

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

Dr. Katie Andreasen





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Look Fors



Professional Development

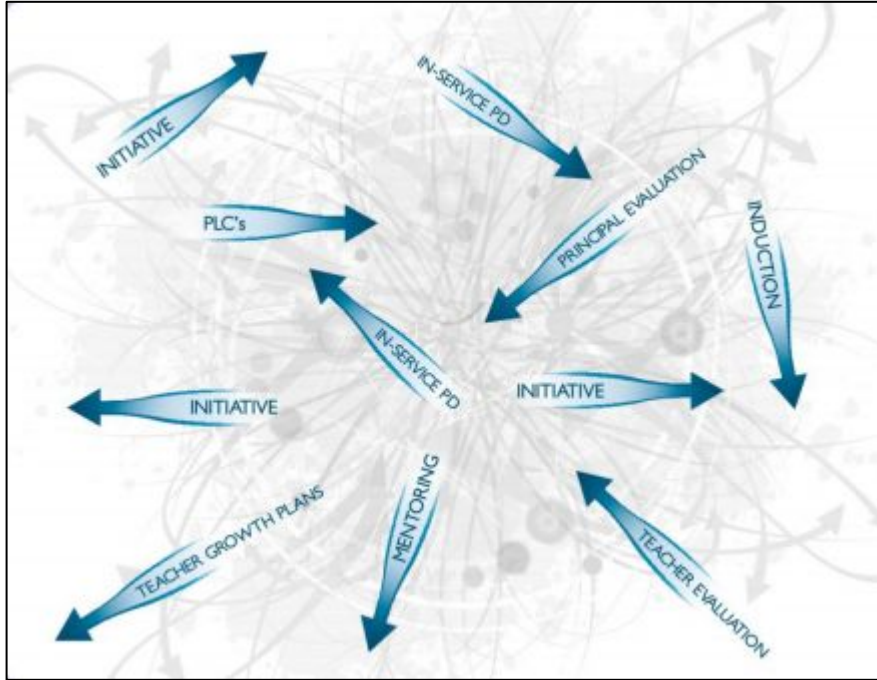


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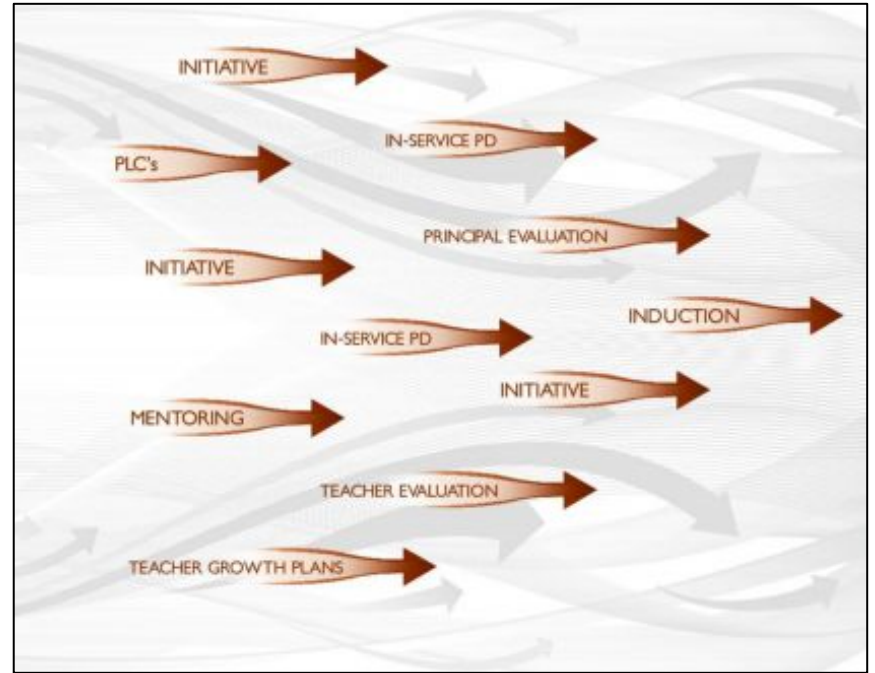


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MISALIGNED SYSTEM
No Common Language or Model of Instruction



ALIGNED SYSTEM Common Language or
Model of Instruction

Effective Classroom Practices

Instructional and Engaged 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



MO SW-PBS TEACHER TOOL CLASSROOM EXPECTATIONS AND RULES

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

RESEARCH STATES:

- ▶ A dependable system of rules and procedures provides structure for students and helps them to be engaged with instructional tasks (Brophy, 1998).
- ▶ Teaching rules and routines to students at the beginning of the year and enforcing them consistently across time increases student academic achievement and task engagement (Evertson & Emmer, 1982; Johnson, Stoner, & Green, 1996).
- ▶ Clearly stating expectations and consistently supporting them lends credibility to a teacher's authority (Good & Brophy, 2000).

