

MIDDLE SCHOOL MATTERS

INSTITUTE



# Self-Assessment: Student Behavior and Motivation



**Middle School Matters Institute**  
An initiative of the George W. Bush Institute in partnership with  
**The Meadows Center for Preventing Educational Risk**



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## ABOUT THE SELF-ASSESSMENT



Before developing specific implementation goals, educators must take stock of which research-based practices are already in place and which practices are lacking or need improvement. This template guides users through a self-reflection process for **student behavior and motivation practices** implemented school wide. Users should follow these steps for **each principle**.

## INSTRUCTIONS

**Step 1: Convene a Middle School Matters Leadership team** and set aside 1-2 hours for the self-assessment.

**Step 2: Gather all available data** (see page 4).

**Step 3: Assess current instructional practices**, using data gathered in step 2, and indicate which instructional traits are implemented:  
a) consistently, b) inconsistently, or c) not at all.

Consult the MSM Field Guide for more information:

[https://greatmiddleschools.org/wp-content/uploads/2016/06/4c\\_FieldGuide\\_BehaviorMotivation\\_July19.pdf](https://greatmiddleschools.org/wp-content/uploads/2016/06/4c_FieldGuide_BehaviorMotivation_July19.pdf)

**Step 4: Summarize assessment results and determine the level of implementation** according to the rubric (adapted from Fixsen, Naoom, Blase, Friedman, & Wallace, 2005).

- 1. No Implementation:** No evidence of implementation.
- 2. Exploration:** Willingness to implement, but little to no evidence of actual implementation. May be in planning stage.
- 3. Initial Implementation:** Evidence indicates that implementation has begun but is largely inconsistent.
- 4. Full Implementation:** Strong evidence of implementation of all or most of the traits and practices.
- 5. Sustainability:** Strong evidence of implementation with processes in place for continued implementation in the future.

## NEXT STEPS: GOAL SETTING AND ACTION PLANNING

After conducting this self-assessment, select a few key principles to focus on for the upcoming school year. Using the MSMI Action Plan Template (<https://greatmiddleschools.org/resources/action-plan-templates/>), develop measurable goals with specific action steps and deadlines for each chosen principle.

# Self-Assessment: Student Behavior and Motivation

Date: \_\_\_\_\_ School \_\_\_\_\_ District \_\_\_\_\_

Participating team members: \_\_\_\_\_

## SOURCES OF DATA:

### STUDENT DATA

- Attendance data
- Classroom behavior data
- Discipline referral data
- Course passing rates for ELA, math, science, and social studies
- Grade retention data
- Demographics, including number of English learners and students in special education
- Student survey instruments and data

### PROGRAM DATA

- School vision, mission, and goals
- Positive behavior interventions and supports
- Problem-solving team documentation and data
- Transition program information and participation data
- Social and emotional learning program information

**Principle 1: Consistently teach, model, and recognize appropriate and positive academic and social behaviors across all classrooms.**

| Consistently             | Inconsistently           | Not at All               | <b>Practice 1: Modify and reduce maladaptive classroom behavior through consistent teaching, modeling, and recognition of positive classroom behaviors.</b>   |
|--------------------------|--------------------------|--------------------------|---|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | a) Teachers and/or staff consistently teach, model, and recognize positive classroom behaviors school wide.   |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | b) Students are taught how to gain attention from adults and peers in an appropriate and respectful manner.   |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | c) Students are taught how to effectively participate in group activities (e.g., how to disagree without being disagreeable).   |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | d) Students are taught how to develop emotional awareness and self-regulation (e.g., learn to recognize situations or behaviors that lead to negative behaviors and have alternative strategies ready).   |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | e) Positive behaviors are taught like any other skill by:   |
|                          |                          |                          | <ol style="list-style-type: none"> <li>1. breaking them down into concrete, teachable steps</li> <li>2. demonstrating the rationale for learning the skill</li> <li>3. creating opportunities for guided and independent practice</li> <li>4. prompting and cuing students to use the new behavioral skills</li> <li>5. recognizing the effective use of the new skill</li> </ol> |
| Insert Total             | Insert Total             | Insert Total             | <b>Current Level of Implementation</b>  |
| _____                    | _____                    | _____                    | <input type="checkbox"/> Level 1: No Implementation<br><input type="checkbox"/> Level 2: Exploration<br><input type="checkbox"/> Level 3: Initial Implementation<br><input type="checkbox"/> Level 4: Full Implementation<br><input type="checkbox"/> Level 5: Sustainability   |

