A large, illuminated sign mounted on the school building. The sign has a black background with a white border and contains the following text in white and blue: "Brookfield Middle School PBS Presents" in blue, "HEAVYWEIGHT MATCH" in white, "CLASSROOM 8 VS" in white, and "STUDENT BEHAVIOR" in white. Below the main text, there is a small URL: "http://www.kayit.com/marques".

Brookfield Middle School PBS  
Presents  
HEAVYWEIGHT MATCH  
CLASSROOM 8 VS  
STUDENT BEHAVIOR  
<http://www.kayit.com/marques>

BROOKFIELD ELEMENTARY & MIDDLE SCHOOL

Ensuring the Presence and Fidelity of Effective  
Classroom Practices to Increase Positive Student  
Behavior

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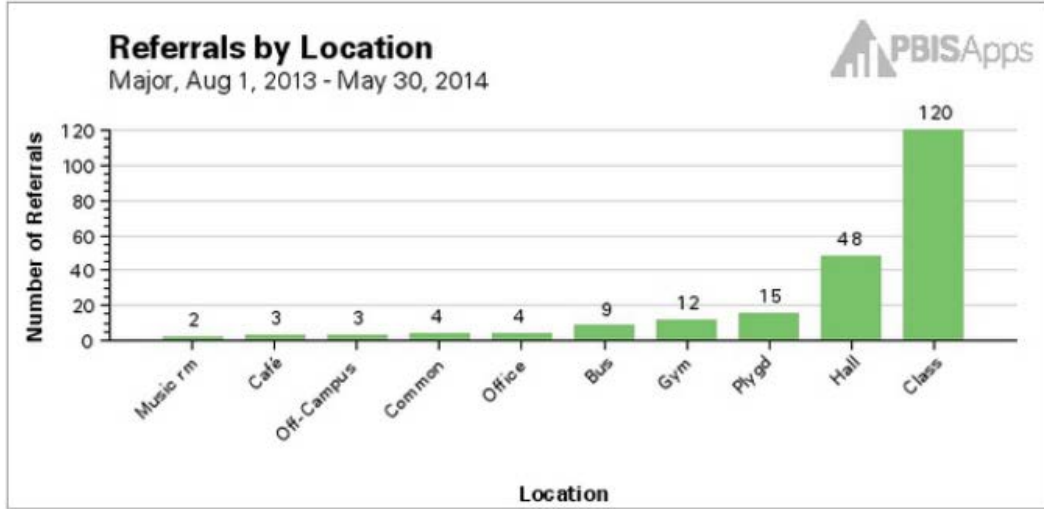
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Referrals By Location  
8/1/13 - 5/30/14

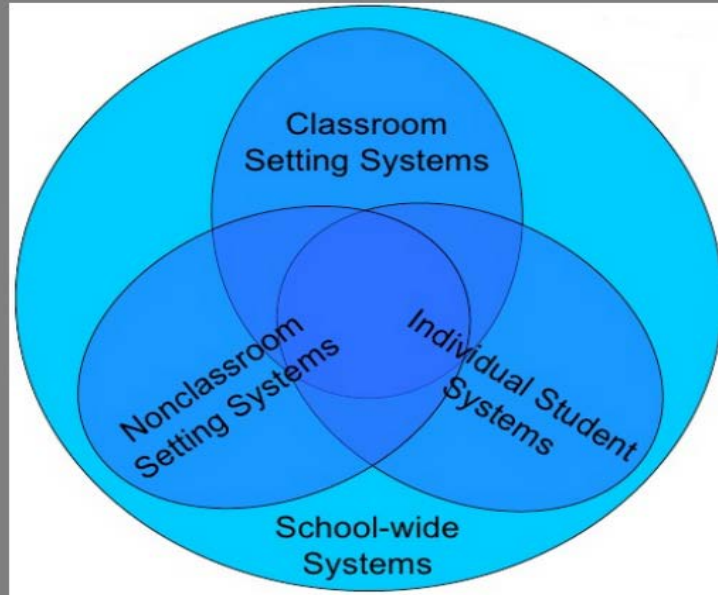
Referral Type: Major  
Sort Order: Frequency  
Show Values on the Graph: Yes  
Only Show Locations With Data: Yes



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2013-2014 SAS Data

83% School-wide

87% Nonclassroom

76% Classroom



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

MO SW-PBS:



