# SW-PBS
# and the
# Missouri Learning Standards

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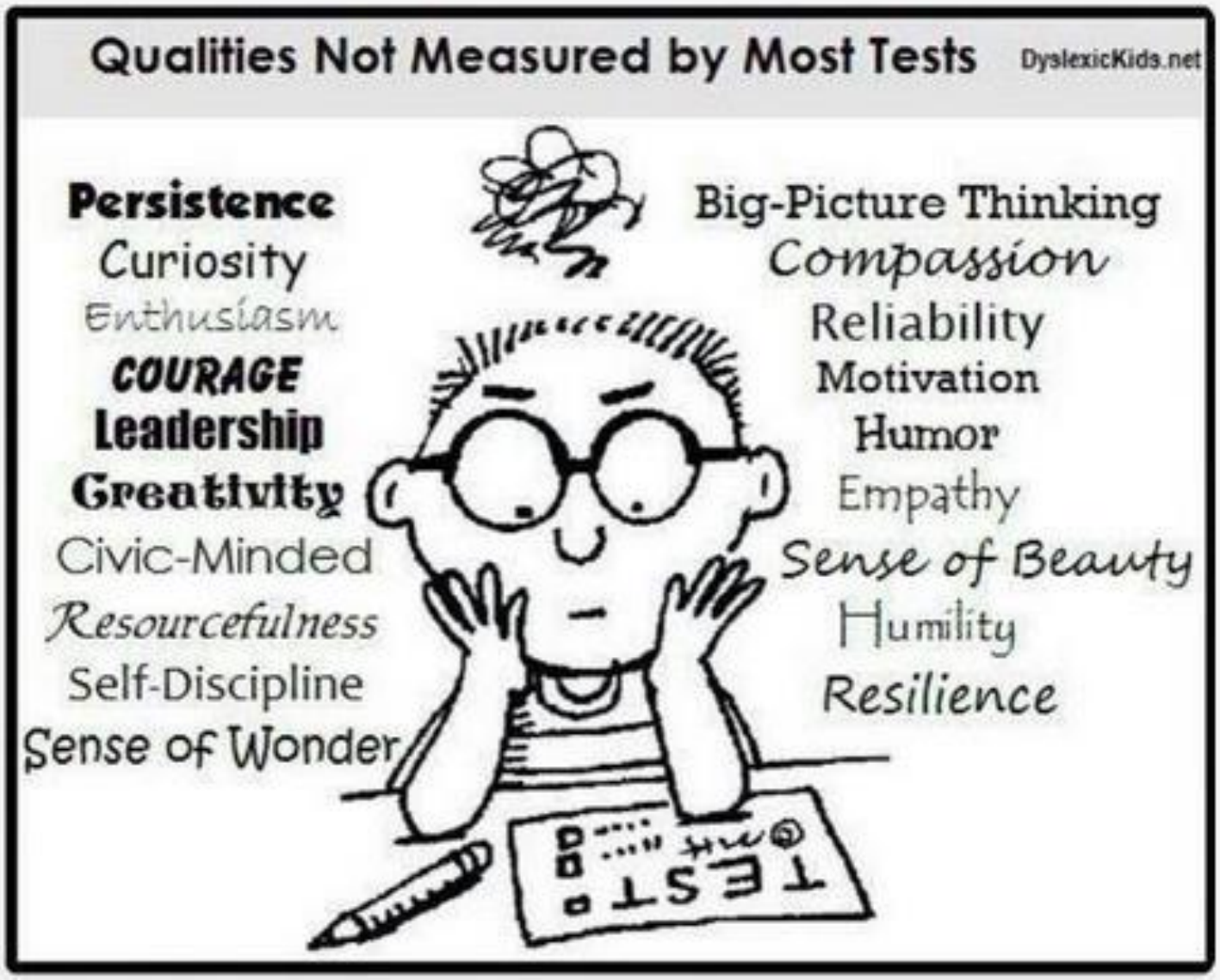
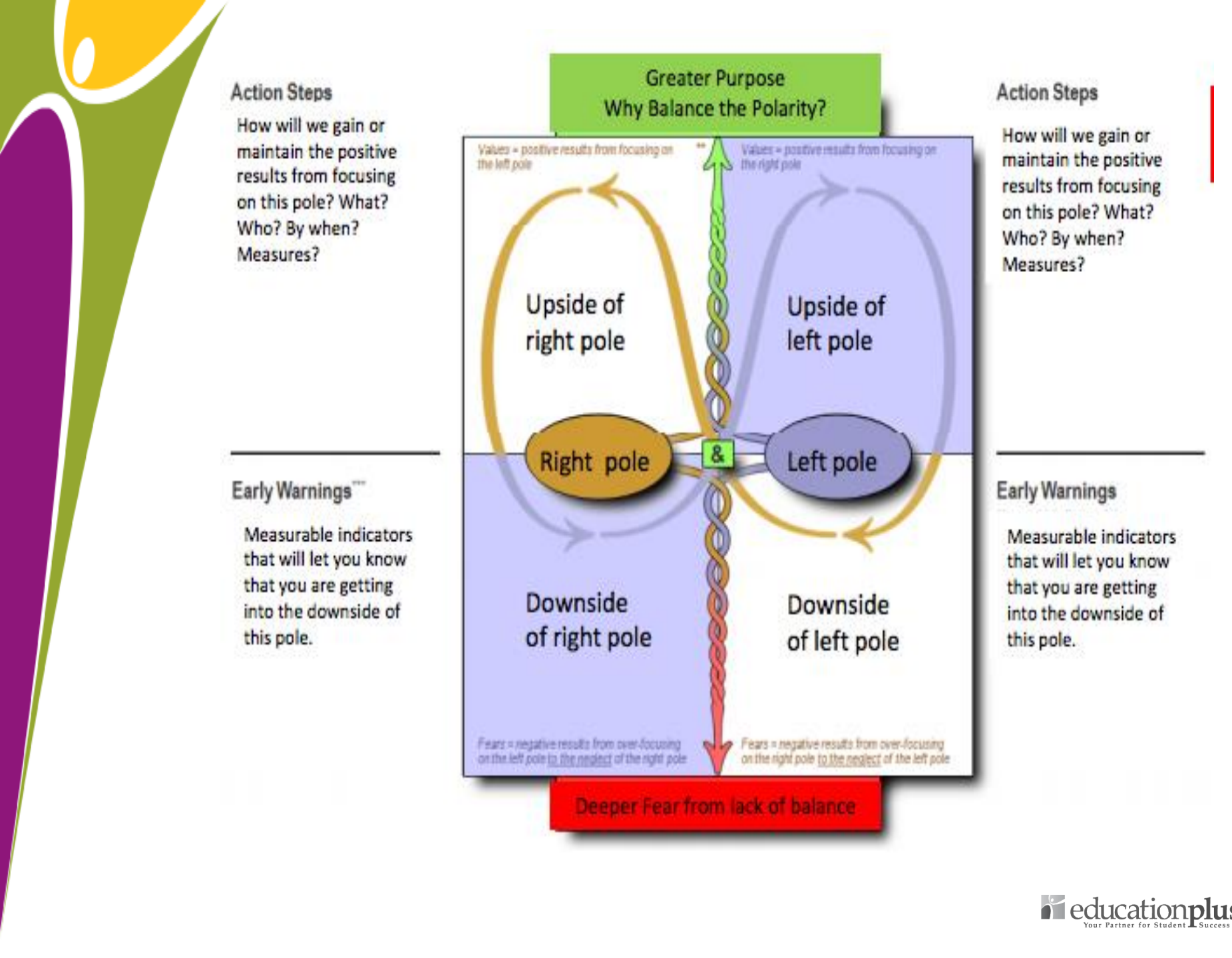
educationplus
Your Partner for Student Success


