



Peer Coaching for SW-PBS

Building Capacity and Self-Reflection
Around Effective Teaching and Learning Practices in the
Classroom



MISSOURI SW-PBS SUMMER INSTITUTE
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College of Education
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Who is in the room today?

- Paraprofessional
- Teacher
- Building Administrator
- Support Staff (Counselor, Psychologist, SLP, etc.)
- PBIS Building Leadership Team Member
- District Administrator
- Other



Why are you here?



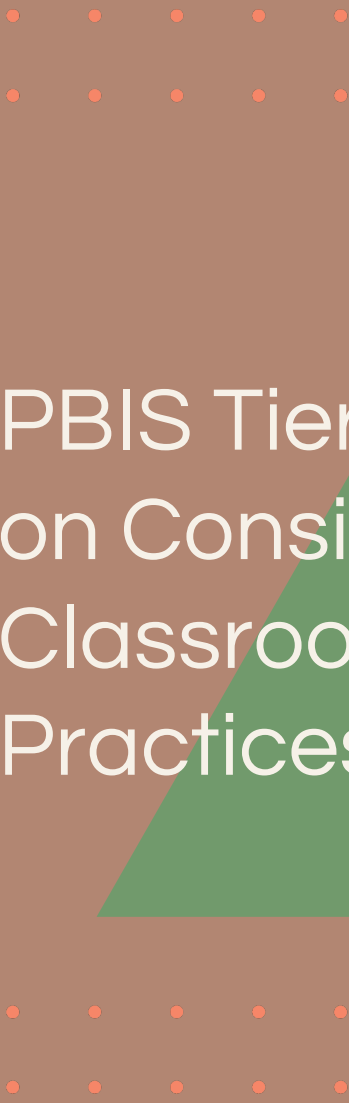
Session Outcomes



Learn about MO SW-
PBS resources and
tools to support self-
reflection on the Eight
Effective Teaching &
Learning Practices

Understand the
purpose & structure of
peer coaching within a
SW-PBS System

Learn about peer
coaching strategies &
resources that can
support you and your
colleagues



PBIS Tier 1 Relies on Consistent Classroom Practices



- Student engagement increases
- Behavior disruptions decrease
- Academic instructional time can increase and improve
- Positive classroom and school climate

[MO SW-PBS Tier 1 Team Workbook,
Ch. 8 Effective Classroom Practices \(2018-19\)](#)



8 Classroom Practices

Classroom Expectations & Rules

Procedures & Routines

Encouraging Expected Behavior

Discouraging Unexpected Behavior



Active Supervision

Opportunities to Respond

Activity Sequencing & Offering
Choice

Task Difficulty





Self-Assessment as a Foundation for Growth

Intentional

Honest

Focused on instructional skill improvement

Based on classroom data and reflection

Growth oriented



How Do I Want to Grow?



SELF-
ASSESSMENT



IDENTIFY
FOCUS
PRACTICE



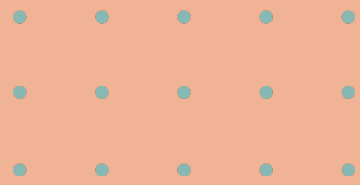
PEER
OBSERVATION



REFLECTIVE
CONVERSATION



IMPLEMENTATION
GROWTH



Self-Assessment Should Include Data

Student Engagment
Levels

Behavior-specific
corrections & redirects

Opportunities to
Respond

Classroom ODR and/or
Minor data

Behavior-specific praise



How do you self-assess
using data?



SELF- ASSESSMENT RESOURCES

1. [Classroom Management: Self -Assessment Revised \(Simonson, Fairbanks, Briesch, & Sugai, 2006\)](#)
2. [MO SW-PBS Teacher Tools](#)

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What is Peer Coaching?

Collaborative

Intentional

Focused on instructional skill improvement

Based on classroom data and reflection

NOT teacher evaluation

Why Peer Coaching?