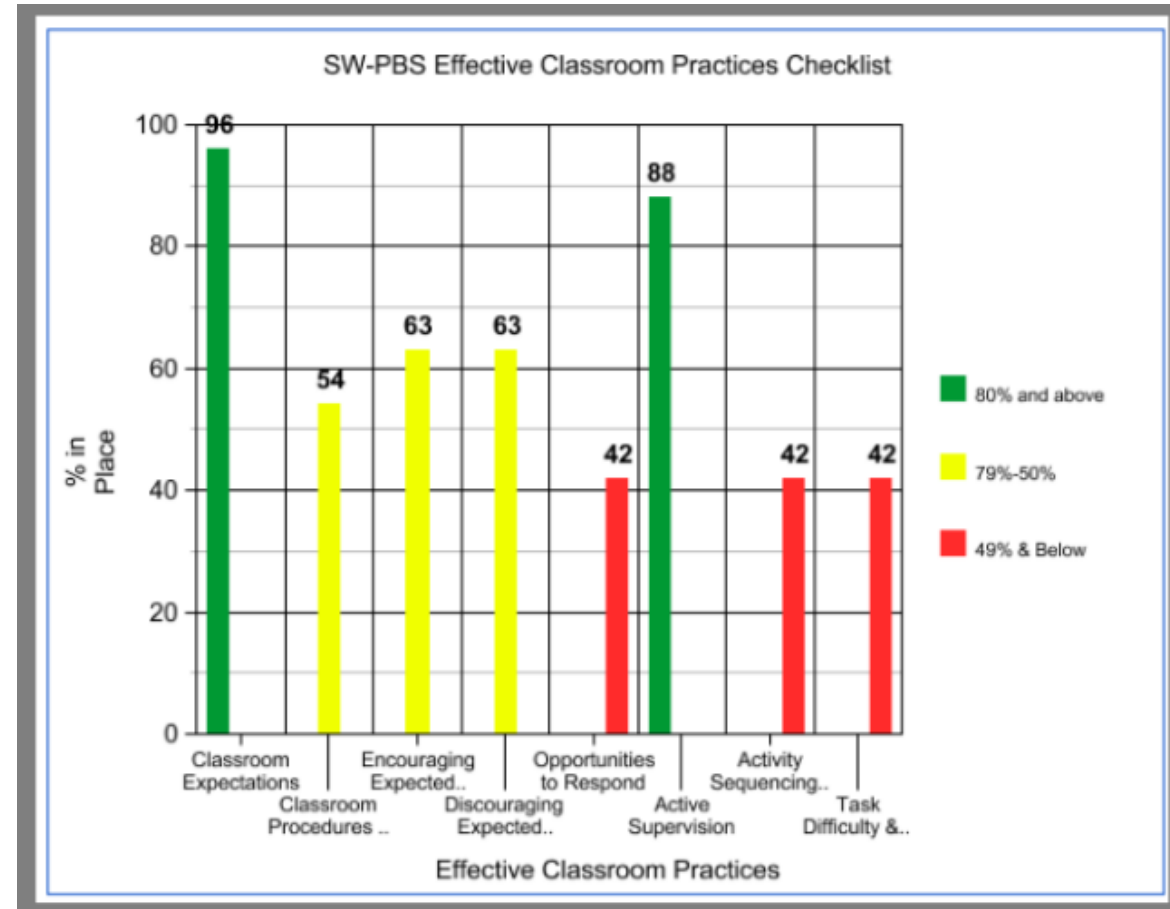
# Effective Classroom Practices Checklist

## SW-PBS Effective Classroom Practices Checklist (Classroom 8)

Please rate yourself honestly as to how you feel you are progressing in the implementation of the following features from the Classroom 8.

**Yes:** implementing fully, **Partial:** implementing to some extent, **No:** not implementing at this time

Feature	Yes	Partial	No
<b>Classroom expectations</b>			
Classroom expectations are aligned with school-wide expectations			
School-wide and classroom matrix are posted in my classroom			
Knowledge of school-wide expectations and rules across all settings			
<b>Classroom procedures and routines</b>			
Classroom procedures and routines are created and posted			
Classroom procedures and routines are taught, reviewed, and retaught weekly/daily			
Positive performance/feedback given to students on procedures and routines			
<b>Encouraging Expected Behavior</b>			
Provide positive specific performance feedback using a variety of strategies			
Positive feedback is given at a ratio of 4:1			
Use school-wide expectations and matrix language when giving students specific performance feedback			
Set classroom goals for recognition and celebration			
Students can tell why they received recognition			



