

Using Self-Assessments and Practice Profiles to Evaluate the Implementation of Effective Teaching and Learning Practices





Session Outcomes

- ① Become familiar with the MO SW-PBS Effective Teaching and Learning Practices self-assessments and practice profiles.
- ② Discover how self-assessments can help teachers set goals, determine professional development priorities and conduct walk-throughs
- ③ Learn how to use practice profiles to guide observations and provide feedback




About Me

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Effective Teaching and Learning Practices

- Clarifying Expectations and Rules
- Clarifying Procedures and Routines
- Encouraging Expected Behavior
- Discouraging Unexpected Behavior
- Using Active Supervision
- Providing Opportunities to Respond
- Task Sequencing and Offering Choice
- Adjusting Task Difficulty



Self Assessment

Expectations and Rules: Self-Assessment

PRACTICE: Classroom rules/expectations are aligned with school-wide expectations, posted, and referred to regularly.

The language of the classroom expectations reflects the language of the schoolwide expectations.

- | | | |
|--|-----|----|
| • Classroom expectation matrix headings are consistent with schoolwide expectation matrix headings reflecting 3-5 expectations (e.g. Be Respectful, Be Responsible, Be Safe) | Yes | No |
| • There is evidence of connection across grade level or content area, and clear communication with other adults to support consistent use of common language. | Yes | No |

Rules are specific criteria for achieving expectations.

- | | | |
|--|-----|----|
| • Classroom matrix includes rules with specific descriptions of how students can meet the expectations. | Yes | No |
| • Evidence of connection across grade-level or content area, and communication to other adults to support consistent use of language (interventionists, volunteers, etc.). | Yes | No |

Rules meet these 5 guidelines (OMP UA): Observable, Measureable, Positively Stated, Understandable, Always Applicable.

- | | | |
|--|-----|----|
| • All rules on classroom matrix are consistent with the OMP UA guidelines. | Yes | No |
| • Language is appropriate for context and culture of the classroom. | Yes | No |

Expectations and Rules are taught, modeled, and practiced; feedback is regularly given.

- | | | |
|---|-----|----|
| • Lesson plans include schedule for teaching behavioral expectations with modeling and practice, including a process for responding to classroom data for reteaching. | Yes | No |
| • Positive and corrective feedback are used to support student success, with higher rates of positive than corrective feedback. | Yes | No |

- One for each of the 8 Effective Teaching and Learning Practices
- Are the essential functions of the practice currently in use in the classroom?



Practice Profile

Missouri SW-PBS ETLP Practice Profile				
PRACTICE: Classroom rules/expectations are aligned with school-wide expectations, posted, and referred to regularly.				
Expectations & Rules				
Essential Functions	Exemplary/ Ideal Implementation	Proficient	Close to Proficient	Far from Proficient
			<i>(Skill is emerging, but not yet to ideal proficiency. Coaching is recommended.)</i>	<i>(Follow-up professional development and coaching is critical.)</i>
1 The language of the classroom expectations reflects the language of the schoolwide expectations.	<ul style="list-style-type: none">Classroom expectation matrix headings are consistent with schoolwide expectation matrix headings reflecting 3-5 expectations (e.g., Be Respectful, Be Responsible, Be Safe)There is evidence of connection across grade level or content area, and clear communication with other adults to support consistent use of common language.	<ul style="list-style-type: none">Classroom expectation matrix headings are consistent with schoolwide expectation matrix headings reflecting 3-5 expectations (e.g., Be Respectful, Be Responsible, Be Safe)	<ul style="list-style-type: none">Classroom expectations are disconnected from or contradictory to schoolwide expectations.	<ul style="list-style-type: none">No evidence of established classroom expectations.
2 Rules are specific criteria for achieving expectations.	<ul style="list-style-type: none">Classroom matrix includes rules with specific descriptions of how students can meet the expectations.Evidence of connection across grade-level or content area, and communication to other adults to support consistent use of language (interventionists, volunteers, etc.).	<ul style="list-style-type: none">Classroom matrix includes rules with specific descriptions of how students can meet the expectations.	<ul style="list-style-type: none">Rules are present but vague, resulting in unclear criteria for success.	<ul style="list-style-type: none">No evidence of established classroom rules.

- One for each of the 8 Effective Teaching and Learning Practices
- What is the quality of implementation of the practice in the classroom?

Saying you're doing something isn't
the same as actually doing something.

Implementation matters.

