SW-PBS Leadership Series: Supporting Effective Classroom Practices Through Administrative Walkthroughs
5D

Dr. Katie Andreasen

Attendees will:

★ Learn how to utilize walkthroughs to monitor Tier 1 expectations
★ Understand how to examine the data to support discussion on the Eight Effective Classroom Practices

Algin

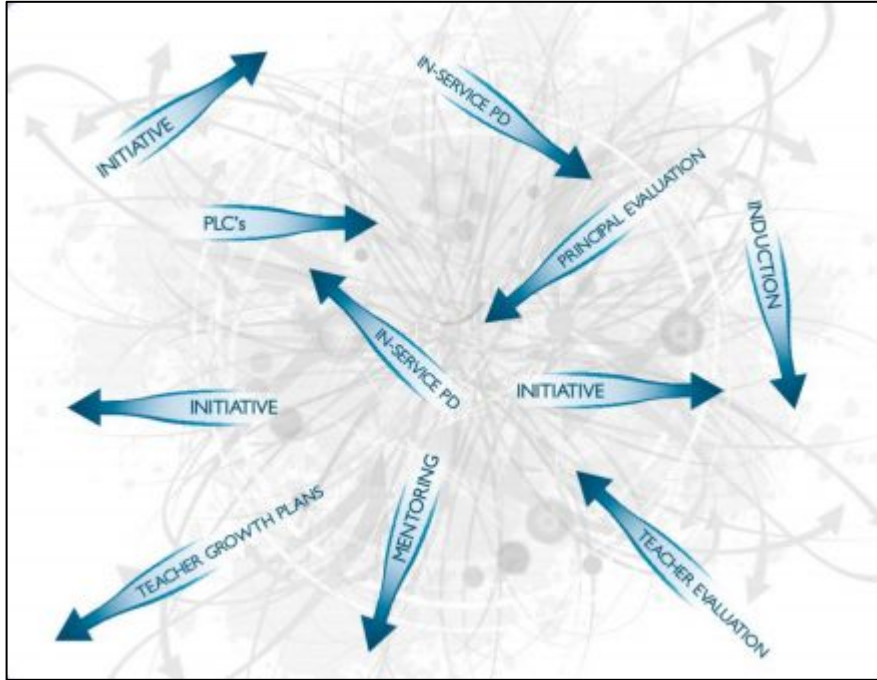**L**ook Fors

Professional Development

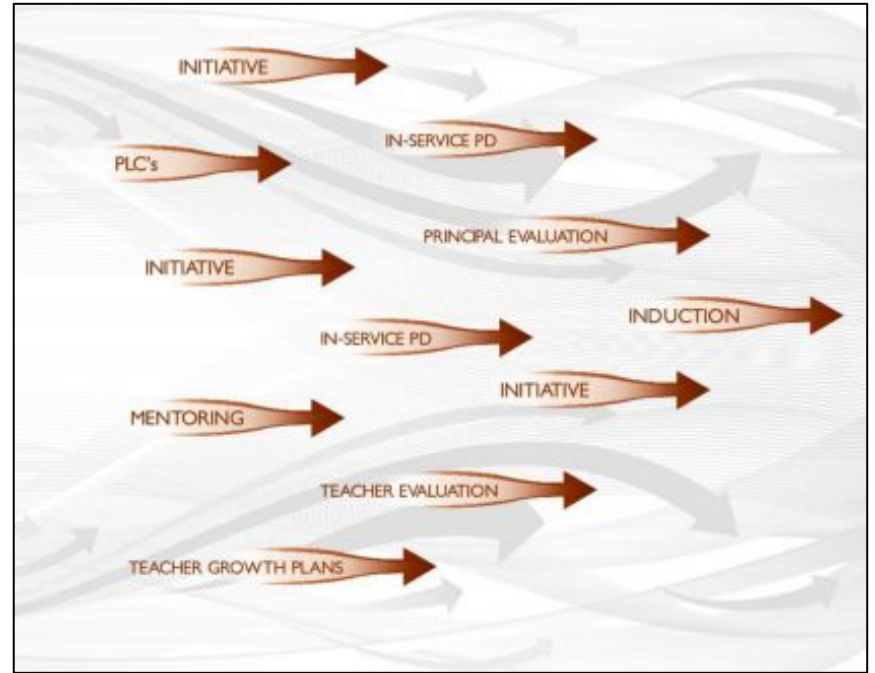**S**upport (**S**uccess)

