Growing the *Professional Learning* in Your Building

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

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

What are characteristics of effective professional learning? Nobori (2011) states that effective PL is *research-based, consistent and ongoing, convenient, relevant, and differentiated*. Additionally, quality professional learning should also include *training, practice, feedback and coaching or other follow-up procedures and supports* (Ismat 1996; MO DESE 2013). While face-to-face, didactic or direct training (i.e., training which includes content, rationale, demonstration, practice, and feedback) is critical for building knowledge of effective instructional practices, research indicates that transfer of skills to practice is generally low with training alone (Joyce & Showers, 2002).

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

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

“All organizations [and systems] are designed, intentionally or unwittingly, to achieve precisely the results they get.”

*R. Spencer Darling*
will benefit from each level of support,” (Simonsen et al., 2014, p. 180). The multi-tiered system of support would be informed by and provided based on data. All teachers would get universal level supports focused primarily on high quality professional learning training; some teachers would get universal PL plus limited coaching supports; and a few teachers would get all that plus intensive coaching supports.

Want to know more? Check out the new chapters on Professional Learning that have been developed for each of the Tier 1, Tier 2 and Tier 3 2016-2017 workbooks (look for them at pbismissouri.org). These chapters, along with new training resources coming in Fall 2016, will give details and guidance regarding:

+ Multi-tiered Support Framework for Teachers
+ Teacher Self-Monitoring
+ Building Level Coaching
+ Focusing Professional Learning
+ New Teacher Induction
+ The GROW Coaching Model
+ Providing Updates to Staff & Developing a Staff SW-PBS Handbook

Resources for team based professional learning on the MO SW-PBS Effective Classroom Practices are also available on our website at http://pbismissouri.org/educators/effective-class-practice. Look for new online resources coming soon!

REFERENCES


MO SW-PBS: LEADING THE WAY FOR STUDENT ENGAGEMENT

Join us for SUMMER TRAINING INSTITUTE 2016


Register at http://pbismissouri.org/summer-training-institute

Join in the dialog at #MOSWPBS16 and follow @STI_2016 for updates!

Invited Speakers include: Drs. Terry Scott, Gerald Cox, Howard Wills, Stephen Kilgus, Kelsey Morris and Heather Hatton. These speakers, along with MO SW-PBS exemplar school implementers from across the state will bring evidence-based systems, data and practices that can be used by school leadership teams and classroom teachers the very next day.
Regional Highlights

Learn how SW-PBS schools across Missouri are engaging administrators, team members, staff and students in school improvement efforts at the district, school and classroom levels to support improved social behavioral outcomes for all students.

“School improvement will depend on principals who can foster the conditions necessary for sustained educational reform in a complex rapidly changing society.”

Michael Fullen, 2009

SOUTHEAST REGION – SOUTHWEST ELEMENTARY, DEXTER R-XI SCHOOL DISTRICT

Southwest Elementary, a K-2 building, has gone through several administrative changes. Creating a safe, proactive environment for all students continues to be a top priority. One significant factor is the continual engagement of all staff and students in the SW-PBS process.

The strong Tier 1 team seeks input from all teachers. Staff members share tickets of positive recognition with each other, called “Sunshines”, for implementing SW-PBS with fidelity. Tier 2 grade level representatives serve as contacts for their grade levels. These one-on-one conversations take stress off of the nominating teacher and begin the Tier 2 process.

Students are actively engaged and are continually recognized for appropriate behavior by earning individual loops as well as group loops for the entire class. Positive Office Referrals as well as Positive Bus Referrals have shown to increase instructional time as well.

Hats off to Southwest Elementary in Dexter, Missouri!

SOUTH CENTRAL REGION – HOUSTON HIGH SCHOOL, HOUSTON

Mr. Charles Malam is the principal at Houston High School. He believes SW-PBS is good for kids, teachers, parents, administrators, communities, and all schools. He believes SW-PBS is a powerful system that has a lot of tools for educators. It is research-based and provides tools for the cooks, the janitors, the bus drivers, etc.

