

Integrating
Schoolwide PBIS into
an Effective
Teacher Evaluation
System

Presenter: Katie Andreasen

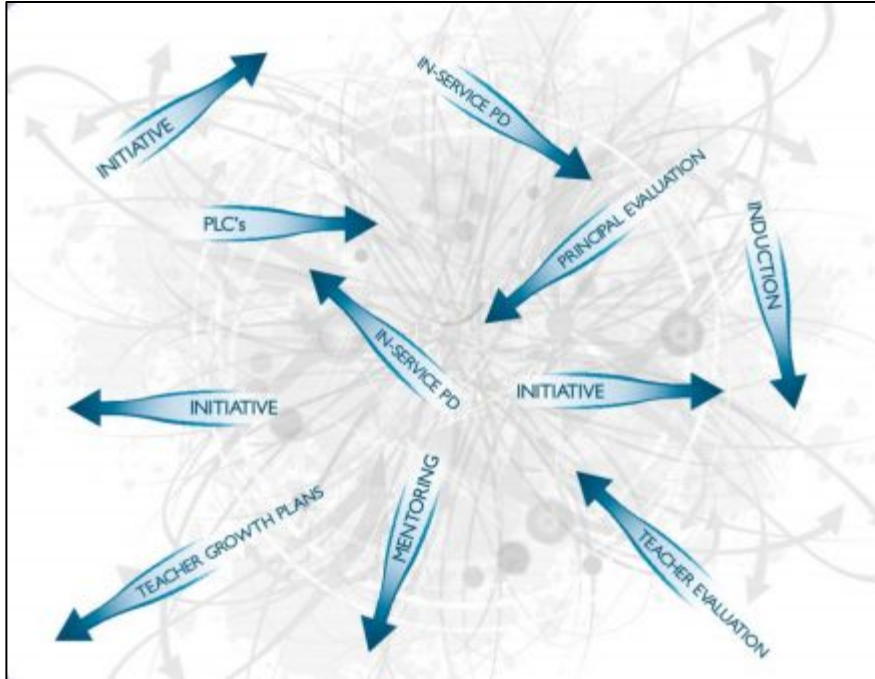
Brookfield Middle School Instructional Coach

PBS Tier 1 Coach

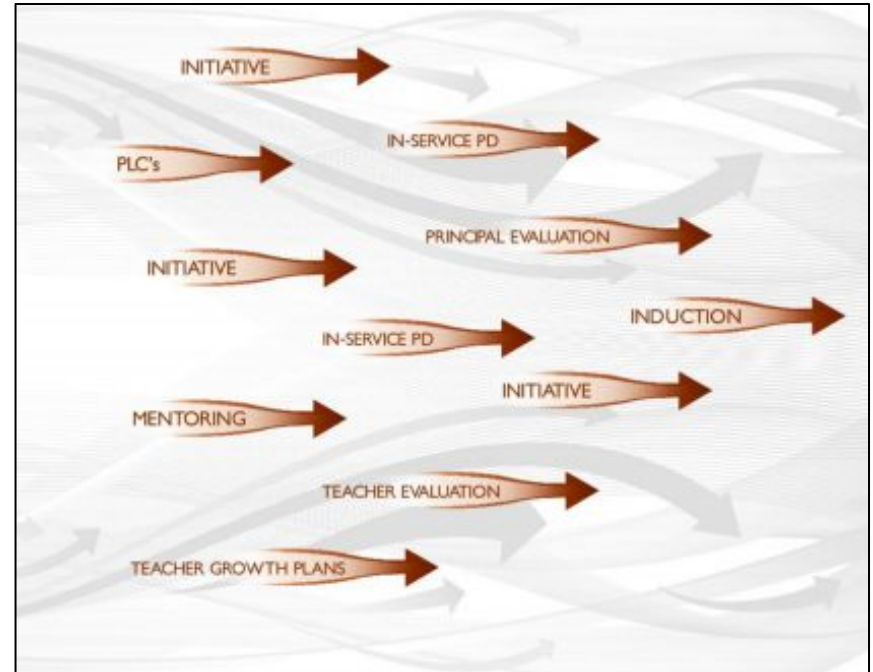
PBS Tier 2 Coach

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MISALIGNED SYSTEM
 No Common Language or Model of Instruction



ALIGNED SYSTEM Common Language or
 Model of Instruction

MO SW-PBS Eight Effective Classroom Practices

- Classroom Expectations
 - Classroom Procedures & Routines
 - Encouraging Expected Behavior
 - Discouraging Inappropriate Behavior
 - Active Supervision
 - Opportunities to Respond
 - Activity Sequencing & Choice
 - Task Difficulty
-
-

Walk Through or Brief Observation
Strategies to Enhance Academic and/or Social/Behavior Instruction

Strategy Used 1 = somewhat 2 = moderate 3 = extensive	0-Strategy was called for but was not exhibited	1	2	3	Strategy was not observed and was not applicable
Precorrect: Reminder of Classroom <u>Procedure/Routine</u> Does the teacher precorrect procedures/routines?					
Precorrect: Reminder of Classroom <u>Expectations</u> ? Are Precorrects used to set students up for success in being respectful, responsible, and safe?					
Class begins Promptly					
Students Actively Engaged / Minimal Down Time Do students have multiple opportunities to respond and be engaged in the lesson? Are transitions smooth with little time lost in instruction?					
Classroom Procedures/Routines/Rules Actively Taught Does the teacher redirect/reteach students the procedures/routines when they are not done correctly? Is it evident that procedures and routines are taught?					
Active Supervision (move, scan, interact) Does the teacher move throughout the room during instruction? Do they scan student work to make sure all students are on track academically and behaviorally? Does the teacher interact with individual or groups of students during instruction and/or independent work?					
Provide Choices (where, when, how work is done, materials used)					

