

# CHAPTER 9: EFFECTIVE PROFESSIONAL LEARNING

## LEARNER OUTCOMES

At the conclusion of this chapter, you will be able to:

- ▶ Describe the components of effective professional learning and apply them to your system for providing professional learning.
- ▶ Create a professional learning calendar.
- ▶ Establish a system for updating staff.
- ▶ Develop a Tier 1 Staff Handbook.

The term *professional development* (PD) is commonly used to describe support services for educators. PD is often describing a single event such as face-to-face training only. MO SW-PBS proposes that schools instead provide all stakeholders with *professional learning* (PL), which encompasses a systematic process of support for everyone. PL can include face-to-face training, observation, coaching, resource banks of materials, communication plans, virtual supports, etc.

Providing quality professional learning to your staff will be important in ensuring that your Tier 1 interventions are implemented with fidelity. Key to the success of your Tier 1 implementation will be the effectiveness of the staff training and ongoing supports that you provide. Your team is urged to help all stakeholders grow their professional learning networks (PLNs) within the building, the district, to other MO SW-PBS partner schools, and across state lines to SW-PBS implementers across the country. Promote with your stakeholders the use of the MO SW-PBS website at <http://pbismissouri.org>, the PBIS National center website at <http://pbis.org> and to participate in Twitter conversation specific to school level implementation on Tuesday evenings at 8:00 CST on the #pbischat platform.

It cannot go without saying that developing a system of supports for professional learning for teachers and staff will require establishing sufficient trust within and across all stakeholders. As your leadership team develops and implements a systematic plan for PL, connecting the plan to your school and district mission, and engaging all stakeholders in planning and implementation will be critical steps to ensure desired outcomes for fidelity of implementation as well as improved student academic and behavioral success.

Everyone in education has participated in many hours of professional learning, some of it highly effective and some of it ineffective. What made the difference between time well-spent and time wasted?

“Only when effective practices are fully implemented should we expect positive outcomes. Implementation matters.”

Blasé & Fixsen, 2005, p. 10



#### ACTIVITY

- ▶ Make a t-chart for your team and label one side “Effective PL” and the other “Ineffective PL”.
- ▶ What are the characteristics of effective professional learning you have received?
- ▶ What are the characteristics of ineffective professional learning you have received?

## Effective Professional Learning

Your challenge is to provide effective professional learning to your school staff on the systems, data, and practices for Tier 1 universal interventions. What are characteristics of effective professional learning? Nobori (2011) states that it is **research-based, consistent and ongoing, convenient, relevant, and differentiated**. These findings align with the *Professional Learning Guidelines for Student Success* MO DESE (2013) that guide the supports provided through the Regional Professional Development Centers across Missouri. How do these characteristics relate to your Tier 1 staff training?

- ▶ **Research-based:** SW-PBS is researched-based as a combined framework and each of the Tier 1 Essential Components are themselves research based as well.
- ▶ **Consistent and Ongoing:** The professional learning you provide your staff will not be a one-time session at the beginning of the year before school starts. Staff learning needs to be on-going, including new learning throughout the year, and “booster” sessions for review when indicated by data. Your staff will need to receive PL on the Tier 1 Essential Components, including all 8 of the Effective Classroom Practices, so that they can consistently provide these “interventions”• to all students, every day, all year long.
- ▶ **Convenient:** If you can work closely with administration to schedule staff learning at a time that is convenient for participants, there is an increased likelihood of attendance (and willingness to participate) by staff. Whenever possible create job embedded opportunities throughout the day for professional growth.
- ▶ **Relevant:** Staff will see a direct benefit in the improved behavior and positive relationships of the students who consistently receive Tier 1 universal supports.
- ▶ **Differentiated:** Whenever possible, provide choices for participation. Does all professional learning in your school need to be face-to-face, large group? Is using technology such as podcasts and webinars an option? If a teacher has a good understanding of the process, can they select an option to attend a more advanced session? What are other possibilities?

Additionally, quality professional learning should also include **training, practice, feedback and coaching or other follow-up procedures and supports** (Ismat 1996; MO DESE 2013). Teachers also have increased opportunities to interact with peers during effective trainings.



#### ACTIVITY

Compare the “Effective PL” column of the t-chart your team created earlier with the characteristics described by Norobi (2011) and Ismat (1996). Are there similarities?

