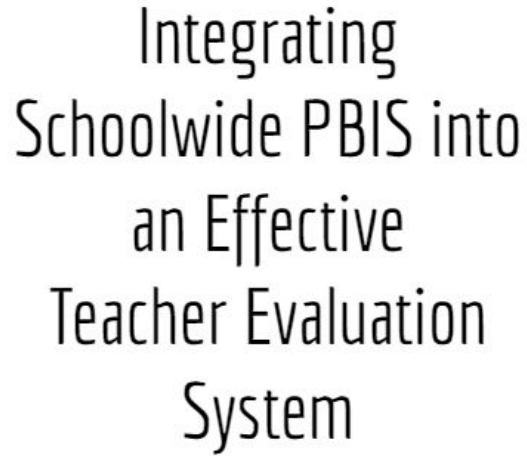


Integrating
Schoolwide PBIS into
an Effective
Teacher Evaluation
System



Integrating
Schoolwide PBIS into
an Effective
Teacher Evaluation
System

Please have available if possible:

<https://tinyurl.com/pn9c7ku>

<https://tinyurl.com/yc73ddfx>

Presenter: Katie Andreasen

Brookfield PK-8 Assistant Principal

PBS Tier 1 Administrative Liaison

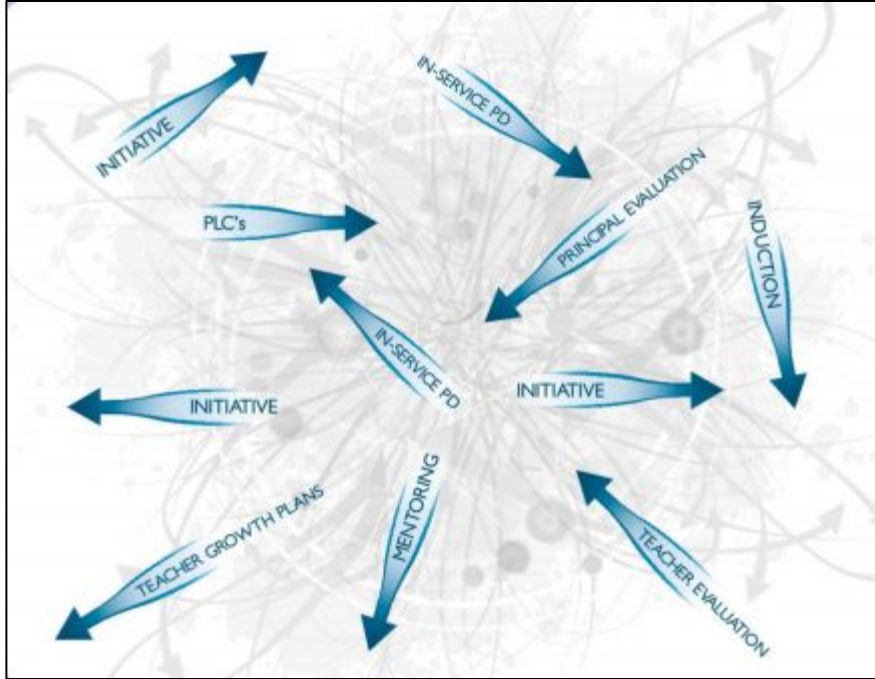
PBS Tier 2 Administrative Liaison

Excelsior Springs Lewis Elementary Assistant Principal

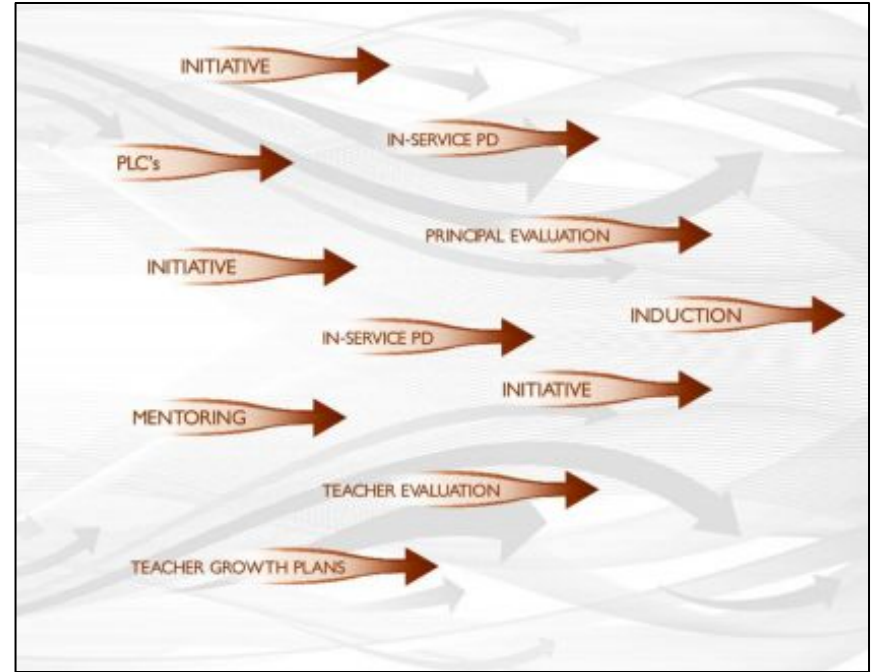
kandreasen78@gmail.com

Session Outcomes

- Attendees will learn how the eight effective classroom practices and a district's teacher evaluation and growth system correlate
- Attendees will become proactive identifying these elements in an observation
- Attendees will create teacher and student evidence of the elements in the observation
- Attendees will gain knowledge of how to provide professional development to facilitate growth