<u>A</u>lgin

MISALIGNED SYSTEM
No Common Language or Model of Instruction

ALIGNED SYSTEM Common Language or
Model of Instruction

Effective Classroom Practices
Instructional and Engaged Time

Increase Instructional Time

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

Increase Engaged Time

making connections
MO-SW-PBS, MULTI-TIERED SUPPORT SYSTEMS
AND STUDENT SUCCESS

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, measureable, 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

Missouri Schoolwide Positive Behavior Support

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

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
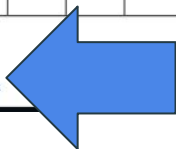University of Missouri

What if our district doesn't use the state model?

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

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: QI 1, QI 2 Standard 3: QI 3
2. Tracking Student Progress OTR	Standard 2: QI 2 Standard 7: QI 1, QI 2, QI 3, QI 6
3. Celebrating Success	Standard 7: QI 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: QI 1, QI 2, QI 3
5. Organizing the Physical Layout of the Classroom OTR CRE EEB AS ASC TD	Standard 5: QI 1, QI 2, QI 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: QI 1, QI 3 Standard 2: QI 1, QI 3, QI 4 Standard 3: QI 1, QI 3
7. Organizing Students to Interact with New Knowledge OTR CRE CPR EEB DIB AS ASC TD	Standard 1: QI 1, QI 2 Standard 2: QI 1, QI 3, QI 4 Standard 3: QI 2
8. Previewing New Content EEB DIB AS ASC TD CRE CPR	Standard 1: QI 1, QI 2 Standard 2: QI 1, QI 3, QI 4
9. Chunking Content into "Digestible Bites" OTR CRE CPR EEB DIB AS ASC TD	Standard 1: QI 1, QI 2, QI 3 Standard 2: QI 1, QI 3, QI 4 Standard 3: QI 2
10. Processing of New Information OTR CRE CPR EEB DIB AS ASC TD	Standard 1: QI 1, QI 2, QI 3 Standard 2: QI 1, QI 3, QI 4 Standard 3: QI 2
11. Elaborating on New Information OTR CRE CPR EEB DIB AS ASC TD	Standard 1: QI 1 Standard 2: QI 1, QI 3, QI 4 Standard 3: QI 2
12. Recording and Representing Knowledge OTR CRE CPR EEB DIB AS ASC TD	Standard 1: QI 1 Standard 2: QI 1, QI 3, QI 4, QI 5 Standard 3: QI 2
13. Reflecting on Learning OTR CRE CPR EEB DIB AS ASC TD	Standard 1: QI 1, QI 2, QI 3

	Standard 2: QI 1, QI 3, QI 4, QI 5 Standard 3: QI 2, QI 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: QI 1, QI 2 Standard 2: QI 1, QI 3, QI 4, QI 5 Standard 4: QI 1
15. Organizing Students to Practice and Deepen Knowledge CRE CPR EEB DIB AS ASC TD	Standard 1: QI 1, QI 2, QI 3 Standard 2: QI 1, QI 3, QI 4, QI 5 Standard 4: QI 1
16. Using Homework	Standard 1: QI 2 Standard 4: QI 1, QI 3
17. Examining Similarities and Differences CRE CPR EEB DIB AS ASC TD	Standard 1: QI 2 Standard 2: QI 1, QI 3, QI 4, QI 5 Standard 3: QI 3
18. Examining Errors in Reasoning CRE CPR EEB DIB AS ASC TD	Standard 1: QI 2 Standard 2: QI 1, QI 3, QI 4, QI 5
19. Practicing Skills, Strategies, and Processes OTR CRE CPR EEB DIB AS ASC TD	Standard 1: QI 1, QI 2, QI 3 Standard 2: QI 1, QI 3, QI 4, QI 5 Standard 3: QI 2, QI 3 Standard 4: QI 1, QI 3
20. Revising Knowledge	Standard 1: QI 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: QI 2, QI 3 Standard 3: QI 2, QI 3 Standard 4: QI 1, QI 3
22. Engaging Students in Cognitively Complex Tasks Involving Hypothesis Generation and Testing OTR	Standard 1: QI 2, QI 3 Standard 3: QI 2, QI 3 Standard 4: QI 1
23. Providing Resources and Guidance	Standard 1: QI 1, QI 2, QI 3 Standard 4: QI 1, QI 2 Standard 6: QI 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: QI 1, QI 2, QI 4 Standard 2: QI 1, QI 4 Standard 4: QI 3 Standard 5: QI 1, QI 2
25. Using Academic Games	Standard 1: QI 1, QI 3 Standard 4: QI 3
26. Managing Response Rates OTR CRE CPR EEB DIB AS ASC TD	Standard 1: QI 1, QI 2 Standard 3: QI 3