Oh, crap! Was that TODAY?
REGAN





# Try on Polarity Reasoning

- Emphasis on SW-PBS as a KEY to Common Core Proficiency

- Emphasis on Knowing, Doing, Transferring as a Key to Common Core Proficiency

# MO SW-PBS Essential Components

- Common Philosophy and Purpose
- Leadership
- Clarifying Expected Behaviors
- Teaching Expected Behaviors
- Encouraging Expected Behaviors
- Discouraging Inappropriate Behaviors
- Ongoing Monitoring
- Effective Classroom Practices

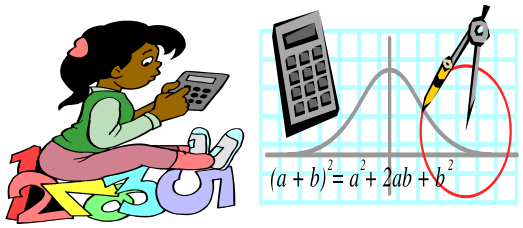
# True Learning?


From Checking for Understanding, King Features Syndicate.

# CCSS Math Content: Shifts of Focus, Coherence and Rigor

- **Focus**: Major Work of your grade
- **Coherence**: Integration of concepts, skills and domains across your grade level and vertical progressions
- **Rigor**:
  - Conceptual Understanding
  - Computational Fluency
  - Application and Transfer to Real World Problems