<https://sites.google.com/site/brookfielddriimiddleschoolpbs/home>

*We did an Ignite Session on this process- Ignite 3-1

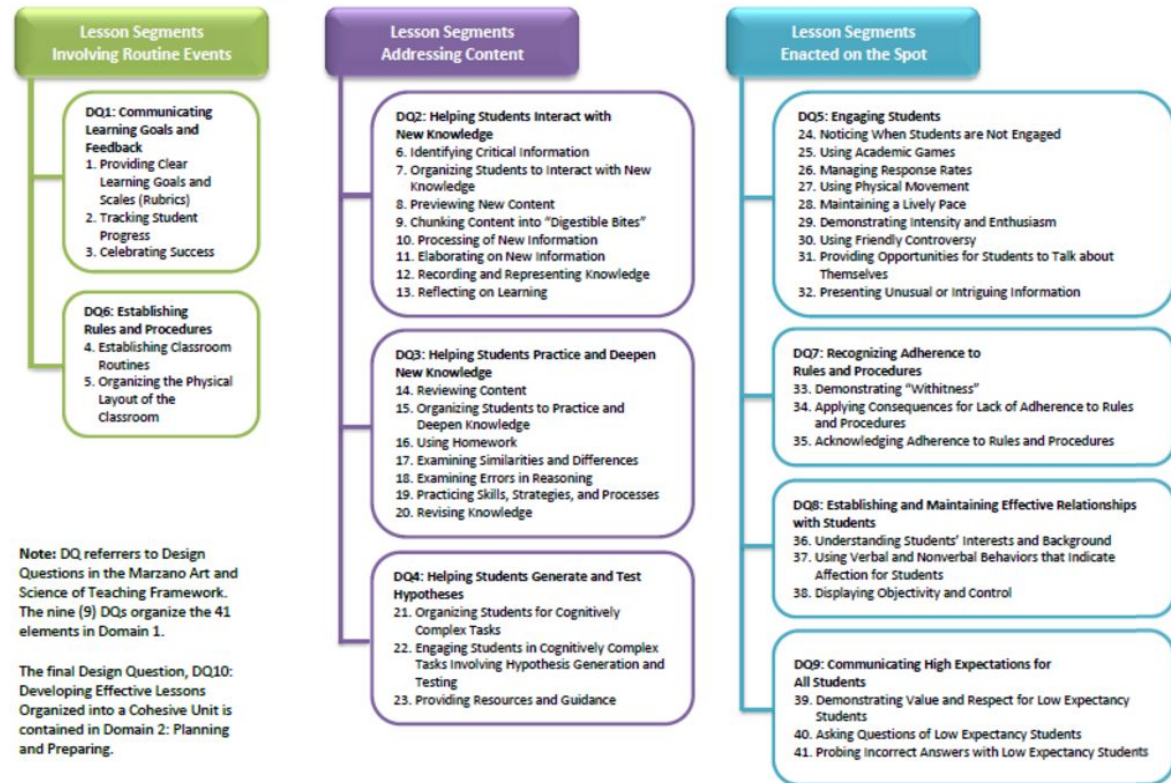
* Visit <http://pbissmissouri.org/archives/6490> to see last year's presentation at the SI

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Marzano Art and Science of Teaching Teacher Evaluation Model Learning Map

Domain 1: Classroom Strategies and Behaviors



Note: DQ refers to Design Questions in the Marzano Art and Science of Teaching Framework. The nine (9) DQs organize the 41 elements in Domain 1.

The final Design Question, DQ10: Developing Effective Lessons Organized into a Cohesive Unit is contained in Domain 2: Planning and Preparing.

Link PD to Teacher Evaluation

The Classroom 8 and the Marzano Model

Expectations & Rules:

- #4: Establishing Classroom Routines

Procedures & Routines:

- #4: Establishing Classroom Routines
- #5: Organizing the Physical Layout of the Classroom

Continuum of Strategies to Acknowledge Appropriate Behavior:

- #33: Demonstrating “Withitness”
- #35: Acknowledging Adherence to Rules & Procedures
- #37: Using Verbal & Nonverbal Behaviors that Indicate Affection for Students
- #38: Displaying Objectivity & Control

Continuum of Strategies to Acknowledge Inappropriate Behavior:

- #33: Demonstrating “Withitness”
- #34: Applying Consequences for Lack of Adherence to Rules & Procedures
- #38: Displaying Objectivity & Control

Active Supervision:

- #5: Organizing the Physical Layout of the Classroom
- #24: Noticing When Students are not Engaged
- #33: Demonstrating “Withitness”
- #34: Applying Consequences for Lack of Adherence to Rules & Procedures
- #35: Acknowledging Adherence to Rules & Procedures

Multiple Opportunities to Respond:

- #25: Using Academic Games
- #26: Managing Response Rates
- #40: Asking Questions of Low Expectancy Students

Activity Sequence & Offering Choice:

- #24: Noticing When Students are not Engaged

Task Difficulty

- Lesson Segment: Addressing Content



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The mission of **Missouri Schoolwide Positive Behavior Support (MO SW-PBS)** is to assist schools and districts in establishing and maintaining school ...

2016 Summer Training Instit...

2016 Summer Training Institute ...

2016 PBS Logo Dates ...

Tier 1 Modules and Resources

Missouri SW-PBS has developed and refined a Tier 1 Workbook ...

Tier 2 Resources

Finally, MO SW-PBS has developed a Tier 2 Workbook ...

[More results from pbissmissouri.org](#) »

Tier 1

Tier 1 or Universal SW-PBS is the core social skills curriculum to ...

What is SW-PBS?

Schoolwide Positive Behavior Support (SW-PBS) is a ...

Recognition

... SW-PBS; second, the process identifies exemplar schools ...

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Tier 1 Universals are comprised of ***Eight Essential Components*** which are *research based*. The ***Eight Essential Components*** are as follow:

1. [Common philosophy and purpose](#)
2. [Leadership](#)
3. [Clarifying expected behavior](#)
4. [Teaching expected behavior](#)
5. [Encouraging expected behavior](#)
6. [Discouraging inappropriate behavior](#)
7. [Ongoing monitoring](#)
8. [Effective classroom practice](#)

Effective Classroom Practices Training Materials



1. Classroom Expectations (Content Acquisition Podcast)	Training Video and Module
2. Classroom Procedures and Routines (Content Acquisition Podcast)	Training Video and Module
3. Classroom Encouraging Expected Behaviors (Content Acquisition Podcast)	Training Video and Module
4. Classroom Discouraging Inappropriate Behaviors Part 1 (Content Acquisition Podcast) Part 2 (Content Acquisition Podcast)	Training Video and Module
5. Classroom Active Supervision (Content Acquisition Podcast)	Training Module
6. Classroom Opportunities to Respond (Content Acquisition Podcast)	Training Module
7. Classroom Activity Sequencing and Choice (Content Acquisition Podcast)	Training Module
8. Classroom Task Difficulty (Content Acquisition Podcast)	Training Module

Module for Staff Training

[Classroom Expectations and Behaviors \(05-01-14\)](#) (PowerPoint)

[1. Teacher Tool Classroom Expectations \(05-01-14\)](#)



[2. Rule Writing Worksheet–Example \(05-01-14\)](#)

[3. Rules Writing Activity Classroom Rules Worksheet \(05-01-14\)](#)

[4. Classroom Rules Self-Assessment \(04-28-14\)](#)

[5. Plan to Create and Teach Classroom Rules \(05-01-14\)](#)

Back to [Effective Classroom Practice](#)

Go to [Tier 1 Workbook](#)

MO SW-PBS TEACHER TOOL CLASSROOM EXPECTATIONS AND RULES

PRACTICE: Classroom rules/expectations are aligned with school-wide expectations, posted, and referred to regularly.

RESEARCH STATES:

- ▶ A dependable system of rules and procedures provides structure for students and helps them to be engaged with instructional tasks (Brophy, 1998).
- ▶ Teaching rules and routines to students at the beginning of the year and enforcing them consistently across time increases student academic achievement and task engagement (Evertson & Emmer, 1982; Johnson, Stoner, & Green, 1996).
- ▶ Clearly stating expectations and consistently supporting them lends credibility to a teacher's authority (Good & Brophy, 2000).

What are they?

- ▶ Expectations are valued behaviors and attitude for success.
- ▶ Rules are specific criteria for achieving expectations.
- ▶ Rules meet these 5 guidelines.

A Menu of Classroom Reinforcers - Example

Guideline:	This Means:	Example:	Non-example:
Observable	I can see it.	Raise hand and wait to be called on.	Be your best.
Measurable	I can count it.	Bring materials.	Be ready to learn.
Positively Stated	I tell students what TO do.	Hands and feet to self.	No fighting.
Understandable	The vocabulary is appropriate for age/ grade level.	Hands and feet to self.	Maintain personal space. (K-1 rule) <i>*Children this age do not have a concept of "personal space."</i>
Always Applicable	I am able to consistently enforce.	Stay in assigned area.	Remain seated until given permission to leave.