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

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

CJ

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 Procedure/Routine Does the teacher precorrect procedures/routines?			X		
Precorrect: Reminder of Classroom Expectations? Are Precorrects used to set students up for success in being respectful, responsible, and safe?				X	
Class begins Promptly				X	
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	
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	
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	
Provide Choices (where, when, how work is done, materials used)					X
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	
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		
Activity/Task Sequence Clearly Stated and Demonstrated Does the teacher sequence work for success? (short/long problems, easy/difficult problems)			X		
Positive Specific Feedback for Behavior Does the teacher give students feedback that is positive and specific on their behavior(s)?				X	
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		
A **Continuum of Corrective Feedback** is Clearly Defined and Utilized Does the teacher use the Guiding Hand when dealing with problem behaviors (minors)?					X
Respectful Redirect/Error Correction • **Prompt** (identify error) • **Reteach** (skill, rule, routine, procedure, done privately) • **Reinforce** (recognize with praise/ticket when done correct)					X

Comments:

1

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

NEE

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 Procedure/Routine Does the teacher precorrect procedures/routines?					
Precorrect: Reminder of Classroom Expectations? 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)					
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)					
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?					
Activity/Task Sequence Clearly Stated and Demonstrated Does the teacher sequence work for success? (short/long problems, easy/difficult problems)					
Positive Specific Feedback for Behavior Does the teacher give students feedback that is positive and specific on their behavior(s)?					
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?					
A **Continuum of Corrective Feedback** is Clearly Defined and Utilized Does the teacher use the Guiding Hand when dealing with problem behaviors (minors)?					
Respectful Redirect/Error Correction • **Prompt** (identify error) • **Reteach** (skill, rule, routine, procedure, done privately) • **Reinforce** (recognize with praise/ticket when done correct)					

This seems like it might be complicated… where do I start?

- ★ Learn about the 8 Effective Classroom Practices
- ★ Make sure your staff is educated on the 8 Effective Classroom Practices
- ★ Take a look at your rubrics that go with your Teacher Evaluation System
- ★ Take both of them and put them side by side and find the correlation
    - ○ Recommendation: Do this with a teacher- you will gain a lot of insight!
- ★ Work with your Tier 1 team to schedule non-evaluative walkthrough observations
    - ○ You can start with the Modified Classroom Walkthrough after alignment
    - ○ You can just choose one Effective Classroom Practice to look for
    - ○ Follow up with all stakeholders to provide and receive feedback
- ★ Once you feel comfortable present a plan to the staff- you have to show them the correlation and let them know the value of the plan
- ★ Get busy!

Where are you in the alignment journey?

Green: We're nailing it!

Yellow: We're on our way!

Red: This is something we need to look at!

Look Fors

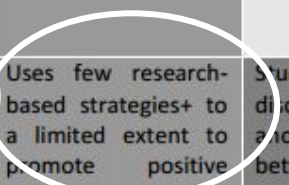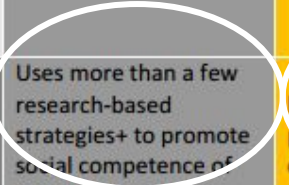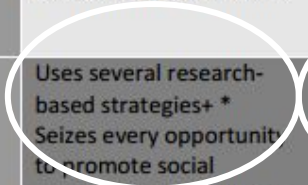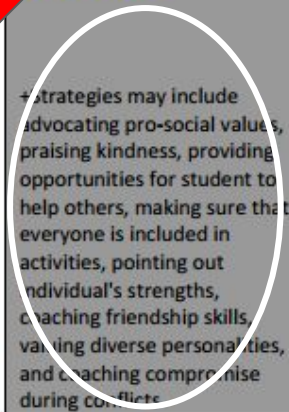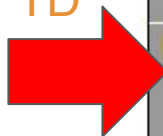**Standard 5: Creates a Positive Classroom Learning Environment**