The Missouri Department of Elementary and Secondary Education (DESE) has developed criteria for high quality professional development (HQPD) (Noonan, Langham, & Gaumer, 2013). The 22 components on the *HQPD Checklist* outline what needs to be done before, during and after the professional learning training to ensure that HQPD has been planned for and delivered. If all components are provided for, there is greater likelihood of increasing the transfer to practice. As such, the list indicates that the face-to-face training “event” is but a part of an ongoing process to support the fidelity of implementation of research based instructional practices in classrooms.

### Checklist for High Quality Professional Development (HQPD) Training

<b>BEFORE TRAINING</b>	<b>PREPARATION</b>
	1. Provides a description of the training with learning objectives prior to training.
	2. Provides readings, activities, and/or questions to think about prior to the training.
	3. Provides an agenda (i.e., schedule of topics to be presented and times) before at the beginning of the training.
	4. Quickly establishes or builds on previously established rapport with participants.
<b>DURING TRAINING</b>	<b>INTRODUCTION</b>
	5. Connects the topic to participants’ context (e.g., community, school, district).
	6. Includes the empirical research foundation of the context (e.g., citation, verbal references to research literature, key researchers).
	7. Content builds or relates to participants’ previous professional learning.
	8. Aligns with school/district/state/federal standards or goals.
	9. Emphasizes impact of content on student learning outcomes.
	<b>THE PROFESSIONAL LEARNING PROVIDER</b>
	10. Builds shared vocabulary required to implement and sustain the practice
	11. Provides examples of the content/practice in use (e.g., case studies, vignette)
	12. Illustrates the applicability of the material, knowledge, or practice to the participants’ context
	<b>ENGAGEMENT</b>
	13. Includes opportunities for participants to practice and/or rehearse new skills
	14. Includes opportunities for participants to express personal perspectives (e.g., experiences, thoughts on concepts)
	15. Includes opportunities for participants to interact with each other related to training content
	16. Adheres to agenda and time constraints
	<b>EVALUATION</b>
	17. Includes Opportunities for participants to reflect on learning
	18. Includes discussion of specific indicators – related to knowledge, material, or skills provided by the training – that would indicate a successful transfer to practice.
	19. Engages participants in assessment of their acquisition of knowledge and skills
<b>AFTER TRAINING</b>	<b>MASTERY</b>
	20. Details follow-up activities that require participants to apply their learning in a new setting or context.
	21. Offers opportunities for continued learning through technical assistance and resources.
	22. Describes opportunities for coaching to improve fidelity of implementation.

Noonan, Langham, & Gaumer (2013)

While face-to-face, didactic or direct training (i.e., training which includes content, rationale, demonstration, **practice**, and **feedback**) is critical for building knowledge of effective instructional practices, research indicates that transfer of skills to practice is generally low with training alone (Joyce & Showers, 2002).

Training Components	OUTCOMES (% of Participants who: Demonstrate Knowledge, Demonstrate New Skills in a Training Setting, and Use New Skills in the Classroom)		
	Demonstrate Knowledge	Demonstrate New Skill in Training	Use New Skills in Classroom
Theory and Discussion	10%	5%	0%
<b>Plus</b> Demonstration in Training	30%	20%	0%
<b>Plus</b> Practice and Feedback in Training	60%	60%	5%
<b>Plus</b> Coaching in the Classroom	95%	95%	95%

The chart starts with training that involves **theory and discussion**. With this type of training, 10% of the participants were able to demonstrate knowledge about the topic, 5% were able to demonstrate new skills in the training setting, and 0% used new skills in the classroom.

When **demonstration in training** was added to theory and discussion, knowledge increased to 30% of the participants and skill demonstration increased to 20% participants. Use in the classroom remained at 0%.

Adding **practice and feedback** during training to theory, discussion, and demonstration increased knowledge and skill demonstration to 60% of the participants. Use in the classroom increased to . . . 5%. **When coaching in the classroom was added to the other training components, knowledge, skill demonstration, and use in the classroom increased to 95% of the participants.**

The analysis of over 200 studies by Joyce and Showers (2002) has been corroborated through in-field research (Hiralall & Martens, 1998; Simonsen, MacSuga, Fallon, & Sugai 2013). This recent body of work confirms that in-vivo support (e.g., coaching and performance feedback) was required to achieve positive effects. Because it is not always feasible to provide in-classroom coaching to all teachers Simonsen, et al., (2014) proposed a multi-tiered approach to PL that outlines building a *triangle for teachers*.