Implementation

- ▶ Involve students in developing rules.
- ▶ Have students commit to rules.
- ▶ Teach classroom rules by demonstrating examples and nonexamples.
- ▶ Monitor and give frequent feedback when students follow rules.
- ▶ Share rules with families and others.

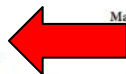
Teacher Self-Assessment Tool

Self-Assessment Features	Yes	No	In Progress
1. My classroom rules are aligned with schoolwide expectations (i.e. Safe, Respectful, Responsible, Ready)			
2. My classroom rules are observable, measurable, positively stated, understandable and always apply.			
3. I have 5 or fewer rules for each schoolwide expectation.			
4. My classroom rules are prominently posted.			
5. I have developed lessons to teach classroom rules.			
6. I refer to rules regularly when interacting with students.			
7. A teaching schedule that includes classroom rule lessons is developed and on file in the office.			
8. 80% of my students can tell the classroom expectations and rules.			



MO SW-PBS Effective Classroom Practice

Adapted from Virginia Department of Education, (2011); MO SW-PBS (2008)
This Effective Classroom Practice addresses MO Teacher Standards 2.1, 2.6, 3.1, 5.1, 5.2, 5.3, 6.1, 6.2, 8.1



May, 2014



MO SW-PBS Effective Classroom Practice

May, 2014

Adapted from: Virginia Department of Education, (2011); MO SW-PBS (2008)

This Effective Classroom Practice addresses MO Teacher Standards 2:1, 2:6, 3:1, 5:1, 5:2, 5:3, 6:1, 6:2, 8:1



Network for Educator Effectiveness
University of Missouri

What if our district doesn't use the
state model?

The Marzano Teacher Evaluation Model Alignment to the Missouri Teacher Educator Standards

Marzano Evaluation Model Domains 1, 2, 3, and 4	Missouri Teacher Educator Standards
DOMAIN 1: CLASSROOM STRATEGIES AND BEHAVIORS	
I. Lesson Segments Involving Routine Events	
Design Question #1: What will I do to establish and communicate learning goals, track student progress, and celebrate success?	
1. Providing Clear Learning Goals and Scales (Rubrics)	Standard 1: Q1 1, Q1 2 Standard 3: Q1 3
2. Tracking Student Progress	Standard 2: Q1 2 Standard 7: Q1 1, Q1 2, Q1 3, Q1 6
3. Celebrating Success	Standard 7: Q1 5
Design Question #6: What will I do to establish and maintain classroom rules and procedures?	
4. Establishing Classroom Routines	Standard 5: Q1 1, Q1 2, Q1 3
5. Organizing the Physical Layout of the Classroom	Standard 5: Q1 1, Q1 2, Q1 3
II. Lesson Segments Addressing Content	
Design Question #2: What will I do to help students effectively interact with new knowledge?	
6. Identifying Critical Information	Standard 1: Q1 1, Q1 3 Standard 2: Q1 1, Q1 3, Q1 4 Standard 3: Q1 1, Q1 3
7. Organizing Students to Interact with New Knowledge	Standard 1: Q1 1, Q1 2 Standard 2: Q1 1, Q1 3, Q1 4 Standard 3: Q1 2
8. Previewing New Content	Standard 1: Q1 1, Q1 2 Standard 2: Q1 1, Q1 3, Q1 4
9. Chunking Content into “Digestible Bites”	Standard 1: Q1 1, Q1 2, Q1 3 Standard 2: Q1 1, Q1 3, Q1 4 Standard 3: Q1 2

Charlotte Danielson's FRAMEWORK FOR TEACHING

DOMAIN 1: Planning and Preparation

- 1a Demonstrating Knowledge of Content and Pedagogy**
 - Content knowledge
 - Prerequisite relationships
 - Content pedagogy
- 1b Demonstrating Knowledge of Students**
 - Child development
 - Learning process
 - Special needs
 - Student skills, knowledge, and proficiency
 - Interests and cultural heritage
- 1c Setting Instructional Outcomes**
 - Value, sequence, and alignment
 - Clarity
 - Balance
 - Suitability for diverse learners
- 1d Demonstrating Knowledge of Resources**
 - For classroom
 - To extend content knowledge
 - For students
- 1e Designing Coherent Instruction**
 - Learning activities
 - Instructional materials and resources
 - Instructional groups
 - Lesson and unit structure
- 1f Designing Student Assessments**
 - Congruence with outcomes
 - Criteria and standards
 - Formative assessments
 - Use for planning

DOMAIN 2: The Classroom Environment

- 2a Creating an Environment of Respect and Rapport**
 - Teacher interaction with students
 - Student interaction with students
- 2b Establishing a Culture for Learning**
 - Importance of content
 - Expectations for learning and behavior
 - Student pride in work
- 2c Managing Classroom Procedures**
 - Instructional groups
 - Transitions
 - Materials and supplies
 - Non-instructional duties
 - Supervision of volunteers and paraprofessionals
- 2d Managing Student Behavior**
 - Expectations
 - Monitoring behavior
 - Response to misbehavior
- 2e Organizing Physical Space**
 - Safety and accessibility
 - Arrangement of furniture and resources

DOMAIN 4: Professional Responsibilities

- 4a Reflecting on Teaching**
 - Accuracy
 - Use in future teaching
- 4b Maintaining Accurate Records**
 - Student completion of assignments
 - Student progress in learning
 - Non-instructional records
- 4c Communicating with Families**
 - About instructional program
 - About individual students
 - Engagement of families in instructional program
- 4d Participating in a Professional Community**
 - Relationships with colleagues
 - Participation in school projects
 - Involvement in culture of professional inquiry
 - Service to school
- 4e Growing and Developing Professionally**
 - Enhancement of content knowledge and pedagogical skill
 - Service to the profession
- 4f Showing Professionalism**
 - Integrity/ethical conduct
 - Service to students
 - Advocacy
 - Decision-making
 - Compliance with school/district regulations

DOMAIN 3: Instruction

- 3a Communicating With Students**
 - Expectations for learning
 - Directions and procedures
 - Explanations of content
 - Use of oral and written language
- 3b Using Questioning and Discussion Techniques**
 - Quality of questions
 - Discussion techniques
 - Student participation
- 3c Engaging Students in Learning**
 - Activities and assignments
 - Student groups
 - Instructional materials and resources
 - Structure and pacing
- 3d Using Assessment in Instruction**
 - Assessment criteria
 - Monitoring of student learning
 - Feedback to students
 - Student self-assessment and monitoring
- 3e Demonstrating Flexibility and Responsiveness**
 - Lesson adjustment
 - Response to students
 - Persistence