5.3)   Indicator 5.3: Uses strategies that promote social competence in the classroom, school, and community and between students

CRE
CPR
EEB
DIB
AS
ASC
TD

Observation Statement	7	5	3	1	0
	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 +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	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

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
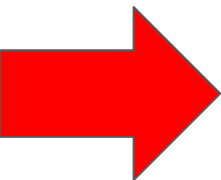- ❑ Teacher provides guidance on one or more cognitive skills appropriate for the lesson

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)

OTR
CRE
CPR
EEB
DIB
AS
ASC
TD

DEVELOPING – Organizes students into appropriate groups to facilitate the processing of new content, but the majority of students are either not monitored for or not displaying the desired effect of the strategy.

Some examples of typical, correct use of the strategy include:
- • The teacher decides group size and membership based on the processing activity and student needs.
- • The teacher incorporates rules and procedures for student interaction for the express purpose of processing new content.
- • The teacher defines and assigns student roles within the groups.
- • The teacher asks students to complete a processing activity in their assigned group roles.
- • The teacher includes guidance and emphasis on one or more conative skill during group work, along with a cognitive focus for the activity.
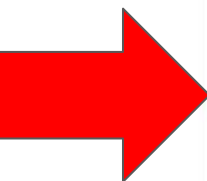
Standard 5: **Positive Classroom Environment**

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
5E1) The emerging teacher...	5D1) The developing teacher also...	5P1) The proficient teacher also...	5S1) The distinguished teacher also...
Demonstrates basic classroom management techniques and addresses misbehavior to avoid the disruption of instruction.	Uses effective classroom management techniques including addressing misbehavior promptly and effectively with the least disruption of instruction.	Adapts and develops classroom management techniques that address all student misbehavior ensuring little or no disruption of instruction.	Shares with others effective classroom management techniques that reduce the likelihood of misbehavior ensuring little or no disruptions to instruction.

Professional Frames			

Evidence of Commitment
  Classroom artifacts (posted rules and protocols) support effective techniques
	Evidence of Commitment
	  Artifacts include strategies for addressing misbehavior
		Evidence of Commitment
		  Posted management techniques address a wide variety of possible misbehaviors
			Evidence of Commitment
			  Artifacts for classroom management are shared with colleagues

Evidence of Practice
  Engages in techniques to manage behavior in the classroom
	Evidence of Practice
	  Techniques address misbehavior promptly and positively allowing instruction to continue
		Evidence of Practice
		  Demonstrates adaptations to techniques to address unique student misbehaviors
			Evidence of Practice
			  Serves as a resource to other colleagues on effective classroom management

Evidence of Impact
  Student misbehavior is addressed
	Evidence of Impact
	  Student misbehavior is addressed promptly and positively allowing instruction to continue
		Evidence of Impact
		  Unique misbehaviors are addressed promptly and positively allowing student learning to continue
			Evidence of Impact
			  Colleagues improve their use of classroom management techniques

Score =	0	1	2	3	4	5	6	7

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.

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
Teacher provides: Verbal Questions, Prompts, Cues	*Student Responses:* Written, Choral Verbal, Motor	*Teacher Provides:* Specific, Positive Feedback
Teacher says, "When I give the signal everyone answer this question: What is 5 times 6?" Teacher waits a few seconds and gives signal.	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 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:			

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 2:2, 3:1, 3:2, 5:1, 5:2, 8:1

<u>**Standard 5:**</u> **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: <u>**Classroom Management Techniques**</u>