We give schools strategies & systems for improving practice & outcomes, but implementation is not accurate, consistent, or durable, & desired outcomes aren't realized. School personnel & teams need more than exposure, practice, & enthusiasm.

George Sugai, OSEP Center on PBIS, Center for Behavioral Education & Research, University of Connecticut

The proposed *triangle for teachers* extends the recommendations of both Norobi (2011) and Ismat (1996) in terms of the characteristics of the content, the what to provide, as well as the work of Joyce & Showers (2002) in terms of the *how to provide* PL. The outline proposed that professional learning approaches must also include, “1) an organized framework for providing supports, and 2) a clear method for identifying

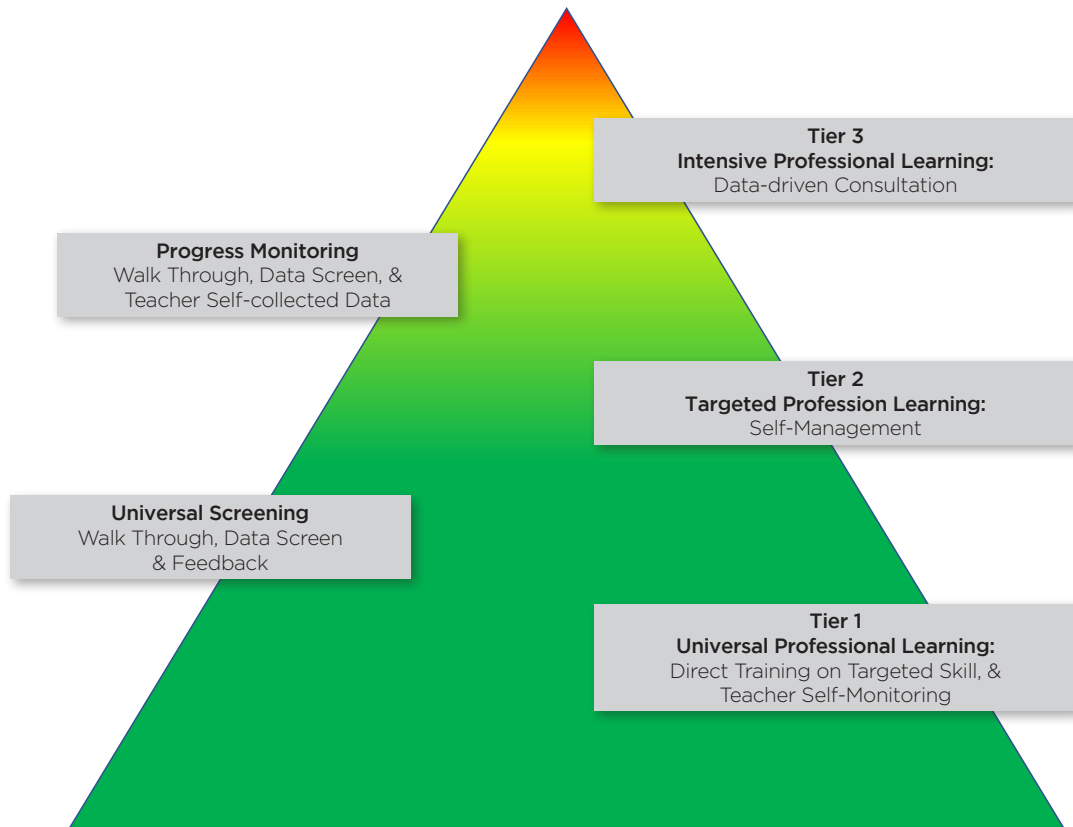
which teachers will benefit from each level of support,” (Simonsen et al., 2014, p. 180). The multi-tiered system of support would be planned for and provided based on data. All teachers would get universal level supports focused primarily on high quality professional learning training, some teachers would get universal PL plus limited coaching supports and a few teachers would get all that plus intensive coaching supports. The table below gives a more detailed explanation of what a tiered support model might entail.