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1. Providing Clear Learning Goals and Scales (Rubrics)	Standard 1: Q1 1, Q1 2 Standard 3: Q1 3
2. Tracking Student Progress OTR	Standard 2: Q1 2 Standard 7: Q1 1, Q1 2, Q1 3, Q1 6
3. Celebrating Success	Standard 7: Q1 5
Design Question #6: What will I do to establish and maintain classroom rules and procedures?	
4. Establishing Classroom Routines OTR CRE EEB AS ASC TD	Standard 5: Q1 1, Q1 2, Q1 3
5. Organizing the Physical Layout of the Classroom OTR CRE EEB TD	Standard 5: Q1 1, Q1 2, Q1 3
II. Lesson Segments Addressing Content	
Design Question #2: What will I do to help students effectively interact with new knowledge?	
6. Identifying Critical Information OTR CRE CPR EEB DIB AS ASC TD	Standard 1: Q1 1, Q1 3 Standard 2: Q1 1, Q1 3, Q1 4 Standard 3: Q1 1, Q1 3
7. Organizing Students to Interact with New Knowledge OTR CRE CPR EEB DIB AS ASC TD	Standard 1: Q1 1, Q1 2 Standard 2: Q1 1, Q1 3, Q1 4 Standard 3: Q1 2
8. Previewing New Content EEB DIB AS ASC TD CRE CPR	Standard 1: Q1 1, Q1 2 Standard 2: Q1 1, Q1 3, Q1 4
9. Chunking Content into "Digestible Bites" OTR CRE CPR EEB DIB AS ASC TD	Standard 1: Q1 1, Q1 2, Q1 3 Standard 2: Q1 1, Q1 3, Q1 4 Standard 3: Q1 2
10. Processing of New Information OTR CRE CPR EEB DIB AS ASC TD	Standard 1: Q1 1, Q1 2, Q1 3 Standard 2: Q1 1, Q1 3, Q1 4 Standard 3: Q1 2
11. Elaborating on New Information OTR CRE CPR EEB DIB AS ASC TD	Standard 1: Q1 1 Standard 2: Q1 1, Q1 3, Q1 4 Standard 3: Q1 2
12. Recording and Representing Knowledge OTR CRE CPR EEB DIB AS ASC TD	Standard 1: Q1 1 Standard 2: Q1 1, Q1 3, Q1 4, Q1 5 Standard 3: Q1 2
13. Reflecting on Learning OTR CRE CPR EEB DIB AS ASC TD	Standard 1: Q1 1, Q1 2, Q1 3

	Standard 2: Q1 1, Q1 3, Q1 4, Q1 5 Standard 3: Q1 2, Q1 4
Design Question #3: What will I do to help student practice and deepen their understanding of new knowledge?	
14. Reviewing Content CRE CPR EEB DIB AS ASC TD	Standard 1: Q1 1, Q1 2 Standard 2: Q1 1, Q1 3, Q1 4, Q1 5 Standard 4: Q1 1
15. Organizing Students to Practice and Deepen Knowledge CRE CPR EEB DIB AS ASC TD	Standard 1: Q1 1, Q1 2, Q1 3 Standard 2: Q1 1, Q1 3, Q1 4, Q1 5 Standard 4: Q1 1
16. Using Homework	Standard 1: Q1 2 Standard 4: Q1 1, Q1 3
17. Examining Similarities and Differences CRE CPR EEB DIB AS ASC TD	Standard 1: Q1 2 Standard 2: Q1 1, Q1 3, Q1 4, Q1 5 Standard 3: Q1 3
18. Examining Errors in Reasoning CRE CPR EEB DIB AS ASC TD	Standard 1: Q1 2 Standard 2: Q1 1, Q1 3, Q1 4, Q1 5
19. Practicing Skills, Strategies, and Processes OTR CRE CPR EEB DIB AS ASC TD	Standard 1: Q1 1, Q1 2, Q1 3 Standard 2: Q1 1, Q1 3, Q1 4, Q1 5 Standard 3: Q1 2, Q1 3 Standard 4: Q1 1, Q1 3
20. Revising Knowledge	Standard 1: Q1 1
Design Question #4: What will I do to help students generate and test hypotheses about new knowledge?	
21. Organizing Students for Cognitively Complex Tasks OTR	Standard 1: Q1 2, Q1 3 Standard 3: Q1 2, Q1 3 Standard 4: Q1 1, Q1 3
22. Engaging Students in Cognitively Complex Tasks Involving Hypothesis Generation and Testing OTR	Standard 1: Q1 2, Q1 3 Standard 3: Q1 2, Q1 3 Standard 4: Q1 1
23. Providing Resources and Guidance	Standard 1: Q1 1, Q1 2, Q1 3 Standard 4: Q1 1, Q1 2 Standard 6: Q1 4
III. Lesson Segments Enacted on the Spot	
Design Question #5: What will I do to engage students?	
24. Noticing When Students are Not Engaged OTR CRE CPR EEB DIB AS ASC TD	Standard 1: Q1 1, Q1 2, Q1 4 Standard 2: Q1 1, Q1 4 Standard 4: Q1 3 Standard 5: Q1 1, Q1 2
25. Using Academic Games	Standard 1: Q1 1, Q1 2 Standard 4: Q1 3
26. Managing Response Rates OTR CRE CPR EEB DIB AS ASC TD	Standard 1: Q1 1, Q1 2 Standard 3: Q1 3

	Standard 5: Q1, Q2
27. Using Physical Movement <i>OTR CRE CPR EEB DIB AS ASC TD</i>	Standard 1: Q1, Q1 2 Standard 5: Q1, Q2
28. Maintaining a Lively Pace <i>OTR CRE CPR EEB DIB AS ASC TD</i>	Standard 1: Q1, Q1 2 Standard 5: Q1, Q2
29. Demonstrating Intensity and Enthusiasm	Standard 1: Q1, Q1 2
30. Using Friendly Controversy <i>CRE CPR EEB DIB AS ASC TD</i>	Standard 1: Q1, Q1 2, Q1 4, Q1 5 Standard 2: Q1 5, Q1 6 Standard 4: Q1 3
31. Providing Opportunities for Students to Talk about Themselves <i>CRE CPR EEB DIB AS ASC TD</i>	Standard 1: Q1, Q1 2 Standard 4: Q1 3 Standard 6: Q1 4
32. Presenting Unusual or Intriguing Information	Standard 1: Q1, Q1 2, Q1 4
Design Question #7: What will I do to recognize and acknowledge adherence or lack of adherence to rules and procedures?	
33. Demonstrating "Withitness" <i>OTR CRE CPR EEB DIB AS ASC TD</i>	Standard 1: Q1 4 Standard 5: Q1 6
34. Applying Consequences for Lack of Adherence to Rules and Procedures <i>CRE CPR EEB DIB AS ASC TD</i>	Standard 1: Q1 4 Standard 5: Q1 6
35. Acknowledging Adherence to Rules and Procedures <i>CRE CPR EEB DIB AS ASC TD</i>	Standard 1: Q1 4 Standard 5: Q1 6
Design Question #8: What will I do to establish and maintain effective relationships with students?	
36. Understanding Students' Interests and Background <i>OTR CRE CPR EEB DIB AS ASC TD</i>	Standard 1: Q1 5 Standard 2: Q1 6 , Q1 2, Q1 4, Q1 5, Q1 6 Standard 3: Q1 2, Q1 3 Standard 6: Q1 7 , Q1 3
37. Using Verbal and Nonverbal Behaviors that Indicate Affection for Students <i>CRE CPR EEB DIB AS ASC TD</i>	Standard 1: Q1 5 Standard 2: Q1 4 Standard 6: Q1 7
38. Displaying Objectivity and Control <i>CEE OTR CPR EEB DIB AS ASC TD</i>	Standard 1: Q1 4 Standard 5: Q1 6 , Q1 7 , Q1 8
Design Question #9: What will I do to communicate high expectations for all students?	
39. Demonstrating Value and Respect for Low Expectancy Students <i>CEE CPR EEB DIB AS ASC TD</i>	Standard 2: Q1 4 Standard 6: Q1 7
40. Asking Questions of Low Expectancy Students <i>TO CEE DIB AS ASC TD</i>	Standard 2: Q1 4 Standard 6: Q1 7
41. Probing Incorrect Answers with Low Expectancy Students <i>CEE CPR EEB DIB AS ASC TD</i>	Standard 2: Q1 4 Standard 6: Q1 7