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) | | | | | |

2015 SUMMER
INSTITUTE
PRESENTATION

2015 Summer Institute Presentation

2016 SUMMER INSTITUTE
PRESENTATION:
INTERGRATING PBS INTO
AN EFFECTIVE TEACHER
EVALUTATION SYSTEM

2016 SUMMER INSTITUTE
PRESENTATION: READY
FOR LIFTOFF! CICO

SITEMAP

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



This site was created to share the documents we used when we were working on our effective classroom practices. Some of them come from MO PBIS and the rest we created or modified. Feel free to take what is here and make it work for your school!

<https://tinyurl.com/pn9c7ku>

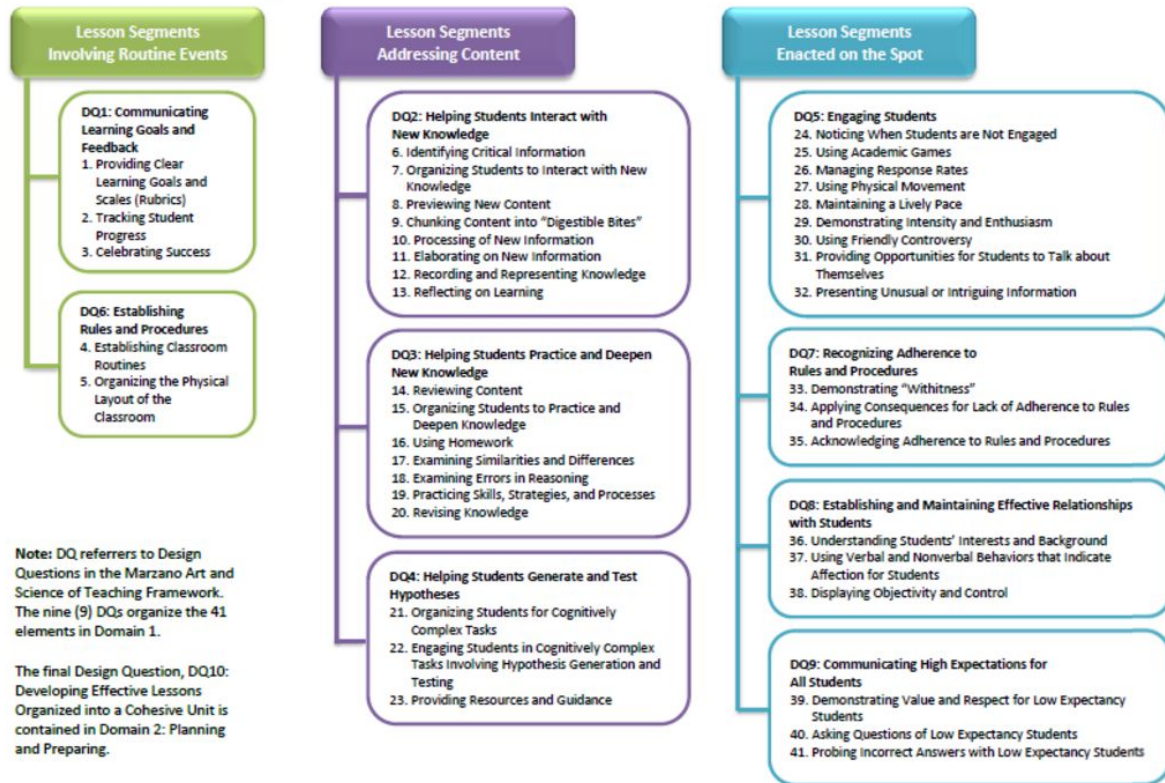
* Visit <http://pbissmissouri.org/sti-video/> to see the 2015 presentation at the SI

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

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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pbissmissouri.org/ ▾

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 ...

<http://pbismissouri.org/>



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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) *Children this age do not have a concept of "personal space." |
| 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.

