

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

Dr. Katie Andreasen

\*Attendees will learn how to utilize walkthroughs to monitor Tier 1 expectations

\*Attendees will understand how to examine the data to support discussion on the Eight Effective Classroom Practices



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Look Fors



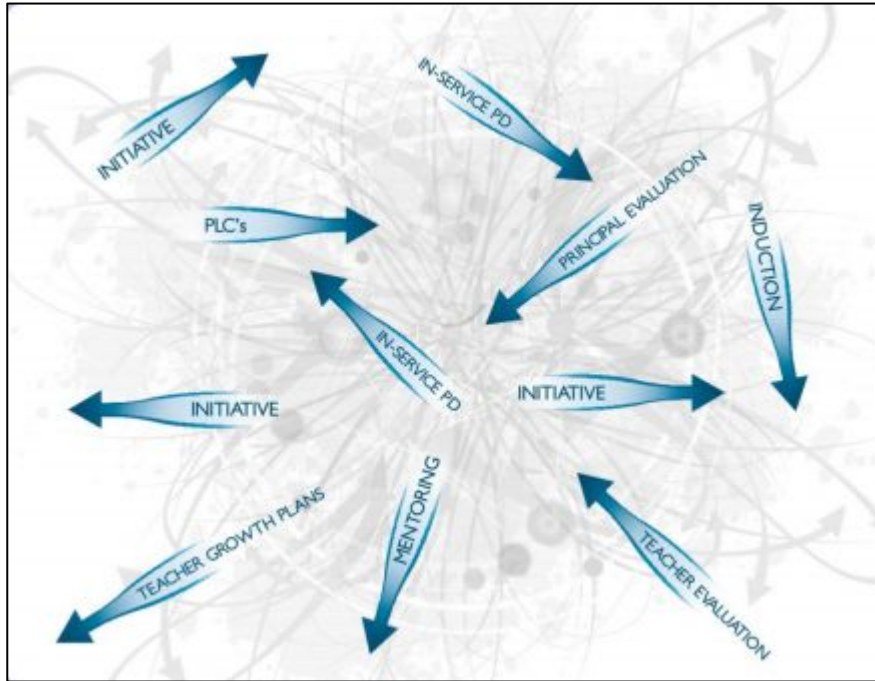
Professional Development



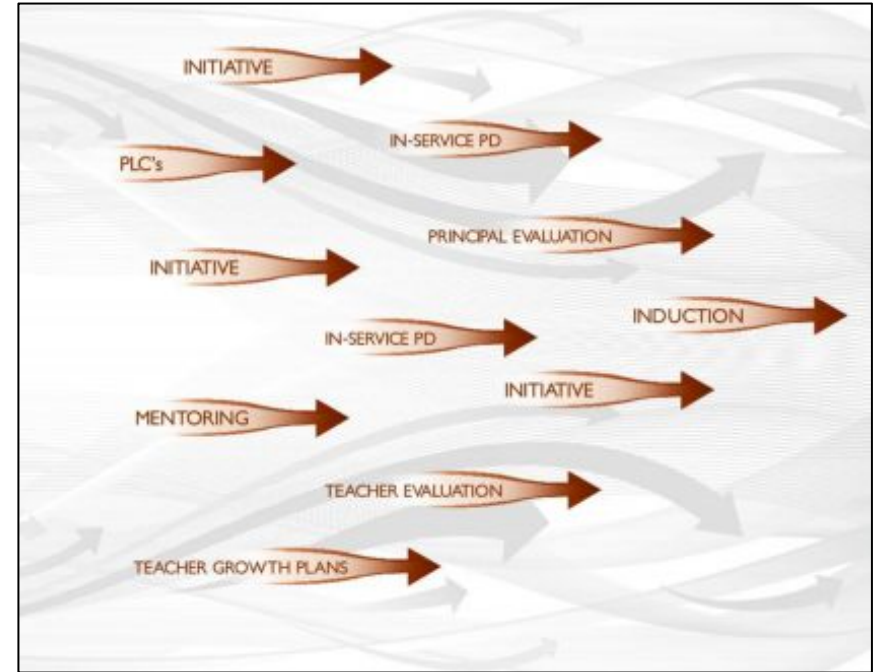
Support (Success)



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MISALIGNED SYSTEM  
No Common Language or Model of Instruction



ALIGNED SYSTEM Common Language or  
Model of Instruction

# How do we weave everything together?

★ What other behavior initiatives will PBS compliment?

- BIST
- Conscious Discipline
- Classroom Dojo
- Zones of Regulation
- Leader in Me
- Love and Logic
- Trauma Sensitive
- Restorative Practices

# How are we able to do this?

★ PBS is a framework not an intervention



# How do we weave everything together?

- ★ What other initiatives will SW-PBS compliment?
  - CSIP
  - PLC/Missouri Model Districts/District Continuous Improvement (DCI)
  - Teacher evaluation
  - New Teacher

## How do we do this?

- ★ Look at your existing initiatives/practices and take the 8 Effective Classroom Practices (ETLP) and correlate
- ★ Create meaningful and useful Action Plans



# 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



I just sat down and figured it out myself!

# 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



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# Then I found a crosswalk!

