

# Teacher Self-Report

School: \_\_\_\_\_ Date Completed: \_\_\_\_\_

Name: \_\_\_\_\_ Grade Level or Department: \_\_\_\_\_

The Ci3T Teacher Self-Report is a 38-item component checklist that includes the key features of the Ci3T plan’s procedures for teaching, reinforcing, and monitoring. Teachers and staff rate themselves based on their implementation of the Ci3T plan. The rating is based on a Likert-type scale ranging from *no, not at all* (0); *yes, some of the time* (1); *yes, most of the time* (2); or *yes, all of the time* (3).

Please rate each item to evaluate your use of your school’s Ci3T primary plan in two ways. First, please consider if you have (yes) or have not (no) participated in each item from your plan in this school year prior to completing this form. If you have not, please select the 0 for the item. If your response is yes, select the frequency that best reflects the extent to which you have participated in that item during this present academic year (from the onset of this academic year until the date you are completing this form). *If you are not a classroom teacher, please consider your setting (e.g., office, bus, cafeteria) as your “classroom” as you answer each question.*

About how often did you participate?

Procedures for Teaching		About how often did you participate?			
		No... Not at all.	Yes, I did this...		
			Some of the time.	Most of the time.	All of the time.
T.1.	Did I have our 3-5 schoolwide expectations posted and visible in my classroom (e.g., Be Respectful, Be Responsible, Give Best Effort)?	0	1	2	3
T.2	Did I have the setting expectations posted in my classroom (expectation matrix with all settings)?	0	1	2	3
T.3	Did my students receive instruction (e.g., videos, PowerPoints, formal lessons) about our schoolwide expectations for each setting (e.g., hallway, classroom, and cafeteria)?	0	1	2	3
T.4	Were my students taught (e.g., videos, PowerPoints, formal lessons) the social skills component of our primary plan (e.g., daily, weekly, monthly)?	0	1	2	3
T.5	Did I model the behaviors (expectations) stated in the schoolwide plan for my students?	0	1	2	3
T.6	Was my instruction linked to the district/state standards?	0	1	2	3
T.7	Did I differentiate instruction (academic tasks) as needed?	0	1	2	3
T.8	Did I make individual modifications to support students’ social or behavioral needs?	0	1	2	3
T.9	Did I keep students engaged from the beginning to the end of class?	0	1	2	3
T.10	Did I conduct daily starting activities?	0	1	2	3
T.11	Did I conduct daily closing activities?	0	1	2	3



T.12	Did I consistently use a positive tone during student interactions?	0	1	2	3
T.13	Did my school have procedures in place that foster a safe environment (e.g., emergency or crisis response plan)?	0	1	2	3
T.14	Did I provide support to students who missed instruction?	0	1	2	3
T.15	Did I check for understanding when giving directions to students?	0	1	2	3
T.16	Did I use clear routines for classroom procedures?	0	1	2	3
<b>Procedures for Reinforcing</b>		Not at all.	Some of the time.	Most of the time.	All of the time.
R.1	Did I deliver consequences according to my school's reactive plan (e.g., did I do what I am supposed to do when student behavior is problematic, such as complete an office discipline referral or phone a parent)?	0	1	2	3
R.2	Did I give tickets to students demonstrating schoolwide expectations (i.e., in academic, behavioral, and social domains)?	0	1	2	3
R.3	Did I use behavior-specific praise during student interactions?	0	1	2	3
R.4	Did I use behavior-specific praise when giving tickets to students?	0	1	2	3
R.5	Did I allow my students to exchange tickets for rewards (e.g., going to assemblies, going to the store)?	0	1	2	3
R.6	Did I allow my students to use tickets to participate in classroom or schoolwide drawings?	0	1	2	3
R.7	Did I refrain from taking away tickets from students who already received them?	0	1	2	3
R.8	Did I receive positive feedback from my colleagues or administrators about my school's Ci3T plan?	0	1	2	3
R.9	Is the perception of my school's Ci3T plan amongst my colleagues and administrators favorable or positive?	0	1	2	3
R.10	Did I use tickets to facilitate classroom routines (e.g., select a line leader, messenger, etc.)?	0	1	2	3
<b>Procedures for Monitoring</b>		Not at all.	Some of the time.	Most of the time.	All of the time.
M.1	Have I consistently filled out disciplinary referrals (e.g., Office Discipline Referrals) according to my school's reactive plan?	0	1	2	3
M.2	Did I complete the behavior screeners at each time requested by my principal or Ci3T team?	0	1	2	3
M.3	Did I accurately complete daily attendance as specified by my school's procedures?	0	1	2	3
M.4	Did I accurately administer curriculum-based measures (e.g., AIMSweb, DIBELS) or other	0	1	2	3

	assessments to monitor my students' progress in the content I taught?				
M.5	Did my school (e.g., Ci3T team, an administrator, grade-level team) share schoolwide behavior screening data with the faculty?	0	1	2	3
M.6	Did my school (e.g., Ci3T team, an administrator, grade-level team) share schoolwide academic data with the faculty?	0	1	2	3
M.7	Did I use the behavior data to inform my instruction for at-risk students?	0	1	2	3
M.8	Did I use academic data to inform my instruction?	0	1	2	3
M.9	Did I use behavior and academic data together (in conjunction with each other) to inform my instruction?	0	1	2	3
M.10	Did I make referrals for students who were struggling academically (prereferral intervention teams)?	0	1	2	3
M.11	Did I make referrals for students exhibiting acting-out behaviors?	0	1	2	3
M.12	Did I make referrals for students exhibiting shy or withdrawn behaviors?	0	1	2	3

Please include any other comments you would like to share about how you see your Ci3T plan being put in place at your school in terms of how you teach the skills, reinforce students, and monitor progress:

Comments: \_\_\_\_\_

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Source:

Lane, K. L., Oakes, W. P., & Magill, L. (2014). Primary prevention efforts: How do we implement and monitor the Tier 1 component of our comprehensive, integrated, three-tiered (Ci3T) model? *Preventing School Failure: Alternative Education for Children and Youth*, 58, 143-158. doi:10.1080/1045988X.2014.893978