# Standards for Mathematical Practice




1. Make sense of problems and persevere in solving them
6. Attend to precision

**2. Reason abstractly and quantitatively**

**3. Construct viable arguments and critique the reasoning of others**

Reasoning and Explaining

**4. Model with mathematics**

**5. Use appropriate tools strategically**

Modeling and Using Tools

**7. Look for and make use of structure.**

**8. Look for and express regularity in repeated reasoning.**

Seeing Structure and Generalizing

# Transfer
# Three Hats

Funnel= Acquisition


Light Bulb= Meaning Making

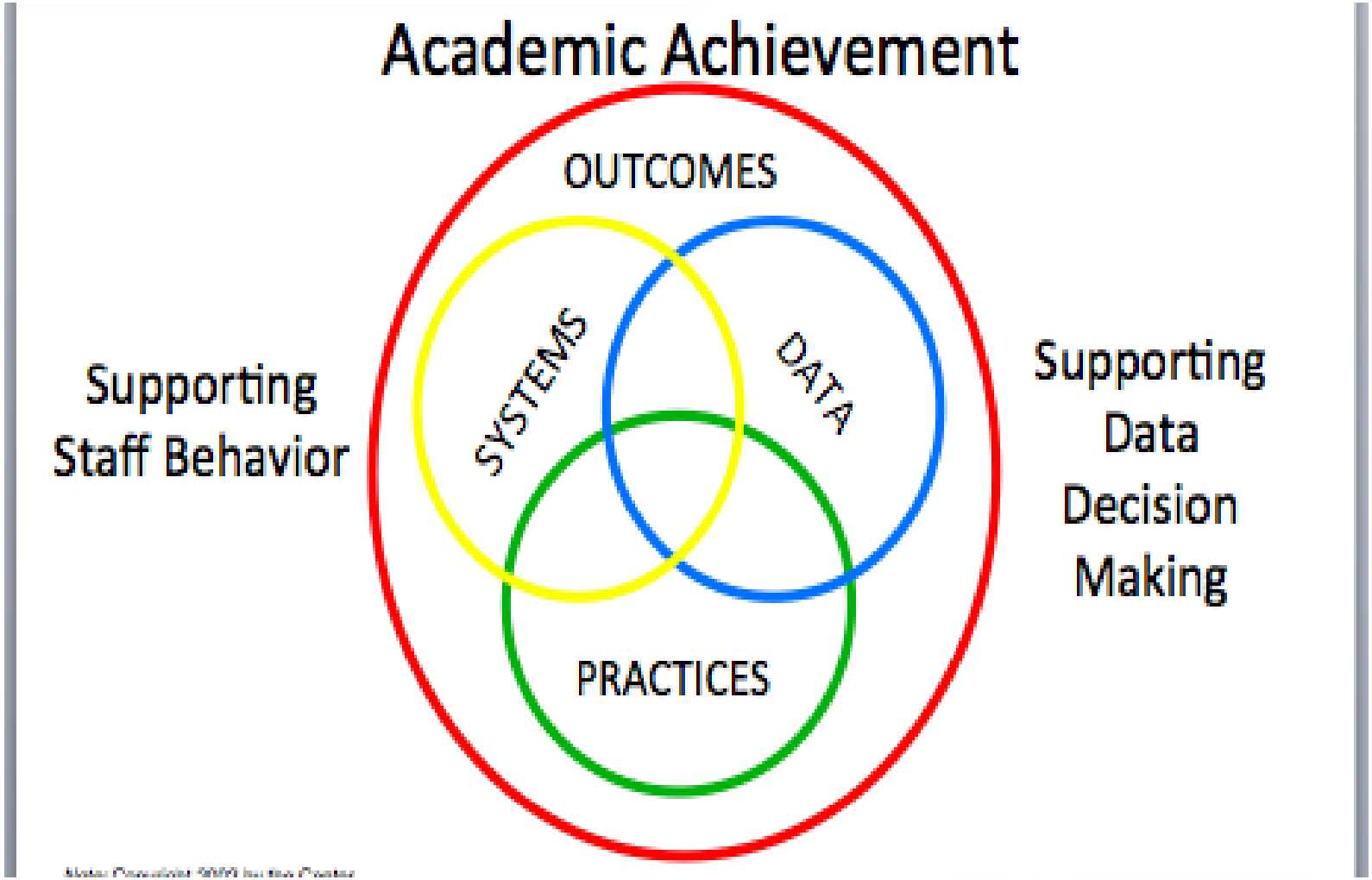
Suitcase= Transfer

Next 40 days, next 40 weeks, next 40 years?

# A-B-C

| Antecedent → | Behavior → | Consequence |
| --- | --- | --- |
| Conditions that increase the probability of a behavior occurring | Observable act that is reaction to the antecedent | Resulting outcome that occurs following a behavior |

# Social Competence
# Academic Achievement



# PIAGET

- Children are stimulated to think by confronting the ideas of their peers.
- Social life in the classroom that includes debate, conversation, and intellectual argument effects the intellectual development.
- Exchanging points of view also contributes positively to children's moral, social, affective and political development.

Math and Literacy learning helps us adapt to our environment, while making us autonomous --it also helps us conform to common concepts and understandings while encouraging autonomous thought, reasoning, and creative problem solving.

# Non-Cognitive Skills that Pay Off

## 1.ACADEMIC BEHAVIORS

- Going to Class
- Doing Homework
- Organizing Materials
- Participating
- Studying

## **2.** ACADEMIC PERSEVERANCE

- Grit,
- Tenacity
- Delayed Gratification
- Self-Discipline
- Self-Control (self regulation)

## 3. ACADEMIC MINDSETS

- I belong in this academic community.
- My ability and competence grow with my effort.
- I can succeed at this.
- This work has value for me.

## 4. LEARNING STRATEGIES

- Study Skills
- **Metacognitive Strategies**
- Self-Regulated
- Reflection
- Learning Goal-Setting

## 5. SOCIAL SKILLS

- Interpersonal Skills,
- Empathy,
- Cooperation,
- Assertion,
- Responsibility

Write these on a post it note and rate them in order of importance as you align them to academic performance character and ethical character

- 1.ACADEMIC BEHAVIORS
  - Going to School Skills
- 2. ACADEMIC PERSEVERANCE
- 3. ACADEMIC MINDSETS
  - Growth vs Fixed Mindset
- 4. LEARNING STRATEGIES
  - Study Skills, reflection, goal setting, self-regulation
- 5. SOCIAL SKILLS

# Developing a Disposition toward Mindfulness

- Sensitivity
- Ability
- Inclination

# Motivation (Inclination)

- Autonomy (develop authority in students)
- Mastery ( develop skills, concepts, confidence)
- Purpose ( develop engagement, hope)

# Three practices that promote a culture of mindfulness:

- Looking closely
- Exploring perspectives and possibilities
- Addressing ambiguity (means conditions and what “might be” instead of absolutes and what “must be”)

# Multiple Opportunities to Respond(OTR)

- Making Thinking Visible
- Eliciting perspectives
- Persevering through ambiguity

# How Big, How Far, How Much?

A man came into the ER with burns on 100% of his body. The nurse ordered up 1000 square inches of skin for grafting.

Should I be saying OH DEAR, that must be a very big man, or OH MY, that will never be enough?

GOOD EXAMPLE OF A BRAIN STUDY. IF YOU CAN READ THIS YOU HAVE A STRONG MIND.

7H15 M3554G3
53RV35 7O PR0V3
H0W 0UR M1ND5 C4N
D0 4M4Z1NG 7H1NG5!
1MPR3551V3 7H1NG5!
1N 7H3 B3G1NN1NG
17 WA5 H4RD BU7
N0W, 0N 7H15 LIN3
Y0UR M1ND 1S
R34D1NG 17
4U70M471C4LLY
W17H 0U7 3V3N
7H1NK1NG 4B0U7 17,
B3 PROUD! 0NLY
C3R741N P30PL3 C4N
R3AD 7H15.
PL3453 5H4R3 1F
U C4N R34D 7H15.