What are they?

- ▶ Expectations are valued behaviors and attitude for success.
- ▶ Rules are specific criteria for achieving expectations.
- ▶ Rules meet these 5 guidelines.

A Menu of Classroom Reinforcers - Example

| Guideline: | This Means: | Example: | Non-example: |
|--------------------------|--|--------------------------------------|--|
| Observable | I can see it. | Raise hand and wait to be called on. | Be your best. |
| Measurable | I can count it. | Bring materials. | Be ready to learn. |
| Positively Stated | I tell students what TO do. | Hands and feet to self. | No fighting. |
| Understandable | The vocabulary is appropriate for age/grade level. | Hands and feet to self. | Maintain personal space. (K-1 rule) "Children this age do not have a concept of "personal space." |
| Always Applicable | I am able to consistently enforce. | Stay in assigned area. | Remain seated until given permission to leave. |

Implementation

- ▶ Involve students in developing rules.
- ▶ Have students commit to rules.
- ▶ Teach classroom rules by demonstrating examples and nonexamples.
- ▶ Monitor and give frequent feedback when students follow rules.
- ▶ Share rules with families and others.

Teacher Self-Assessment Tool

| Self-Assessment Features | Yes | No | In Progress |
|--|-----|----|-------------|
| 1. My classroom rules are aligned with schoolwide expectations (I.e. Safe, Respectful, Responsible, Ready) | | | |
| 2. My classroom rules are observable, measurable, positively stated, understandable and always apply. | | | |
| 3. I have 5 or fewer rules for each schoolwide expectation. | | | |
| 4. My classroom rules are prominently posted. | | | |
| 5. I have developed lessons to teach classroom rules. | | | |
| 6. I refer to rules regularly when interacting with students. | | | |
| 7. A teaching schedule that includes classroom rule lessons is developed and on file in the office. | | | |
| 8. 80% of my students can tell the classroom expectations and rules. | | | |



MO SW-PBS Effective Classroom Practice

Adapted from: Virginia Department of Education, (2011); MO SW-PBS (2008)

This Effective Classroom Practice addresses MO Teacher Standards 2:1, 2:6, 3:1, 5:1, 5:2, 5:3, 6:1, 6:2, 8:1

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Network for Educator Effectiveness
University of Missouri

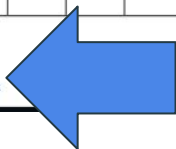
What if our district doesn't
use the Missouri State
Model? We're in OK
already!



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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: Q1 1, Q1 2 Standard 3: Q1 3 |
| 2. Tracking Student Progress OTR | Standard 2: Q1 2 Standard 7: Q1 1, Q1 2, Q1 3, Q1 6 |
| 3. Celebrating Success | Standard 7: Q1 5 |
| Design Question #6: What will I do to establish and maintain classroom rules and procedures? | |
| 4. Establishing Classroom Routines OTR CRE EEB AS ASC TD | Standard 5: Q1 1, Q1 2, Q1 3 |
| 5. Organizing the Physical Layout of the Classroom OTR EEB TD | Standard 5: Q1 1, Q1 2, Q1 3 |
| II. Lesson Segments Addressing Content | |
| Design Question #2: What will I do to help students effectively interact with new knowledge? | |
| 6. Identifying Critical Information OTR CRE CPR EEB DIB AS ASC TD | Standard 1: Q1 1, Q1 3 Standard 2: Q1 1, Q1 3, Q1 4 Standard 3: Q1 1, Q1 3 |
| 7. Organizing Students to Interact with New Knowledge OTR CRE CPR EEB DIB AS ASC TD | Standard 1: Q1 1, Q1 2 Standard 2: Q1 1, Q1 3, Q1 4 Standard 3: Q1 2 |
| 8. Previewing New Content CRE CPR EEB DIB AS ASC TD | Standard 1: Q1 1, Q1 2 Standard 2: Q1 1, Q1 3, Q1 4 |
| 9. Chunking Content into "Digestible Bites" OTR CRE CPR EEB DIB AS ASC TD | Standard 1: Q1 1, Q1 2, Q1 3 Standard 2: Q1 1, Q1 3, Q1 4 Standard 3: Q1 2 |
| 10. Processing of New Information OTR CRE CPR EEB DIB AS ASC TD | Standard 1: Q1 1, Q1 2, Q1 3 Standard 2: Q1 1, Q1 3, Q1 4 Standard 3: Q1 2 |
| 11. Elaborating on New Information OTR CRE CPR EEB DIB AS ASC TD | Standard 1: Q1 1 Standard 2: Q1 1, Q1 3, Q1 4 Standard 3: Q1 2 |
| 12. Recording and Representing Knowledge OTR CRE CPR EEB DIB AS ASC TD | Standard 1: Q1 1 Standard 2: Q1 1, Q1 3, Q1 4, Q1 5 Standard 3: Q1 2 |
| 13. Reflecting on Learning OTR CRE CPR EEB DIB AS ASC TD | Standard 1: Q1 1, Q1 2, Q1 3 |

