Your Score & Current Picture

School Response Consistency Audit / Personalized leadership briefing

20 / 36

Partial Alignment

Individual reflection, not a school-wide finding

Four areas of practice

Recognizing escalation early	**6 / 9**
Responding consistently	**3 / 9**
Protecting safety and instructional time	**6 / 9**
Reconnecting and improving	**5 / 9**

01 / The current picture

Your answers suggest pockets of effective practice alongside responses that depend on the adult, site, or situation. The opportunity is to make existing staff expertise easier for everyone to use. You rated 4 of 12 practices as not in place or dependent on the person/site, and 8 as generally consistent or defined and practiced.

Start by asking educators to share one response that has helped; the overall score does not mean effective practice is absent.

02 / Why this might be the case

Shared intentions may not yet include shared decision points. Staff may be interpreting the same plan differently, using supports at different times, or having unequal access to coaching and backup. A shared plan may leave the tone, language, timing, and threshold for support open to interpretation. Ask staff where they feel clear and where they are improvising.

These are working hypotheses to explore with staff, not findings about effort, intent, or student needs.

Student Learning & Belonging

Use these questions to check the picture with staff and students.

03 / Access to learning

Changing responses can make it harder for students to predict how to get help or begin a task. Compare whether the same support helps students participate across different adults.

04 / Safety, trust, and belonging

Students may experience support as depending on who is present. Ask whether help, limits, and opportunities to return feel predictable and respectful.

Where to look closer

Responding consistently

This is the lowest-rated area in your answers. Confirm the pattern before deciding what to change.

Priority statements to discuss

Staff use shared language during escalating situations. / Your rating: 1 of 3

Students receive reasonably consistent responses across adults and settings. / Your rating: 1 of 3

Staff know when to lower demands, modify the environment, set a limit, or seek additional support. / Your rating: 1 of 3

1 additional statements share this lowest rating. Review the full audit with your team to choose a manageable focus.

Your Priority: Decisions During Refusal

Compare the reasoning. Rehearse one shared practice.

Your priority

INSPECT: I First / Planning / Consistency

Consistent decisions during student refusal.

Your responses suggest that staff may be selecting different interventions when students resist classroom demands.

Start here

During your next staff meeting, present one common refusal scenario. Ask three educators to describe their next response and explain what evidence supports their choice.

Compare the reasoning. Identify one shared practice to rehearse this week.

Keep the conversation practical

Use a de-identified scenario and follow student-specific plans. Compare evidence without judging educators. Confirm the pattern through observation before drawing conclusions.

Your Three INSPECT Next Steps

Build on educator expertise. Start with one routine and one shared goal.

1. Listen and choose one shared goal

INSPECT: I First / Nurturing Environment

Recognize staff effort and ask what is already helping. Select one recurring moment across one grade-level or support team. Use the lowest-rated statement as a question for inquiry, and invite a student perspective where appropriate.

Lead: Principal or team lead / Time: 10-minute team huddle this week

Goal: Agree on one routine, one observable adult practice, and one way to notice student access and belonging.

2. Co-design and rehearse one next response

INSPECT: I First / Structure / Consistency

During your next staff meeting, present one common refusal scenario. Ask three educators to describe their next response and explain what evidence supports their choice. Compare the reasoning. Identify one shared practice to rehearse this week.

Lead: Team lead with pilot staff / Time: 15 minutes in an existing planning meeting

Goal: Three educators explain the evidence behind their next response; the team selects and rehearses one shared practice this week.

Your Leadership Briefing

Continued / use one section at a time

3. Observe, encourage, and adjust

INSPECT: Consistency / Time / Engagement

Observe the agreed practice in the selected routine. Give private, specific feedback that names what the educator did well. Track whether the response was used, the student's return to meaningful learning, and whether the student felt supported. Adjust one condition together.

Lead: Administrator or designated coach / Time: Two brief check-ins over the next two weeks

Goal: Review a small tally of observed opportunities and student feedback at day 14; choose what to keep, adapt, or coach next.