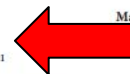
Teacher Self-Assessment Tool

| 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

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 |

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

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| 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 4 , 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 4 |
| 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 4 |
| 40. Asking Questions of Low Expectancy Students <i>TO CEE DIB AS ASC TD</i> | Standard 2: Q1 4 Standard 6: Q1 4 |
| 41. Probing Incorrect Answers with Low Expectancy Students <i>CEE CPR EEB DIB AS ASC TD</i> | Standard 2: Q1 4 Standard 6: Q1 4 |

| | | |
|---|--|--|
| 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 4 |
| 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 4 |
| 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 4 |
| DOMAIN 3: REFLECTING ON TEACHING | | |
| I. Evaluating Personal Performance | | |
| 50. Identifying Areas of Pedagogical Strength and Weakness <i>TO CEE 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</i> | | Standard 8: Q1 1 , Q1 2 |
| 52. Evaluating the Effectiveness of Specific Pedagogical Strategies and Behaviors <i>ASC DIB CPR EEB</i> | | Standard 8: Q1 1 , Q1 2 |
| II. Developing and Implementing a Professional Growth Plan | | |
| 53. Developing a Written Growth and Development Plan <i>TO CEE DIB AS ASC TD</i> | | Standard 8: Q1 1 , Q1 2 |
| 54. Monitoring Progress Relative to the Professional Growth <i>TO CEE 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 2, Q1 3 |
| 56. Promoting Positive Interactions about Students and Parents <i>CRE CRR EEB DIB AS ASC TD</i> | Standard 5: Q1 Q3 Standard 9: Q1 2, Q1 3 |
| II. Promoting Exchange of Ideas and Strategies | |
| 57. Seeking Mentorship for Areas of Need or Interest <i>KEEP CRR EEB DIB AS ASC TD</i> | Standard 8: Q1 Q1 2 |
| 58. Mentoring Other Teachers and Sharing Ideas and Strategies <i>CRE CRR EEB DIB AS TD</i> | Standard 8: Q1 Q1 2, Q1 3 Standard 9: Q1 1, Q1 2 |
| III. Promoting District and School Development | |
| 59. Adhering to District and School Rule and Procedures | Standard 9: Q1 1 |
| 60. Participating in District and School Initiatives <i>CRE DIB EEB AS TD ASC</i> | Standard 5: Q3 Standard 8: Q1 3 Standard 9: Q1 1 |

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 | | | | | |

CRE
CPR
EEB
DIB
AS
ASC
TD

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

OTR
CRE
EEB
AS
ASC
TD

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...*

OTR
CRE
CPR
EEB
DIB
AS
ASC
TD

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

MARZANO TEACHER EVALUATION MODEL

LEARNING MAP

Domain 1: Classroom Strategies and Behaviors

Domain 1 is based on the Art and Science of Teaching Framework and identifies the 41 elements or instructional categories that happen in the classroom.

The 41 instructional categories are organized into 9 Design Questions (DQs) and further grouped into 3 Lesson Segments to define the Observation and Feedback Protocol.

Lesson Segment Involving Routine Events

DQ1: Communicating Learning Goals and Feedback

1. Providing Rigorous Learning Goals and Performance Scales (Rubrics)
2. Tracking Student Progress
3. Celebrating Success

DQ6: Establishing Rules and Procedures

4. Establishing Classroom Routines
5. Organizing the Physical Layout of the Classroom

Note: DQ refers to Design Question in the Marzano Art and Science of Teaching Framework. The 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.

Lesson Segment Addressing Content

DQ2: Helping Students Interact with New Knowledge

6. Identifying Critical Content
7. Organizing Students to Interact with New Content
8. Previewing New Content
9. Chunking Content into "Digestible Bites"
10. Helping Students Process New Content
11. Helping Students Elaborate on New Content
12. Helping Students Record and Represent Knowledge
13. Helping Students Reflect on Learning

DQ3: Helping Students Practice and Deepen New Knowledge

14. Reviewing Content
15. Organizing Students to Practice and Deepen Knowledge
16. Using Homework
17. Helping Students Examine Similarities and Differences
18. Helping Students Examine Their Reasoning
19. Helping Students Practice Skills, Strategies, and Processes
20. Helping Students Revise Knowledge

DQ4: Helping Students Generate and Test Hypotheses

21. Organizing Students for Cognitively Complex Tasks
22. Engaging Students in Cognitively Complex Tasks Involving Hypothesis Generation and Testing
23. Providing Resources and Guidance for Cognitively Complex Tasks

Lesson Segment Enacted on the Spot

DQ5: Engaging Students

24. Noticing When Students are Not Engaged
25. Using Academic Games
26. Managing Response Rates
27. Using Physical Movement
28. Maintaining a Lively Pace
29. Demonstrating Intensity and Enthusiasm
30. Using Friendly Controversy
31. Providing Opportunities for Students to Talk about Themselves
32. Presenting Unusual or Intriguing Information

DQ7: Recognizing Adherence to Rules and Procedures

33. Demonstrating "Withitness"
34. Applying Consequences for Lack of Adherence to Rules and Procedures
35. Acknowledging Adherence to Rules and Procedures

DQ8: Establishing and Maintaining Effective Relationships with Students

36. Understanding Students' Interests and Backgrounds
37. Using Verbal and Nonverbal Behaviors that Indicate Affection for Students
38. Displaying Objectivity and Control