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

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



# I took the PBIS Walkthrough or Brief Observation form and aligned it to the Marzano

CJ

| Walk Through or Brief Observation<br>Strategies to Enhance Academic and/or Social/Behavior Instruction  |   |   |   |   |  |  |
|---|---|---|---|---|--|--|
| Strategy Used<br>1 = somewhat<br>2 = moderate<br>3 = extensive  | 0-Strategy was called for but was not exhibited | 1 | 2 | 3 | Strategy was not observed and was not applicable |  |
| #14<br><b>Precorrect:</b> Reminder of Classroom <u>Procedure/Routine</u><br>Does the teacher precorrect procedures/routines?  |   |   | X |   |  |  |
| #14<br><b>Precorrect:</b> Reminder of Classroom <u>Expectations?</u><br>Are Precorrects used to set students up for success in being <u>respectful, responsible, and safe?</u>  |   |   |   | X |  |  |
| #14<br>Class begins Promptly  |   |   |   | X |  |  |
| #26<br>Students <b>Actively Engaged</b> / Minimal Down Time<br>Do students have multiple opportunities to respond and be engaged in the lesson? Are transitions smooth with little time lost in instruction?  |   |   |   | X |  |  |
| #14<br>Classroom <b>Procedures/Routines/Rules</b> Actively Taught<br>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<br><b>Active Supervision</b> (move, scan, interact)<br>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?<br>Does the teacher interact with individual or groups of students during instruction and/or independent work? |   |   |   | X |  |  |
| #14<br>#33<br><b>Provide Choices</b> (where, when, how work is done, materials used)  |   |   |   |   | X  |  |
| #26<br><b>Multiple Opportunities to Respond</b><br>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 |  |  |
| #40<br><b>Task Difficulty</b> aligns with Student(s) Ability<br>Did the teacher shorten an assignment, highlight, break the assignment up, provide a break, give a shorter work period?   |   |   | X |   |  |  |
| #40<br><b>Activity/Task Sequence</b> Clearly Stated and Demonstrated<br>Does the teacher sequence work for success? (short/long problems, easy/difficult problems)  |   |   | X |   |  |  |
| #35<br><b>Positive Specific Feedback for Behavior</b><br>Does the teacher give students feedback that is positive and specific on their behavior(s)?  |   |   |   | X |  |  |
| #35<br><b>Positive Feedback</b> (Adult Attention) Ratio 4:1<br>Does the teacher give 4 positive pieces of feedback for behavior to every 1 negative or corrective piece of feedback?  |   |   | X |   |  |  |
| #31<br><b>A Continuum of Corrective Feedback</b> is Clearly Defined and Utilized<br>Does the teacher use the Guiding Hand when dealing with problem behaviors (minors)?   |   |   |   |   | X  |  |
| #34<br><b>Respectful Redirect/Error Correction</b><br><ul style="list-style-type: none"> <li>• <b>Prompt</b> (Identify error)</li> <li>• <b>Reteach</b> (skill, rule, routine, procedure, done privately)</li> <li>• <b>Reinforce</b> (recognize with praise/ticket when done correct)</li> </ul>                                       |   |   |   |   | X  |  |

Comments:



Walk Through  
or Brief  
Observation

## 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, 1988).
- 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:   |
|--------------------------|---|--------------------------------------|--|
| <b>Observable</b>        | I can see it.                                       | Raise hand and wait to be called on. | Be your best.  |
| <b>Measurable</b>        | I can count it.                                     | Bring materials.                     | Be ready to learn.   |
| <b>Positively Stated</b> | I tell students what TO do.                         | Hands and feet to self.              | No fighting.   |
| <b>Understandable</b>    | The vocabulary is appropriate for age/ grade level. | Hands and feet to self.              | Maintain personal space. (K-1 rule)<br>*Children this age do not have a concept of "personal space". |
| <b>Always Applicable</b> | 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

May, 2014

# Alignment to your Teacher Evaluation Tool



Network for Educator Effectiveness  
University of Missouri



### 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



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# I took the PBIS Walkthrough or Brief Observation form and aligned it to the NEE

NEE


| Walk Through or Brief Observation<br>Strategies to Enhance Academic and/or Social/Behavior Instruction |   |   |   |   |   |
|--|---|---|---|---|---|
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| <b>NEE 5-3</b><br><b>NEE 5-2</b><br><b>NEE 1-2</b>   | <b>PreCorrect:</b> Reminder of Classroom Procedure/Routine<br>Does the teacher precorrect procedures/routines?  |   |   |   |   |
| <b>NEE 5-2</b>   | <b>PreCorrect:</b> Reminder of Classroom Expectations?<br>Are Precorrects used to set students up for success in being respectful, responsible, and safe?   |   |   |   |   |
|  | Class begins Promptly   |   |   |   |   |
| <b>NEE 5-2</b>   | Students <b>Actively Engaged</b> / Minimal Down Time<br>Do students have multiple opportunities to respond and be engaged in the lesson? Are transitions smooth with little time lost in instruction?   |   |   |   |   |
| <b>NEE 5-2</b>   | Classroom <b>Procedures/Routines/Rules</b> Actively Taught<br>Does the teacher redirect/reteach students the procedures/routines when they are not done correctly? Is it evident that procedures and routines are taught?   |   |   |   |   |
| <b>NEE 5-2</b>   | <b>Active Supervision</b> (move, scan, interact)<br>Does the teacher move throughout the room during instruction?<br>Do they scan student work to make sure all students are on track academically and behaviorally?<br>Does the teacher interact with individual or groups of students during instruction and/or independent work?             |   |   |   |   |
| <b>NEE 5-4</b><br><b>NEE 5-2</b>   | <b>Provide Choices</b> (where, when, how work is done, materials used)<br><b>Multiple Opportunities to Respond</b><br>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)   |   |   |   |   |
| <b>NEE 5-3</b><br><b>NEE 5-4</b><br><b>NEE 5-2</b><br><b>NEE 5-1</b>                                   | <b>Task Difficulty</b> aligns with Student(s) Ability<br>Did the teacher shorten an assignment, highlight, break the assignment up, provide a break, give a shorter work period?<br><b>Activity/Task Sequence</b> Clearly Stated and Demonstrated<br>Does the teacher sequence work for success? (short/long problems, easy/difficult problems) |   |   |   |   |
| <b>NEE 5-1</b>   | <b>Positive Specific Feedback for Behavior</b><br>Does the teacher give students feedback that is positive and specific on their behavior(s)?   |   |   |   |   |
| <b>NEE 5-1</b>   | <b>Positive Feedback</b> (Adult Attention) Ratio 4:1<br>Does the teacher give 4 positive pieces of feedback for behavior to every 1 negative or corrective piece of feedback?   |   |   |   |   |
| <b>NEE 5-2</b>   | <b>A Continuum of Corrective Feedback</b> is Clearly Defined and Utilized<br>Does the teacher use the Guiding Hand when dealing with problem behaviors (minors)?  |   |   |   |   |
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# 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