| | |
|---|--|
| | Standard 2: Q1 1, Q1 3, Q1 4, Q1 5 Standard 3: Q1 2, Q1 4 |
| Design Question #3: What will I do to help student practice and deepen their understanding of new knowledge? | |
| 14. Reviewing Content CRE CPR EEB DIB AS ASC TD | Standard 1: Q1 1, Q1 2 Standard 2: Q1 1, Q1 3, Q1 4, Q1 5 Standard 4: Q1 1 |
| 15. Organizing Students to Practice and Deepen Knowledge CRE CPR EEB DIB AS ASC TD | Standard 1: Q1 1, Q1 2, Q1 3 Standard 2: Q1 1, Q1 3, Q1 4, Q1 5 Standard 4: Q1 1 |
| 16. Using Homework | Standard 1: Q1 2 Standard 4: Q1 1, Q1 3 |
| 17. Examining Similarities and Differences CRE CPR EEB DIB AS ASC TD | Standard 1: Q1 2 Standard 2: Q1 1, Q1 3, Q1 4, Q1 5 Standard 3: Q1 3 |
| 18. Examining Errors in Reasoning CRE CPR EEB DIB AS ASC TD | Standard 1: Q1 2 Standard 2: Q1 1, Q1 3, Q1 4, Q1 5 |
| 19. Practicing Skills, Strategies, and Processes OTR CRE CPR EEB DIB AS ASC TD | Standard 1: Q1 1, Q1 2, Q1 3 Standard 2: Q1 1, Q1 3, Q1 4, Q1 5 Standard 3: Q1 2, Q1 3 Standard 4: Q1 1, Q1 3 |
| 20. Revising Knowledge | Standard 1: Q1 1 |
| Design Question #4: What will I do to help students generate and test hypotheses about new knowledge? | |
| 21. Organizing Students for Cognitively Complex Tasks OTR | Standard 1: Q1 2, Q1 3 Standard 3: Q1 2, Q1 3 Standard 4: Q1 1, Q1 3 |
| 22. Engaging Students in Cognitively Complex Tasks Involving Hypothesis Generation and Testing OTR | Standard 1: Q1 2, Q1 3 Standard 3: Q1 2, Q1 3 Standard 4: Q1 1 |
| 23. Providing Resources and Guidance | Standard 1: Q1 1, Q1 2, Q1 3 Standard 4: Q1 1, Q1 2 Standard 6: Q1 4 |
| III. Lesson Segments Enacted on the Spot | |
| Design Question #5: What will I do to engage students? | |
| 24. Noticing When Students are Not Engaged OTR CRE CPR EEB DIB AS ASC TD | Standard 1: Q1 1, Q1 2, Q1 4 Standard 2: Q1 1, Q1 4 Standard 4: Q1 3 Standard 5: Q1 1, Q1 2 |
| 25. Using Academic Games | Standard 1: Q1 1, Q1 2 Standard 4: Q1 3 |
| 26. Managing Response Rates OTR CRE CPR EEB DIB AS ASC TD | Standard 1: Q1 1, Q1 2 Standard 3: Q1 3 |