### Multi-Tiered Support Framework for Teachers

Level of Support	Didactic Training Regularly scheduled	Coaching provided as needed:	Data Used for Decision Making	Decision Rule
Universal Level Support	<ul style="list-style-type: none"> <li>Define target skill</li> <li>Model target skill with examples &amp; non examples</li> <li>Provide practice w/ skill</li> <li>Provide feedback within training context</li> <li>Demonstrate self-monitoring methods</li> </ul>	None	Self-Monitoring for Fluency > Self report to “coach” confirm fidelity of self-monitoring  Classroom Walk-throughs = Universal Screening	80% or above implementation at criterion = no need for additional support  79% or below = need for targeted interventions
Targeted Level Support	All of the above PLUS Goal Setting	Teacher <ul style="list-style-type: none"> <li>Chooses a target skill,</li> <li>Sets and shares goal(s),</li> <li>Selects a self-prompting strategy</li> <li>Self-Monitors</li> <li>Graphs data</li> <li>Self-Reflects</li> <li>Self rewards</li> <li>Shares instructional data and student outcome data with “coach”</li> </ul> Coach <ul style="list-style-type: none"> <li>Reviews self-monitoring data</li> </ul>	Regular Self-Monitoring  Regular Classroom Coaching and Walk-throughs = Progress Monitoring	Demonstration of improvement toward criterion = fading to self-monitoring only  Demonstration of lack of improvement = intensified support
Intensive Level Support	All of the above PLUS Action Planning	All of the above PLUS Teacher w/ Coach assistance <ul style="list-style-type: none"> <li>Develops action plan               <ul style="list-style-type: none"> <li>Measureable goals for improved performance</li> <li>Action steps</li> <li>Contingencies for meeting/not meeting goals</li> </ul> </li> </ul>	Daily Self-Monitoring  Weekly Classroom Walkthroughs = Progress Monitoring  Coaching and performance feedback	If goals met choose other skills for focus or implement fading.  If goals not met increase frequency or intensity of feedback or provide in-vivo modeling

Adapted Simonsen et al., (2014)

## Multi-Tiered Support Framework 2017



Adapted Simonsen et al., (2014)  
Figure 9.1

In the professional learning model outlined above, all teachers get *didactic* training, then each teacher creates a self-monitoring plan:

- Choose a brief period of time when the instructional skill is most applicable for the instructional content (e.g., 10-15 minutes of teacher direct instruction)
- Identify a specified period of time (e.g., 1-2 week from date of training)
- Select a method to record use of the skill (e.g., tallies, golf counter, paper clips in pocket, etc.)
- Record data using method chosen
- Graph or chart data for analysis using specified metric (e.g., rate, ratio, percentage, etc.)
- Analyze data comparing to standard for implementation provided
- Provide data if requested to coach, department chair, team leader for building level aggregation and review for teachers who may need more intensive supports

“Many teachers enter the field without sufficient training in classroom management and continue to experience challenges throughout their careers. Therefore, school-based leaders need a multi-tiered support (MTS) framework to (a) provide training to all teachers in classroom management (Tier 1), (b) identify teachers who require additional assistance (universal screening), (c) support the identified teachers (Tiers 2 and 3), and (d) continue to monitor teachers’ classroom management to adjust (i.e., intensify or fade) supports.”

Simonsen et al, 2014, p. 180

Each effective instructional practice should have the data decision rule either based on what research indicates as best practice (e.g., 4:1 ratio of positive to negative feedback) or based on how many essential components of the instructional practice are included during the lesson monitored (e.g., effective positive feedback is timely, genuine and specific in that it indicates what behavior was demonstrated that met the expectation).

All teachers will receive *Universal* level supports of didactic training and support in developing and implementing a self-monitoring plan. Teachers who demonstrate fluency (e.g., 80% or above implementation of instructional skill) with *Universal* level supports may also have a coach assigned to provide assistance as requested and as a point person for data submission.

For teachers whose self-monitoring data indicates a need for improvement, *Targeted level* coaching supports, and/or *Intensive level* coaching and re-training may be necessary. Each of these levels of support will require some, or a great deal of building level *coaching* supports.