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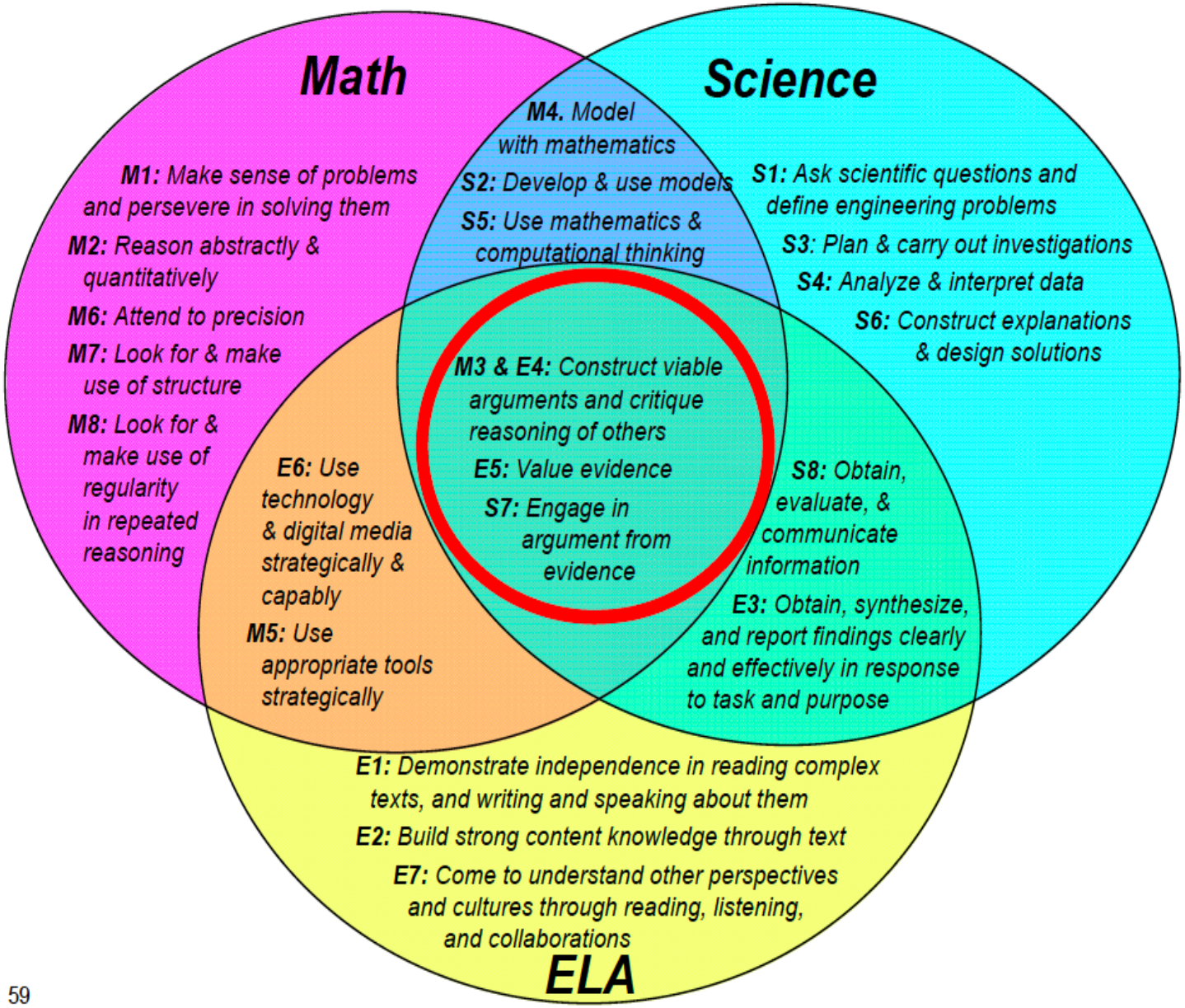
# Making Thinking Visible

## Culture Shapers

- Sending messages about learning:
- Consequence of thinking
- Both a collective endeavor and an individual process
- Incremental and evolving
- Involves continual questioning aimed at uncovering the complexity of ideas
- Active process requiring personal involvement

# Task Difficulty/ Task Interspersal/ Behavioral Momentum

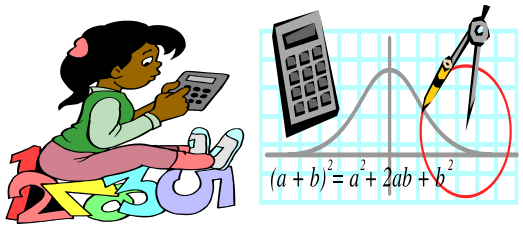
- This is good instruction
- Vary the challenge with the more simple
- Allow positive consequences of effort to build over time without interferences or negative events distracting them
- Next Generation Assessments ease up on the rigor of the content when the problem solving is the focus of the item, e.g, if there is an integration of concepts, keep the numbers simpler.