DQ9: Communicating High Expectations for All Students

39. Demonstrating Value and Respect for Low Expectancy Students
40. Asking Questions of Low Expectancy Students
41. Probing Incorrect Answers with Low Expectancy Students

MARZANO TEACHER EVALUATION MODEL

video-innovative Learning Sciences
MARZANO
CENTER

LEARNING MAP *Journal 4/25/17*

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Lesson Segment Involving Routine Events

- DQ1: Communicating Learning Goals and Feedback**
- Providing Rigorous Learning Goals and Performance Scales (Rubrics)
 - Tracking Student Progress
 - Celebrating Success *wow well-related to*
- DQ6: Establishing Rules and Procedures**
- Establishing Classroom Routines *Miss fielder*
 - Organizing the Physical Layout of the Classroom *students to move easily materials easy to get to*

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Lesson Segment Addressing Content

- DQ2: Helping Students Interact with New Knowledge**
- Identifying Critical Content
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 - Previewing New Content
 - Chunking Content into "Digestible Bites"
 - Helping Students Process New Content
 - Helping Students Elaborate on New Content
 - Helping Students Record and Represent Knowledge
 - Helping Students Reflect on Learning
- DQ3: Helping Students Practice and Deepen New Knowledge**
- Reviewing Content *warm-up*
 - Organizing Students to Practice and Deepen Knowledge *alabano*
 - Using Homework
 - Helping Students Examine Similarities and Differences
 - Helping Students Examine Their Reasoning *how did you get that?*
 - Helping Students Practice Skills, Strategies, and Processes *alabano*
 - Helping Students Review Knowledge *working through problems*
- DQ4: Helping Students Generate and Test Hypotheses**
- Organizing Students for Cognitively Complex Tasks
 - Engaging Students in Cognitively Complex Tasks Involving Hypothesis Generation and Testing
 - Providing Resources and Guidance for Cognitively Complex Tasks

Lesson Segment Enacted on the Spot

- DQ5: Engaging Students**
- Noticing When Students are Not Engaged
 - Using Academic Games
 - Managing Response Rates *she did working & engaged*
 - Using Physical Movement *alabano*
 - Maintaining a Lively Pace *keeping on schedule to use*
 - Demonstrating Intensity and Enthusiasm
 - Using Friendly Controversy
 - Providing Opportunities for Students to Talk about Themselves
 - Presenting Unusual or Intriguing Information
- DQ7: Recognizing Adherence to Rules and Procedures**
- Demonstrating "Withitness" *she noticed - she got it!*
 - Applying Consequences for Lack of Adherence to Rules and Procedures *alabano*
 - Acknowledging Adherence to Rules and Procedures *Heads*
- DQ8: Establishing and Maintaining Effective Relationships with Students**
- Understanding Students' Interests and Backgrounds
 - Using Verbal and Nonverbal Behaviors that Indicate Affection for Students
 - Displaying Objectivity and Control
- DQ9: Communicating High Expectations for All Students**
- Demonstrating Value and Respect for Low Expectancy Students
 - Asking Questions of Low Expectancy Students
 - Probing Incorrect Answers with Low Expectancy Students

MARZANO TEACHER EVALUATION MODEL

LEARNING MAP

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John 3/30/17
Planning = Reflection

Language! Program
14

Lesson Segment Involving Routine Events

- referred before Step 1 after 57*
- DQ1: Communicating Learning Goals and Feedback**
1. Providing Rigorous Learning Goals and Performance Scales (Rubrics) *lower to lower + pointed in*
 2. Tracking Student Progress *star stickers for tests (praise)*
 3. Celebrating Success *celebrate*

- DQ6: Establishing Rules and Procedures**
4. Establishing Classroom Routines *think by making syllabus*
 5. Organizing the Physical Layout of the Classroom *my table*

CW-FIT - students are all self-reflect
Eyes on the Mouth Sheet
Have everything you need
Resp. Resp. & Safe

Note: DQ refers to Design Question in the Marzano Art and Science of Teaching Framework. The 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.

Lesson Segment Addressing Content

- DQ2: Helping Students Interact with New Knowledge**
6. Identifying Critical Elements
 7. Organizing Students to Interact with New Content
 8. Encouraging New Insights
 9. Chunking Content into "Digestible Bites"
 10. Helping Students Process New Content
 11. Helping Students Elaborate on New Content
 12. Helping Students Record and Represent Knowledge
 13. Helping Students Reflect on Learning

- DQ3: Helping Students Practice and Deepen New Knowledge**
14. Reviewing Content *recall previous content*
 15. Organizing Students to Practice and Deepen Knowledge *groups of 2*
 16. Using Homework
 17. Helping Students Examine Similarities and Differences *antagonist*
 18. Helping Students Examine Their Reasoning
 19. Helping Students Practice Skills, Strategies, and Processes *1 book*
 20. Helping Students Revise Knowledge *supernovae*