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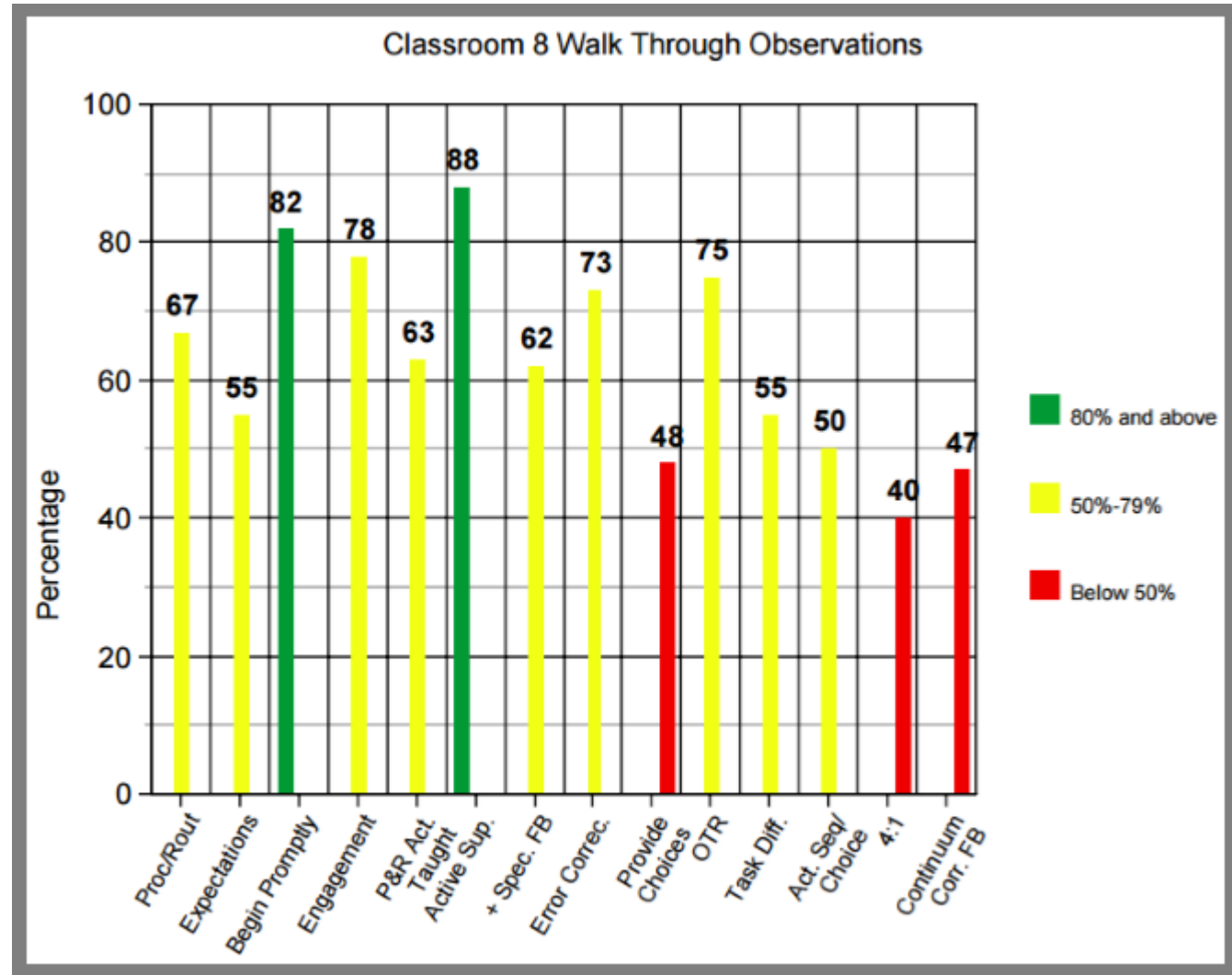
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# Walk Through or Brief Observation

## Walk Through or Brief Observation

### Strategies to Enhance Academic and/or Social/Behavior Instruction

Strategy Used	1	2	3	N/A	Majority of Students Responded
1 = somewhat 2 = moderate 3 = extensive					
<b>Precorrect:</b> Reminder of Classroom Procedure/Routine					
<b>Precorrect:</b> Reminder of Classroom Rule					
Class begins Promptly					
Students Actively Engaged / Minimal Down Time					
Classroom Procedures/Routines/Rules Actively Taught					
Active Supervision (move, scan, interact)					
<b>Positive, Specific Feedback</b>					
Respectful Redirect / Error Correction					
<ul style="list-style-type: none"> <li>• Prompt (identify error)</li> <li>• Reteach (skill, rule, routine, procedure)</li> <li>• Reinforce (state when error corrected)</li> </ul>					
Provide Choices (where, when, how work is done)					
Multiple Opportunities to Respond (i.e. group choral response, students volunteer, written)					
Task Difficulty aligns with Student(s) Ability					
Activity/Task Sequence Clearly Stated and Demonstrated					
Positive Feedback (Adult Attention) Ratio 4:1					
A Continuum of Corrective Feedback is Clearly Defined and Utilized					



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# When Giving the Survey & Observing

- Make sure the staff knows it is NOT an evaluative tool
- Encourage honest evaluation of individual practices
- Preview each of the items on the survey so staff have a clear understanding
- Explain how the data will be used to target specific needs for staff development

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# Utilize the Action Plan

Missouri Schoolwide Positive Behavior Support Team Action Plan

Last Revised: 11/17/14

Component	Goals	Steps, Timeline, Resources, and Communication	Who is Responsible	Evaluation Measure/Evidence	Review Status A = Achieved & Maintain I = In progress N = Not achieved	
					Sem 1	Sem 2
8. Classroom Systems	1. Implement Effective Classroom Practices (Classroom 8).	a. Identify Effective Classroom Practices that are not fully implemented b. Use observation data to drive staff development training opportunities	a. SW PBS Team and Administration b. SW PBS Team and Administration	a. Classroom observation data b. Staff development plan	I	
	2. Staff Development Training	a. Provide training at the beginning of the year for new staff. b. Provide training at the beginning of the year for returning staff. c. Provide ongoing targeted training on Effective Classroom Practices during faculty and/or PLC meetings	a. SW PBS Team and Administration b. SW-PBS Team and Administration c. SW PBS Team and Administration	a. Sign-In sheet b. Sign-In sheet c. Sign-In sheet	I	
	3. Monitor implementation of Effective Classroom Practices	a. Use observation data to determine growth in Effective Classroom Practices implementation b. Use observation data to drive additional staff development training opportunities	a. SW PBS Team and Administration b. SW-PBS Team and Administration	a. Analysis of classroom observation data b. Analysis of classroom observation data	I	



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# Professional Development

Year 3:

- Looked back at the 4 practices we trained on from the previous year
- Provided more in depth training on the remaining 4 practices
  - Active Supervision
  - Opportunities to Respond
  - Activity Sequencing & Choice
  - Task Difficulty
- Provided PBS Work Sessions
  - Positive Specific Feedback 4:1
  - Continuum of Corrective Feedback
  - Providing Choice
  - Open Forum