Charlie says, “If you want students and teachers engaged, then the administrator has to be engaged. I am their leader, and if this isn’t important enough for me to be involved, then how can I expect them to be engaged and involved.”

Houston High School’s goal for next school year is to have a student SW-PBS team. Currently, the school has invited the Student Council executives to provide input on SW-PBS. SW-PBS has been a focus and is visible at all school events.

South Central’s SW-PBS consultants appreciate the hard work and dedication of Houston High School!

SPECIAL SCHOOL DISTRICT – THE STORY OF FUNCTIONAL-ASSESSMENT BASED INTERVENTIONS IN ST. LOUIS COUNTY

MO SW-PBS and Special School District (SSD) have been long time collaborators in providing training and technical assistance to schools throughout Missouri. SSD serves schools in the St. Louis county area and provide their own in-house training. This article describes the Tier 3 support system they developed.

St. Louis County is celebrating a year of continued implementation in a systematic process for functional assessment-based interventions (FABI) as an individualized support for students with intensive needs. Since 2009, 79 schools across the county have been trained in this team-based process. Buildings are using a continuous improvement process to build systems to support implementation, and student success stories are growing with each year. Through the use of function-based behavior intervention plans, teacher behaviors are changing and student engagement is increasing during instruction, leading to positive academic, behavioral, and social outcomes. Furthermore, students who are transferring between schools and districts are finding smoother transitions and continued plan implementation due to a consistent, systematic process. Congratulations to these teams, schools, and districts who have worked so hard to support students.
Regional Highlights

CENTRAL REGION – THE IMPACT OF ADMINISTRATIVE LEADERSHIP

If you want to see the effects of administrative leadership on implementation and sustainability, you would only need to attend a Tier 2, Year 1 training in the Central Region.

The training group consists of eight schools: Clinton Intermediate, Heber Hunt Elementary, Henry Elementary, Horace Mann Elementary, Leeton Elementary, Parkview Elementary, Skyline Elementary, and Washington Elementary. Principals, along with the SW-PBS coaches and teams, attend all the trainings. To illustrate the power of team work and administrative leadership we will share data from Heber Hunt Elementary, Sedalia 200 (Principal, Brendan Eisenmenger) which has 38% of the student population new to the school this year.

This longitudinal data illustrates the positive outcomes for the adults and students when all stakeholders implement the plans for Universal Level supports for all students. Heber Hunt Elementary and the other schools in the Tier 2 training group look forward to continued improvements in outcomes as they begin to pilot and then fully implement additional targeted interventions in the coming year.

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<thead>
<tr>
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</thead>
<tbody>
<tr>
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<td>1,081</td>
<td>742</td>
<td>235 (January 31)</td>
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<tr>
<td>Discipline Referrals</td>
<td></td>
<td></td>
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<tr>
<td>Student Average</td>
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<td>95.2 %</td>
<td>96%</td>
</tr>
<tr>
<td>Daily Attendance</td>
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<tr>
<td>Staff Attendance</td>
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<tr>
<td>(Absences)</td>
<td>739</td>
<td>478</td>
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SOUTHWEST REGION – STUDENT AMBASSADORS TEACH THE WOLF WAY AT REEDS SPRING PRIMARY, REEDS SPRING SCHOOL DISTRICT

A Student Ambassador Program was designed to introduce new students to The Wolf Way at Reeds Spring Primary (PreK-1). Each child that moves in (after mid-September) is matched with a Classroom Ambassador. Every Friday morning all new students and their appointed Ambassador meet for training. Initial training includes a welcome, a bus training video and a tour of the school. New students learn the matrix behaviors and practice The Wolf Way throughout the building. Using a score card, the ambassador will note each time the new student demonstrates the appropriate behavior in various settings. Once completed, both children receive Wolf Way certificates at the weekly PBIS assembly and the new student is welcomed as a member of Reeds Spring Primary School.

