

FREE RESOURCE • TIER 1 SELF-REFLECTION

Tier 1 Practices Checklist for Teachers

A classroom self-assessment for the everyday practices that keep most students from ever needing Tier 2 — the ones that build belonging, prevent problems before they start, and respond to behavior with empathy. This is a mirror, not a scorecard: honest ratings are the useful ones.

What it's for

Take an honest look at the Tier 1 practices already living in your classroom, name what's working, and choose one thing to grow. Areas of strength become chances to mentor a colleague; lower ratings point to where a little intentional effort will reach the most students.

Who can use it

Use it on your own, or bring it to a PLC, grade-level team, or department meeting. Instructional coaches can use it to ground a classroom walkthrough or a reflective conversation with a teacher.

How to use it

1. Circle a rating (0–3) for each practice, based on how consistently it shows up in your room **right now**.
2. For anything you rate a **2 or 3**, jot the visible evidence — what a colleague would actually see. For a **0 or 1**, note one small first step in the same column.
3. On the last page, tally each area, name a strength you could model for someone else, and choose one focus for your next stretch of the year.

RATING SCALE ① Not yet ② Emerging ③ Consistent ④ Embedded

TEACHER

SCHOOL / GRADE

DATE



Relational Practices

Belonging & connection — the trust you build before it's ever needed.

Circle one per row · 0 Not yet 1 Emerging 2
Consistent 3 Embedded

Practice	What this looks like in your classroom	Rating	Evidence (2–3) · or one first step (0–1)
Named welcome at the door	You greet students individually as they arrive — by name, with genuine warmth — so the first signal every child gets is that they belong here.	0 1 2 3	
Small connection deposits	You make brief, intentional one-on-one moments to learn about students and build trust before it's ever needed — especially with the students you find hardest to reach.	0 1 2 3	
Positive-to-corrective balance	Across a class period your encouragement and acknowledgment clearly outweigh your corrections, and the students who struggle most still hear more affirmation than not.	0 1 2 3	
Praise routed through others	When a student does something worth noticing, you sometimes pass that praise through another trusted adult in their life, so recognition reaches them from more than one direction.	0 1 2 3	
Repair after a rough moment	After a tense or negative exchange, you circle back to reconnect and mend the relationship rather than letting the distance harden.	0 1 2 3	
Class meetings & shared ownership	You hold regular class gatherings where students help shape norms, work through problems together, and feel real ownership over the learning space.	0 1 2 3	
Peers lifting peers	You build in structured ways for students to notice and name what their classmates do well, so encouragement doesn't come only from you.	0 1 2 3	



Proactive Practices

A predictable, supportive environment that heads problems off early.

Circle one per row · 0 Not yet 1 Emerging 2 Consistent 3 Embedded

Practice	What this looks like in your classroom	Rating	Evidence (2–3) · or one first step (0–1)
Expectations taught & posted	Three to five positively-worded expectations are defined, actively taught, revisited often, and kept visible — not written once in August and forgotten.	0 1 2 3	
Pre-correction before transitions	Before a transition or a tricky activity, you remind students what success looks like, so they walk into it already set up to get it right.	0 1 2 3	
Genuine voice & choice	Students regularly make real choices about their work and have authentic ways to contribute — leading, helping, sharing a perspective — that actually shape the class.	0 1 2 3	
Frequent chances to respond	Your lessons build in low-stakes ways for every student to participate often: partner talk, quick-writes, choral or hand-signal responses, small-group work.	0 1 2 3	
Identity reflected in the room	Students' cultures and identities show up in what they read, discuss, and see on the walls — treated as assets that belong, not as occasional add-ons.	0 1 2 3	
Predictable, visible flow	A visible schedule or agenda makes the shape of the day clear: what's happening, about how long it will take, and what's expected during each part.	0 1 2 3	
First-then sequencing	You order tasks so that more demanding work is reliably followed by something students look forward to, making the harder part easier to start.	0 1 2 3	
Group encouragement system	A class-wide recognition system rewards collaboration and collective effort — celebrating how the group works together, not just individual compliance.	0 1 2 3	
Reset space & regulation routine	There's a designated calm-down option and a quick routine students can use to settle and get ready to learn again, offered without shame attached.	0 1 2 3	



Responsive Practices

Progressive, empathy-first responses when behavior needs your attention.

Circle one per row · 0 Not yet 1 Emerging 2
Consistent 3 Embedded

Practice	What this looks like in your classroom	Rating	Evidence (2–3) · or one first step (0–1)
Effort-specific praise	Your acknowledgment names the exact behavior and the effort behind it, and it's genuine and timely — not a generic 'good job' tossed across the room.	0 1 2 3	
Proximity as the first move	Your opening move to steer behavior is often just moving closer to a student, before anything more direct or public is needed.	0 1 2 3	
Low-key redirection	You redirect with brief, high-odds requests that make it easy for a student to get back on track without a standoff.	0 1 2 3	
Clear, private prompts	Your prompts are delivered privately, stated positively, phrased as a statement rather than a question, and ask for one thing at a time.	0 1 2 3	
Empathy-first behavior conversation	When behavior needs addressing you lead with empathy, then name the behavior and the expectation, lay out the choices and their outcomes, give thinking time, and follow through either way.	0 1 2 3	
Restorative follow-up	After an incident you hold a restorative conversation or circle to process what happened and repair harm, rather than only assigning a consequence.	0 1 2 3	

Your Tier 1 snapshot

Add up the ratings in each area (each practice is worth 0–3), then use the reflection below to turn the numbers into a next step.

Relational Practices	/ 21
Proactive Practices	/ 27
Responsive Practices	/ 18
Total	/ 66

Strengths to share

Practices you rated a 3 — you could model these for a colleague.

Worth a next step

A practice you rated 0 or 1 that you'd like to grow.

My first step

One small, doable move toward that practice next week — and who could support you.

Reflection is step one. Follow-through is where it gets hard. When a Tier 1 practice isn't enough and a student moves into intervention, the plan, the progress data, and the decisions shouldn't scatter across an SIS, a spreadsheet, and a form. **ScholarPath Intervention Monitoring** keeps the whole MTSS process in one data source. See it at monitoring.scholarpathsystems.org.