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## Missouri Schoolwide Positive Behavior Support

Home

About

Tier 1

Tier 2

Tier 3

STI 2016

Exemplars

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)  | <a href="#">Training Video and Module</a> |
| 2. Classroom Procedures and Routines (Content Acquisition Podcast)   | <a href="#">Training Video and Module</a> |
| 3. Classroom Encouraging Expected Behaviors (Content Acquisition Podcast)  | <a href="#">Training Video and Module</a> |
| 4. Classroom Discouraging Inappropriate Behaviors Part 1 (Content Acquisition Podcast)<br>Part 2 (Content Acquisition Podcast) | <a href="#">Training Video and Module</a> |
| 5. Classroom Active Supervision (Content Acquisition Podcast)  | <a href="#">Training Module</a>           |
| 6. Classroom Opportunities to Respond (Content Acquisition Podcast)  | <a href="#">Training Module</a>           |
| 7. Classroom Activity Sequencing and Choice (Content Acquisition Podcast)  | <a href="#">Training Module</a>           |
| 8. Classroom Task Difficulty (Content Acquisition Podcast)   | <a href="#">Training Module</a>           |

### Progress Monitoring of Effective Classroom Practice:

- [MO SW-PBS Classroom Walk Through Observation](#) updated August 2012
- [Schoolwide Classroom Self-Reflection](#)
- [Effective Classroom Practice Implementation Inventory](#)
- [Teacher Self-Management Excel File](#) (xlsx) November 2013

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# 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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## 2013-2014 SAS Data