New students learn The Wolf Way and connect to their new school family. These students have not received the intense training that is given during the first weeks of school, so this program allows new students every opportunity to succeed and practice school expectations. It also gives them the opportunity to connect with a Student Ambassador from their classroom who will encourage appropriate behavior.

ONE SYSTEM

The goal at Kirkwood School District is to create ONE SYSTEM that incorporates all staff and students in tiers of intervention where labels are minimized or eliminated; decisions are based on data; and mobility toward Tier 1 is the goal. One step involves the organization, efficient collection, and presentation of data utilized in the data teams. Data must consider the WHOLE CHILD and the interplay between academics, social, emotional, and behavior. Patterns across multiple data points result in asking smarter questions and allowing the team to see trends beyond an individual student level so they can support their teams and teachers as much as their students to create an effective, organic system responsive to student needs.
MO SW-PBS has developed a recognition program to acknowledge and celebrate the work schools have done to create safe and predictable learning environments. Schools that earn recognition are model sites for Preparation and Emerging schools to visit.

### GOLD

<table>
<thead>
<tr>
<th>School</th>
<th>Location</th>
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<tbody>
<tr>
<td>Bayless Elementary</td>
<td>Hazelwood Brown Elementary</td>
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<tr>
<td>Bolivar Primary</td>
<td>Hazelwood Early Childhood</td>
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<tr>
<td>Carl Junction R-I</td>
<td>Education Hana Elementary</td>
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<td>Carl Junction Primary K-I</td>
<td>Keven Elementary</td>
</tr>
<tr>
<td>Hillsboro R-III</td>
<td>Hillsboro Primary</td>
</tr>
<tr>
<td>Joplin R-VIII</td>
<td>Beacon Alternative</td>
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<tr>
<td>Kirkville R-III</td>
<td>Kirkville Early Childhood</td>
</tr>
<tr>
<td>Kirkwood R-VII</td>
<td>Learning Center</td>
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<tr>
<td>Lebanon R-III</td>
<td>Kirkville Primary</td>
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<tr>
<td>Marceline R-V</td>
<td>Ray Miller Elementary</td>
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<tr>
<td>Mehlville R-IX</td>
<td>Westchester Elementary</td>
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<td>Mexico 59</td>
<td>Lebanon High School</td>
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<tr>
<td>Milan C-2</td>
<td>Walt Disney Elementary</td>
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<td>Moberly</td>
<td>John Cary Early Childhood</td>
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<td>Nixa R-II</td>
<td>North Kansas City 74</td>
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<td>North St. Francois Co. R-I</td>
<td>Eastgate Middle</td>
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<tr>
<td>Ozark R-VI</td>
<td>North Elementary</td>
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<tr>
<td>Reeds Spring R-IV</td>
<td>North Elementary</td>
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<td>Ritenour</td>
<td>Reeds Spring Intermediate</td>
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<td>Ritenour Middle School</td>
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<td>Bayless Senior High School</td>
<td>Carnard Elementary</td>
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<td>Branson R-IV</td>
<td>North Park Elementary</td>
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<td>North Elementary</td>
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<tr>
<td>Dent Phelps R-III</td>
<td>South Elementary</td>
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<tr>
<td>El Dorado Springs R-II</td>
<td>Jefferson City</td>
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<tr>
<td>Excelsior Springs 40</td>
<td>Immaculate Conception</td>
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<tr>
<td>Ferguson Florissant R-II</td>
<td>Joint Base Elementary</td>
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<td>Fox C-6</td>
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<td>Central Elementary</td>
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<td>Mehlville R-IX</td>
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<td>Confluence-Aspire Academy</td>
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| NORTH ST. FRANCOIS CO. R-I | North County Intermediate School  
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North St. Francois Co. R-I  
South Elementary  
Upper Elementary  
Park Hill  
Union Chapel Elementary  
Pleasant Hope R-VI  
Pleasant Hope Elementary  
Poplar Bluff R-I  
Lake Road Elementary  
Raytown C2  
Eastwood Hills Elementary  
Fleetridge Elementary  
Little Blue Elementary  
New Trails Early Learning Center  
Raytown Success Academy  
Alternative  
Southwood Elementary  
Westridge Elementary  
Ritenour  
Buder Elementary  
Wyland Elementary  
Salem R-80  
William Lynch Elementary  
School of the Osage R-II  
Upper Elementary  
Sedalia 200  
Sedalia Middle  
Sikeston R-6  
Sikeston Junior High School  
Southern Boone Co. R-I  
Southern Boone Primary  
St. Joseph  
Oak Grove Elementary  
Pickett Elementary  
St. Louis City  
Bryan Hill  
Hamilton Elementary  
Strafford R-VI  
Strafford High  
United Services for Children  
United Services for Children  
Washington  
Clearview Elementary  
Wentzville R-IV  
Green Tree Elementary  
Heritage Primary  
Prairie View Elementary  
West St. Francois Co. R-IV  
West County Elementary  
Westran R-I  
Westran High School  
Westran Middle School  
Winfield R-IV  
Winfield High School  | MISSOURI SW-PBS  
Spring 2016  
6  
North St. Francois Co. R-I  
North County Intermediate School  
Parkside Elementary  
Ozark R-VI  
South Elementary  
Upper Elementary  
Park Hill  
Union Chapel Elementary  
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Plephas County Elementary  
Pierce City R-VI  
Central Elementary  
Pleasant Hope R-VI  
Pleasant Hope Elementary  
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Prairie View Elementary  
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West County Elementary  
Westran R-I  
Westran High School  
Westran Middle School  
Winfield R-IV  
Winfield High School  |
MO SW-PBS RECOGNITION: WHY FIDELITY MATTERS