Math
Science
ELA
M1: Make sense of problems and persevere in solving them
M2: Reason abstractly & quantitatively
M6: Attend to precision
M7: Look for & make use of structure
M8: Look for & make use of regularity in repeated reasoning
M4. Model with mathematics
S2: Develop & use models
S5: Use mathematics & computational thinking
S1: Ask scientific questions and define engineering problems
S3: Plan & carry out investigations
S4: Analyze & interpret data
S6: Construct explanations & design solutions
M3 & E4: Construct viable arguments and critique reasoning of others
E5: Value evidence
S7: Engage in argument from evidence
E6: Use technology & digital media strategically & capably
M5: Use appropriate tools strategically
S8: Obtain, evaluate, & communicate information
E3: Obtain, synthesize, and report findings clearly and effectively in response to task and purpose
E1: Demonstrate independence in reading complex texts, and writing and speaking about them
E2: Build strong content knowledge through text
E7: Come to understand other perspectives and cultures through reading, listening, and collaborations

# Why we want the thinking visible

- It makes the work we do in a classroom a formative assessment because:
  - Feedback is the KEY to growth, and writing, speaking, and math performance generates specific, descriptive feedback
- Formative Feedback about importance of effort, positively impacts growth mindset
  - I belong in this learning community
  - My efforts will pay off with success
  - I can do this work
  - There is purpose in my work and my participation

# Standards for Mathematical Practice

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Seeing Structure and Generalizing

- **Anchor Standards for Speaking and Listening**

***Comprehension and Collaboration***

- CCSS.ELA-Literacy.CCRA.SL.1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
- CCSS.ELA-Literacy.CCRA.SL.2 Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
- CCSS.ELA-Literacy.CCRA.SL.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

***Presentation of Knowledge and Ideas***

- CCSS.ELA-Literacy.CCRA.SL.4 Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
- CCSS.ELA-Literacy.CCRA.SL.5 Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
- CCSS.ELA-Literacy.CCRA.SL.6 Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

# Writing Anchor Standards

**Text Types and Purposes[1]**

- CCSS.ELA-Literacy.CCRA.W.1 Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.

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**Research to Build and Present Knowledge**

- CCSS.ELA-Literacy.CCRA.W.1 Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.
- CCSS.ELA-Literacy.CCRA.W.2 Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
- **Production and Distribution of Writing**

# Reading Anchor Standards

## Key Ideas and Details

- CCSS.ELA-Literacy.CCRA.R.1 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- CCSS.ELA-Literacy.CCRA.R.2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
- CCSS.ELA-Literacy.CCRA.R.3 Analyze how and why individuals, events, or ideas develop and interact over the course of a text.

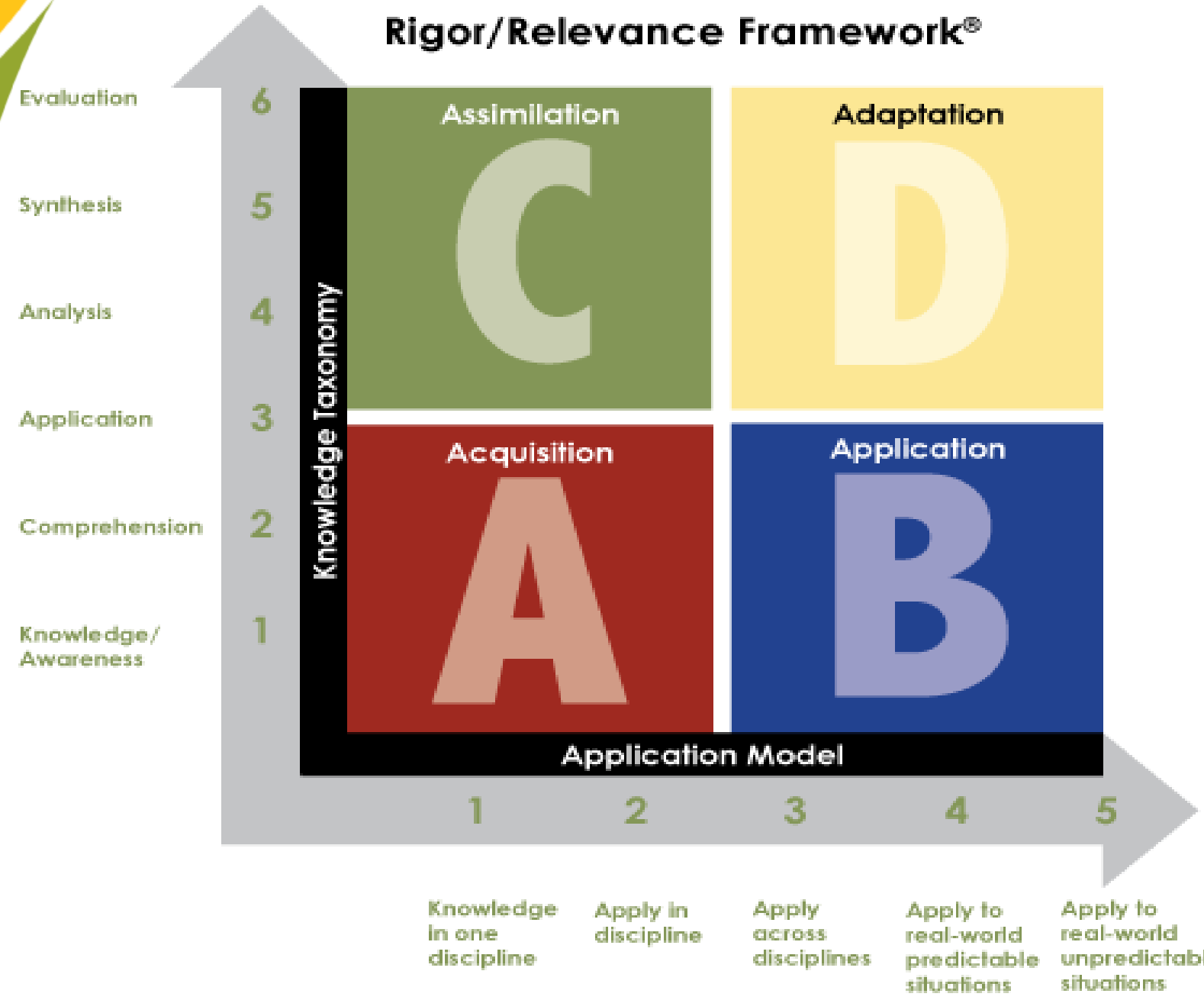
## Integration of Knowledge and Ideas

- CCSS.ELA-Literacy.CCRA.R.8 Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

# Teach Math Like You Teach Reading and Writing

- We do not simply teach phonics and feel satisfied that students can sound out words and word call sentences and paragraphs.
- We expect them to make meaning, to retell and summarize what their reading tells them.
- Further, we expect them to read between the lines for inferences, to compare and contrast, to draw conclusions from the patterns they have recognized and make predictions based on evidence from the text.