83% School-wide

87% Nonclassroom

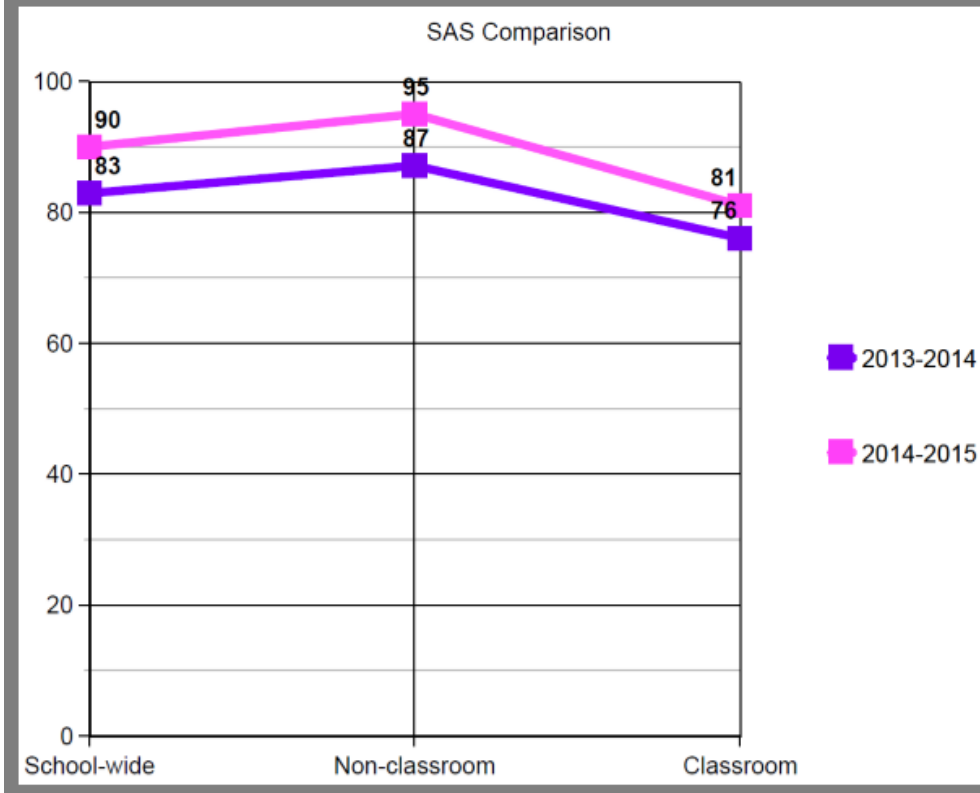
76% Classroom

## 2014-2015 SAS Data

90% School-wide

95% Nonclassroom

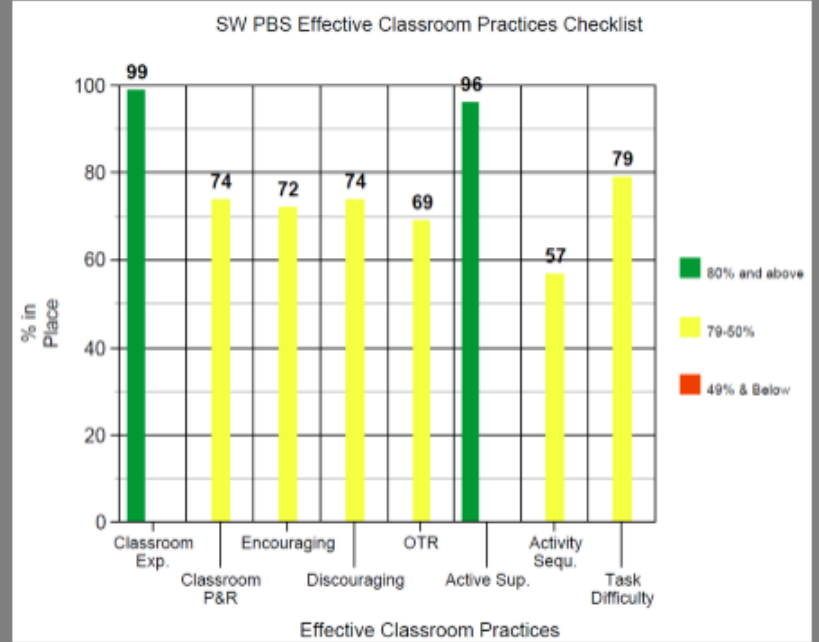
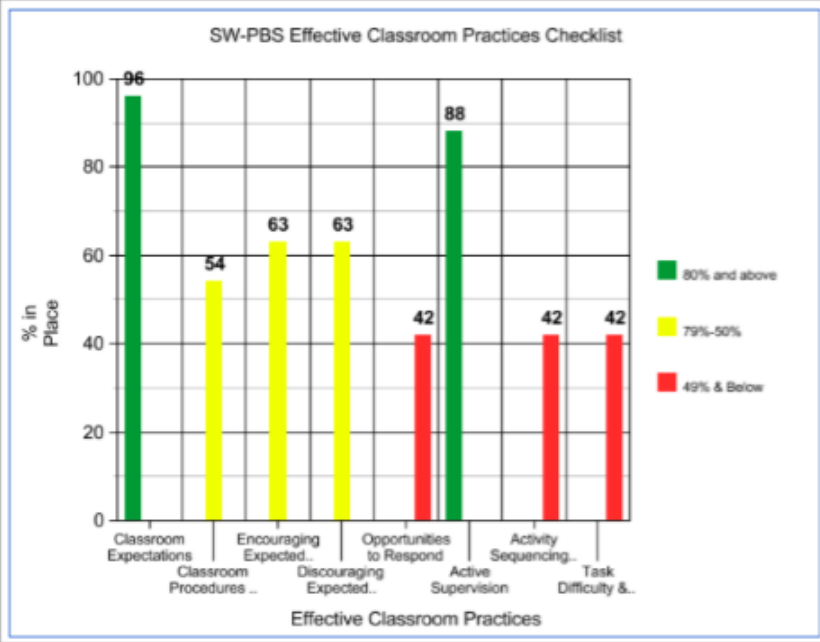
81% Classroom



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# Effective Classroom Practices Checklist

## SW-PBS Effective Classroom Practices Checklist (Classroom 8)

\* Required