Emerging	Developing	Proficient	Distinguished
5E1) The emerging teacher… Demonstrates basic classroom management techniques and addresses misbehavior to avoid the disruption of instruction.	5D1) The developing teacher also… Uses effective classroom management techniques including addressing misbehavior promptly and effectively with the least disruption of instruction.	5P1) The proficient teacher also… Adapts and develops classroom management techniques that address all student misbehavior ensuring little or no disruption of instruction.	5S1) The distinguished teacher also… Shares with others effective classroom management techniques that reduce the likelihood of misbehavior ensuring little or no disruptions to instruction.
Professional Frames			
Evidence of Commitment *Classroom artifacts (posted rules and protocols) support effective techniques* *Evidence of Practice* *Engages in techniques to manage behavior in the classroom* *Evidence of Impact* *Student misbehavior is addressed*	*Evidence of Commitment* *Artifacts include strategies for addressing misbehavior* *Evidence of Practice* *Techniques address misbehavior promptly and positively allowing instruction to continue* *Evidence of Impact* *Student misbehavior is addressed promptly and positively allowing instruction to continue*	*Evidence of Commitment* *Posted management techniques address a wide variety of possible misbehaviors* *Evidence of Practice* *Demonstrates adaptations to techniques to address unique student misbehaviors* *Evidence of Impact* *Unique misbehaviors are addressed promptly and positively allowing student learning to continue*	*Evidence of Commitment* *Artifacts for classroom management are shared with colleagues* *Evidence of Practice* *Serves as a resource to other colleagues on effective classroom management* *Evidence of Impact* *Colleagues improve their use of classroom management techniques*

Score =	0	1	2	3	4	5	6	7

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.
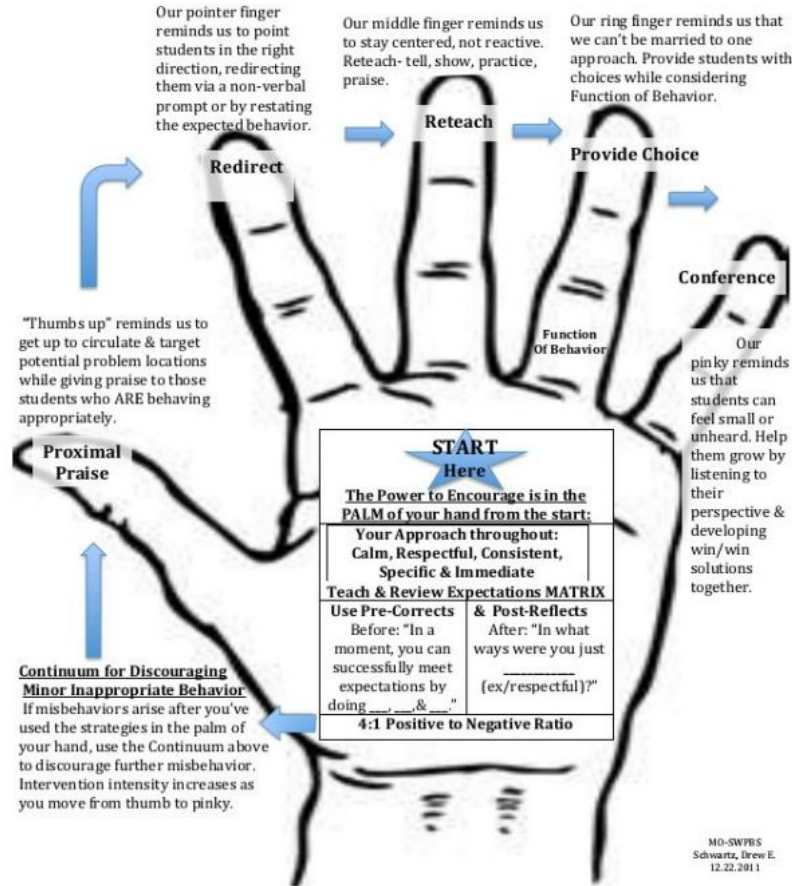- Refocus the class if needed.

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.			

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

Guiding Hand

For Encouraging Appropriate and Discouraging Inappropriate Behavior

Our pointer finger reminds us to point students in the right direction, redirecting them via a non-verbal prompt or by restating the expected behavior.

Redirect

Our middle finger reminds us to stay centered, not reactive. Reteach- tell, show, practice, praise.

Reteach

Our ring finger reminds us that we can't be married to one approach. Provide students with choices while considering Function of Behavior.

Provide Choice

Conference

Function Of Behavior

Our pinky reminds us that students can feel small or unheard. Help them grow by listening to their perspective & developing win/win solutions together.

"Thumbs up" reminds us to get up to circulate & target potential problem locations while giving praise to those students who ARE behaving appropriately.

Proximal Praise

START Here

The Power to Encourage is in the PALM of your hand from the start:

Your Approach throughout: Calm, Respectful, Consistent, Specific & Immediate

Teach & Review Expectations MATRIX

Use Pre-Corrects	& Post-Reflects
Before: "In a moment, you can successfully meet expectations by doing ___, ___,& ___."	After: "In what ways were you just _____ (ex/respectful)?"