# Rigor/Relevance Framework®



# Rigor/Relevance Framework®

## Bloom's

Evaluation

Synthesis

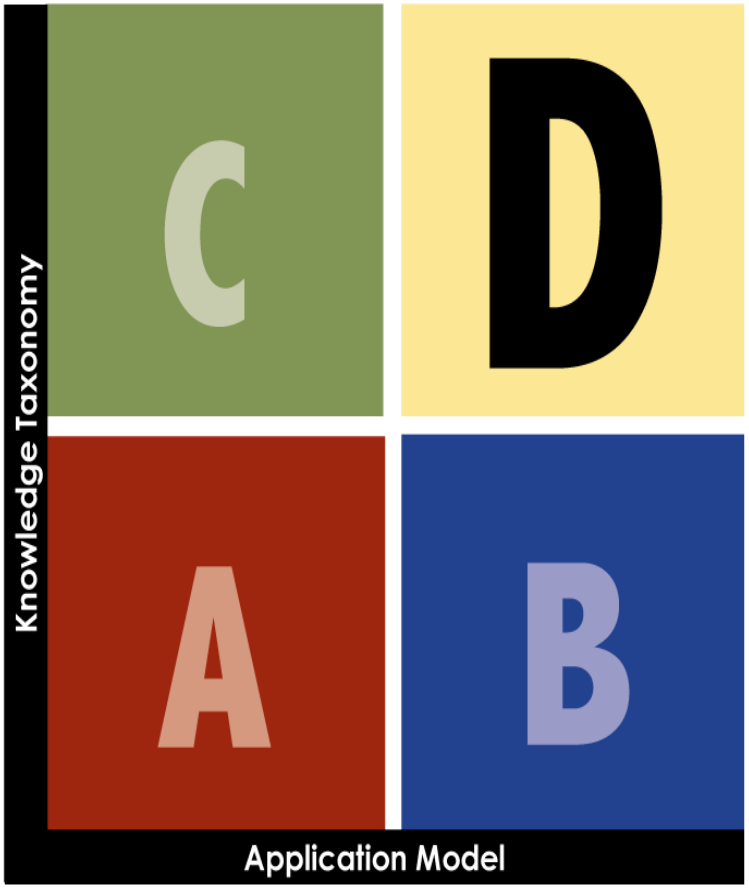
Analysis

Application

Comprehension

Knowledge

(NOUNS)




