**Common Philosophy and Purpose Leadership Team Assessment**

**System:** The building leadership team has established a buildingwide understanding of the ABC’s of behavior, the importance of adult behaviors that promote positive student-teacher relationships. The building leadership team has provided professional learning opportunities for all staff to engage in the development of a common philosophy and purpose through co-creation of beliefs, mission and vision statements and collective commitments that include and focus on social/emotional/behavioral student outcomes.

On a numerical response questions, please rate your implementation using the following scale:

1-Rarely 2-Sometimes 3-Almost Always 4-Always

The building leadership team has established a list of **common beliefs** about students and behavior.

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| *The building leadership team has engaged all staff in professional learning that provides an overview of the positive, proactive approach in Schoolwide Positive Behavior Support (SW-PBS) schools and districts that includes:*   * *Dialog around their current collective beliefs regarding students today.* * *Dialog around the scope of challenges in education today in general and within their school.* * *Dialog around the benefits of a unified, proactive, preventative approach to discipline such as SW-PBS.* * *Development of a list of proactive beliefs that all staff can support.* * *Strategic steps to engage students, families and communities to revisit their beliefs around education.* | 1 2 3 4  1 2 3 4  1 2 3 4  1 2 3 4  1 2 3 4 |

The building’s **mission and vision statements** address the development of student social competence.

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| *The building leadership team has engaged all staff in professional learning that provides an overview of the positive, proactive approach in Schoolwide Positive Behavior Support (SW-PBS) schools and districts that includes:*   * *Revisiting the school* ***mission statement*** *which answers “Why do we exist? What do we do?” to document if it includes social/emotional/behavioral competence of students.* * *Revisiting the school* ***vision statement*** *which answers “What do we want to create?” to document if it includes the whole student (i.e., social/emotional/behavioral competence).* * *Updating the school* ***mission and vision statement****s to ensure they include social/emotional/behavioral competence, as needed.* * *Strategic steps to engage students, families and communities to revisit their agreement with updated* ***mission and vision statement****s that include social/emotional/behavioral competence.* | 1 2 3 4    1 2 3 4  1 2 3 4  1 2 3 4 |

The building leadership team has gained and documented **staff commitment** to SW-PBS.

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| *The building leadership team has engaged all staff in documenting specific steps that demonstrate a commitment to SW-PBS including:*   * *Participation in learning activities to engage in co-creation of a new schoolwide approach to discipline.* * *Participation in learning activities to grow knowledge and skills of best practices for creating a positive schoolwide climate (e.g. defining, teaching, and encouraging expected behaviors, effectively discouraging unexpected behaviors, etc).* * *Participation in learning activities to grow knowledge and skills of best practices for creating a positive classroom climate (e.g. effective teaching and learning practices for the classroom such as defining, teaching, and encouraging expected behaviors, effectively discouraging unexpected behaviors, etc).* | 1 2 3 4    1 2 3 4  1 2 3 4 |