Kind, Be Respectful*
  
- 9) What are they called? (B4, B5) *Cougar Rules*
- 10) Do you acknowledge students for doing well socially?  Yes No If no, skip to # 12.
- 11) What are the social acknowledgements/ activities/ routines called (student of month, positive referral, letter home, stickers, high 5's)? (C2, C3) *Growlers*

#### Do you have a team that addresses school-wide discipline? If no, skip to # 19

- 12) Has the team taught/reviewed the school-wide program with staff this year? (B3)  Yes No
- 13) Is your school-wide team representative of your school staff? (F3)  Yes No
- 14) Are you on the team? (F5)  Yes No
- 15) How often does the team meet? (F6) *Monthly*
- 16) Do you attend team meetings consistently? (F5)  Yes No
- 17) Who is your team leader/facilitator? (F4) *Kelly*
- 18) Does the team provide updates to faculty on activities & data summaries? (E3, F7)  Yes No  
If yes, how often? *monthly*
- 19) Do you have an out-of-school liaison in the state or district to support you on positive behavior support systems development? (G2)  Yes No  
If yes, who? *Jim*
- 20) What are your top 3 school improvement goals? (F1) *Math, Reading, Social Climate, Technology*
  
- 21) Does the school budget contain an allocated amount of money for building and maintaining school-wide behavioral support? (G1)  Yes No



## Interview and Observation Form

Staff questions (Interview a minimum of 10 staff members)								Team member questions			Student questions	
	What are the school rules? Record the # of rules known.	Have you taught the school rules/ behave. exp. to students this year?	Have you given out any <u>Growlers</u> since <u>Sept?</u> (2 mos.)	What types of student problems do you or would you refer to the office?	What is the procedure for dealing with a stranger with a gun?	Is there a team in your school to address school-wide behavior support systems?	Are you on the team? If yes, ask team questions	Does your team use discipline data to make decisions?	Has your team taught/ reviewed SW program w/staff this year?	Who is the team leader/ facilitator?	What are the (school rules)? Record the # of rules known	Have you received a <u>Growler</u> since <u>Sept</u> ?
1	2/3	Y <input checked="" type="radio"/> N	Y <input checked="" type="radio"/> N	+	+	<input checked="" type="radio"/> Y N	Y <input checked="" type="radio"/> N	Y N	Y N		1 3/3	Y <input checked="" type="radio"/> N
2	3/3	<input checked="" type="radio"/> Y N	<input checked="" type="radio"/> Y N	+	+	<input checked="" type="radio"/> Y N	Y <input checked="" type="radio"/> N	Y N	Y N		2 3/3	<input checked="" type="radio"/> Y N
3	3/3	<input checked="" type="radio"/> Y N	<input checked="" type="radio"/> Y N	+	+	<input checked="" type="radio"/> Y N	<input checked="" type="radio"/> Y N	<input checked="" type="radio"/> Y N	<input checked="" type="radio"/> Y N	Kelly	3 2/3	<input checked="" type="radio"/> Y N
4	0/3	Y <input checked="" type="radio"/> N	<input checked="" type="radio"/> Y N	0	+	Y <input checked="" type="radio"/> N	Y <input checked="" type="radio"/> N	Y N	Y N		4 3/3	<input checked="" type="radio"/> Y N
5	3/3	<input checked="" type="radio"/> Y N	<input checked="" type="radio"/> Y N	+	+	<input checked="" type="radio"/> Y N	Y <input checked="" type="radio"/> N	Y N	Y N		5 0/3	<input checked="" type="radio"/> Y N
6	3/3	<input checked="" type="radio"/> Y N	<input checked="" type="radio"/> Y N	0	+	<input checked="" type="radio"/> Y N	<input checked="" type="radio"/> Y N	<input checked="" type="radio"/> Y N	<input checked="" type="radio"/> Y N	Kelly	6 3/3	Y <input checked="" type="radio"/> N
7	2/3	<input checked="" type="radio"/> Y N	<input checked="" type="radio"/> Y N	+	+	<input checked="" type="radio"/> Y N	Y <input checked="" type="radio"/> N	Y N	Y N		7 1/3	<input checked="" type="radio"/> Y N
8	1/3	Y <input checked="" type="radio"/> N	Y <input checked="" type="radio"/> N	+	+	Y <input checked="" type="radio"/> N	Y <input checked="" type="radio"/> N	Y N	Y N		8 0/3	<input checked="" type="radio"/> Y N
9	2/3	<input checked="" type="radio"/> Y N	<input checked="" type="radio"/> Y N	+	+	<input checked="" type="radio"/> Y N	Y <input checked="" type="radio"/> N	Y N	Y N		9 1/3	<input checked="" type="radio"/> Y N
10	3/3	<input checked="" type="radio"/> Y N	<input checked="" type="radio"/> Y N	+	+	<input checked="" type="radio"/> Y N	<input checked="" type="radio"/> Y N	<input checked="" type="radio"/> Y N	<input checked="" type="radio"/> Y N	Kelly	10 2/3	<input checked="" type="radio"/> Y N
11	3/3	<input checked="" type="radio"/> Y N	<input checked="" type="radio"/> Y N	0	+	<input checked="" type="radio"/> Y N	<input checked="" type="radio"/> Y N	Y <input checked="" type="radio"/> N	Y <input checked="" type="radio"/> N	Principal	11 3/3	<input checked="" type="radio"/> Y N
12	1/3	Y <input checked="" type="radio"/> N	<input checked="" type="radio"/> Y N	+	+	<input checked="" type="radio"/> Y N	Y <input checked="" type="radio"/> N	Y N	Y N		12 3/3	Y <input checked="" type="radio"/> N
13		Y N	Y N			Y N	Y N	Y N	Y N		13 3/3	<input checked="" type="radio"/> Y N
14		Y N	Y N			Y N	Y N	Y N	Y N		14 2/3	<input checked="" type="radio"/> Y N
15		Y N	Y N			Y N	Y N	Y N	Y N		15 1/3	<input checked="" type="radio"/> Y N
Total							X				Total	