DOMAIN 2: PLANNING AND PREPARING		
I. Planning and Preparing for Lessons and Units		
42. Effective Scaffolding of Information with Lessons <i>OTR CRE CPR EEB DIB AS ASC TD</i>		Standard 1: Q1, Q1 3 Standard 2: Q1 4 , Q1 2, Q1 3
43. Lessons within Units		Standard 1: Q1, Q1 3
44. Attention to Established Content Standards <i>OTR CRE CPR EEB DIB AS ASC TD</i>		Standard 1: Q1, Q1 3 Standard 3: Q1 4
II. Planning and Preparing for Use of Resources and Technology		
45. Use of Available Traditional Resources		Standard 1: Q1 1 Standard 4: Q1 2 Standard 6: Q1 4
46. Use of Available Technology		Standard 1: Q1 1 Standard 6: Q1 4
III. Planning and Preparing for Needs of English Language Learners		
47. Needs of English Language Learners <i>OTR CRE CPR EEB DIB AS ASC TD</i>		Standard 1: Q1 5 Standard 2: Q1 4, Q1 6 Standard 3: Q1 2 Standard 6: Q1 7
IV. Planning and Preparing for Needs of Students Receiving Special Education		
48. Needs of Students Receiving Special Education <i>OTR CRE CPR EEB DIB AS ASC TD</i>		Standard 1: Q1 5 Standard 2: Q1 4, Q1 6 Standard 3: Q1 2 Standard 6: Q1 7
V. Planning and Preparing for Needs of Students Who Lack Support for Schooling		
49. Needs of Students Who Lack Support for Schooling <i>OTR CRE CPR EEB DIB AS ASC TD</i>		Standard 1: Q1 5 Standard 2: Q1 4, Q1 6 Standard 3: Q1 2 Standard 6: Q1 7
DOMAIN 3: REFLECTING ON TEACHING		
I. Evaluating Personal Performance		
50. Identifying Areas of Pedagogical Strength and Weakness <i>OTR CRE CPR EEB DIB AS ASC TD</i>		Standard 8: Q1 1 , Q1 2
51. Evaluating the Effectiveness of Individual Lessons and Units <i>ASC DIB CPR EEB TD</i>		Standard 8: Q1 1 , Q1 2
52. Evaluating the Effectiveness of Specific Pedagogical Strategies and Behaviors <i>ASC DIB CPR EEB TD</i>		Standard 8: Q1 1 , Q1 2
II. Developing and Implementing a Professional Growth Plan		
53. Developing a Written Growth and Development Plan <i>OTR CRE CPR EEB DIB AS ASC TD</i>		Standard 8: Q1 1 , Q1 2
54. Monitoring Progress Relative to the Professional Growth <i>OTR CRE CPR EEB DIB AS ASC TD</i>		Standard 8: Q1 1 , Q1 2

and Development Plan	
DOMAIN 4: COLLEGIALLY AND PROFESSIONALISM	
I. Promoting a Positive Environment	
55. Promoting Positive Interactions with Colleagues <i>CRE CRR EEB DIB AS ASC TD</i>	Standard 5: Q1 Q2 Q3 Standard 9: Q1, Q2, Q3
56. Promoting Positive Interactions about Students and Parents <i>CRE CRR EEB DIB AS ASC TD</i>	Standard 5: Q1 Q3 Standard 9: Q1, Q2, Q3
II. Promoting Exchange of Ideas and Strategies	
57. Seeking Mentorship for Areas of Need or Interest <i>KEEP DIB ASC TD CEG CTR</i>	Standard 8: Q1 Q2
58. Mentoring Other Teachers and Sharing Ideas and Strategies <i>CRE CRR EEB AS ASC TD DIB</i>	Standard 8: Q1 Q2, Q3 Standard 9: Q1, Q2
III. Promoting District and School Development	
59. Adhering to District and School Rule and Procedures	Standard 9: Q1
60. Participating in District and School Initiatives <i>CRE DIB EEB AS TD ASC</i>	Standard 5: Q3 Standard 8: Q1, Q3 Standard 9: Q1

Standard 3: Implements the Curriculum

3.1) Indicator 3.1: Implements curriculum standards

	7	5	3	1	0
Observation Statement	The teacher implements instruction that strongly aligns with District curriculum map or pacing guides or with state curriculum guidelines almost all of the learning experience	The teacher implements instruction that aligns with District curriculum map or pacing guides or with state curriculum guidelines during more than half of the learning experiences	The teacher implements instruction that aligns with District curriculum map or pacing guides or with state curriculum guidelines during less than half of the learning experiences	The teacher seldom implements instruction that aligns with District curriculum map or pacing guides or with state curriculum guidelines	The teacher does not implement instruction that aligns with the District curriculum or state standards
Look-fors	Almost all learning experiences are strongly aligned with learning standards * Discusses alignment of activities and standards with students * The teacher is able to evaluate the appropriateness of a curriculum	Most learning experiences are aligned with learning standards * Includes several different opportunities for students to achieve the learning goals	Some learning experiences are aligned with standards * Designs some opportunities for students to achieve learning goals	Delivers some learning experiences that are aligned with learning standards	Does not deliver learning experiences that are aligned with District curriculum or state standards

OTR
 CRE
 CPR
 EEB
 DIB
 AS
 ASC
 TD

Standard 5: Creates a Positive Classroom Learning Environment

5.3) Indicator 5.3: Uses strategies that promote social competence in the classroom, school, and community and between students

	7	5	3	1	0
Observation Statement	The teacher is highly sensitive to students' social needs and frequently applies research-based strategies to promote students' positive social interaction, almost all the time or for almost all of the students. Strong positive relationships exist among the students	The teacher occasionally applies research-based strategies to promote students' positive social interaction and to build a classroom community more than half of the time or for more than half of the students	The teacher occasionally applies research-based strategies to promote students' social competence and to build a classroom less than half of the time or for less than half of the students	The teacher seldom applies research-based strategies to promote students' social competence and to build a classroom community	The teacher does not apply research-based strategies to promote students' social competence and to build a classroom community
Look-fors	Uses several research-based strategies+ * Seizes every opportunity to promote social competence in students * Students almost always interact in positive ways and demonstrate kindness to one another	Uses more than a few research-based strategies+ to promote social competence of students * Student interactions are positive and demonstrate kindness to one another	Uses a few research-based strategies+ to promote social competence of students	Uses few research-based strategies+ to a limited extent to promote positive social interaction among students * Interactions between students are mostly neutral	Students appear disconnected to one another * Interactions between students are mostly neutral or negative
+Strategies may include advocating pro-social values, praising kindness, providing opportunities for student to help others, making sure that everyone is included in activities, pointing out individual's strengths, coaching friendship skills, valuing diverse personalities, and coaching compromise during conflicts					

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Design Question #6: What will I do to establish and maintain classroom rules and procedures?