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

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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 |
|---|---|---|---|---|--|
| #44 Precorrect: Reminder of Classroom <u>Procedure/Routine</u> Does the teacher precorrect procedures/routines? | | | X | | |
| #44 Precorrect: Reminder of Classroom <u>Expectations</u> Are Precorrects used to set students up for success in being respectful, responsible, and safe? | | | | X | |
| #44 Class begins Promptly | | | | X | |
| #26 Students Actively Engaged / Minimal Down Time Do students have multiple opportunities to respond and be engaged in the lesson? Are transitions smooth with little time lost in instruction? | | | | X | |
| #44 Classroom Procedures/Routines/Rules Actively Taught Does the teacher redirect/reteach students the procedures/routines when they are not done correctly? Is it evident that procedures and routines are taught? | | | | X | |
| #33 Active Supervision (move, scan, interact) Does the teacher move throughout the room during instruction? Do they scan student work to make sure all students are on track academically and behaviorally? | | | | X | |
| #44 #33 Provide Choices (where, when, how work is done, materials used) Does the teacher interact with individual or groups of students during instruction and/or independent work? | | | | | X |
| #24 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 | |
| #44 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 | |
| #44 Activity/Task Sequence Clearly Stated and Demonstrated Does the teacher sequence work for success? (short/long problems, easy/difficult problems) | | | | X | |
| #35 Positive Specific Feedback for Behavior Does the teacher give students feedback that is positive and specific on their behavior(s)? | | | | X | |
| #35 Positive Feedback (Adult Attention) Ratio 4:1 Does the teacher give 4 positive pieces of feedback for behavior to every 1 negative or corrective piece of feedback? | | | | X | |
| #34 A Continuum of Corrective Feedback is Clearly Defined and Utilized Does the teacher use the Guiding Hand when dealing with problem behaviors (minors)? | | | | | X |
| #34 Respectful Redirect/Error Correction <ul style="list-style-type: none"> Prompt (identify error) Reteach (skill, rule, routine, procedure, done privately) Reinforce (recognize with praise/ticket when done correct) | | | | | X |

Comments:

NEE

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

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| NEE 8-2 NEE 5-2 Precorrect: Reminder of Classroom <u>Procedure/Routine</u> Does the teacher precorrect procedures/routines? | | | | | |
| NEE 1-2 NEE 5-2 Precorrect: Reminder of Classroom <u>Expectations</u> Are Precorrects used to set students up for success in being respectful, responsible, and safe? | | | | | |
| NEE 1-2 NEE 5-2 Class begins Promptly | | | | | |
| NEE 5-2 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? | | | | | |
| NEE 5-2 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? | | | | | |
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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

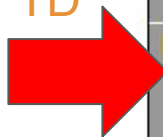


Standard 5: Creates a Positive Classroom Learning Environment

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

| | 7 | 5 | 3 | 1 | 0 |
|------------------------------|--|---|---|---|--|
| Observation Statement | The teacher is highly sensitive to students' social needs and frequently applies research-based strategies to promote students' positive social interaction, almost all the time or for almost all of the students. Strong positive relationships exist among the students | The teacher occasionally applies research-based strategies to promote students' positive social interaction and to build a classroom community more than half of the time or for more than half of the students | The teacher occasionally applies research-based strategies to promote students' social competence and to build a classroom less than half of the time or for less than half of the students | The teacher seldom applies research-based strategies to promote students' social competence and to build a classroom community | The teacher does not apply research-based strategies to promote students' social competence and to build a classroom community |
| Look-fors | <p>Uses several research-based strategies+ * Seizes every opportunity to promote social competence in students</p> <p>* Students almost always interact in positive ways and demonstrate kindness to one another</p> | <p>Uses more than a few research-based strategies+ to promote social competence of students * Student interactions are positive and demonstrate kindness to one another</p> | <p>Uses a few research-based strategies+ to promote social competence of students</p> | <p>Uses few research-based strategies+ to a limited extent to promote positive social interaction among students * Interactions between students are mostly neutral</p> | <p>Students appear disconnected to one another * Interactions between students are mostly neutral or negative</p> |

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+ 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

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

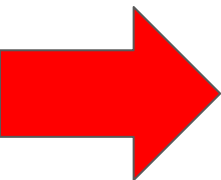
Example Student Evidence

- 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)

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.