**Principle 2: Provide classroom instruction in self-monitoring and regulation, academic organization and study skills, goal setting, persistence, and healthy behaviors.**

| Consistently             | Inconsistently           | Not at All               | <b>Practice 1: Teach academic and healthy behaviors that support success in school.</b>  |
|--------------------------|--------------------------|--------------------------|--|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | a) Teachers and/or staff provide students who are entering the middle grades with learning experiences that explicitly teach academic organization and study skills, as well as self-monitoring and regulation (transitioning).                    |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | b) Students are taught goal setting and healthy behaviors (e.g., stress management, proper diet and sleep) within the context of career exploration and college readiness.   |
| Consistently             | Inconsistently           | Not at All               | <b>Practice 2: Embed the self-monitoring and regulation, academic organization and study skills, goal-setting, persistence, and healthy behavior skills into the academic courses students take throughout the middle grades.</b>                  |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | a) Teams of teachers work collectively during common planning periods to infuse reminders and explicit uses of the behaviors into students' core classes.  |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | b) Teacher teams, or the entire school, collaboratively identify a small set of positive academic and healthy behaviors and formally incorporate student progress in these areas into report cards or progress reports.                            |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | c) Students who are identified with needing improvement in a given area are provided additional learning experiences.  |
| Consistently             | Inconsistently           | Not at All               | <b>Practice 3: Provide students with opportunities to practice and employ these skills through service learning projects, as well as high interest and participatory electives with strong cognitive content like drama, debate, and robotics.</b> |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | a) Service learning opportunities are provided for students allowing them to work with a team to design and execute a service project.   |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | b) Elective courses are available that combine rich cognitive content with teamwork, performance, and tangible outcomes over relatively short durations (a few weeks, or a month or two).  |

**Principle 2: Provide classroom instruction in self-monitoring and regulation, academic organization and study skills, goal setting, persistence, and healthy behaviors.**

| Insert Total | Insert Total | Insert Total | Current Level of Implementation   |
|--------------|--------------|--------------|---|
| _____        | _____        | _____        | <input type="checkbox"/> Level 1: No Implementation<br><input type="checkbox"/> Level 2: Exploration<br><input type="checkbox"/> Level 3: Initial Implementation<br><input type="checkbox"/> Level 4: Full Implementation<br><input type="checkbox"/> Level 5: Sustainability |

**Principle 3: Establish process for identifying problem behaviors early, diagnosing their causes, identifying, effective interventions, applying the interventions at the scale and intensity required, and monitoring their effectiveness.**

| Consistently             | Inconsistently           | Not at All               | <b>Practice 1: Implement an intervention framework generalized to student attendance, behavior, and course performance.</b>   |
|--------------------------|--------------------------|--------------------------|---|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | a) Early warning indicator (EWI) data is readily available to teacher teams and other adults who provide student supports.  |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | b) School leadership analyzes the data to ensure that student supports of sufficient intensity and scale are available.   |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | c) Teacher teams and other student support staff meet on a regular basis to review the EWI data, assign students to appropriate interventions, monitor student progress and intervention effectiveness, and make adjustments as needed. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | d) EWI and multi-tiered intervention systems are integrated into school wide data efforts led by the school leadership team.  |
| Consistently             | Inconsistently           | Not at All               | <b>Practice 2: Connect teachers to one another or to mentors to help with ongoing problem solving, student behavior, and any other classroom management needs.</b>  |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | a) Data are reviewed to identify a classroom or group of classrooms with higher-than-average problems with attendance, behavior, and course performance.  |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | b) Peer teachers, mentors, or instructional coaches observe identified classrooms and develop targeted professional development that addresses the issue or provide the classroom with additional student and family support.           |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | c) Mentors, instructional coaches, or peer tutors provide a neutral investigation of the classroom dynamics to determine the additional teacher, student, or family supports needed.  |