## Revised Bloom's

Creating

Evaluating

Analyzing

Applying

Understanding

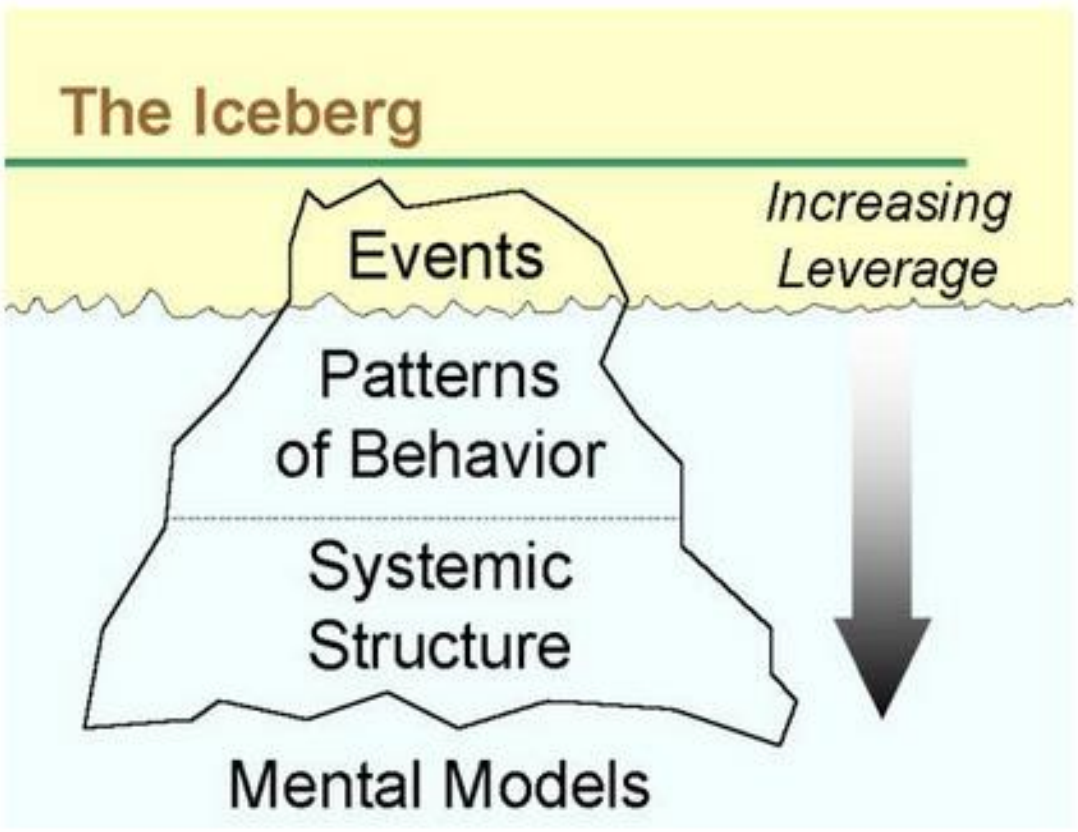
Remembering

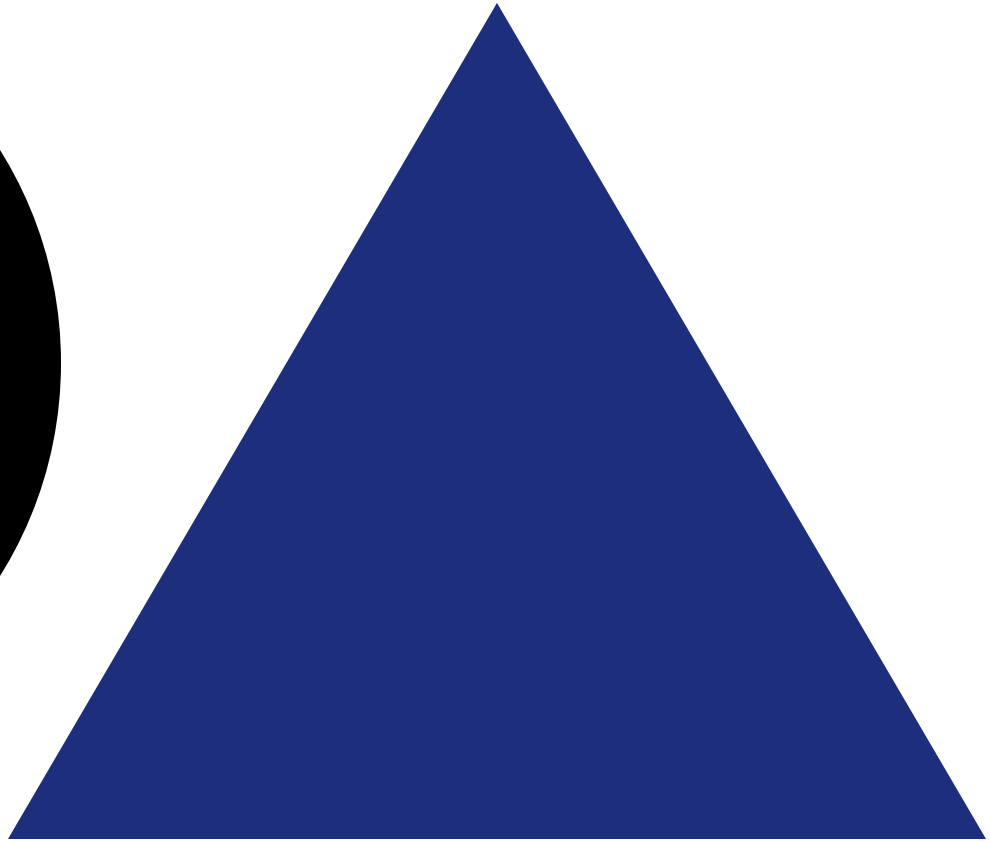
(VERBS)

# HOW DO 8 MATH PRACTICES and THE ELA ANCHOR STANDARDS SUPPORT SW-PBS?

- Work in threes/fours
- Take assigned practices and look at the description of each and discuss how the practices each support character education and vice versa.
- Create some type of visual on the chart paper that depicts the connection between the Math Standards of Math Practice and the PBIS ABCs and Essential Components.