- DQ4: Helping Students Generate and Test Hypotheses**
21. Organizing Students for Cognitively Complex Tasks
 22. Engaging Students in Cognitively Complex Tasks Involving Hypothesis Generation and Testing
 23. Providing Resources and Guidance for Cognitively Complex Tasks

Lesson Segment Enacted on the Spot

- DQ5: Engaging Students**
24. Noticing When Students are Not Engaged
 25. Using Academic Games
 26. Managing Response Rates *individual response group*
 27. Using Physical Movement
 28. Maintaining a Lively Pace
 29. Demonstrating Intensity and Enthusiasm
 30. Using Friendly Controversy
 31. Providing Opportunities for Students to Talk about Themselves
 32. Presenting Unusual or Intriguing Information

- DQ7: Recognizing Adherence to Rules and Procedures**
33. Demonstrating "Withitness" *referred*
 34. Applying Consequences for Lack of Adherence to Rules and Procedures *direct*
 35. Acknowledging Adherence to Rules and Procedures *hand CW-FIT*

- DQ8: Establishing and Maintaining Effective Relationships with Students**
36. Understanding Students' Interests and Backgrounds
 37. Using Verbal and Nonverbal Behaviors that Indicate Affection for Students
 38. Displaying Objectivity and Control

- DQ9: Communicating High Expectations for All Students**
39. Demonstrating Value and Respect for Low Expectancy Students
 40. Asking Questions of Low Expectancy Students *lemma*
 41. Probing Incorrect Answers with Low Expectancy Students

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 |
|--|---|---|---|---|--|
| #4 Precorrect: Reminder of Classroom <u>Procedure/Routine</u> Does the teacher precorrect procedures/routines? | | | X | | |
| #4 Precorrect: Reminder of Classroom <u>Expectations?</u> Are Precorrects used to set students up for success in being respectful, responsible, and safe? | | | | X | |
| #4 Class begins Promptly | | | | X | |
| #26 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? | | | | X | |
| #4 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? | | | | X | |
| #33 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? | | | | X | |
| #4 #33 Provide Choices (where, when, how work is done, materials used) | | | | | X |
| #26 Multiple Opportunities to Respond Does the teacher give a majority of students the chance to respond (i.e. group choral response, partner work, responding with writing at the same time) | | | | X | |
| #40 Task Difficulty aligns with Student(s) Ability Did the teacher shorten an assignment, highlight, break the assignment up, provide a break, give a shorter work period? | | | X | | |
| #40 Activity/Task Sequence Clearly Stated and Demonstrated Does the teacher sequence work for success? (short/long problems, easy/difficult problems) | | | X | | |
| #35 Positive Specific Feedback for Behavior Does the teacher give students feedback that is positive and specific on their behavior(s)? | | | | X | |
| #35 Positive Feedback (Adult Attention) Ratio 4:1 Does the teacher give 4 positive pieces of feedback for behavior to every 1 negative or corrective piece of feedback? | | | X | | |
| #34 A Continuum of Corrective Feedback is Clearly Defined and Utilized Does the teacher use the Guiding Hand when dealing with problem behaviors (minors)? | | | | | X |
| #34 Respectful Redirect/Error Correction <ul style="list-style-type: none"> • Prompt (identify error) • Reteach (skill, rule, routine, procedure, done privately) • Reinforce (recognize with praise/ticket when done correct) | | | | | X |

Comments:

Let's Practice!

What did you see?

What teacher evidence did you see of those elements?

What student evidence did you see of those elements?

<https://tinyurl.com/yc73ddfx>

Tracking Student Progress

Which of the 8 Practices did you see?

Classroom Expectations (CE): XXXXX

Classroom Procedures and Routines (CPR): XX

Encouraging Expected Behavior (EB): XXX

Discouraging Inappropriate Behavior (DI): X

Active Supervision (AS): XXXXX

Opportunities to Respond (OTR): XXX

Activity Sequencing & Choice (ASC): XX

Task Difficulty (TD): XX

Teacher Evidence:

-(OTR) Teacher had all students respond to show where they were

Student Evidence:

-(OTR) All students responded when asked where they were at on the scale

MO SW-PBS TEACHER TOOL MULTIPLE OPPORTUNITIES TO RESPOND

PRACTICE: Multiple Opportunities to Respond (OTR)

RESEARCH STATES:

The research supports the use of providing multiple opportunities to respond to:

- ▶ Decrease in disruptive behavior
- ▶ Increase in on-task behavior
- ▶ Increase in academic engagement with instruction
- ▶ Increase in rates of positive, specific feedback (Carnine, 1976; Heward, 1994; Sutherland, Alder, & Gunter, 2003; Sutherland & Wehby, 2001; West & Sloane, 1986)
- ▶ Improved Reading Performance:
 - Increased percentage of reading responses,
 - Mastery of reading words,
 - Rates of words read correctly and decreased rates of words read incorrectly (Skinner, Belfior, Mace, Williams-Wilson, & Johns, 1997).
- ▶ Increase in number of correct responses
- ▶ Limit student time for engaging in inappropriate behavior
- ▶ Increase efficiency in use of instructional time
- ▶ Improved Math Performance:
 - Percentage of problems calculated correctly per minutes,
 - Number of problems completed and correct responses. (Carnine, 1976; Skinner, Smith & McLean, 1994)

What is it?