# 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





| SCORING RUBRIC  | EXAMPLES OF EVIDENCE AND "LOOK-FORS"   |
|---|--|
| <b>Indicator 5.3 – The teacher uses strategies that promote kindness and social competence among students in the classroom community.</b>   |  |
| <b>NOTE: Social competence refers to prosocial behavior (e.g., kindness, cooperation, encouragement) among students and refraining from antisocial behaviors (e.g., aggression, bullying).</b>  |  |
| 0 – The teacher does not apply research-based strategies to promote students' social competence and to build a classroom community.   | <ul style="list-style-type: none"> <li>Does not provide opportunity for student interaction</li> <li>Does not use any research-based strategies* to promote student-student relationships</li> <li>Students appear disconnected to one another</li> <li>Interactions between students are mostly neutral or negative</li> <li>ECE – Does not provide opportunities for peer interactions; Does not foster social-emotional development</li> </ul>  |
| 1 – The teacher seldom applies research-based strategies to promote students' social competence and to build a classroom community.   | <ul style="list-style-type: none"> <li>Uses few research-based strategies* to promote positive social interaction among students with limited success</li> <li>Interactions between students are mostly neutral</li> <li>ECE – Provides limited opportunities for peer interactions; A few learners are engaged with peers; Little fostering of social-emotional development</li> </ul>  |
| 3 – The teacher occasionally applies research-based strategies to promote students' social competence and to build a classroom community less than half of the time, or for fewer than half of the students.  | <ul style="list-style-type: none"> <li>Uses a few research-based strategies* to promote social competence of students with some success</li> <li>Interactions between students are neutral to positive</li> <li>ECE – Occasionally provides opportunities for peer interactions; Some learners are engaged with peers; Some use of the districts' social skills program; Occasionally teaches social skills and student responsibility with follow-up as well as emotional regulation (e.g., acknowledges emotions and coaches coping strategies)</li> </ul>   |
| 5 – The teacher often 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.  | <ul style="list-style-type: none"> <li>Uses more than a few research-based strategies* to promote social competence of students with much success</li> <li>Interactions between students are mostly positive and demonstrate kindness to one another</li> <li>ECE – Often provides opportunities for a variety of peer interactions; Many learners are engaged with peers; Mostly implements the districts' social skills program; Often teaches social and emotional regulation skills</li> </ul>   |
| 7 – 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.  | <ul style="list-style-type: none"> <li>Uses several research-based strategies* with great success and seizes every opportunity to promote social competence of students</li> <li>Students almost always interact in positive ways and demonstrate kindness to one another</li> <li>ECE – Continually provides opportunities for a variety of peer interactions; Almost all learners are engaged with peers; All learners are included, integrated seamlessly, and treated kindly; Fully implements the districts' social skills program; Teaches social and emotional regulation skills; Allows time for social problem-solving</li> </ul> |
| <p>* Research-based strategies may include advocating prosocial values, praising/acknowledging kindness, providing opportunities for students to help others, making sure that everyone is included in activities, pointing out individual's strengths to the group, coaching friendship skills, valuing diverse personalities, and coaching compromise during conflicts.</p> <p>RL Environments – For this indicator, it is important to note that students may be more emotional, particularly if the remote setting is necessary because of a stay-at-home order or quarantine.</p> <ul style="list-style-type: none"> <li>The teacher promotes empathy for the feelings of others and leads discussions on how people may feel or process different situations.</li> <li>The teacher leads discussions about the different ways people may react/respond to a stay-at-home order and why.</li> <li>The teacher promotes understanding of the situations of other people (e.g., a single parent having to take their child to the grocery store even with a one-person/one-cart rule, etc.).</li> <li>The teacher holds online sessions using available software (e.g., Zoom, Google Meet, Microsoft Teams, etc.) to allow students to practice friendship skills.</li> <li>The teacher provides a space for students to post introductions to develop an online learning community.</li> <li>The teacher provides ongoing space and structures for students to share appropriate parts of their lives with others.</li> </ul> |  |

## How do these link to the 8 Effective Classroom Practices?

|  |  |
|--|--|
| 5 – The teacher often 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. | <ul style="list-style-type: none"> <li>Uses more than a few research-based strategies* to promote social competence of students with much success</li> <li>Interactions between students are mostly positive and demonstrate kindness to one another</li> <li>ECE – Often provides opportunities for a variety of peer interactions; Many learners are engaged with peers; Mostly implements the districts' social skills program; Often teaches social and emotional regulation skills</li> </ul> |
|--|--|

### Effective Classroom Practices Instructional and Engaged Time

- Classroom Expectations
- Classroom Procedures & Routines
- Encouraging Expected Behavior
- Discouraging Inappropriate Behavior
- Active Supervision
- Opportunities to Respond
- Activity Sequencing & Choice
- Task Difficulty



What does this really look/sound like in relation to your framework?