Who can serve as the *coach*? Depending on the size and configuration of your building the role of *coach* can at the *Universal* or *Targeted* supports levels be fulfilled by an administrator, an instructional coach, personnel with full time equivalent (FTE) dedicated for instructional support such as a SW-PBS Coach, a school psychologist, a special educator, a department chair, or in some cases of schoolwide professional learning a collegial peer (Johnson, 2007). When an individual teacher has been identified in need of *Intensive* level supports someone with behavioral expertise should fulfill the coach's role. Your SW-PBS leadership team should include planning for building and maintaining these tiered support for all teachers and staff in your building as appropriate.

What might this look like?

- ▶ Leadership Team provides PL that includes didactic or direct training on *Active Supervision* to all teachers and supervisory staff (e.g., instructional aides, paraprofessionals, playground supervisors, cafeteria personnel, etc.) on the essential components of *Active Supervision* during regularly scheduled whole building PL time.
- ▶ All teachers and staff submit self-monitoring data within given period of time.
- ▶ Many teachers and staff indicate through their individual self-monitoring data an ability to implement the essential component of *Active Supervision* with fidelity.
- ▶ Walk-Through Observations (WTO) by administrators and/or assigned personnel confirm teacher self-ratings. All teachers are given WTO feedback.
- ▶ Teachers at 80% or above proficiency receive supports to sustain their use of *Active Supervision* which can include: reminder communications (e.g., emails, staff memos, staff meeting updates, etc.), assistance to develop a plan for periodic self-monitoring and receive random, periodic WTO feedback.
- ▶ Teachers below 80% proficiency are assigned a coach, assistance reviewing self-monitoring and WTO feedback. They receive, if needed, additional training in *Active Supervision*. They set a target goal for skill use and establish a process for systematically self-monitoring and self-rewarding.
- ▶ After the agreed upon timeframe for implementation passes, self-monitoring and WTO are again reviewed. If the teacher is now at or above 80% proficiency the teacher goes on maintenance. If the teacher remains below 80% proficiency the teacher and *coach* develop an action plan for remediation which will include individual training, in-vivo observation and feedback, and contingency plans for when the goal is met/not met.



## Focus of Professional Learning

As your school begins to develop multi-tiered supports for teachers a major focus should be on the MO SW-PBS Effective Classroom Practices (ECPs), see the Tier 1 Workbook, Chapter 8 for more information. The ECPs include:

1. Classroom Expectations and Rules
2. Classroom Procedures and Routines
3. Classroom Encouraging Expected Behaviors
4. Classroom Discouraging Inappropriate Behaviors
5. Classroom Active Supervision
6. Classroom Opportunities to Respond
7. Classroom Activity Sequencing and Choice
8. Classroom Task Difficulty

Teams can utilize the MO SW-PBS ECP resources which are available online at [pbissmissouri.org](http://pbissmissouri.org) for whole staff, team or individual teacher professional learning. Each ECP module includes:

- ▶ training PowerPoint that can be customized for your school
- ▶ handouts
- ▶ *Teacher Tool* with brief pertinent research, rationale for the practice, definition and a tool for self-monitoring

The first four ECPs also have a training video that embeds the handouts and teacher tools into the training. The ECPs should be used with all students, all day in every classroom.

For students who appear to continue to struggle despite a learning environment that has schoolwide positive behavior supports and ECPs implemented with fidelity, the SW-PBS Leadership Team should reach out the educators who work directly with these students to consider how to intensify or individualize the ECPs to better support the student.

## New Staff Induction

Efficient and effective induction of new teachers will be critical to building and sustaining your SW-PBS work. Any new staff members should by default receive *Targeted Level* supports. Once orientation training has taken place, if the observational data indicates that the new staff members' implementation of specified interventions is at/or above the 80% fidelity range, he or she has demonstrated a support need that falls consistently in the *Universal Level*. Content of new staff induction supports will vary based upon the role of the staff members (i.e., instructional or support) but all should receive at a minimum:

- ▶ **Before School Year Orientation** (e.g., understanding of Tier 1 essential components, procedures for identifying students in need of further support, etc.).
- ▶ **Ongoing Supports in Addition to Schoolwide Professional Learning Plan** (e.g., targeted professional training with focus on effective classroom practices and self-monitoring, as well as ongoing coaching).