- ▶ An instructional question, statement or gesture made by the teacher seeking an academic response from students (Sprick, Knight, Reinke, & McKale 2006)

What are the guidelines?

- ▶ Teacher talk should be no more than 40-50% of instructional time.
- ▶ New material—minimum of 4-6 responses per minute with 80% accuracy.
- ▶ Review of learned material—8-12 responses per minute with 90% accuracy.
- ▶ Wait time equals 5 seconds.

Practice

- ▶ Identify opportunities within your lesson plans to increase opportunities for students to respond. Identify opportunities to replace single student responding through hand-raising with multiple student responding through strategies such as: use of response cards, dry erase boards, Smart Boards, white boards, response clickers, choral response, guided notes, computer assisted instruction, classwide peer tutoring and direct instruction

Examples of Opportunities to Respond

| Antecedent | Behavior | Consequence |
|--|--|--|
| <i>Teacher provides:</i> Verbal Questions, Prompts, Cues | <i>Student Responds:</i> Written, Choral Verbal, Motor | <i>Teacher Provides:</i> Specific, Positive Feedback |
| Teacher says, "When I give the signal everyone answer this question: What is 5 times 6?" | Students chorally respond, "30" Repeat 3 times. | Teacher says, "Yes! The correct answer is 30!" Teacher ignores error responses, gives correct response. Asks same question again. |
| Teacher waits a few seconds and gives signal. | | |

Teacher Self-Assessment Tool

| Self-Assessment Features | Yes | No | In Progress |
|--|-----|----|-------------|
| 1. Strategy: Providing Multiple Opportunities to Respond | | | |
| 2. I use a variety of strategies to increase student opportunities to respond. | | | |
| 3. I have a strategy to track students being called on. | | | |
| 4. I use wait time to increase student opportunity for metacognition. | | | |
| 5. I plan instructional questions and response methods prior to the lesson. | | | |
| Measureable goal to increase opportunities to respond: | | | |

What is it?

- ▶ An instructional question, statement or gesture made by the teacher seeking an academic response from students (Sprick, Knight, Reinke, & McKale 2006)

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| 1. Strategy: Providing Multiple Opportunities to Respond | | | |
| 2. I use a variety of strategies to increase student opportunities to respond. | | | |
| 3. I have a strategy to track students being called on. | | | |
| 4. I use wait time to increase student opportunity for metacognition. | | | |
| 5. I plan instructional questions and response methods prior to the lesson. | | | |
| Measureable goal to increase opportunities to respond: | | | |



26. Managing Response Rates

The teacher uses response rate techniques to maintain student engagement in questions.

Teacher Evidence

- Teacher uses wait time
- Teacher uses response cards
- Teacher has students use hand signals to respond to questions
- Teacher uses choral response
- Teacher uses technology to keep track of students' responses
- Teacher uses response chaining

Student Evidence

- Multiple students or the entire class responds to questions posed by the teacher
- When asked, students can describe their thinking about specific questions posed by the teacher

Scale

| | Not Using | Beginning | Developing | Applying | Innovating |
|--------------------------------|--|--|---|--|--|
| Managing response rates | Strategy was called for but not exhibited. | Uses strategy incorrectly or with parts missing. | Uses response rate techniques to maintain student engagement in questions, but the majority of students are not monitored for the desired effect of the strategy. | Uses response rate techniques to maintain student engagement in questions and monitors for evidence of the extent to which the techniques keep the majority of students engaged. | 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

What did you see?

What teacher evidence did you see of those elements?

What student evidence did you see of those elements?

MO SW-PBS TEACHER TOOL DISCOURAGING INAPPROPRIATE BEHAVIOR IN THE CLASSROOM

PRACTICE: A continuum or menu of strategies to discourage inappropriate behavior has been developed.

RESEARCH STATES:

- ▶ Exclusion and punishment are ineffective at producing long-term reduction in problem behavior (Costenbader & Markson, 1998).
- ▶ Punishing problem behavior without a positive, proactive, educative approach has been shown to actually increase aggressions, vandalism, truancy, and dropouts (Mayer & Sulzer-Azaroff, 1990; Skiba, Peterson, & Williams, 1997).

What are they?

- ▶ A continuum or menu of strategies that use instructional responses to manage minor classroom misbehavior.