**Look Fors**

# Classroom Expectations

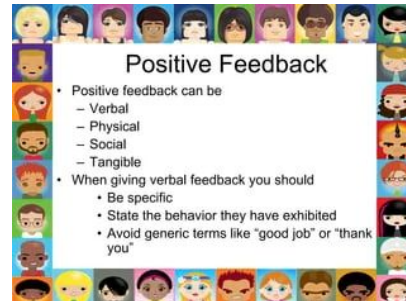
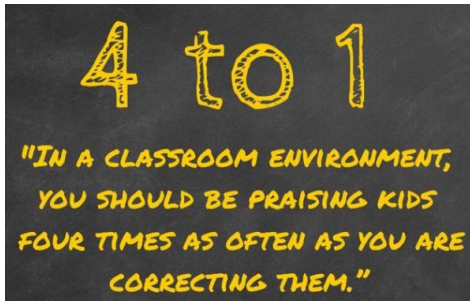
If your classroom expectations are Be Respectful, Be Responsible, Be Safe, do you:

- See a Classroom Matrix?
- Does the teacher use the language on the matrix?
- Do the students use the language on the matrix?
- When encouraging expected behavior and discouraging inappropriate behavior, is this language being used?



# Encouraging Expected Behavior

- Does the teacher use positive specific language when recognizing expected behavior?
- Does this behavior link to the expectations/procedures and routines?
- Does the teacher follow the process for providing a tangible (if used)?
- Do the students look like they are used to receiving both the feedback and the tangible?
- Does the teacher utilize precorrects, redirects, reteaching, etc. to encourage a change in behavior?

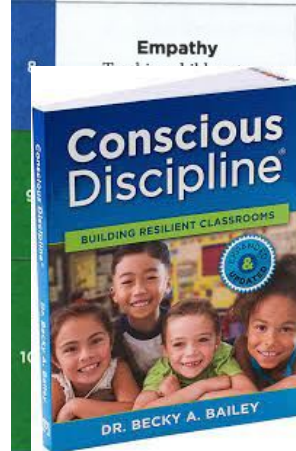




# NEE 5.3

|  |  |
|--|--|
| Friends and Family Board, Safe Place, Brain Smart Start, Safekeeper Ritual, Greeting/Goodbye Rituals | <ul style="list-style-type: none"> <li>• S.T.A.R. - Smile, Take a breath And Relax!</li> <li>• I'm safe. Keep breathing. I can handle this.</li> <li>• Your arm is going like this (demonstrate).</li> </ul>   |
| Visual Routines, Class-made Books, Time Machine, After Conflict Reconnecting Ritual                  | <ul style="list-style-type: none"> <li>• I'm going to ___.</li> <li>• Did you like it?</li> <li>• Name, Verb, Paint for assertive commands</li> </ul>  |
| Connecting Rituals, Ways to Be Helpful Board/Book, Job Board   | <ul style="list-style-type: none"> <li>• You did it! Good for you!</li> <li>• You ___ so ___. That was helpful.</li> </ul>   |
| Visual Rules, Behavior Chart   | <ul style="list-style-type: none"> <li>• You have a choice! You may ___ or ___. Which is better for you?</li> </ul>  |
| We Care Center   | <ul style="list-style-type: none"> <li>• D = Your face is going like this (demonstrate).</li> <li>• N = You seem ___.</li> <li>• A = You wanted ___ or you were hoping ___.</li> </ul>   |
| Celebration Center, School Family Assemblies, Wishing Well   | <ul style="list-style-type: none"> <li>• You wanted ___ (or you were hoping ___). You may not ___. When you want ___, say or do ___. Say it now for practice.</li> </ul>   |
| Time Machine, Class Meetings, Class Meeting Rituals  | <ul style="list-style-type: none"> <li>• Did you like it?</li> <li>• Are you telling me to be helpful or hurtful?</li> <li>• You have a choice, you can choose to ___ and ___ or you can choose to ___ and ___.</li> <li>• Tell me what will happen if you ___ again.</li> <li>• I can see by your actions you are choosing to ___.</li> </ul> |

|   |  |
|---|--|
| 4 | <b>Composure</b><br>Being the person you want others to become                   |
| 5 | <b>Assertiveness</b><br>Saying "no" and being heard; Setting limits respectfully |
| 6 | <b>Encouragement</b><br>Building the School Family                               |
| 7 | <b>Choices</b><br>Building self-esteem and willpower                             |



# NEE 5.3b

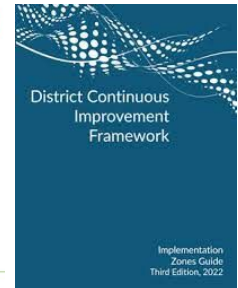
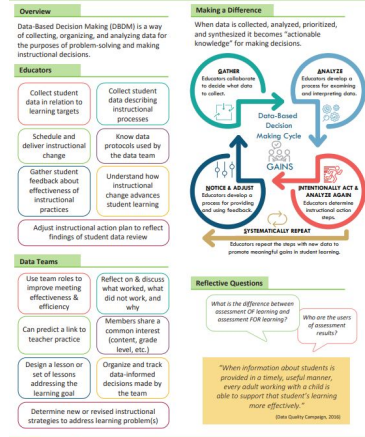
## Empathy Killers:

- Sharing a similar experience from your own life
- Giving fix-it advice
- Offering humor to lighten the situation
- Reassuring
- Gushing with sympathy



# NEE 7.4

## Data-Based Decision Making





**...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

Behavior Support Framework | [moswpbs@missouri.edu](mailto:moswpbs@missouri.edu)



**MO SW-PBS**  
Missouri School-Wide Positive Behavior Support

- [Home](#)
- [About](#)
- [Tier 1](#)
- [Tier 2](#)
- [Tier 3](#)
- [Topics](#)
- [Media](#)
- [Summer Institute](#)
- [Profile](#)
- [Q](#)

- Tier 1 Overview
- Tier 1 Readiness
- Tier 1 Effective Classroom Practices
- Tier 1 Courses
- Tier 1 Workbook & Resources

The 2022 MO

PBS Summer

[pbissmissouri.org](http://pbissmissouri.org)

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**

**2018-2019 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**





**Effective Classroom Practices** are evidence based practices that have been demonstrated to increase the likelihood that students will perform expected behaviors.

| <b>Tool</b>  | <b>Description</b>  |
|--|---|
| 8.0 MO SW-PBS Tier 1 Workbook Ch 8: Effective Classroom Practices          | Chapter 8: Effective Classroom Practices  |
| 8.1_MO SW-PBS Teacher Self-Assessment of the Effective Classroom Practices | Tool for teachers to assess their own implementation of Effective Classroom Practices                           |
| 8.2 Artifacts and-or Materials   | Tool for assessing the quality of artifacts related to classroom expectations and rules.                        |
| 8.3 Walk Through or Brief Observation                                      | Observation form for assessing implementation of Effective Classroom Practices                                  |
| 8.4 In-depth Classroom Observation by Frequency                            | In-depth observation form for assessing implementation of Effective Classroom Practices using frequency counts. |
| 8.5 In-depth Classroom Observation by Time                                 | In-depth observation form for assessing implementation of Effective Classroom Practices using duration          |



## 7. Ongoing Monitoring

The efficient and effective collection and use of data to drive decision making is key to successful implementation of SW-PBS. MO SW-PBS Schools use data to make important decisions that target adult actions to address student needs. Data is used to monitor student outcomes and implementation fidelity.

Directions for the new School Climate Survey for students.

| <b>Tool</b>  | <b>Description</b>  |
|--|---|
| <a href="#">7.15 Self-Assessment Survey Directions and Decision Making</a> | Directions for taking the Self-Assessment Survey (SAS) through PBIS Assessments.  |
| <a href="#">7.16 Self-Assessment Survey Protocol</a>                       | Word version of the Self-Assessment Survey (SAS). The SAS measures staff perception of the extent to which SW-PBS schoolwide, non-classroom, classroom, and individual support systems are in place and their priority for improvement. |



## 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                    |



# Tools To Help Determine PD Needs

- ★ School Assessment Survey (SAS)
  - [SAS Directions](#)
  - [SAS Paper Copy](#)
  - [SAS Summary Sheet](#)
- ★ Tiered Fidelity Inventory
  - [TFI Directions](#)
  - [TFI Paper Copy](#)
- ★ [Teacher Self-Assessment Survey for 8 Effective Classroom Practices](#)
- ★ [Artifact Checklist](#)
- ★ [Walk Through or Brief Observation](#)
  - This can be used by your Tier 1 team members to gain data- all data pooled together
- ★ [In Depth Classroom Observation](#)
- ★ [In Depth Classroom Observation By Time](#)
- ★ [In Depth Classroom Observation By Frequency](#)
- ★ [Tier 1 Action Plan](#)
- ★ [Teacher Tools](#)
- ★ [Checklist for High Quality PD](#)



## 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 |
|---|-----|---------|----|
| <b>Classroom expectations</b>   |     |         |    |
| 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                                 |     |         |    |
| <b>Classroom procedures and routines</b>  |     |         |    |
| 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                          |     |         |    |
| <b>Encouraging Expected Behavior</b>  |     |         |    |
| 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   |     |         |    |

kandreassen@ga.essd40.com



# Where do you develop your PD plan?



Professional Development



# 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<br>A = Achieved & Maintain<br>I = In progress<br>N = Not achieved |       |
|----------------------|--|--|---|--|---|-------|
|                      |  |  |   |  | Sem 1   | Sem 2 |
| 8. Classroom Systems | 1. Implement Effective Classroom Practices (Classroom 8).  | <ul style="list-style-type: none"> <li>a. Identify Effective Classroom Practices that are not fully implemented</li> <li>b. Use observation data to drive staff development training opportunities</li> </ul>  | <ul style="list-style-type: none"> <li>a. SW PBS Team and Administration</li> <li>b. SW PBS Team and Administration</li> </ul>  | <ul style="list-style-type: none"> <li>a. Classroom observation data</li> <li>b. Staff development plan</li> </ul>                             | I   |       |
|                      | 2. Staff Development Training                              | <ul style="list-style-type: none"> <li>a. Provide training at the beginning of the year for new staff.</li> <li>b. Provide training at the beginning of the year for returning staff.</li> <li>c. Provide ongoing targeted training on Effective Classroom Practices during faculty and/or PLC meetings</li> </ul> | <ul style="list-style-type: none"> <li>a. SW PBS Team and Administration</li> <li>b. SW-PBS Team and Administration</li> <li>c. SW PBS Team and Administration</li> </ul> | <ul style="list-style-type: none"> <li>a. Sign-In sheet</li> <li>b. Sign-In sheet</li> <li>c. Sign-In sheet</li> </ul>                         | I   |       |
|                      | 3. Monitor implementation of Effective Classroom Practices | <ul style="list-style-type: none"> <li>a. Use observation data to determine growth in Effective Classroom Practices implementation</li> <li>b. Use observation data to drive additional staff development training opportunities</li> </ul>  | <ul style="list-style-type: none"> <li>a. SW PBS Team and Administration</li> <li>b. SW-PBS Team and Administration</li> </ul>  | <ul style="list-style-type: none"> <li>a. Analysis of classroom observation data</li> <li>b. Analysis of classroom observation data</li> </ul> | 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!