Recognition of MO SW-PBS implementation has been designed to be a process that occurs all year long, rather than an event that is hastily undertaken in late March and early April. The MO SW-PBS Recognition Award criteria for fidelity at Bronze (Tier 1), Silver (Tiers 1 & 2) and Gold (Tiers 1, 2 & 3) levels are unapologetically rigorous. They are grounded in evidence-based research for best practice at each tier of support. They depend upon multiple points of data including external observation (Schoolwide Evaluation Tool or SET), implementation team perception (Tiered Fidelity Inventory or TFI), whole staff perceptions (Self-Assessment Survey or SAS), student outcome data, and artifacts that illustrate the ongoing fidelity of implementation.

While demonstrating initial fidelity with SETs is a good early indicator, demonstrating and sustaining fidelity through the SAS is considered more challenging (Mercer, McIntosh & Hoselton, 2016). To achieve and sustain high fidelity marks on the SAS, school teams have to strategically conduct significant professional learning and communication that is ongoing each year. For schools who desire to sustain recognition of their implementation of this multi-tiered behavioral support work, the MO SW-PBS State Team will continue to support the year-long reflective process. The process culminates in a celebration of the strategic work done and the improved outcomes for students (and staff), while also looking ahead to continuous regeneration and implementation in the upcoming year. MO SW-PBS encourages all schools to submit a Recognition Award application annually because, in the words of Dean Fixsen, “Fidelity has an expiration date. It’s only as good as what you’ve done lately,” (2016).


Missouri RPDCs

1 Southeast - Cape Girardeau
2 Hook Center - Columbia
3 Kansas City
4 Northeast - Kirksville
5 Northwest - Maryville
6 South Central - Rolla
7 Southwest - Springfield
8 St. Louis
9 Central - Warrensburg

Contact Your Local RPDC

Office of Special Education
Effective Practices
205 Jefferson St.
P.O. Box 480
Jefferson City, MO 65102-0480
573-751-0187

Center for SW-PBS
College of Education
University of Missouri
Townsend Hall
Columbia, MO 65211
573-882-3742

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