Implementation

- ▶ Be consistent and respond to misbehaviors each time they occur.
- ▶ Increase active supervision
- ▶ Increase pre-corrects
- ▶ Respond using a calm and professional tone and demeanor
- ▶ Respond privately
- ▶ Be specific and brief in what you want student to do instead—refer to your posted classroom rules and procedures.
- ▶ Refocus the class if needed.

Strategies to Manage Minor Classroom Behavior

| Strategy: | Explanation: | Example: |
|-------------------------------|--|--|
| Proximity | The strategic placement/movement by the teacher in order to encourage positive behavior. | Stand next to a struggling student and give her positive specific feedback when she follows rules. |
| Signal, Nonverbal Cue | Signals the teacher is aware of the behavior and prepared to intervene if it continues. | Sustained eye contact, hand gestures, a handclap, finger snap, or clearing your throat |
| Ignore, Attend, Praise | Praise an appropriately behaving student in the proximity of a student who is not following expectations while not giving eye contact. | Student is off task, ignore him and tell the student next to him how well he is being on task. When student gets on task, give him praise. |
| Re-direct | Brief, clear, private verbal reminder of the expected behavior from the classroom rules. | "Please follow the directions and put your book away." Then later, praise her for following directions. |
| Re-teach | Specifically instruct the student on exactly what should be done to follow the classroom rule. | Model "on task" behavior (have only book, pencil and paper out, start reading or writing right away and raise hand if you need help). Have students practice. |
| Provide Choice | Stating two alternatives, the desired behavior and a less preferred choice (away from peers, work later during fun activity, etc.) | "You can be respectful and work quietly at your seat or you can move to the private student office. Which do you prefer?" Later, praise student for working quietly. |
| Student Conference | An individual re-teaching or problem solving opportunity | Reteach the classroom rule(s). Tell why following the rule is better. Have student practice. Provide feedback. Develop a plan to use the rule in the future. |

Teacher Self-Assessment Tool

| Self-Assessment Features | Yes | No | In Progress |
|--|-----|----|-------------|
| 1. I respond to social errors in a respectful way that reduces the probability of escalating behavior. | | | |
| 2. I use a menu of strategies that focus on learning appropriate replacement behaviors. | | | |
| 3. I use appropriate strategies to de-escalate or diffuse intense behavior. | | | |

What are they?

- ▶ A continuum or menu of strategies that use instructional responses to manage minor classroom misbehavior.

Implementation

- ▶ Be consistent and respond to misbehaviors each time they occur.
- ▶ Increase active supervision
- ▶ Increase pre-corrects
- ▶ Respond using a calm and professional tone and demeanor
- ▶ Respond privately
- ▶ Be specific and brief in what you want student to do instead—refer to your posted classroom rules and procedures.
- ▶ Refocus the class if needed.

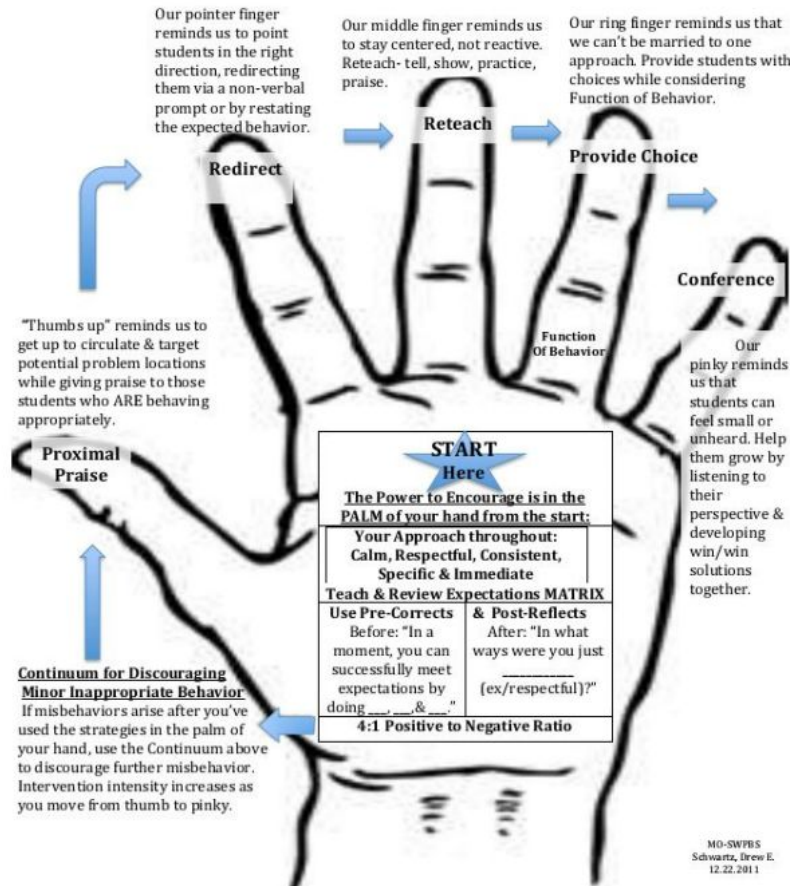
Teacher Self-Assessment Tool

| Self-Assessment Features | Yes | No | In Progress |
|--|-----|----|-------------|
| 1. I respond to social errors in a respectful way that reduces the probability of escalating behavior. | | | |
| 2. I use a menu of strategies that focus on learning appropriate replacement behaviors. | | | |
| 3. I use appropriate strategies to de-escalate or diffuse intense behavior. | | | |



Guiding Hand

For Encouraging Appropriate and Discouraging Inappropriate Behavior



34. Applying Consequences for Lack of Adherence to Rules and Procedures

The teacher applies consequences for not following rules and procedures consistently and fairly.