~ Steve Goodman, MIBLSI



“



Teachers Identify Priorities

Items in place
and performed
at Exemplary
or Proficient
Levels

Items not in
place and/or
not rated
Proficient, but
**data indicate
high priority**

Items not in
place and not
rated Proficient,
but data
indicate lower
priority

- Expectations & Rules
- Procedures & Routines
- Encouraging Expected Behavior
- Discouraging Unexpected Behavior

Creating the Environment for Learning

Setting Objectives
and Providing
Feedback

Reinforcing Effort
and Providing
Recognition

Cooperative Learning

- Active Supervision

- Providing Opportunities to Respond
- Activity Sequencing & Choice
- Adjusting Task Difficulty

Helping Students Develop Understanding

Cues, Questions, and
Advance Organizers
Nonlinguistic Representations
Summarizing and Note Taking
Assigning Homework
and Providing Practice

Helping Students Extend and Apply Knowledge

Identifying Similarities
and Differences
Generating and Testing
Hypotheses



Teachers Set Goals

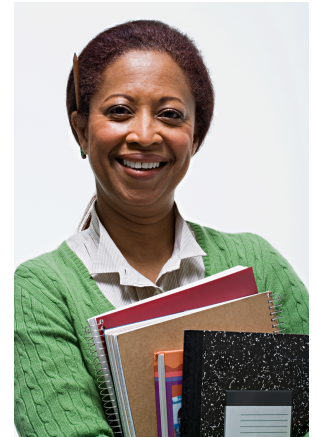
- Use Practice Profile
- Choose One Essential Feature
- Make a realistic goal with action steps
- Determine what data to progress monitor
- What evidence will demonstrate meeting the goal?





Supporting the use of **Evidence-Based Practices**

- High Quality Professional Development
- Opportunities to Practice
- Walkthroughs and Feedback





Professional Development



What to provide?

- Use the Self Assessment to gather input from the staff
- Use data to narrow the focus
- Provide training and resources based on identified needs



Opportunities to Practice



Building Fluency

- Start SMALL!
 - 20 minutes
- Self Monitor
- Get Feedback
 - From Students
 - From Peers
 - From Coaching
- Track Data



Walkthroughs & Feedback



Regular Observations

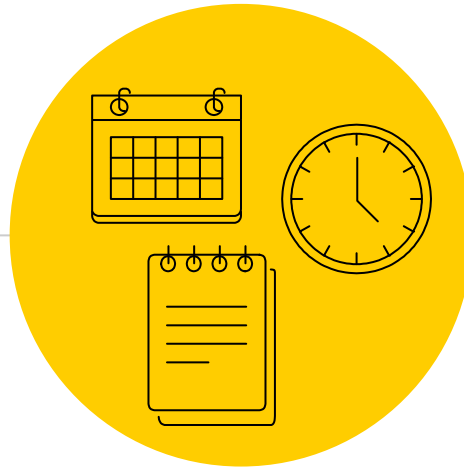
- Coach or Admin Walkthrough
 - Use the Practice Profile
- Share Goals
- Provide Clear Feedback
 - Positive Specific Feedback
 - Actual Data
- Follow-Up with Opportunities to Meet and Discuss



Evaluation of Implementation

Evaluate: *verb.* to determine the quality of; to assess

Implement: *verb.* to perform or carry out; to put into effect by means
of a plan or procedure



On-Going Monitoring

System for regular walkthroughs and feedback to provide data and determine who may need additional support.



Make Evaluation of Implementation a Priority

These 8 Effective Teaching and Learning Practices have been shown to increase instructional time and improve student engagement.

Teacher Use > Student Outcomes

Regular Observations

Missouri SW-PBS ETL Practice Profile

PRACTICE: Teachers provide students with multiple Opportunities to Respond (OTR).