4. Establishing Classroom Routines

The teacher establishes expectations regarding rules and procedures that facilitate students working individually, in groups, and as a whole class.

Example Teacher Evidence

- Teacher involves students in designing classroom routines and procedures
- Teacher actively teaches student self-regulation strategies
- Teacher uses classroom meetings to review and process rules and procedures
- Teacher reminds students of rules and procedures
- Teacher asks students to restate or explain rules and procedures
- Teacher provides cues or signals when a rule or procedure should be used
- Teacher focuses on procedures for students working individually or in small groups

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Example Student Evidence

- Students follow clear routines during class
- Students describe established rules and procedures
- Students describe the classroom as an orderly place
- Students recognize cues and signals by the teacher
- Students regulate their behavior while working individually
- Students regulate their behavior while working in groups

Scale

	Not Using	Beginning	Developing	Applying	Innovating
Establishing classroom routines	Strategy was called for but not exhibited.	Uses strategy incorrectly or with parts missing.	Establishes expectations regarding rules and procedures.	Establishes expectations regarding rules and procedures and monitors the extent to which students understand rules and procedures.	Adapts and creates new strategies for unique student needs and situations.

Reflection Questions

	Not Using	Beginning	Developing	Applying	Innovating
Establishing classroom routines	How can you begin to incorporate some aspects of this strategy into your instruction?	How can you establish and review expectations regarding rules and procedures?	In addition to establishing and reviewing expectations regarding rules and procedures, how can you monitor the extent to which students understand the rules and procedures?	How might you adapt and create strategies for establishing and reviewing expectations, rules, and procedures that address unique student needs and situations?	What are you learning about your students as you adapt and create new strategies?

7. Organizing Students to Interact with New Content

The teacher organizes students into appropriate groups to facilitate the processing of new content.

Example Teacher Evidence

- Teacher has established routines for student grouping and student interaction for the expressed purpose of processing new content
- Teacher provides guidance on one or more conative skills
 - Becoming aware of the power of interpretations
 - Avoiding negative thinking
 - Taking various perspectives
 - Interacting responsibly
 - Handling controversy and conflict resolution
- Teacher organizes students into ad hoc groups for the lesson
- Teacher provides guidance on one or more cognitive skills appropriate for the lesson

OTR
CRE
CPR
EEB

Example Student Evidence

- Students move and work within groups with an organized purpose
- Students have an awareness of the power of interpretations
- Students avoid negative thinking
- Students take various perspectives
- Students interact responsibly
- Students appear to know how to handle controversy and conflict resolution
- Students actively ask and answer questions about the content
- Students add their perspectives to discussions
- Students attend to the cognitive skill(s)

DIB
AS
ASC
TD

Scale

	Not Using	Beginning	Developing	Applying	Innovating
Organizing students to interact with new content	Strategy was called for but not exhibited.	Uses strategy incorrectly or with parts missing.	Organizes students into small groups to facilitate the processing of new content.	Organizes students into small groups to facilitate the processing of new content and monitors group processing.	Adapts and creates new strategies for unique student needs and situations.

Reflection Questions

	Not Using	Beginning	Developing	Applying	Innovating
Organizing students to interact with new content	How can you begin to incorporate some aspects of this strategy into your instruction?	How can you organize students into small groups to facilitate the processing of new content?	In addition to organizing students into small groups to facilitate the processing of new content, how can you monitor group processes?	How might you adapt and create new strategies for organizing students to interact with new content that address unique student needs and situations?	What are you learning about your students as you adapt and create new strategies?

UNSATISFACTORY • LEVEL 1

Much instructional time is lost due to inefficient classroom routines and procedures. There is little or no evidence of the teacher's management of instructional groups and transitions and/or handling of materials and supplies effectively. There is little evidence that students know or follow established routines, or that volunteers and paraprofessionals have clearly defined tasks.

BASIC • LEVEL 2

Some instructional time is lost due to partially effective classroom routines and procedures. The teacher's management of instructional groups and transitions, or handling of materials and supplies, or both, are inconsistent, leading to some disruption of learning. With regular guidance and prompting, students follow established routines, and volunteers and paraprofessionals perform their duties.

PROFICIENT • LEVEL 3

There is little loss of instructional time due to effective classroom routines and procedures. The teacher's management of instructional groups and transitions, or handling of materials and supplies, or both, are consistently successful. With minimal guidance and prompting, students follow established classroom routines, and volunteers and paraprofessionals contribute to the class.

DISTINGUISHED • LEVEL 4

Instructional time is maximized due to efficient and seamless classroom routines and procedures. Students take initiative in the management of instructional groups and transitions, and/or the handling of materials and supplies. Routines are well understood and may be initiated by students. Volunteers and paraprofessionals make an independent contribution to the class.

- Students not working with the teacher are not productively engaged.
- Transitions are disorganized, with much loss of instructional time.
- There do not appear to be any established procedures for distributing and collecting materials.
- A considerable amount of time is spent off task because of unclear procedures.
- Volunteers and paraprofessionals have no defined role and/or are idle much of the time.

- Students not working directly with the teacher are only partially engaged.
- Procedures for transitions seem to have been established, but their operation is not smooth.
- There appear to be established routines for distribution and collection of materials, but students are confused about how to carry them out.
- Classroom routines function unevenly.
- Volunteers and paraprofessionals require frequent supervision.

- Students are productively engaged during small-group or independent work.
- Transitions between large- and small-group activities are smooth.
- Routines for distribution and collection of materials and supplies work efficiently.
- Classroom routines function smoothly.
- Volunteers and paraprofessionals work with minimal supervision.

- With minimal prompting by the teacher, students ensure that their time is used productively.
- Students take initiative in distributing and collecting materials efficiently.
- Students themselves ensure that transitions and other routines are accomplished smoothly.
- Volunteers and paraprofessionals take initiative in their work in the class.

- *When moving into small groups, students ask questions about where they are supposed to go, whether they should take their chairs, etc.*
- *There are long lines for materials and supplies.*
- *Distributing or collecting supplies is time consuming.*
- *Students bump into one another when lining up or sharpening pencils.*
- *At the beginning of the lesson, roll-taking consumes much time and students are not working on anything.*
- *And others...*

- *Some students not working with the teacher are off task.*
- *Transition between large- and small-group activities requires five minutes but is accomplished.*
- *Students ask what they are to do when materials are being distributed or collected.*
- *Students ask clarifying questions about procedures.*
- *Taking attendance is not fully routinized; students are idle while the teacher fills out the attendance form.*
- *And others...*

- *In small-group work, students have established roles; they listen to one another, summarizing different views, etc.*
- *Students move directly between large- and small-group activities.*
- *Students get started on an activity while the teacher takes attendance.*
- *The teacher has an established timing device, such as counting down, to signal students to return to their desks.*
- *The teacher has an established attention signal, such as raising a hand or dimming the lights.*
- *One member of each small group collects materials for the table.*
- *There is an established color-coded system indicating where materials should be stored.*
- *Cleanup at the end of a lesson is fast and efficient.*
- *And others...*

- *Students redirect classmates in small groups not working directly with the teacher to be more efficient in their work.*
- *A student reminds classmates of the roles that they are to play within the group.*
- *A student redirects a classmate to the table he should be at following a transition.*
- *Students propose an improved attention signal.*
- *Students independently check themselves into class on the attendance board.*
- *And others...*

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2. Tracking Student Progress

The teacher facilitates tracking of student progress on one or more learning goals and/or targets using a formative approach to assessment.