4:1 Positive to Negative Ratio

Continuum for Discouraging Minor Inappropriate Behavior
If misbehaviors arise after you've used the strategies in the palm of your hand, use the Continuum above to discourage further misbehavior. Intervention intensity increases as you move from thumb to pinky.

...It's Your Turn

With SW-PBS in mind, what is already there that works in your Look Fors? What could you add to the Look Fors that is specific to your building/district?

Professional Development

Other Tools To Help Determine PD Needs

★ Teacher Self-Assessment Survey for 8 Effective Classroom Practices

★ School Assessment Survey (SAS)

★ SW- PBS Artifact Checklist

★ SW-PBS Walk Through or Brief Observation

★ Tier 1 Team Observations

★ Tier 1 Action Plan

Teacher Self-Assessment Survey

8.1 MO SW-PBS Teacher Self-Assessment of the Effective Classroom Practices

Short Teacher Self-Assessment to assess implementation fidelity of the Effective Classroom Practices.

http://pbismissouri.org/tier-1-effective-classroom-practices/

Effective Classroom	Staff Expectations to Support Student Behavior
1. Classroom Expectations	☐ I have attended **Classroom Expectations** in-service. ☐ I have created and posted classroom rules aligned with schoolwide expectations. ☐ I have filed a copy of my classroom rules in the office. ☐ 80% of my students can tell the classroom expectations and rules.
2. Classroom Procedures and Routines	☐ I have attended **Classroom Procedures and Routines** in-service. ☐ I have created, posted, taught and given students frequent specific performance feedback on classroom procedures and routines. ☐ Students can verbalize and regularly demonstrate the classroom procedures and routines.
3. Encourage Expected Behavior – Provide Specific Positive Feedback	☐ I have attended **Classroom Strategies to Encourage Expected Behavior** in-service. ☐ I use a variety of strategies to give specific positive feedback (free and frequent, intermittent, and long term). ☐ What is my method for providing specific positive feedback at a ratio of 4: 1? _____ ☐ Can my students tell how they receive acknowledgement for appropriate behavior? _____
4. Discouraging Inappropriate Behavior	☐ I have attended **Discouraging Inappropriate Behavior** in-service. ☐ I demonstrate calm, consistent, brief, immediate, and respectful error corrections using professional teaching tone and demeanor. ☐ I use a variety classroom response strategies (prompt, redirect, re- teach, provide choice, and conference with students).

Effective Classroom	Staff Expectations to Support Student Behavior
5. Active Supervision	☐ I have designed the classroom floor plan to allow for ease of movement for **Active Supervision**. ☐ I continually monitor all areas of the room by scanning, moving, and interacting frequently and strategically. ☐ When designing a lesson, I consider student groupings, location, and activity level. ☐ I provide positive contact, positive, and corrective feedback while moving around the room.
6. Opportunities to Respond	☐ I use a variety of strategies to increase student **Opportunities to Respond** (examples: turn and talk, guided notes, response cards). ☐ What strategy do I use to track students being called on? _____ ☐ I regularly use wait-time to increase student opportunity for metacognition. ☐ I regularly plan instructional questions and response methods
7. Activity Sequence and Choice	☐ I **Sequence** tasks by intermingling easy/brief tasks among longer or more difficult tasks. ☐ When designing a lesson I consider the pace, sequence, and level of task difficulty to promote each student's success. ☐ I consider a variety of elements when offering students **Choice** (order, materials, partner, location, type of task). ☐ I develop and use a menu of options to promote student choice (examples: work stations, demonstration of knowledge).
8. Task Difficulty	☐ How do I make certain independent work contains 70-85% known elements (instructional level)? _____ ☐ How do I make certain reading tasks are 93-97% known elements (independent)? _____ ☐ I use a variety of strategies to adjust **Task Difficulty**. ☐ I scaffold tasks by modeling, providing guided practice, and chunking multi-step directions and activities.

8.1

SW-PBS Effective Classroom Practices Checklist (Classroom 8)

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

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

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

SW-PBS Effective Classroom Practices Checklist (Classroom 8)

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

Classroom Expectations

- ◯ Yes
- ◯ Partial
- ◯ No

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

Classroom Expectations

- ◯ Yes
- ◯ Partial
- ◯ No

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

Classroom Expectations

- ◯ Yes
- ◯ Partial
- ◯ No

We turned it into a Google Form!