## DISCUSSION



Discuss the findings of Simonsen, et al., (2014) and how this information impacts the type of professional learning you will need to provide your staff. Answering the following questions will help you develop your systematic, multi-tiered plan for supporting all teachers:

- ▶ What kinds of Universal level supports do your staff need? How do you know?
- ▶ What tools /checklists do you currently have for classroom walkthroughs?
- ▶ What resources do you have to provide didactic (direct, systematic) training? (see [pbismissouri.org](http://pbismissouri.org))
- ▶ How will you structure a system for self-monitoring and data reporting?
- ▶ Who can be tapped to be coaches in your building? How will you train them for their role?

## GROW Coaching Model

First introduced by Graham Alexander (see information regarding GROWs' origins in Alexander, 2010) and popularized in 1992 by John Whitmore's book *Coaching for Performance*, GROW is a deceptively simple framework for guiding teams or individuals to powerful solutions. The GROW Model is renowned for its success in both problem solving and goal setting, helping to maximize and maintain achievement and productivity. Part of what makes it such a powerful tool is its flexibility.

### HOW THE GROW MODEL WORKS

The GROW Model is an acronym standing for (G)oals, (R)eality, (O)ptions and (W)ill/(W)ay Forward, highlighting the four key steps in the implementation of the GROW Model. By working through these four stages, the GROW Model raises awareness and understanding of contextual factors and possible opportunities for change and improvement in desired outcomes.

The key to successful GROW coaching lies in asking powerful questions that inspire teams or individuals to think deeply and without limits related to the topic of coaching. This deep, limitless thinking results in action plans that are meaningful, relevant and impactful.

Acronym & Description:	Example Questions: (school or individuals)
<b>G-Goal</b> > Long term aspirations and focus for the coaching session or team meeting.	What do you want to achieve? What is important to you right now? What areas do you want to work on? Describe your perfect world. What will make feel like this time was well spent? What do you want kids to know and do? Why are you doing SW-PBS? How might this be able to impact the community? What are you hearing?
<b>R-Reality</b> > Current situation and beliefs held by group or individuals.	What has contributed to your success so far? Where are you in relation to your goal? Does your gut agree with this? Are there other perceptions that agree or disagree with this? Paint me a picture Tell me more What's working right now Tell me the story without numbers What progress have you made toward your goal? How do you feel when you walk in the door? How do you think kids feel? Parents feel? Does this goal conflict with any other goals?
<b>O-Options</b> > The possibilities for action and resources available.	What are your options? How have you tackled similar situations before? Who do you know who has encountered a similar situation? Don't use the same solutions because they are not working. Think outside your box. Who do you know who has encountered a similar situation? What idea would put up here to leave the ideas as a crazy lady? What is something we/you have not tried? If anything is possible, what would you do? What could you do differently? What else? What would your alter ego do? What might our students say would be a great solution? What might your community think would be a solution? If you had to give me 3 more ideas what would those be? If you had to do it tomorrow what would you do? If resources were no option what would you do? If money or time was not an option what would you do?
<b>W-Way Forward</b> > Actions that will be taken to achieve goals.	What are viable choices? Which options are working smarter not harder? Which options are going to give you the most bangs for your buck? Which options are you going to get you, your staff or students to buy in? What action will you /we take? When will you /we start? Who will you /us help? How will you /we know you've been successful? What will this look like if it is fully implemented in your school (classroom)?

SW-PBS Teams can apply the GROW Model when analyzing school-wide or classroom level data, for problem solving interventions at the universal, targeted or intensive level; for coaching teachers or teams; or for improving any process or procedure.

As your school considers how to provide coaching to teams (e.g., grade level, departmental, schoolwide) and/or individual teachers, you should also consider how to assess the fidelity of implementation of the coaching supports. The Missouri Department of Elementary and Secondary Education (DESE) through its work on a school professional development grant (SPDG) developed a checklist for criteria to assess fidelity of school-based coaching implementation (MO DESE SPDG, 2015). Below the elements of GROW coaching (i.e., goal, reality, options, way forward) are indicated within the checklist. Some checklist items are specific to the systems that have been developed for coaching rather elements of GROW. In these instances the checklist item has a designation of not applicable (NA).