Example Teacher Evidence

- Teacher helps students track their individual progress on the learning goal or target
- Teacher uses formal and informal means to assign scores to students on the scale or rubric depicting student status on the learning goal
- Teacher uses formative data to chart progress of individual and entire class progress on the learning goal

Example Student Evidence

- Students can describe their status relative to the learning goal using the scale or rubric
- Students systematically update their status on the learning goal
- Students take some responsibility for providing evidence in reference to their progress on the scale
- Artifacts and data support that students are making progress toward a learning goal

Scale

	Not Using	Beginning	Developing	Applying	Innovating
Tracking student progress	Strategy was called for but not exhibited.	Uses strategy incorrectly or with parts missing.	Facilitates tracking of student progress using a formative approach to assessment.	Facilitates tracking of student progress using a formative approach to assessment and monitors that students understand their level of performance.	Adapts and creates new strategies for unique student needs and situations.

MO SW-PBS Eight Effective Classroom Practices

- Classroom Expectations
- Classroom Procedures & Routines
- Encouraging Expected Behavior
- Discouraging Inappropriate Behavior
- Active Supervision
- Opportunities to Respond
- Activity Sequencing & Choice
- Task Difficulty

Standard 2: Student Learning, Growth and Development

The teacher understands how students learn, develop and differ in their approaches to learning. The teacher provides learning opportunities that are adapted to diverse learners and support the intellectual, social, and personal development of all students.

Quality Indicator 1: Cognitive, social, emotional and physical development

Emerging		Developing		Proficient		Distinguished	
2E1) The emerging teacher... Knows how to address developmental factors when making instructional decisions.		2D1) The developing teacher also... Applies understanding of child/adolescent growth and development markers to implement instruction that fosters development in students.		2P1) The proficient teacher also... Uses knowledge of individual growth and development to monitor and chart learner's progress toward goals in each domain to meet current needs and lead to the next level of development.		2S1) The distinguished teacher also... Models and shares with colleagues an effective, continuous instructional cycle that assesses individual performance, identifies needs and provides instruction promoting individual advancement in each domain.	
Professional Frames							
Evidence of Commitment <i>Designs instruction with a basic understanding of developmental factors</i>		Evidence of Commitment <i>Knows and can apply theories of child/adolescent growth</i>		Evidence of Commitment <i>Monitors and charts learner progress toward goals</i>		Evidence of Commitment <i>Maintains resources to assist colleagues in their understanding of developmental theories</i>	
Evidence of Practice <i>Instructional decisions are based on an understanding of how students develop</i>		Evidence of Practice <i>Examples or research on models of growth and development are used as a resource to guide instructional decisions</i>		Evidence of Practice <i>Assessment is accurate and timely regarding individual status and progress and informs decisions on instruction and learning activities</i>		Evidence of Practice <i>Is able to act as a resource to other colleagues in using models of growth and development to guide instruction</i>	
Evidence of Impact <i>Developmental factors specific to students are recognized</i>		Evidence of Impact <i>Students development increases as a result of teacher's use of theories as a resource</i>		Evidence of Impact <i>Students progress to the next level of development as a result of teacher's use of assessment</i>		Evidence of Impact <i>Students advance in each domain as a result of their individual needs being assessed and instruction being planned accordingly</i>	
Score = 0	1	2	3	4	5	6	7

MO SW-PBS Eight Effective Classroom Practices

- Classroom Expectations
- Classroom Procedures & Routines
- Encouraging Expected Behavior
- Discouraging Inappropriate Behavior
- Active Supervision
- Opportunities to Respond
- Activity Sequencing & Choice
- Task Difficulty



Tracking Student Progress

Aligns to MO Model: Standard 2: QI 2 and Standard 7: QI 1, QI 2, QI 3, QI 6

Tracking Student Progress

Strategies in Action Video 5 Tracking Student Progress (Grade 3)

<https://www.effectiveeducators.com/resource/show/57082839e4b054ce8d0b57f2>

What else do you see?

What teacher evidence did you see of those elements?

What student evidence did you see of those elements?

LEARNING TARGET:

Demonstrate understanding of the text by:

- Using information gained from illustrations
- Using Information gained from words in a text

Scale:

4.0	Students will be able to: <ul style="list-style-type: none">• Draw an appropriate text feature that corresponds with the selected text
3.0	Students will be able to demonstrate understanding of the text by: <ul style="list-style-type: none">• Using information gained from illustrations• Using information gained from words in a text
2.0	Students will recognize and recall specific vocabulary, including: <ul style="list-style-type: none">• captions, charts, graphs, illustrations, font, map, map key, photographs, text features, information, determine, compass, diagram Students will be able to: <ul style="list-style-type: none">• Identify specific text features• Describe the purpose of text features• Explain how specific images clarify a text• Explain how specific images contribute to a text• Use complete sentences to state facts in their writing
1.0	With help, partial success at 2.0 and 3.0 level content

Element(s) and Developmental Scale Level(s):

Multiple elements could be present. However, only dominant elements are scored.

Element	Developmental Scale Level
Tracking Student Progress	Applying

Rationale:

The teacher has several pieces in place to help students track their progress on the scale to ensure that students understand their current level of performance and are able to articulate their progress toward the learning goal (the desired effect of tracking student progress.) She asks them to reflect and write what they have learned relative to both the level 2 and level 3 targets on index cards, and also helps them understand that an assessment they have just completed indicates their mastery of level 3. The teacher has clear criteria for each level of the scale, and asks the students to move their clothespin on a paint strip to indicate their current level. The teacher has student evidence (the index cards, the assessment and the self-rating) to indicate that the majority of students understand their level. If there were students who didn't understand and she provided an additional technique to help them gain that understanding, she could move to the Innovating level.

Feedback and Guiding Questions for the Teacher:

How could you help students create a record of their learning that they could be responsible for? (A student-friendly scale with evidence that they could keep in their notebooks might save some instructional time.)

How do you see the process of students' tracking their own progress impacting their learning?

Opportunities to Respond

Scale for Managing Response Rates

[Print](#) [Close](#)

Not Using	Beginning	Developing	Applying	Innovating
Strategy was called for but not exhibited.	Uses strategy incorrectly or with parts missing.	Uses response rate techniques to maintain student engagement through questioning processes, but the majority of students are either not monitored for or not displaying the desired effect to the strategy.	Uses response rate techniques to maintain student engagement through questioning processes and monitors for evidence of the extent to which these activities enhance student engagement for the majority of students.	Adapts and creates new strategies for unique student needs and situations in order for the desired effect to be evident in all students.

Teacher Growth Guide 1.2

Standard 1: Content knowledge aligned with appropriate instruction.