The classroom expectations are aligned with school-wide expectations. \*

Classroom Expectations

- Yes
- Partial
- No

The school-wide and classroom matrix are posted in my classroom. \*

Classroom Expectations

- Yes
- Partial
- No

I have knowledge of school-wide expectations and rules across all settings. \*

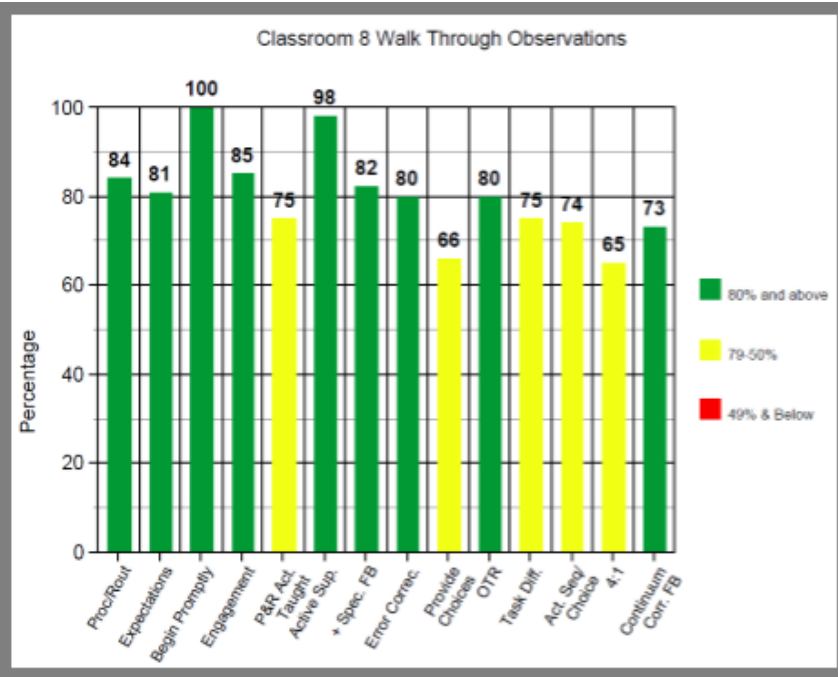
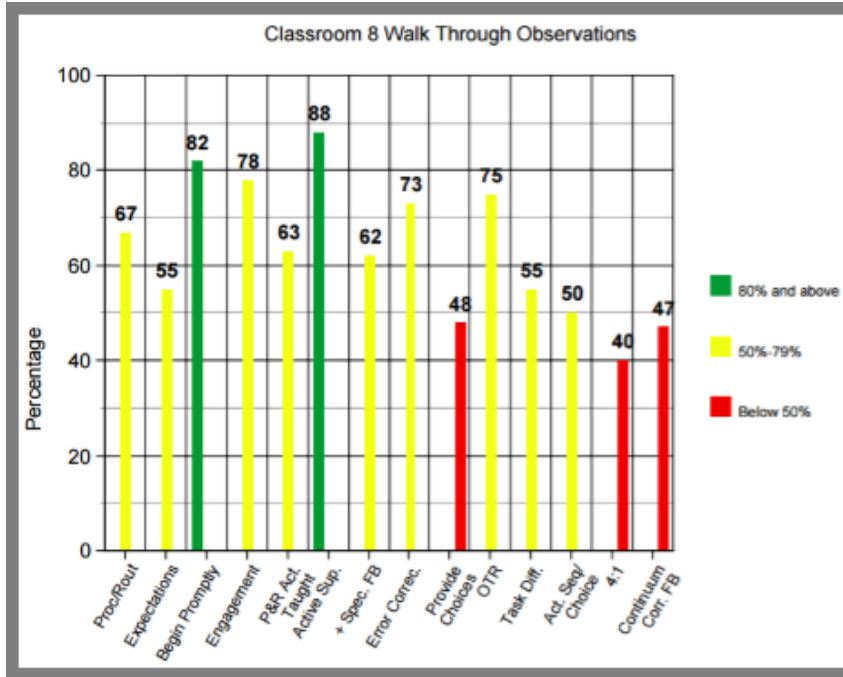
Classroom Expectations