## School-Based Implementation Fidelity Checklist

*Instructions:* This checklist is designed as a format for periodically checking on the fidelity of school-based implementation coaching. This checklist can be used for self-assessment of fidelity as well as observation of fidelity. Fidelity should be monitored “early and often” (Harn, Parisi, & Stoolmiller, 2013). It is recommended that the school-based implementation coach completes the fidelity checklist after each coaching interaction until at least 80% of items are consistently present.

Goal Reality Options Way	School-based implementation coach:	Yes	Partially	No	If partially or no, please explain.
	<b>PREPARATION</b>				
NA	1. Clearly states that he/she will keep the coaching conversation confidential and it will not be used for formal performance evaluation.				
R	2. Asks recipients of coaching to identify the things they felt went well, before providing his/her own observations.				
NA	3. Quickly establishes or builds on previously established rapport.				
	<b>FEEDBACK</b>				
R	4. Provides feedback on observed strengths.				
R	5. Poses questions for educator reflection on implementation and learner outcomes.				
O	6. Provides suggestions for changes in practice that are accompanied by rationales for why changes are important and how changes will improve outcomes.				
O	7. Allows recipients to offer clarification and/or reflect on suggestions.				
R	8. Describes educator, student, and/or team actions & responses using concrete and specific examples.				
R/O	9. Addresses areas of needed improvement by providing examples of content/practice in use.				
R	10. Discusses student data reporting learning occurred while using teaching practice.				
O/W	11. Guides recipients to identify solutions for problem areas in the form of take-aways or action steps.				
	<b>STRUCTURE</b>				
NA	12. Paces the conversation allowing time for the coached educator(s) to question and process information.				
NA	13. Adheres to established plan of coaching (e.g., frequency, schedule, and duration).				
NA	14. Allows for coaching conversations to occur in a setting preferred by the coached educator.				
	<b>TOTAL</b>				

## Finding Time to Schedule Staff Professional Learning

One of the major concerns in every school is **time** for professional learning. Each school is unique in schedules, budgetary restrictions for substitutes, coverage availability from other staff, and contractual/negotiated agreement restrictions.

All schools also have **competing initiatives**. District and school teams can inventory the initiatives currently implemented district and schoolwide. Using a structure called Working Smarter from the PBIS National Center each initiative is reviewed in terms of purpose/outcomes, resources needed, and timelines (see Tier 1 Workbook Chapter 2, *Leadership*, for more information on *Working Smarter*).

Streamlining the work at the district or school level increases the likelihood the resources necessary are available and that the essential components of SW-PBS including the necessary PL supports for implementation are implemented. From this review the district and/or school team can ask questions to assess:

- ▶ Are all of the initiatives current and necessary? Many times schools continue to do something because “it’s always been that way” even though it is no longer effective or needed.
- ▶ Do some of the initiatives have overlapping purposes and can be streamlined, thereby freeing up potential schedule time for staff learning?

**Other questions** schools can ask when trying to find time include:

- ▶ Can staff meetings have an instructional focus instead of a managerial focus?
- ▶ Can portions of grade level/departamental planning times be used for staff learning?
- ▶ Can classes/activities be covered by other available school personnel for teachers to attend staff learning?
- ▶ Can technology be utilized to allow for flexible training times?

Your team will need to work closely with your administrator in order to develop a professional learning calendar.

### DISCUSSION



What options are available in your school for scheduling Tier 1 professional learning opportunities? How far in advance is the professional learning calendar established? Do you need to start planning now to get additional time on the calendar for next year?

## Providing Updates to Staff

Another component of your Professional Learning System is to provide your staff with **updates about Tier 1 systems, data, and practices**. This includes developing standard procedures for providing updates to the administrator, team, staff and others involved with student support. Also consider what communication needs to be provided for families and community members.

These **four questions** will assist your team in developing your communication system. If you can answer these questions, your system for updating staff is in place.

1. What will be communicated?
2. Who will communicate this information?
3. How will it be communicated?\*
4. When will it be communicated?

\*Your team should also consider when and how to leverage social media to communicate with stakeholders (e.g., teachers, staff, students, families and community members). What kinds of social media does your school currently use? What forms of social media do your stakeholders currently use? Schools today must consider the array of social media platforms that are the typical “news and information” sources for their employees and customers (e.g., world wide web, TWITTER, FaceBook, Instagram, etc.). If your communication system isn’t utilizing those platforms your team cannot keep the those using those social media outlets up to date with current and accurate information.