Walk Through or Brief Observation

Procedures/ Routines to Teach and Reinforce Expectations

1 = somewhat 2 = moderate 3 = extensive	1	2	3	N/A	Majority of Students Follow Routine/
Posted Classroom Schedule is Followed					
Procedures/ Routines Directly Observed:					
• Entering • Exiting • Lining up • Whole group • Small group • Instructor Used Attention Signal • Transitions					
Physical Space Facilitates Ease of Movement and Traffic Flow					
Materials Organized and Accessible					
Students were participating in the assigned task or activity					

Note: Words in **bold** are defined in *"**Key Term Descriptors**"*

Comments:
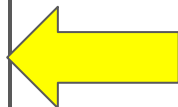
8.3

Artifacts and/or Materials

School: _____ Teacher Observed: _____

Observer: _____

Date: _____/_____/_____ Time In: _____ Time Out: _____

Rules Provide Clear Meaning of Expectations in Classroom

	Yes	No	N/A
Align with Schoolwide **Expectations** (i.e. Be Safe, Be Respectful, Be Responsible)			
Rules are observable, measurable, and positively stated			
Prominently Posted in Classroom/Instructional Space			
5 or Fewer for each Schoolwide **Expectation**			
Lessons to teach Classroom Rules have been developed (Elementary, 6th and 9th grade orientation/academy) OR			
Classroom Rules Review plan developed (upper elementary, middle and high school levels)			
Teaching or Review Schedule of Classroom **Rules** Lessons is developed			

Procedures/ Routines to Teach and Reinforce Expectations

	Yes	No	N/A
Align with **Rules**			
Prominently Posted in Appropriate Classroom Area(s)			
Stated in **Observable, Measurable, Positively Stated** Language			
Classroom Schedule Posted			

Note: Words in **bold** *are defined in "**Key Term Descriptors**"*

Comments:

8.4

Tier 1 Team Observations

Walk Through or Brief Observation

Strategies to Enhance Academic and/or Social/Behavior Instruction

Strategy Used 1 = somewhat 2 = moderate 3 = extensive	1	2	3	N/A	Majority of Students Responded
Precorrect: Reminder of Classroom Procedure/Routine					
Precorrect: Reminder of Classroom Rule					
Class begins Promptly					
Students Actively Engaged / Minimal Down Time					
Classroom **Procedures/Routines/Rules** Actively Taught					
Active Supervision (move, scan, interact)					
Positive, Specific Feedback					
Respectful Redirect / Error Correction • **Prompt** (identify error) • **Reteach** (skill, rule, routine, procedure) • **Reinforce** (state when error corrected)					
Provide Choices (where, when, how work is done)					
Multiple **Opportunities to Respond** (i.e. group choral response, students volunteer, written)					
Task Difficulty aligns with Student(s) Ability					
Activity/Task Sequence Clearly Stated and Demonstrated					
Positive Feedback (Adult Attention) Ratio 4:1					
A Continuum of Corrective Feedback is Clearly Defined and Utilized					

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 Procedure/Routine Does the teacher precorrect procedures/routines?					
Precorrect: Reminder of Classroom Expectations? Are Precorrects used to set students up for success in being respectful, responsible, and safe?					
Class begins Promptly					
Students **Actively Engaged** / Minimal Down... Do students have multiple opportunities to... engaged in the lesson? Are transition... lost in instruction?					
Classroom **Procedures/Routines/Rul...** Does the teacher redirect/reteach... procedures/routines when they are n... evident that procedures and routines...					
Active Supervision (move, scan, in... Does the teacher move throughout the room... struction? 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)					

We made it more specific!