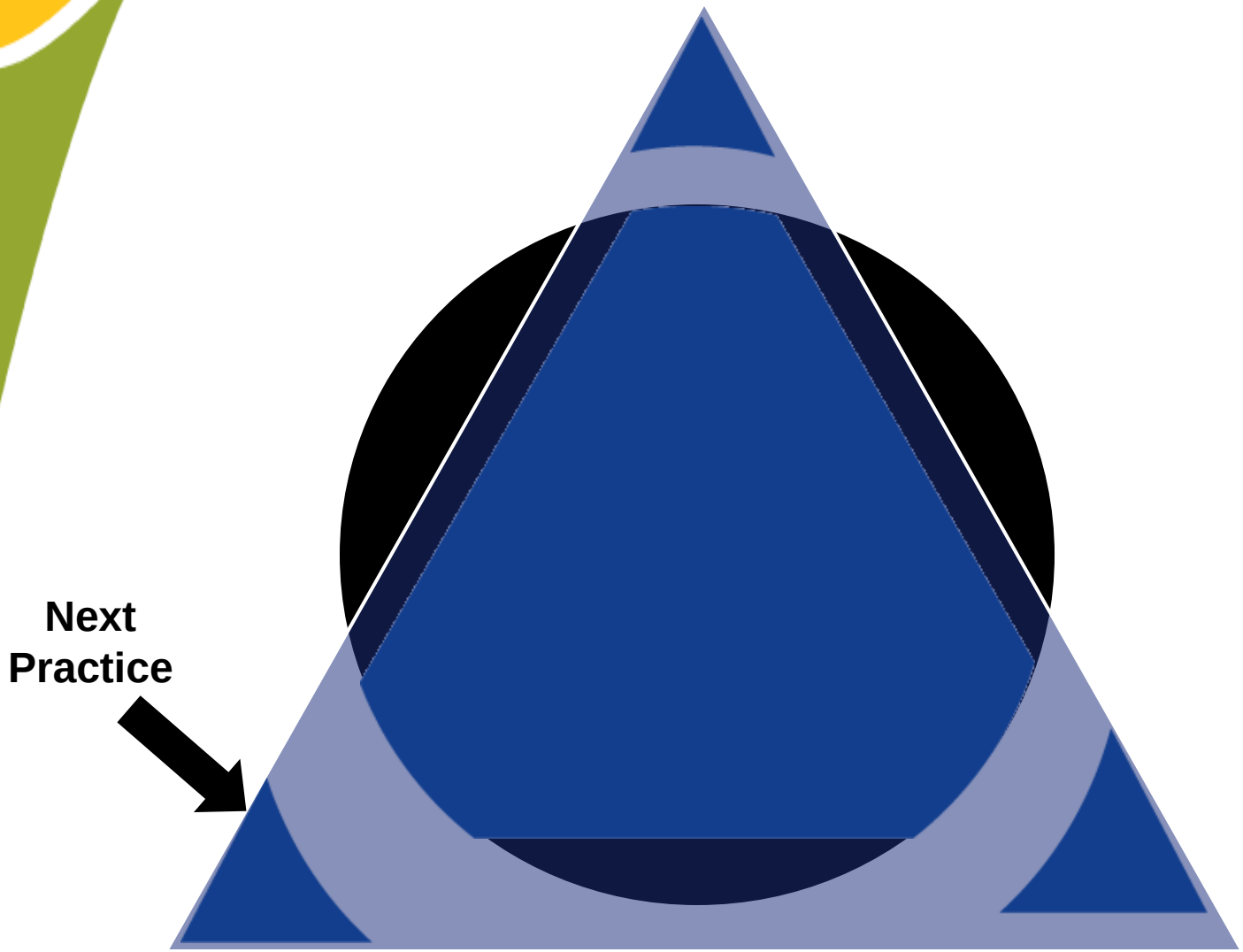
# Systems Thinking: The Iceberg



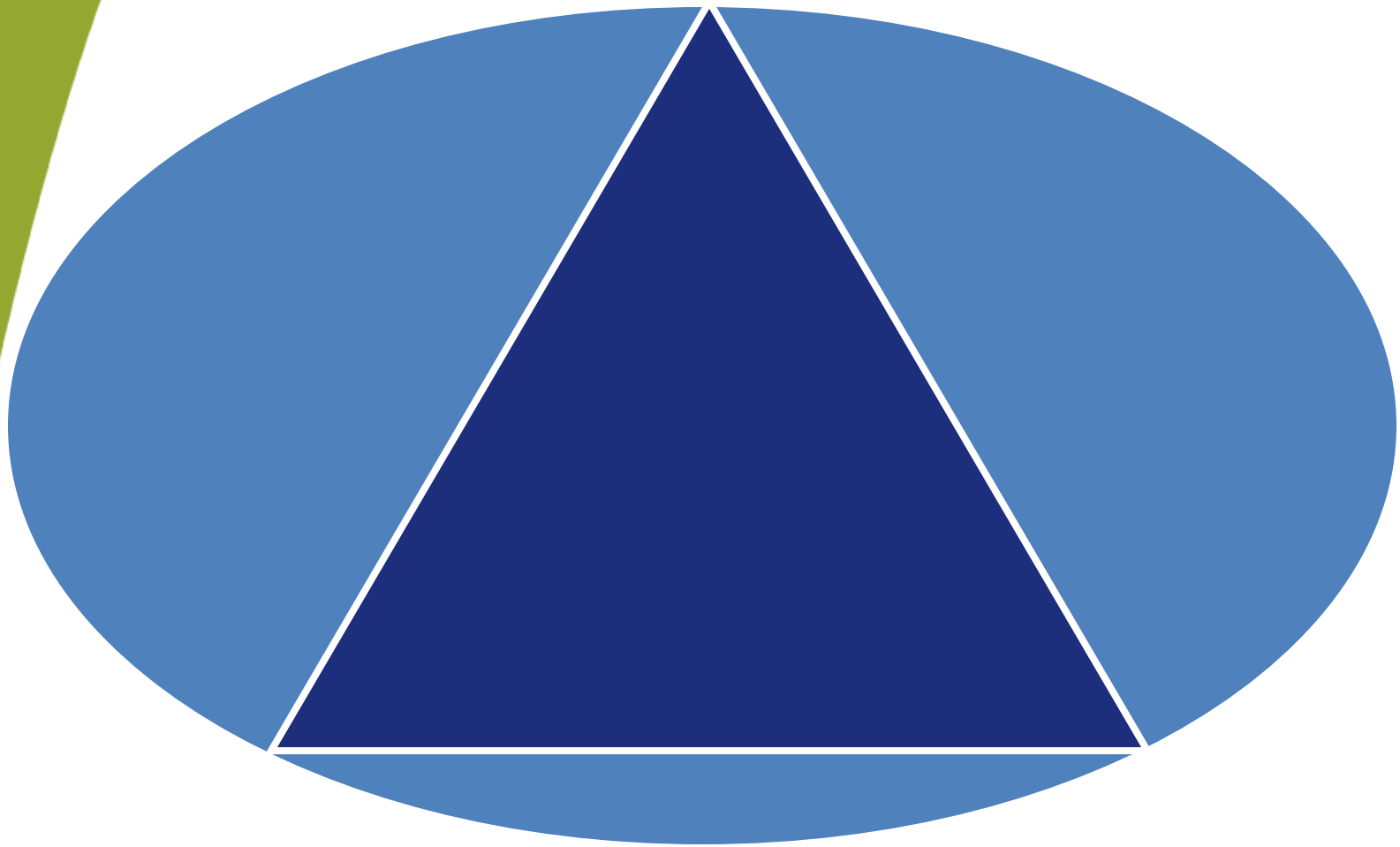


**System**

**Innovation**




# Sustaining Innovation



# Disruptive Innovation

“If you want to build a ship, don’t drum up the men to gather wood, divide the work, and give orders. Instead, teach them to yearn for the vast and endless sea.”

Antoine de Saint-Exupery