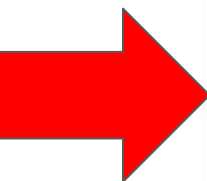
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Standard 5: Positive Classroom Environment

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 | | |
|---|----------|--|----------|---|----------|--|----------|----------|
| SE1) The emerging teacher... | | SD1) The developing teacher also... | | SP1) The proficient teacher also... | | SS1) 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 <i>Classroom artifacts (posted rules and protocols) support effective techniques</i> | | Evidence of Commitment <i>Artifacts include strategies for addressing misbehavior</i> | | Evidence of Commitment <i>Posted management techniques address a wide variety of possible misbehaviors</i> | | Evidence of Commitment <i>Artifacts for classroom management are shared with colleagues</i> | | |
| Evidence of Practice <i>Engages in techniques to manage behavior in the classroom</i> | | Evidence of Practice <i>Techniques address misbehavior promptly and positively allowing instruction to continue</i> | | Evidence of Practice <i>Demonstrates adaptations to techniques to address unique student misbehaviors</i> | | Evidence of Practice <i>Serves as a resource to other colleagues on effective classroom management</i> | | |
| Evidence of Impact <i>Student misbehavior is addressed</i> | | Evidence of Impact <i>Student misbehavior is addressed promptly and positively allowing instruction to continue</i> | | Evidence of Impact <i>Unique misbehaviors are addressed promptly and positively allowing student learning to continue</i> | | Evidence of Impact <i>Colleagues improve their use of classroom management techniques</i> | | |
| 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 |
|---|---|--|
| <i>Teacher provides:</i> Verbal Questions, Prompts, Cues | <i>Student Responses:</i> Written, Choral Verbal, Motor | <i>Teacher Provides:</i> Specific, Positive Feedback |
| Teacher says, "When I give the signal everyone answer this question: What is 5 times 6?" 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. | | | |
| Measurable goal to increase opportunities to respond: | | | |

What is it?

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

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.

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. | | | |
| Measurable goal to increase opportunities to respond: | | | |



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 <i>Classroom artifacts (posted rules and protocols) support effective techniques</i> | | Evidence of Commitment <i>Artifacts include strategies for addressing misbehavior</i> | | Evidence of Commitment <i>Posted management techniques address a wide variety of possible misbehaviors</i> | | Evidence of Commitment <i>Artifacts for classroom management are shared with colleagues</i> | |
| Evidence of Practice <i>Engages in techniques to manage behavior in the classroom</i> | | Evidence of Practice <i>Techniques address misbehavior promptly and positively allowing instruction to continue</i> | | Evidence of Practice <i>Demonstrates adaptations to techniques to address unique student misbehaviors</i> | | Evidence of Practice <i>Serves as a resource to other colleagues on effective classroom management</i> | |
| Evidence of Impact <i>Student misbehavior is addressed</i> | | Evidence of Impact <i>Student misbehavior is addressed promptly and positively allowing instruction to continue</i> | | Evidence of Impact <i>Unique misbehaviors are addressed promptly and positively allowing student learning to continue</i> | | Evidence of Impact <i>Colleagues improve their use of classroom management techniques</i> | |
| 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. | | | |

What are they?