Location	Front hall/ office	Class 1	Class 2	Class 3	Cafeteria	Library	Other setting (gym, lab)	Hall 1	Hall 2	Hall 3
Are rules & expectations posted?	<input checked="" type="radio"/> Y N	Y <input checked="" type="radio"/> N	<input checked="" type="radio"/> Y N	<input checked="" type="radio"/> Y N	<input checked="" type="radio"/> Y N	Y <input checked="" type="radio"/> N	<input checked="" type="radio"/> Y N	<input checked="" type="radio"/> Y N	<input checked="" type="radio"/> Y N	<input checked="" type="radio"/> Y N
Is the documented crisis plan readily available?	<input checked="" type="radio"/> Y N	<input checked="" type="radio"/> Y N	<input checked="" type="radio"/> Y N	<input checked="" type="radio"/> Y N	<input checked="" type="radio"/> Y N	<input checked="" type="radio"/> Y N	Y <input checked="" type="radio"/> N	X	X	X

*Be Safe, Be Kind, Be Respectful*

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## School-wide Evaluation Tool (SET) Scoring Guide

School Example 3 Answer Key

Date \_\_\_\_\_

District \_\_\_\_\_

State \_\_\_\_\_

Pre \_\_\_\_\_ Post \_\_\_\_\_

SET data collector \_\_\_\_\_

Feature	Evaluation Question	Data Source (circle sources used) P= product; I= interview; O= observation	Score: 0-2
<b>A. Expectations Defined</b>	1. Is there documentation that staff has agreed to 5 or fewer positively stated school rules/ behavioral expectations? (0=no; 1= too many/negatively focused; 2 = yes)	Discipline handbook, Instructional materials Other _____ <b>P</b>	
	2. Are the agreed upon rules & expectations publicly posted in 8 of 10 locations? (See interview & observation form for selection of locations). (0= 0-4; 1= 5-7; 2= 8-10)	Wall posters Other _____ <b>O</b>	<b>2</b>
<b>B. Behavioral Expectations Taught</b>	1. Is there a documented system for teaching behavioral expectations to students on an annual basis? (0= no; 1 = states that teaching will occur; 2= yes)	Lesson plan books, Instructional materials Other _____ <b>P</b>	
	2. Do 90% of the staff asked state that teaching of behavioral expectations to students has occurred this year? (0= 0-50%; 1= 51-89%; 2=90%-100%)	Interviews Other _____ <b>I</b>	<b>1</b>
	3. Do 90% of team members asked state that the school-wide program has been taught/reviewed with staff on an annual basis? (0= 0-50%; 1= 51-89%; 2=90%-100%)	Interviews Other _____ <b>I</b>	<b>1</b>
	4. Can at least 70% of 15 or more students state 67% of the school rules? (0= 0-50%; 1= 51-69%; 2= 70-100%)	Interviews Other _____ <b>I</b>	<b>1</b>
	5. Can 90% or more of the staff asked list 67% of the school rules? (0= 0-50%; 1= 51-89%; 2=90%-100%)	Interviews Other _____ <b>I</b>	<b>1</b>
<b>C. On-going System for Rewarding Behavioral Expectations</b>	1. Is there a documented system for rewarding student behavior? (0= no; 1= states to acknowledge, but not how; 2= yes)	Instructional materials, Lesson Plans, Interviews Other _____ <b>P</b>	
	2. Do 50% or more students asked indicate they have received a reward (other than verbal praise) for expected behaviors over the past two months? (0= 0-25%; 1= 26-49%; 2= 50-100%)	Interviews Other _____ <b>I</b>	<b>2</b>
	3. Do 90% of staff asked indicate they have delivered a reward (other than verbal praise) to students for expected behavior over the past two months? (0= 0-50%; 1= 51-89%; 2= 90-100%)	Interviews Other _____ <b>I</b>	<b>1</b>
<b>D. System for Responding to Behavioral Violations</b>	1. Is there a documented system for dealing with and reporting specific behavioral violations? (0= no; 1= states to document; but not how; 2 = yes)	Discipline handbook, Instructional materials Other _____ <b>P</b>	
	2. Do 90% of staff asked agree with administration on what problems are office-managed and what problems are classroom-managed? (0= 0-50%; 1= 51-89%; 2= 90-100%)	Interviews Other _____ <b>I</b>	<b>1</b>
	3. Is the documented crisis plan for responding to extreme dangerous situations readily available in 6 of 7 locations? (0= 0-3; 1= 4-5; 2= 6-7)	Walls Other _____ <b>O</b>	<b>2</b>
	4. Do 90% of staff asked agree with administration on the procedure for handling extreme emergencies (stranger in building with a weapon)? (0= 0-50%; 1= 51-89%; 2= 90-100%)	Interviews Other _____ <b>I</b>	<b>2</b>