Professional Development

## 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:   |
|--------------------------|---|--------------------------------------|--|
| <b>Observable</b>        | I can see it.                                       | Raise hand and wait to be called on. | Be your best.  |
| <b>Measurable</b>        | I can count it.                                     | Bring materials.                     | Be ready to learn.   |
| <b>Positively Stated</b> | I tell students what TO do.                         | Hands and feet to self.              | No fighting.   |
| <b>Understandable</b>    | The vocabulary is appropriate for age/ grade level. | Hands and feet to self.              | Maintain personal space. (K-1 rule)<br>*Children this age do not have a concept of "personal space." |
| <b>Always Applicable</b> | 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

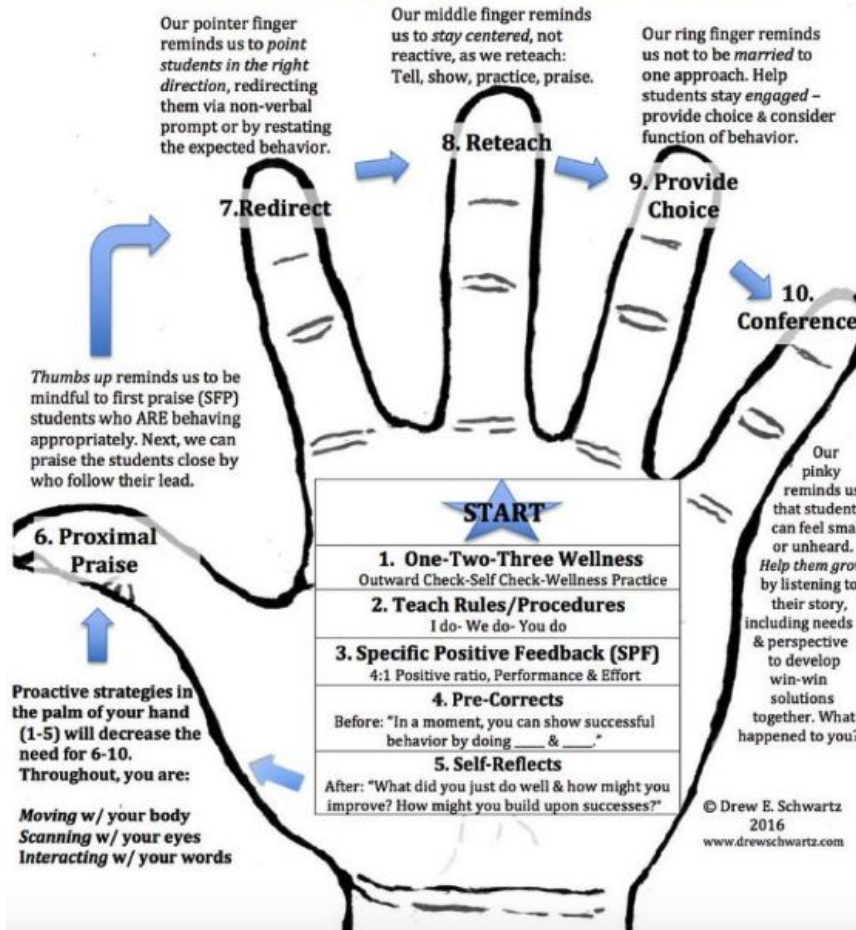
Adapted from: Virginia Department of Education, (2013). MO SW-PBS (1098)  
This Effective Classroom Practice addresses MO Teacher Standards 2.1, 2.6, 3.1, 5.1, 5.2, 5.3, 6.1, 6.2, 8.1