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

Implementation

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

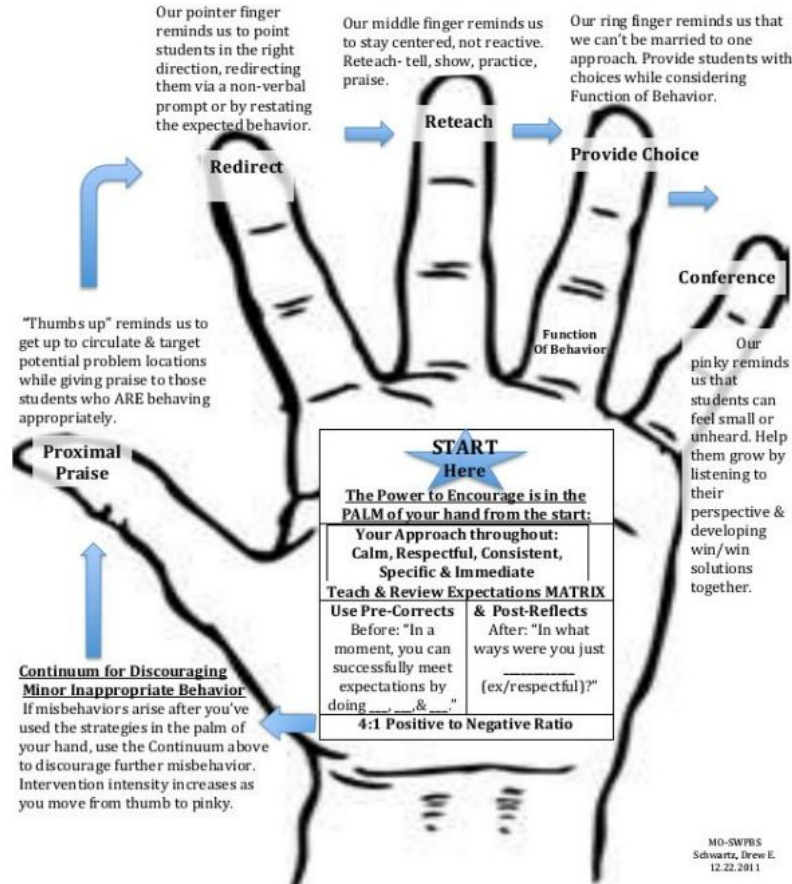
Teacher Self-Assessment Tool

| Self-Assessment Features | Yes | No | In Progress |
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| 2. I use a menu of strategies that focus on learning appropriate replacement behaviors. | | | |
| 3. I use appropriate strategies to de-escalate or diffuse intense behavior. | | | |



Guiding Hand

For Encouraging Appropriate and Discouraging Inappropriate Behavior





...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

| Effective Classroom | Staff Expectations to Support Student Behavior |
|---|---|
| 1. Classroom Expectations | <input type="checkbox"/> I have attended Classroom Expectations in-service. <input type="checkbox"/> I have created and posted classroom rules aligned with schoolwide expectations. <input type="checkbox"/> I have filed a copy of my classroom rules in the office. <input type="checkbox"/> 80% of my students can tell the classroom expectations and rules. |
| 2. Classroom Procedures and Routines | <input type="checkbox"/> I have attended Classroom Procedures and Routines in-service. <input type="checkbox"/> I have created, posted, taught and given students frequent specific performance feedback on classroom procedures and routines. <input type="checkbox"/> Students can verbalize and regularly demonstrate the classroom procedures and routines. |
| 3. Encourage Expected Behavior - Provide Specific Positive Feedback | <input type="checkbox"/> I have attended Classroom Strategies to Encourage Expected Behavior in-service. <input type="checkbox"/> I use a variety of strategies to give specific positive feedback (free and frequent, intermittent, and long term). <input type="checkbox"/> What is my method for providing specific positive feedback at a ratio of 4: 1? _____ <input type="checkbox"/> Can my students tell how they receive acknowledgement for appropriate behavior? _____ |
| 4. Discouraging Inappropriate Behavior | <input type="checkbox"/> I have attended Discouraging Inappropriate Behavior in-service. <input type="checkbox"/> I demonstrate calm, consistent, brief, immediate, and respectful error corrections using professional teaching tone and demeanor. <input type="checkbox"/> 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 | <input type="checkbox"/> I have designed the classroom floor plan to allow for ease of movement for Active Supervision . <input type="checkbox"/> I continually monitor all areas of the room by scanning, moving, and interacting frequently and strategically. <input type="checkbox"/> When designing a lesson, I consider student groupings, location, and activity level. <input type="checkbox"/> I provide positive contact, positive, and corrective feedback while moving around the room. |
| 6. Opportunities to Respond | <input type="checkbox"/> I use a variety of strategies to increase student Opportunities to Respond (examples: turn and talk, guided notes, response cards). <input type="checkbox"/> What strategy do I use to track students being called on? _____ <input type="checkbox"/> I regularly use wait-time to increase student opportunity for metacognition. <input type="checkbox"/> I regularly plan instructional questions and response methods |
| 7. Activity Sequence and Choice | <input type="checkbox"/> I Sequence tasks by intermingling easy/brief tasks among longer or more difficult tasks. <input type="checkbox"/> When designing a lesson I consider the pace, sequence, and level of task difficulty to promote each student's success. <input type="checkbox"/> I consider a variety of elements when offering students Choice (order, materials, partner, location, type of task). <input type="checkbox"/> I develop and use a menu of options to promote student choice (examples: work stations, demonstration of knowledge). |
| 8. Task Difficulty | <input type="checkbox"/> How do I make certain independent work contains 70-85% known elements (instructional level)? _____ <input type="checkbox"/> How do I make certain reading tasks are 93-97% known elements (independent)? _____ <input type="checkbox"/> I use a variety of strategies to adjust Task Difficulty . <input type="checkbox"/> 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)