Teacher Evidence

- Teacher provides nonverbal signals when students' behavior is not appropriate
 - Eye contact
 - Proximity
 - Tap on the desk
 - Shaking head, no
- Teacher provides verbal signals when students' behavior is not appropriate
 - Tells students to stop
 - Tells students that their behavior is in violation of a rule or procedure
- Teacher uses group contingency consequences when appropriate (i.e. whole group must demonstrate a specific behavior)
- Teacher involves the home when appropriate (i.e. makes a call home to parents to help extinguish inappropriate behavior)
- Teacher uses direct cost consequences when appropriate (e.g. student must fix something he or she has broken)

Student Evidence

- Students cease inappropriate behavior when signaled by the teacher
- Students accept consequences as part of the way class is conducted
- When asked, students describe the teacher as fair in application of rules

Scale

| | Not Using | Beginning | Developing | Applying | Innovating |
|--|--|--|---|--|--|
| Applying consequences for lack of adherence to rules and procedures | Strategy was called for but not exhibited. | Uses strategy incorrectly or with parts missing. | Applies consequences for not following rules and procedures consistently and fairly, but the majority of students are not monitored for the desired effect of the strategy. | Applies consequences for not following rules and procedures consistently and fairly, and monitors for evidence of the extent to which rules and procedures are followed by 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 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

What did you see?

What teacher evidence did you see of those elements?

What student evidence did you see of those elements?

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

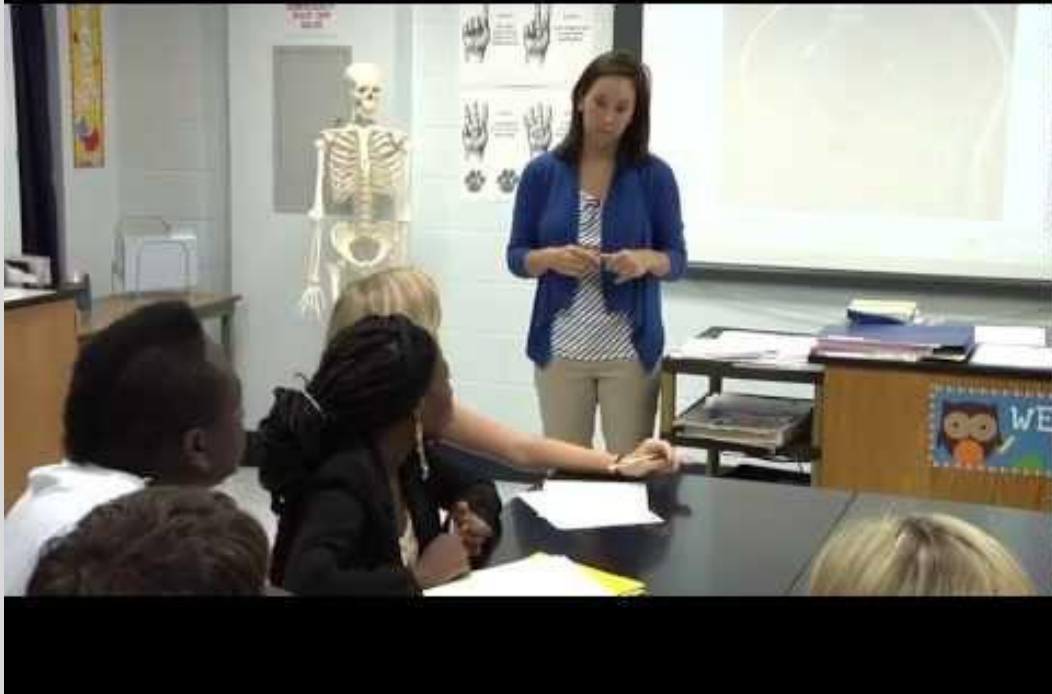
The teacher understands how students learn, develop and differ in their approaches to learning. The teacher provides learning opportunities that are adapted to diverse learners and support the intellectual, social, and personal development of all students.

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

What did you see?

What teacher evidence did you see of those elements?

What student evidence did you see of those elements?

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?

Katie Andreasen

Brookfield PK-8 Assistant Principal

PBS Tier 1 Administrative Liaison

PBS Tier 2 Administrative Liaison

Excelsior Springs Lewis Elementary Assistant Principal

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