- Yes
- Partial
- No



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## Walk Through or Brief Observation

**We made it more specific!**

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

Strategy Used	0-Strategy was called for but was not exhibited	1	2	3	Strategy was not observed and was not applicable
1 = somewhat 2 = moderate 3 = extensive					
<b>Precorrect:</b> Reminder of Classroom Procedure/Routine Does the teacher precorrect procedures/routines?					
<b>Precorrect:</b> Reminder of Classroom Expectations? Are Precorrects used to set students up for success in being respectful, responsible, and safe?					
Class begins Promptly					
Students <b>Actively Engaged</b> / 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 <b>Procedures/Routines/Rules</b> 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?					
<b>Active Supervision</b> (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?					
<b>Provide Choices</b> (where, when, how work is done, materials used)					



### Average Referrals Per Day Per Month - Multi-Year

Major, 2013-14 - 2014-15



School Months

### Average Referrals Per Day Per Month

Major, 2014-15



School Months

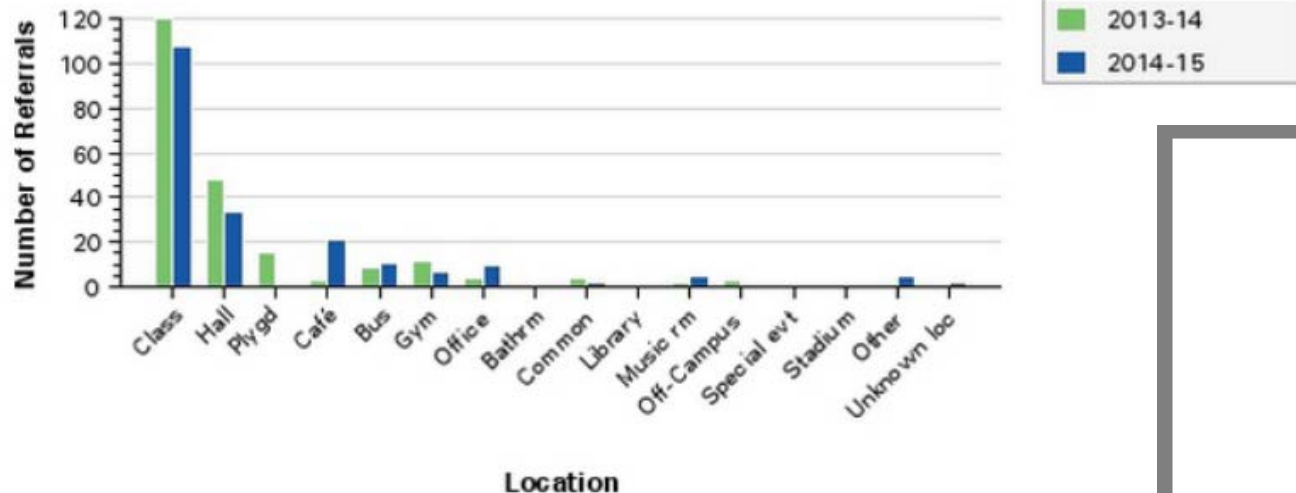
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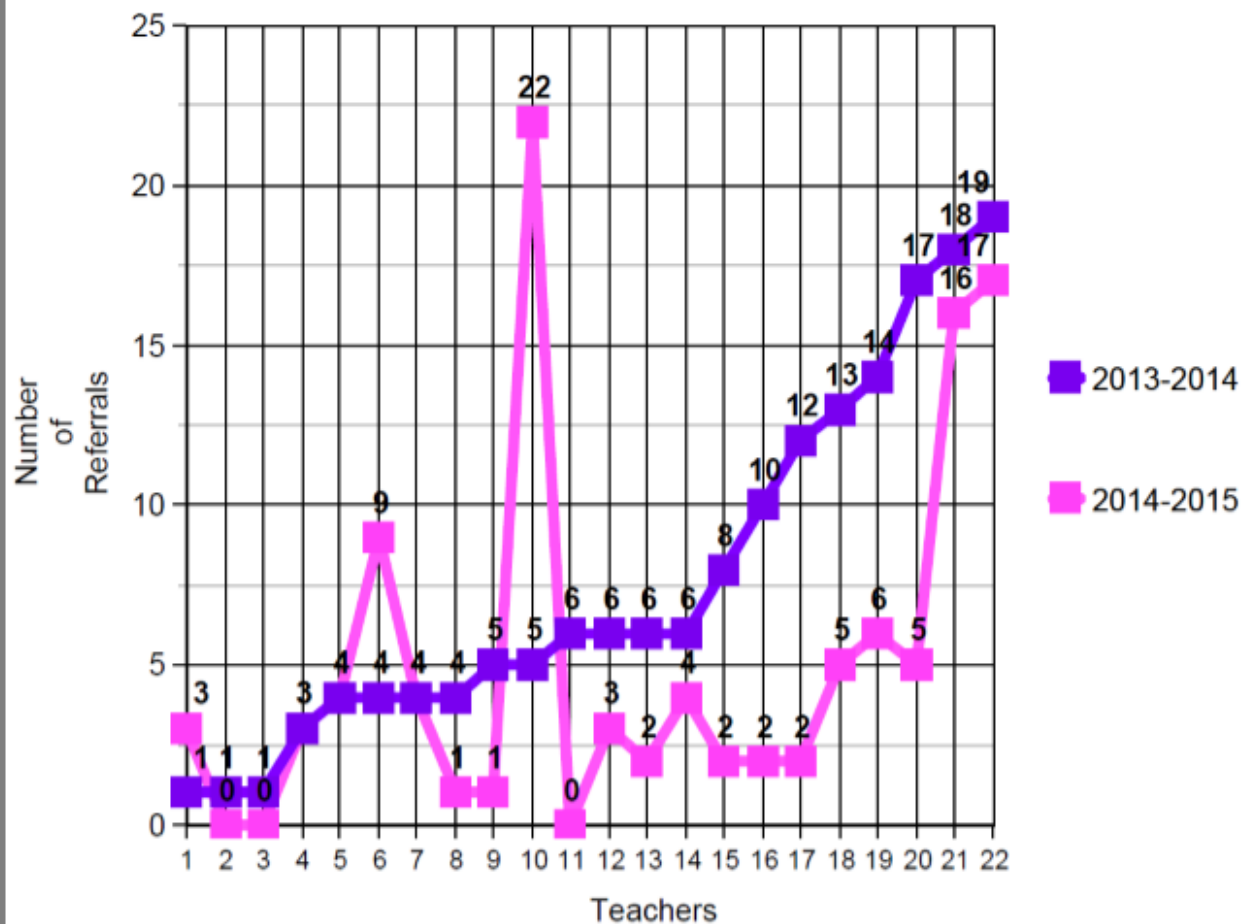
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## Referrals by Location - Multi-Year

Major, 2013-14 - 2014-15



## Teacher Referral Comparison



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## What Went Well

- The staff became more aware of the effective classroom practices
- Professional development was provided based on data
- The Tier 1 team had great discussions about the practices after doing observations
- Forms were modified to make sure everyone was on the same page and getting more accurate data
- Data improved

## Improvements for Next Year

- Timeline of the process- start earlier in the year
- Look at the observation tool, self-reflection, and student reflection to make adjustments/improvements
- Plan end of year observations earlier so we stay away from testing
- Plan professional development each quarter and get teachers a calendar
- Make more time available for support and follow up
- Give the students more information on the Classroom 8

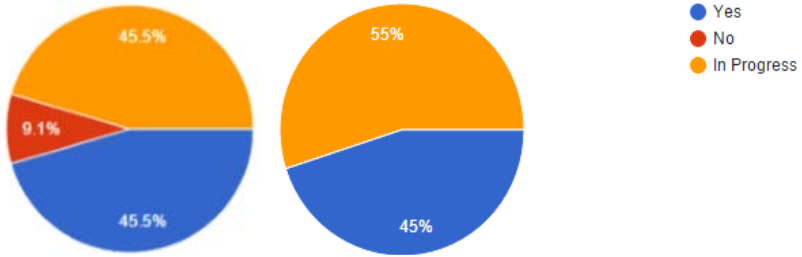
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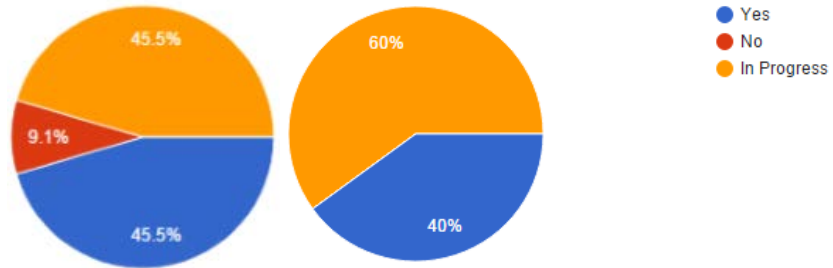
FOR STUDENT ENGAGEMENT