* Required

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. *

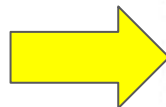
Classroom Expectations

- Yes
- Partial
- No

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

Classroom Expectations

- Yes
- Partial
- No



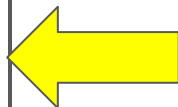
Walk Through or Brief Observation

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: | | | | | |
| <ul style="list-style-type: none">• 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

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 <ul style="list-style-type: none"> • 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 <u>Procedure/Routine</u> Does the teacher precorrect procedures/routines? | | | | | |
| Precorrect: Reminder of Classroom <u>Expectations</u> ? Are Precorrects used to set students up for success in being respectful, responsible, and safe? | | | | | |
| Class begins Promptly | | | | | |
| Students Actively Engaged / Minimal Down Time Do students have multiple opportunities to be engaged in the lesson? Are transitions lost in instruction? | | | | | |
| Classroom Procedures/Routines/Rules Does the teacher redirect/reteach procedures/routines when they are not evident that procedures and routines are followed? | | | | | |
| 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) | | | | | |

We made it more specific!

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

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://pbissmissouri.org/tier-1-effective-classroom-practices/>

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

Where do you develop your PD plan?

A graphic featuring the words "ACTION PLAN" in large, bold, white letters on red, rounded square tags. The tags are arranged in two rows: "ACTION" on top and "PLAN" on the bottom. Each letter is on its own tag, and the tags are suspended by thin black lines. The background is white with faint, repeating watermarks of a location pin icon and the text "© 2017".

ACTION
PLAN

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). | <ul style="list-style-type: none"> a. Identify Effective Classroom Practices that are not fully implemented b. Use observation data to drive staff development training opportunities | <ul style="list-style-type: none"> a. SW PBS Team and Administration b. SW PBS Team and Administration | <ul style="list-style-type: none"> a. Classroom observation data b. Staff development plan | I | |
| | 2. Staff Development Training | <ul style="list-style-type: none"> 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 | <ul style="list-style-type: none"> a. SW PBS Team and Administration b. SW-PBS Team and Administration c. SW PBS Team and Administration | <ul style="list-style-type: none"> a. Sign-In sheet b. Sign-In sheet c. Sign-In sheet | I | |
| | 3. Monitor implementation of Effective Classroom Practices | <ul style="list-style-type: none"> a. Use observation data to determine growth in Effective Classroom Practices implementation b. Use observation data to drive additional staff development training opportunities | <ul style="list-style-type: none"> a. SW PBS Team and Administration b. SW-PBS Team and Administration | <ul style="list-style-type: none"> a. Analysis of classroom observation data b. Analysis of classroom observation data | I | |
| | | | | | | |

Why is the Action Plan important?

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



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 Tools!

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 (Everston & 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. | | | |