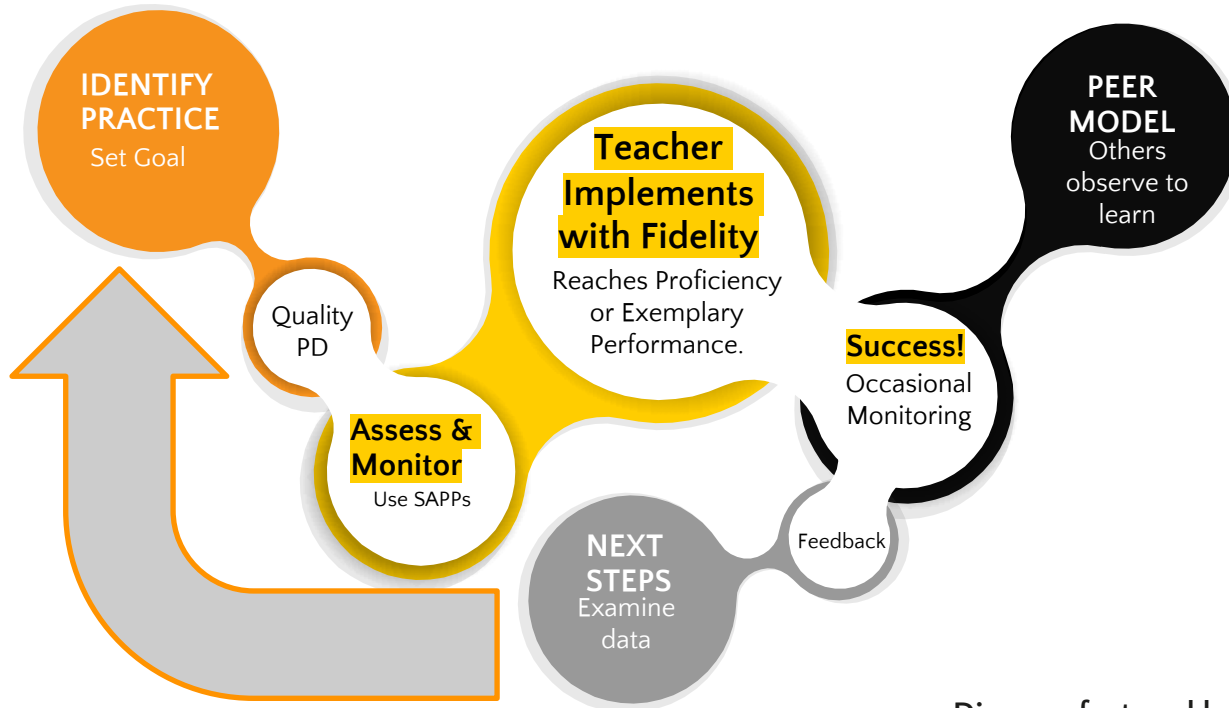
Opportunities to Respond

Essential Functions	Exemplary/ Ideal Implementation	Proficient	Close to Proficient	Far from Proficient
			<i>(Skill is emerging, but not yet at ideal proficiency; coaching is recommended.)</i>	<i>(Follow-up professional development and coaching is critical.)</i>
1 Students are provided varied and creative opportunities to respond verbally during instruction.	<ul style="list-style-type: none"> During whole group and small group instruction, students are provided multiple opportunities to respond verbally to instruction, such as individual questioning, choral responding, Think-Pair-Share, and others. The teacher provides an average of 3 opportunities to respond per minute (combined verbal and non-verbal). 	<ul style="list-style-type: none"> During whole group and small group instruction, students are provided opportunities to respond verbally to instruction, such as individual questioning, choral response Think-Pair-Share or others. The teacher provides at least 1 opportunity to respond per minute (combined verbal and non-verbal). 	<ul style="list-style-type: none"> At least daily, students are provided opportunities to respond verbally to instruction, such as individual questioning, choral response Think-Pair-Share or others. The rate of opportunities to respond is lower than 1 per minute. 	<ul style="list-style-type: none"> There is no evidence of plans for or use of verbal opportunities to respond in the classroom.
2 Students are provided varied and creative opportunities to respond non-verbally to instruction.	<ul style="list-style-type: none"> During whole group and small group instruction, students are provided multiple opportunities to respond non-verbally to instruction, such as physical response (e.g. thumbs up/down), using white boards, response cards, guided notes, Student Response Systems (e.g. clickers, iPads, smart phones, etc.), or computer aided instruction. The teacher provides an average of 3 opportunities to respond per minute (combined verbal and non-verbal). 	<ul style="list-style-type: none"> During whole group and small group instruction, students are provided opportunities to respond non-verbally to instruction, such as physical response (e.g. thumbs up/down), using white boards, response cards, guided notes, Student Response Systems (e.g. clickers, iPads, smart phones, etc.), or computer aided instruction. The teacher provides at least 1 opportunity to respond per minute (combined verbal and non-verbal). 	<ul style="list-style-type: none"> At least daily, students are provided opportunities to respond non-verbally to instruction, such as physical response (e.g. thumbs up/down), using white boards, response cards, guided notes, Student Response Systems (e.g. clickers, iPads, smart phones, etc.), or computer aided instruction. The rate of opportunities to respond is lower than 1 per minute. 	<ul style="list-style-type: none"> There is no evidence of plans for or use of non-verbal opportunities to respond in the classroom.

During my 10 minutes in the classroom, I noticed you used choral responding, thumbs up or down, and had students taking notes. The students were attending to the instruction. To increase verbal response opportunities, consider posing a question and allowing partners to discuss and share out.



Engage in continuous improvement and support





<http://pbissmissouri.org>

Access Self
Assessments and
Practice Profiles on the
MO SW-PBS website





Thanks!

Any **questions** ?

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