SAS Summary

School: Lewis Elementary School

Date: 4/11/19

Use the SAS Tally page and the SAS Summary Graph to develop an accurate summary & determine initial focus area priorities

For each system area, follow the steps as outlined below	Overall Perception			
	School-wide	Non-classroom	Classroom	Individual Student
1. Use *SAS Summary Graph* to rate overall perspective of PBIS implementation & circle High, Med. or Low	High Med Low	High Med Low	High Med Low	High Med Low
2. Using *SAS Tally Pages*, list three major strengths	A. Expected student behavior are rewarded regularly B. Expected behaviors and routines taught directly C. Data on problem behaviors patterns are collected and summarized as an ongoing system	A. Schoolwide expected student behaviors are taught in non-classroom setting B. Schoolwide expected student behaviors are applied in classroom settings C. Rewards exist for meeting expected behaviors D. All staff are involved directly or indirectly in management of non classroom settings	A. Expected student behaviors and routines in classrooms are stated positively and defined clearly B. Expected student behavior and routines are taught directly C. Classroom-based options exist to allow classroom instruction to continue when problem behavior occurs	a. b. c.
3. Using the SAS Tally pages, list three major areas in need of development. 4. For each system, circle one priority area for focusing development activities	A. Consequences for problem behaviors are defined clearly B. Using data for active decision making on a regular basis C. Distinctions between office vs. classroom managed problem behaviors are clear	A. Modifying building patterns to limit unsupervised settings, unclear traffic patterns, and inappropriate access to and exit from school grounds B. Scheduling of student movement ensures appropriate numbers of students in non classroom spaces C. Staff receives regular opportunities for developing	A. Students experience high rates of academic success B. Expected student behaviors are acknowledged regularly (positively reinforced)(4:1) C. Problem behaviors receive consistent consequences	Targeted group or Individual interventions a. b. c.

Utilize the Action Plan

Missouri Schoolwide Positive Behavior Support Team Action Plan — Last Revised: 11/17/14

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

ECP1.3 Teacher Tool – Classroom Expectations and Rules

Teacher Tool for Classroom Expectations and Rules that includes a summary of the practice, research, implementation examples, and a self-assessment.

Teacher Tool

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.

Guidelines for Developing Classroom Rules

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   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

MO SW-PBS
Missouri School-Wide Positive Behavior Support

Home   About   Tier 1   Tier 2   Tier 3   Topics   SI   Profile

Improving outcomes for all students.

Positive, proactive, preventative behavior supports.

Tier 1 Workbook & Resources

Listed below is a comprehensive list of MO SW-PBS Tier 1 Resources. Download a full copy of the MO SW-PBS Tier 1 Team Workbook.

TIER 1 WORKBOOK

[+] **1. Common Philosophy & 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 Practices**

[+] **9. Professional Learning**

[+] **10. Tier 1 References and Resources**

9. Professional Learning

Professional Learning is critical to implementation of SW-PBS with fidelity. The following resources will assist teams to build capacity among staff to use effective practices.

Tool	Description
9.0 MO SW-PBS Tier 1 Workbook: Ch 9: Professional Learning	This chapter provides guidance for teams to facilitate professional learning among staff.
9.1 Checklist for High Quality Professional Development (HQPD) Training	Evidence based guide for providing high quality professional development.
9.2 Multi-Tiered Support Framework for Teachers	Guide for providing a continuum of support for professional learning, based on need.
9.3 GROW Model Steps and Questions	Simple model for providing coaching to support professional learning.
9.4 GROW School-Based Implementation Fidelity Checklist	Checklist to assist teams in implementing the GROW coaching model.
9.5 Tier 1 Positive Behavior Support Staff Handbook Organizer	Template to assist teams in developing and organizing a staff handbook

Supporting and Responding to Behavior

Evidence-Based Classroom Strategies for Teachers

https://www.pbis.org/common/cms/files/pbisresources/Supporting%20and%20Responding%20to%20Behavior.pdf

pbis.org

<u>A</u>lgin + <u>P</u>rofessional Development

Make sure that you don't forget your alignment piece when you are working on PD- what other academic ventures can you tie to this PD?

Support (Success)

How can we best support the brain explosion?

★ Maintain a Strong Alignment

★ Marathon Not a Sprint

★ Meaningful PD with Follow Up

★ More Observations (Formal & Informal)

★ Motivate

★ Maintain (Sustain)

WHERE ARE YOU NOW?

Think about this question. What ranks high and what ranks low? Looking ahead, what will your plan be?

Looking Ahead Ideas:

- 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?
- After thinking about the four questions above, what will your first step be in moving forward?

CONTACT ME

Dr. Katie Andreasen

Excelsior Springs School District

Current: Lewis Assistant Principal/ ECC Director

July 1st: ECC Principal

Email: kandreasen@ga.essd40.com

Cell Phone: (816)826-8062