**Principle 3: Establish process for identifying problem behaviors early, diagnosing their causes, identifying, effective interventions, applying the interventions at the scale and intensity required, and monitoring their effectiveness.**

| Insert Total | Insert Total | Insert Total | Current Level of Implementation   |
|--------------|--------------|--------------|---|
| _____        | _____        | _____        | <input type="checkbox"/> Level 1: No Implementation<br><input type="checkbox"/> Level 2: Exploration<br><input type="checkbox"/> Level 3: Initial Implementation<br><input type="checkbox"/> Level 4: Full Implementation<br><input type="checkbox"/> Level 5: Sustainability |

## Principle 4: Make the value of schooling personal.

| Consistently             | Inconsistently           | Not at All               | Practice 1: Engage students in activities that allow them to reflect on the influence school will have on their future life and goals.   |
|--------------------------|--------------------------|--------------------------|--|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | a) Students write short, reflective paragraphs every few weeks on the usefulness of specific course material (what they are currently learning in math, ELA, science, or social studies) to their lives.   |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | b) Students are provided with opportunities and activities that connect the importance of school and learning to their lives (e.g., students create time capsules that show what their life will look like at age 25 and the impact that schooling and important decisions had on their life). |
| Insert Total             | Insert Total             | Insert Total             | Current Level of Implementation  |
| _____                    | _____                    | _____                    | <input type="checkbox"/> Level 1: No Implementation<br><input type="checkbox"/> Level 2: Exploration<br><input type="checkbox"/> Level 3: Initial Implementation<br><input type="checkbox"/> Level 4: Full Implementation<br><input type="checkbox"/> Level 5: Sustainability                  |

## Principle 5: Create a sense of belonging for all students.

| Consistently             | Inconsistently           | Not at All               | Practice 1: Include information on social integration in middle school transition programs.   |
|--------------------------|--------------------------|--------------------------|---|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | a) Middle grades transition programs include information on social integration, not just logistical information.  |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | b) Middle grades transition programs help normalize that many students feel out of place at the start of school and provide assurance that these feelings fade over time.   |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | c) Older middle grades students share their experiences as a new student (e.g., through written essays).  |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | d) General social integration efforts are paired with more targeted efforts like anti-bullying campaigns.   |
| Consistently             | Inconsistently           | Not at All               | Practice 2: Carefully frame academic tasks to reduce the risk of stereotype threats.  |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | a) Teachers and staff are careful in how tasks are described to students and parents, and when possible, reduce the potential for a stereotype threat (e.g., by pointing out, "Research has shown that boys and girls perform equally well on these types of math problems.") |
| Insert Total             | Insert Total             | Insert Total             | Current Level of Implementation   |
| _____                    | _____                    | _____                    | <input type="checkbox"/> Level 1: No Implementation<br><input type="checkbox"/> Level 2: Exploration<br><input type="checkbox"/> Level 3: Initial Implementation<br><input type="checkbox"/> Level 4: Full Implementation<br><input type="checkbox"/> Level 5: Sustainability |

## Principle 6: Connect students' academic success to effort.

| Consistently             | Inconsistently           | Not at All               | <b>Practice 1: Set high expectations for students and clearly communicate those expectations and the belief in their potential to succeed when providing feedback to students.</b>  |
|--------------------------|--------------------------|--------------------------|---|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | a) Teachers and staff demonstrate to students that making errors is normal and can lead to useful learning opportunities.   |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | b) Teachers provide corrective feedback in a manner that is encouraging to students (e.g., a teacher writes while correcting an essay, "I am giving you these comments because I have high standards for you and I know you can meet them.")                                  |
| Consistently             | Inconsistently           | Not at All               | <b>Practice 2: Eliminate the use of indiscriminate incentive programs and unearned praise.</b>  |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | a) Incentives are used sparingly, intentionally, and only for actions that are fully under control of the student and are directly related to important school outcomes.  |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | b) Greater emphasis is placed on fostering an internal motivation versus an external motivation.  |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | c) Teachers provide recognition for effort versus praise (e.g., "You worked very hard." instead of "Good job!")   |
| Insert Total             | Insert Total             | Insert Total             | <b>Current Level of Implementation</b>  |
| _____                    | _____                    | _____                    | <input type="checkbox"/> Level 1: No Implementation<br><input type="checkbox"/> Level 2: Exploration<br><input type="checkbox"/> Level 3: Initial Implementation<br><input type="checkbox"/> Level 4: Full Implementation<br><input type="checkbox"/> Level 5: Sustainability |