### DISCUSSION



Does your Tier 1 team have an effective system already established for updating staff?

- ▶ If yes, can your Tier 1 team incorporate the same system?
- ▶ If no, what system can be developed for the Tier 1 team to provide regular staff updates?

## Developing Tier 1 Staff Handbook

A Tier 1 Staff Handbook is also part of your Professional Development System. This handbook will serve as a **reference for staff** and **document your Tier 1 data, systems and practices**. If teachers have a question, the handbook can be a resource they can readily access to get information. Information in your Tier 1 Staff Handbook will provide the basis for your Tier 1 professional development.

The *Tier 1 Staff Handbook Organizer* provides guidance for what you will include in your handbook.



### ACTIVITY

Review the *Tier 1 Staff Handbook Organizer*.

- ▶ What do you already have available that can be added to your Tier 1 Staff Handbook?
- ▶ As you continue your Tier 1 training, who will be responsible for adding/updating your Tier 1 Staff Handbook?
- ▶ How will staff access the handbook? Will you provide hard copies? Electronic copies?

## Tier 1 Positive Behavior Support Staff Handbook Organizer

Feature	Suggested Materials	Documented in Handbook?	
Guides	1) Schoolwide Behavior Matrix	YES	NO
	2) Tier 1 Action Plan	YES	NO
1. Common Philosophy and Purpose	1) Description/Overview of Tier 1 Positive Behavior Support	YES	NO
	2) School Philosophy, Beliefs, Mission & Vision, Goals	YES	NO
2. Leadership	1) Tier 1 team list with roles identified	YES	NO
	2) Schedule of meeting dates	YES	NO
	3) Standard Agenda Format	YES	NO
	4) Copy of Meeting Minutes		
3. Clarifying Expected Behavior	1) Matrix	YES	NO
	2) Non-Classroom Procedures	YES	NO
4. Teaching Expected Behavior	1) Lessons for behaviors on matrix	YES	NO
	2) Teaching Schedule	YES	NO
	3) New student induction process description	YES	NO
5. Encourage Expected Behavior	1) Schoolwide incentive system description	YES	NO
6. Discourage Expected Behavior	1) List of staff managed and office managed behaviors	YES	NO
	2) Continuum or menu of strategies to discourage inappropriate behavior/flow chart	YES	NO
	3) Procedures for documenting behavioral incidents: <ul style="list-style-type: none"> <li>• Office discipline referral form</li> <li>• Minor behavior form</li> <li>• Procedures to submit behavioral incidents</li> </ul>	YES	NO
7. Ongoing Monitoring	1) Sample Big 5 ODR Report	YES	NO
	2) Sample Solution Plan	YES	NO
8. Effective Classroom Practices	1) Classroom observation protocol	YES	NO
	2) Classroom matrix example	YES	NO
	3) List of classroom procedures	YES	NO
	4) Classroom incentive system example	YES	NO
	5) Classroom system of discouraging inappropriate behavior	YES	NO



## Next Steps



1. Consider using a process such as *Working Smarter* to review current initiatives to identify redundancy of efforts. Re-align resources as necessary to achieve desired outcomes.



2. Develop and/or review your current Communication Plan. Consider how to incorporate the use of technology and social media to improve or enhance communication with all stakeholders.
3. Develop and disseminate Tier 1 Staff Handbook either hardcopy and/or electronically.
4. Develop a year-long PL schedule within the work day for all teachers and staff that outlines:
  - a. Time and place
  - b. Schedule of topics (suggestions include):
    - i. Accessing resources necessary for tiered supports
    - ii. Self-monitoring implementation
    - iii. Implementing essential skills of coaching and model for coaching such as GROW Coaching.
    - iv. Implementing essential components of tiered supports (e.g., teaching, reinforcing, discouraging, data collection, student self-monitoring, etc.)
    - v. Implementing effective classroom practices (e.g., reinforcing, active supervision, etc.)
  - c. Identify expertise to provide PL
  - d. Identify expertise or FTE for coaching
5. Implement your year-long PL schedule and consistently communicate aggregated schoolwide data to demonstrate growth in proficiency in implementing effective practices and potentially correlated improved student outcomes.