May, 2014

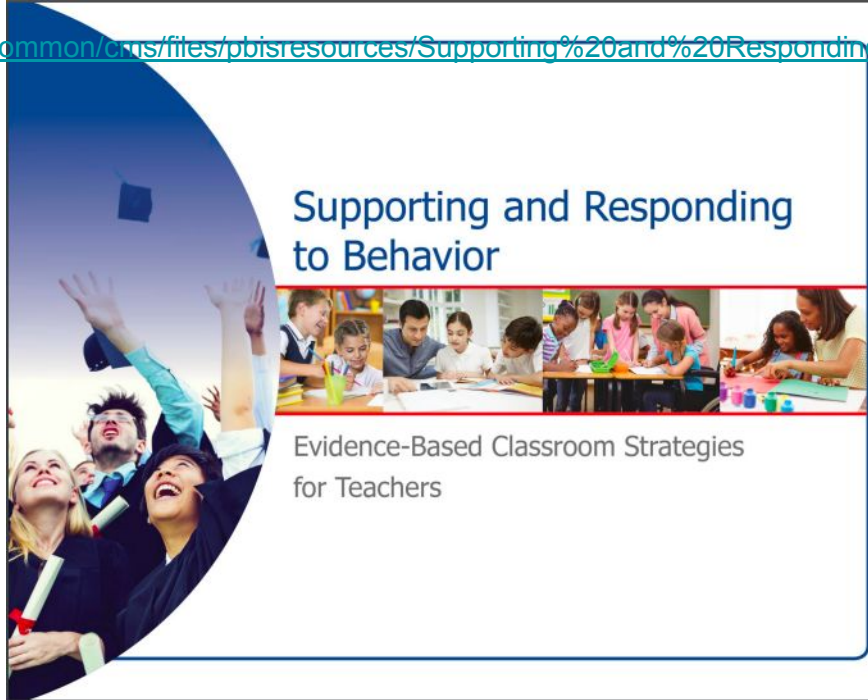
# Guiding Hand™ For Empowered Behavior



Professional Development



<https://www.traumainformedlearning.com/services-offered>

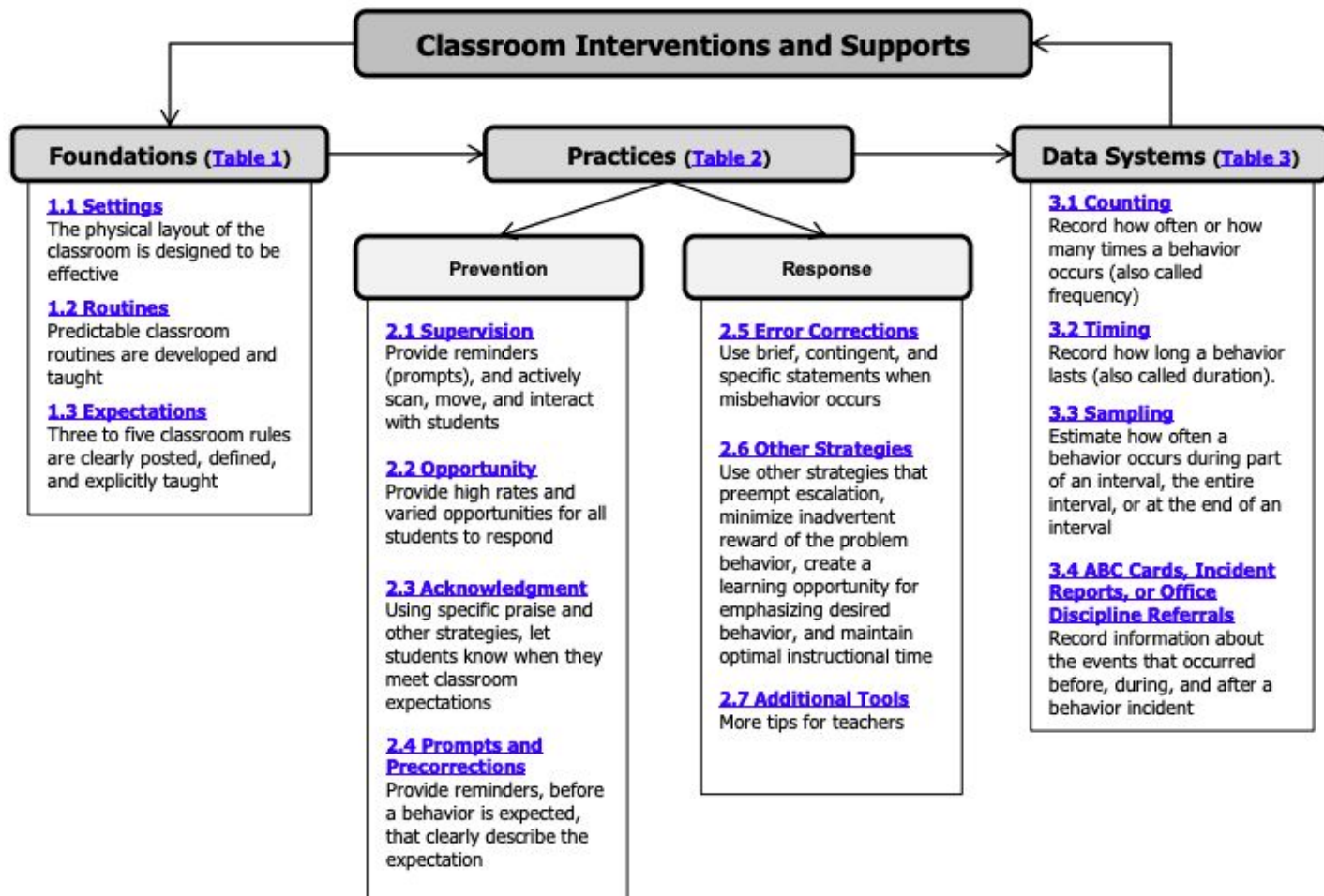


This technical assistance document was adapted from the PBIS Technical Brief on Classroom PBIS Strategies written by: Brandi Simonsen, Jennifer Freeman, Steve Goodman, Barbara Mitchell, Jessica Swain-Bradway, Brigid Flannery, George Sugai, Heather George, and Bob Putman, 2015.

Additional assistance was provided to the Office of Special Education Programs by Brandi Simonsen and Jennifer Freeman. Special thanks to Allison Blakely, Ambra Green, and Jennifer Rink, OSEP interns who also contributed to the development of this document.