Quality Indicator 2: Student engagement in subject matter

Emerging		Developing		Proficient		Distinguished	
1E2) The emerging teacher...		1D2) The developing teacher also...		1P2) The proficient teacher also...		1S2) The distinguished teacher also...	
Chooses from multiple sources to engage student interest and activity in the content.		Uses a variety of differentiated instructional strategies which purposefully engage students in content.		Uses specific instructional strategies to engage students and advance each individual student's learning as evidenced by student data.		Moves fluidly between differentiated instructional strategies based on the unique learning needs and situations of the students resulting in deeper student knowledge and understanding in the content area.	
Professional Frames							
<i>Evidence of Commitment</i> N / A		<i>Evidence of Commitment</i> N / A		<i>Evidence of Commitment</i> N / A		<i>Evidence of Commitment</i> N / A	
<i>Evidence of Practice</i> Identifies engagement strategies to use to maintain student interest		<i>Evidence of Practice</i> Uses engagement strategies to increase students' levels of interest and activity		<i>Evidence of Practice</i> Instructional strategies use techniques prompting higher levels of engagement confirmed by advances in learning		<i>Evidence of Practice</i> Teacher demonstrates a wide variety of differentiated instructional strategies that directly address student needs.	
<i>Evidence of Impact</i> Students are interested and engaged in the content		<i>Evidence of Impact</i> Students' engagement causes content knowledge to advance		<i>Evidence of Impact</i> Individual student's learning increases and students can articulate why learning activities cause them to learn		<i>Evidence of Impact</i> Students demonstrate deeper content knowledge and understanding	
Score = 0	1	2	3	4	5	6	7

Opportunities to Respond- Managing Response Rates

Aligns to MO Model: Standard 1: QI 1, QI 2 and Standard 3: QI 3

iObservation Practice Video 1: Kindergarten Reading

<https://www.effectiveeducators.com/resource/show/4e2d8b065d17508eb1089845>

What else do you see?

What teacher evidence did you see of those elements?

What student evidence did you see of those elements?



Scale for Demonstrating "Withitness"

Discouraging Inappropriate Behavior

Not Using	Beginning	Developing	Applying	Innovating
Strategy was called for but not exhibited.	Uses strategy incorrectly or with parts missing.	Uses behaviors associated with "withitness", but the majority of students are either not monitored for or not displaying the desired effect of the strategy.	Uses behaviors associated with "withitness" and monitors for evidence of the extent to which it affects student behavior of the majority of students.	Adapts and creates new strategies for unique student needs and situations in order for the desired effect to be evident in all students.

Scale for Applying Consequences for Lack of Adherence to Rules and Procedures

[Print](#) [Close](#)

Not Using	Beginning	Developing	Applying	Innovating
Strategy was called for but not exhibited.	Uses strategy incorrectly or with parts missing.	Consistently and fairly applies consequences for not following rules and procedures, but the majority of students are either not monitored for or not displaying the desired effect of the strategy.	Consistently and fairly applies consequences for not following rules and procedures and monitors for evidence of the extent to which the majority of students follow rules and procedures.	Adapts and creates new strategies for unique student needs and situations in order for the desired effect to be evident in all students.

Teacher Growth Guide 5.1

Standard 5: Positive Classroom Environment

The teacher uses an understanding of individual/group motivation and behavior to create a learning environment that encourages active engagement in learning, positive social interaction, and self-motivation.

Quality Indicator 1: Classroom Management Techniques

Emerging	Developing		Proficient		Distinguished		
<p>5E1) The emerging teacher...</p> <p>Demonstrates basic classroom management techniques and addresses misbehavior to avoid the disruption of instruction.</p>	<p>5D1) The developing teacher also...</p> <p>Uses effective classroom management techniques including addressing misbehavior promptly and effectively with the least disruption of instruction.</p>		<p>5P1) The proficient teacher also...</p> <p>Adapts and develops classroom management techniques that address all student misbehavior ensuring little or no disruption of instruction.</p>		<p>5S1) The distinguished teacher also...</p> <p>Shares with others effective classroom management techniques that reduce the likelihood of misbehavior ensuring little or no disruptions to instruction.</p>		
Professional Frames							
<p>Evidence of Commitment <i>Classroom artifacts (posted rules and protocols) support effective techniques</i></p> <p>Evidence of Practice <i>Engages in techniques to manage behavior in the classroom</i></p> <p>Evidence of Impact <i>Student misbehavior is addressed</i></p>	<p>Evidence of Commitment <i>Artifacts include strategies for addressing misbehavior</i></p> <p>Evidence of Practice <i>Techniques address misbehavior promptly and positively allowing instruction to continue</i></p> <p>Evidence of Impact <i>Student misbehavior is addressed promptly and positively allowing instruction to continue</i></p>		<p>Evidence of Commitment <i>Posted management techniques address a wide variety of possible misbehaviors</i></p> <p>Evidence of Practice <i>Demonstrates adaptations to techniques to address unique student misbehaviors</i></p> <p>Evidence of Impact <i>Unique misbehaviors are addressed promptly and positively allowing student learning to continue</i></p>		<p>Evidence of Commitment <i>Artifacts for classroom management are shared with colleagues</i></p> <p>Evidence of Practice <i>Serves as a resource to other colleagues on effective classroom management</i></p> <p>Evidence of Impact <i>Colleagues improve their use of classroom management techniques</i></p>		
Score = 0	1	2	3	4	5	6	7

Discouraging Inappropriate Behavior

Strategies in Action Video 6: Demonstrating Withitness and Applying Consequences (Grade 3)

<https://www.effectiveeducators.com/resource/show/57082935e4b054ce8d0b58c8>

What else do you see?

What teacher evidence did you see of those elements?

What student evidence did you see of those elements?

STRATEGIES IN ACTION:
Recognizing Adherence to Rules
and Procedures:
“Withitness” & Applying Consequences

Element(s) and Developmental Scale Level(s):

Multiple elements could be present. However, only dominant elements are scored.

Element	Developmental Scale Level
Demonstrating "Withitness"	Applying
Applying Consequences for Lack of Adherence to Rules and Procedures	Innovating

Rationale:

Demonstrating "Withitness" – The teacher uses several techniques that are characteristic of withitness including scanning the entire room and recognizing potential sources of disruption. In addition, she is proactive in addressing a student who is off task and not following the rules, without disrupting the flow of the lesson. When asking students to discuss in a small group, she goes first to the group with the student who is off task. As a result of her actions, the majority of students adhere to the rules and procedures.

Applying Consequences – During the instruction, the teacher frequently calls on a student by name to get him to refocus on the lesson. Twice, when she has to redirect, she moves a rubber band from one wrist to another. This indicates that a plan is in place to help this student self-regulate. She is consistent and fair when applying this consequence, and each time he ceases the inappropriate activity. Since we see that all of the other students are following the rules and procedures, and this student is responding to a strategy to address his needs, the score for this element would be Innovating.

Feedback and Guiding Questions for the Teacher:

Feedback would include discussing the data collected for the student she is focusing on, and exploring additional ways to increase his ability to self-regulate.

Moving Forward

- What will be the best way for your administration to integrate the Effective Classroom Practices into the current teacher evaluation system?
- Is there value in the administration working with the PBS Tier 1 team to create a system that is valid and reliable?
- How can both the PBS Tier 1 team and the administration work with those being evaluated to ensure they see the connection?
- Would utilizing the method we just used to look for effective classroom practices work in providing professional development for your staff?
- After thinking about the four questions above, what will your first step be in moving forward?