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Feature	Evaluation Question	Data Source (circle sources used) P= product; I= interview; O= observation	Score: 0-2		
<b>E. Monitoring &amp; Decision-Making</b>	1. Does the discipline referral form list (a) student/grade, (b) date, (c) time, (d) referring staff, (e) problem behavior, (f) location, (g) persons involved, (h) probable motivation, & (i) administrative decision? (0=0-3 items; 1= 4-6 items; 2= 7-9 items)	Referral form (circle items present on the referral form) P			
	2. Can the administrator clearly define a system for collecting & summarizing discipline referrals (computer software, data entry time)? (0=no; 1= referrals are collected; 2= yes)	Interview I Other _____	2		
	3. Does the administrator report that the team provides discipline data summary reports to the staff at least three times/year? (0= no; 1= 1-2 times/yr.; 2= 3 or more times/yr)	Interview I Other _____	2		
	4. Do 90% of team members asked report that discipline data is used for making decisions in designing, implementing, and revising school-wide effective behavior support efforts? (0= 0-50%; 1= 51-89%; 2= 90-100%)	Interviews I Other _____	1		
<b>F. Management</b>	1. Does the school improvement plan list improving behavior support systems as one of the top 3 school improvement plan goals? (0= no; 1= 4 <sup>th</sup> or lower priority; 2 = 1 <sup>st</sup> - 3 <sup>rd</sup> priority)	School Improvement Plan, P Interview I Other _____	2		
	2. Can 90% of staff asked report that there is a school-wide team established to address behavior support systems in the school? (0= 0-50%; 1= 51-89%; 2= 90-100%)	Interviews I Other _____	1		
	3. Does the administrator report that team membership includes representation of all staff? (0= no; 2= yes)	Interview I Other _____	2		
	4. Can 90% of team members asked identify the team leader? (0= 0-50%; 1= 51-89%; 2= 90-100%)	Interviews I Other _____	1		
	5. Is the administrator an active member of the school-wide behavior support team? (0= no; 1= yes, but not consistently; 2= yes)	Interview I Other _____	2		
	6. Does the administrator report that team meetings occur at least monthly? (0=no team meeting; 1=less often than monthly; 2= at least monthly)	Interview I Other _____	2		
	7. Does the administrator report that the team reports progress to the staff at least four times per year? (0=no; 1= less than 4 times per year; 2= yes)	Interview I Other _____	2		
	8. Does the team have an action plan with specific goals that is less than one year old? (0=no; 2=yes)	Annual Plan, calendar P Other _____			
<b>G. District-Level Support</b>	1. Does the school budget contain an allocated amount of money for building and maintaining school-wide behavioral support? (0= no; 2= yes)	Interview I Other _____	2		
	2. Can the administrator identify an out-of-school liaison in the district or state? (0= no; 2=yes)	Interview I Other _____	2		
<b>Summary Scores:</b>	A = /4	B = /10	C = /6	D = /8	E = /8
	F = /16	G = /4	Mean = /7		