# Interactive Map of Core Features





View Text-only Version

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**  
Tools to support implementation, implementation, and evaluation of PBIS.  
[Find more information >](#)

**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 >](#)

**Professional Development**

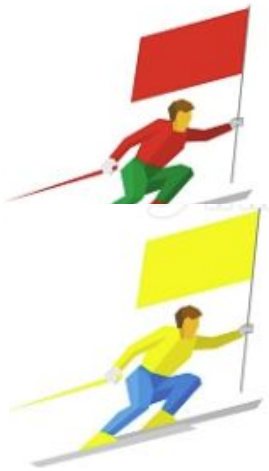
## Multi-Tiered Support Framework for Teachers

| Level of Support        | Didactic Training Regularly scheduled  | Coaching provided as needed:  | Data Used for Decision Making   | Decision Rule   |
|-------------------------|--|---|---|---|
| Universal Level Support | <ul style="list-style-type: none"> <li>Define target skill</li> <li>Model target skill with examples &amp; non examples</li> <li>Provide practice w/ skill</li> <li>Provide feedback within training context</li> <li>Demonstrate self-monitoring methods</li> </ul> | None  | Self-Monitoring for Fluency > Self report to "coach" confirm fidelity of self-monitoring<br><br>Classroom Walk-throughs = Universal Screening | 80% or above implementation at criterion = no need for additional support<br><br>79% or below = need for targeted interventions                                 |
| Targeted Level Support  | All of the above PLUS Goal Setting   | Teacher <ul style="list-style-type: none"> <li>Chooses a target skill,</li> <li>Sets and shares goal(s),</li> <li>Selects a self-prompting strategy</li> <li>Self-Monitors</li> <li>Graphs data</li> <li>Self-Reflects</li> <li>Self-rewards</li> <li>Shares instructional data and student outcome data with "coach"</li> </ul> Coach <ul style="list-style-type: none"> <li>Reviews self-monitoring data</li> </ul> | Regular Self-Monitoring<br><br>Regular Classroom Coaching and Walk-throughs = Progress Monitoring   | Demonstration of improvement toward criterion = fading to self-monitoring only<br><br>Demonstration of lack of improvement = intensified support                |
| Intensive Level Support | All of the above PLUS Action Planning  | All of the above PLUS Teacher w/ Coach assistance <ul style="list-style-type: none"> <li>Develops action plan               <ul style="list-style-type: none"> <li>Measureable goals for improved performance</li> <li>Action steps</li> <li>Contingencies for meeting/not meeting goals</li> </ul> </li> </ul>   | Daily Self-Monitoring<br><br>Weekly Classroom Walkthroughs = Progress Monitoring<br><br>Coaching and performance feedback                     | If goals met choose other skills for focus or implement fading.<br><br>If goals not met increase frequency or intensity of feedback or provide in-vivo modeling |

Adapted Simonsen et al, (2014)

## Checklist for High Quality Professional Development (HQPD) Training

|  |   |
|--|---|
| <b>BEFORE TRAINING</b>   | <b>PREPARATION</b>  |
|  | 1. Provides a description of the training with learning objectives prior to training.   |
|  | 2. Provides readings, activities, and/or questions to think about prior to the training.  |
|  | 3. Provides an agenda (i.e., schedule of topics to be presented and times) before or at the beginning of the training.                    |
| <b>DURING TRAINING</b>   | 4. Quickly establishes or builds on previously established rapport with participants.   |
|  | <b>INTRODUCTION</b>   |
|  | 5. Connects the topic to participants' context (e.g., community, school, district).   |
|  | 6. Includes the empirical research foundation of the context (e.g., citation, verbal references to research literature, key researchers). |
|  | 7. Content builds or relates to participants' previous professional learning.   |
|  | 8. Aligns with school/district/state/federal standards or goals.  |
|  | 9. Emphasizes impact of content on student learning outcomes.   |
|  | <b>THE PROFESSIONAL LEARNING PROVIDER</b>   |
|  | 10. Builds shared vocabulary required to implement and sustain the practice.  |
|  | 11. Provides examples of the content/practice in use (e.g., case studies, vignette).  |
|  | 12. Illustrates the applicability of the material, knowledge, or practice to the participants' context.                                   |
|  | <b>ENGAGEMENT</b>   |
| 13. Includes opportunities for participants to practice and/or rehearse new skills.  |   |
| 14. Includes opportunities for participants to express personal perspectives (e.g., experiences, thoughts on concepts).  |   |
| 15. Includes opportunities for participants to interact with each other related to training content.   |   |
| 16. Adheres to agenda and time constraints.  |   |
| <b>EVALUATION</b>  |   |
| 17. Includes opportunities for participants to reflect on learning.  |   |
| 18. Includes discussion of specific indicators – related to knowledge, material, or skills provided by the training – that would indicate a successful transfer to practice. |   |
| 19. Engages participants in assessment of their acquisition of knowledge and skills.   |   |
| <b>AFTER TRAINING</b>  | <b>MASTERY</b>  |
|  | 20. Details follow-up activities that require participants to apply their learning in a new setting or context.                           |
|  | 21. Offers opportunities for continued learning through technical assistance and resources.   |
|  | 21. Describes opportunities for coaching to improve fidelity of implementation.   |



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)



Support  
(Success)

Alignment

Pace

PD

Observe

Motivate

Sustain



Support  
(Success)

**WHERE  
ARE  
YOU  
NOW?**

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



Support  
(Success)

# 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?



Support  
(Success)

Your  
Questions

# CONTACT ME



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