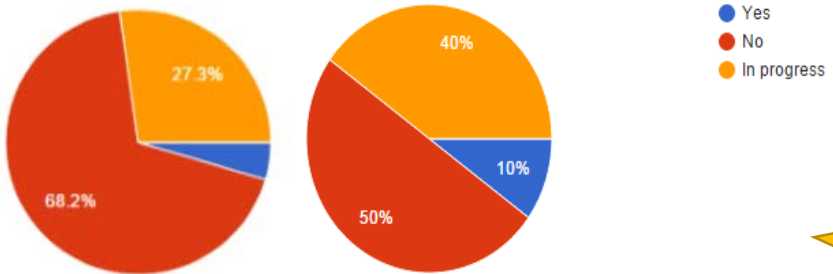
I am confident in my understanding of how to provide multiple opportunities to respond.  
(20 responses)



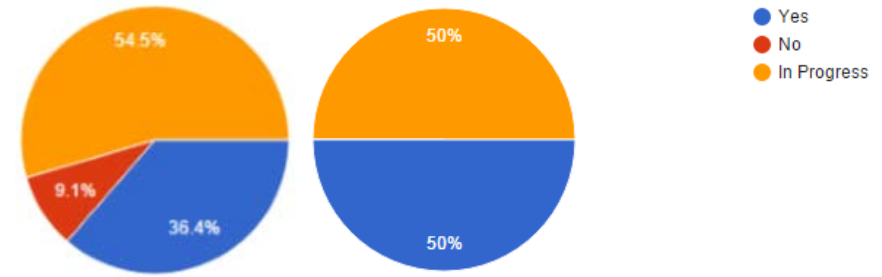
I use a variety of strategies to increase student opportunities to respond. (choral response, white boards, cooperative learning strategies, etc.)  
(20 responses)



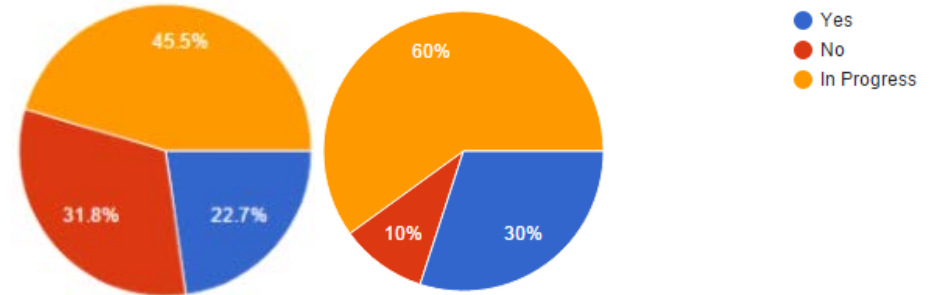
I have a systematic strategy to track how often students are being called on that can be compiled over time to ensure all students are responding.  
(20 responses)



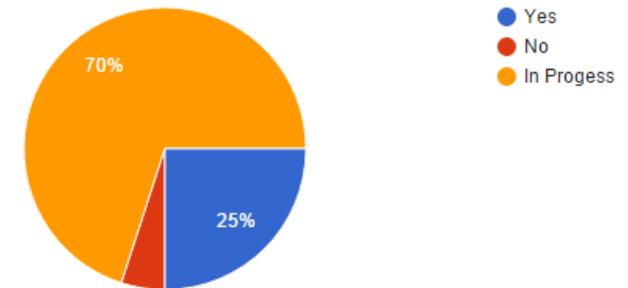
I use wait time to increase student opportunities for processing.



I plan instructional questions and response methods prior to my lessons.  
(20 responses)



I self-reflect on how I manage response rates in order to increase student engagement in my lessons and modify my lessons based on my reflections.  
(20 responses)



# 2015-2016 End of Year Results

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## Opportunities to Respond (Managing Response Rates)



	<b>OTR Planning a Lesson.pdf</b> PDF
	<b>OTR Teacher Self-Assessment Tool.pdf</b> PDF
	<b>OTR Toolkit Cards.pdf</b> PDF
	<b>PBS Fact Sheet- Tie to Marzano.pdf</b> PDF
	<b>Action Steps for DQ5.pdf</b> PDF
	<b>Link</b> <a href="https://pasco.instructure.com/courses/34864/pages/26-managing-response-rates">https://pasco.instructure.com/courses/34864/pages/26-managing-response-rates</a>
	<b>Element 26: Managing Response Rates</b> YouTube video 4 minutes
	<b>Link</b> <a href="http://www.marzanocenter.com/blog/article/marzano-design-question-5-managing-student-response-rates-p...">http://www.marzanocenter.com/blog/article/marzano-design-question-5-managing-student-response-rates-p...</a>
	<b>Link</b> <a href="https://www.youtube.com/playlist?list=PL94CQ8vfyoelTKdBaRviSeX_N2FJfjGxe">https://www.youtube.com/playlist?list=PL94CQ8vfyoelTKdBaRviSeX_N2FJfjGxe</a>
	<b>Opportunities to Respond Teacher Tool.pdf</b> PDF

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You can find the this Powerpoint and the documents we used at this site:

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



For further support you can contact:

Katie Andreasen, Middle School Instructional Coach and PBS Tier 1 Coach

[kandreasen@brookfield.k12.mo.us](mailto:kandreasen@brookfield.k12.mo.us)

(660)258-2159

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