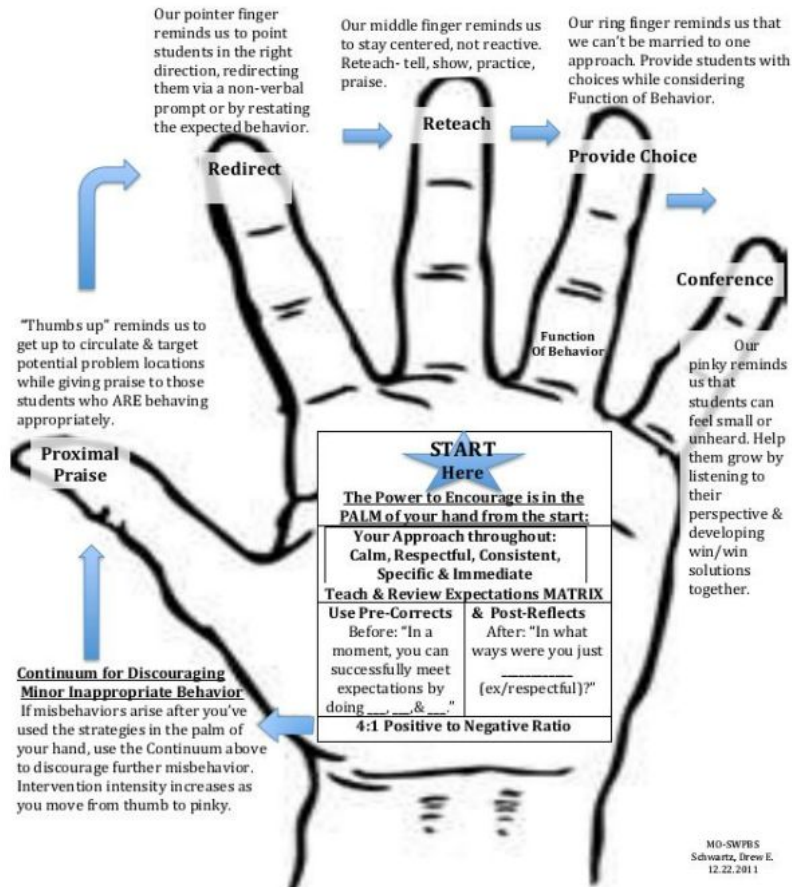
MO SW-PBS Effective Classroom Practice

Adapted from: Virginia Department of Education, (2013). MO SW-PBS (1008)
This Effective Classroom Practice addresses MO Teacher Standards 2.1, 2.6, 3.1, 5.1, 5.2, 5.3, 6.1, 6.2, 6.3.

May, 2014

Guiding Hand

For Encouraging Appropriate and Discouraging Inappropriate Behavior





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Improving outcomes for all students.

Positive, proactive, preventative behavior supports.

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



This technical assistance document was adapted from the PBIS Technical Brief on Classroom PBIS Strategies written by: Brandi Simonsen, Jennifer Freeman, Steve Goodman, Barbara Mitchell, Jessica Swain-Bradway, Brigid Flannery, George Sugai, Heather George, and Bob Putman, 2015.

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

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Resources

PBIS Positive Behavioral Interventions & Supports
OSEP TECHNICAL ASSISTANCE CENTER

SCHOOL FAMILY COMMUNITY TRAINING RESEARCH EVALUATION

Funded by the U.S. Department of Education's Office of Special Education Programs (OSEP) and the Office of Elementary and Secondary Education (OESE), the Technical Assistance Center on PBIS supports schools, districts, and states to build systems capacity for implementing a multi-tiered approach to social, emotional and behavior support. The broad purpose of PBIS is to improve the effectiveness, efficiency and equity of schools and other agencies. PBIS improves social, emotional and academic outcomes for all students, including students with disabilities and students from underrepresented groups.

2019 Leadership Forum Information - Registration is now available!

2018 Leadership Forum Videos / RDQ Practice Briefs

Featured Content: *Getting Back to School after Disruptions*

Featured New Pages: FAQs about PBIS / Using Data for Classroom Support / SCTG Webinar

Implementing PBIS
in over **25911** schools and counting!

What's New & Upcoming Events
List of new postings and current information about PBIS events.
[Find new postings and events >](#)

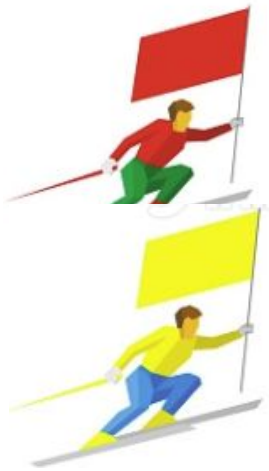
Behavior Related Policy
Information for PBIS related policies. Government announcements and documents are listed.
[Find policy information for PBIS >](#)

School Climate Transformation
Current information about PBIS for School Climate Transformation Grant awardees.
[Find more information >](#)

Blueprints / Briefs / Tools
Documents and tools to support implementation, professional development, and evaluation of PBIS.
[Find guidance for implementation >](#)

State / District Resources
Current information about state and district implementation of PBIS.
[Find more information >](#)

Videos for Training
Videos from conference presentations, celebrations, and other training/dissemination events.
[Find a video >](#)



Algin +

Professional 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)

Alignment

Pace

PD

Observe

Motivate

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?

Your
Questions

CONTACT ME



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