Providing real-time
classroom-based
feedback



Strengthening
instructional
consistency

Supporting
reflective
practice

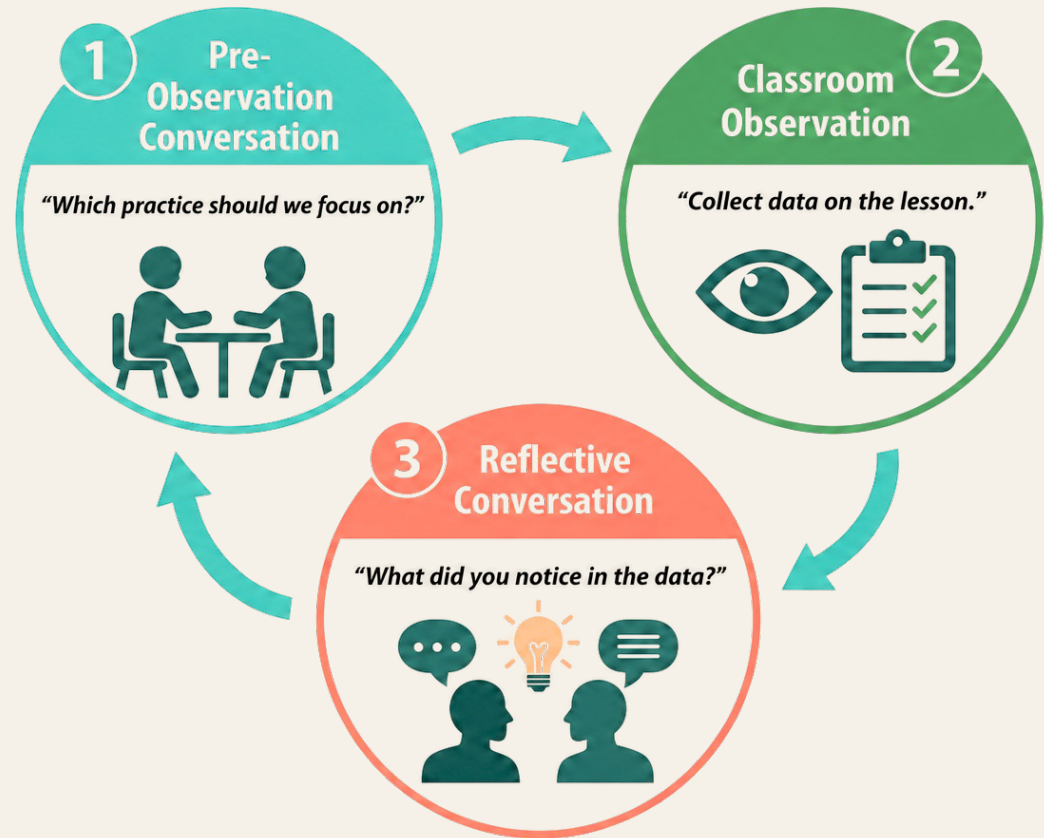


Reciprocal growth
builds collective
teacher efficacy

Continuous Improvement.....not perfection

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Peer Coaching Cycle





Pre-observation
Conversation

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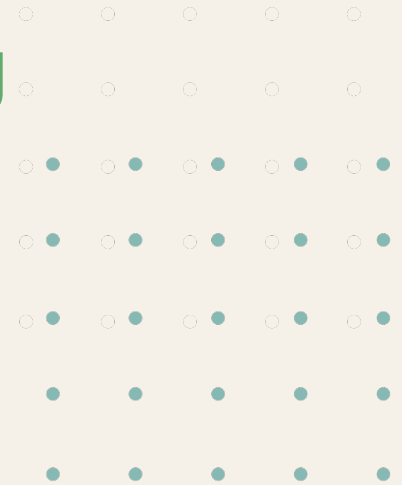
- Which ETLP would you like feedback on?
- What does success look like?
- What indicators should be observed?





Observation

- Specific data should be collected, not opinions
 - Tallies
 - Observation checklist
 - Time sampling

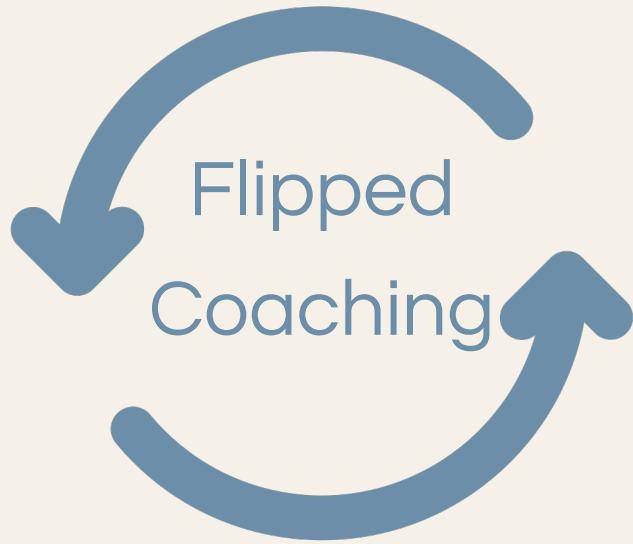




Reflective
Conversation

- Reflective prompts
 - What went well? Why?
 - What challenges did you experience? Why?
 - What patterns do you notice?
 - What might you try next time?





- Focus on pre-observation collaborative work instead of technical feedback
- Teachers learn from one another while planning instruction, developing materials, and watching one another work with students
- Thinking together about the impact of their behavior on students' learning
- The "coach" is teaching, the "observer" is learning



Showers, J. & Joyce, M. (1996). The Evolution of Peer Coaching. *Educational Leadership*, 53(6), 12-17.



PEER COACHING RESOURCES

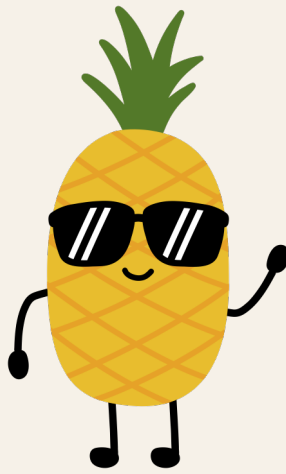
- [PBIS Peer Coaching & Reflective Practice Tool](#)
- [Classroom Management Observation Tool](#)
- [Pineapple Chart](#)
- [“The Evolution of Peer Coaching” article](#)




APRIL	Monday	Tuesday	Wednesday	Thursday	Friday		
				Boone 8:15-8:45 Calloway 9:15-9:55 Barron 9:30-9:50 shared 9:50-10:50 stations Culler 1:25-1:40 (Lesson) 1:45-2:00 (Writing) 2:00-2:20 (Escape Room)			Week of March 29-April 2
			Sweeney ANY DAY 9:45-10:45				Week of April 5-9
	C.McBroom 8:30-10:15 Calloway 1-3	Woodward (1:15-1:35 lesson 1:35-2:15 stations)	Barrells 11:45-12:15 Nielsen (Hospitals) 8:30-8:45	Calloway 9:15-9:55 Cargal - 8:15-10:15 and 11:00-12:00	Woodward 11:50-12:25 or 2:50-3:25		Week of April 12-16
	Deangelus 8:15-9:15, 10:15-10:45, 1:15-2:15 Fisher 9:10-10:30	Deangelus 8:15-8:45, 10:15-10:45, 1:15-2:15 Dickens 1:15 - 2:00 Culler 1:25-1:40 (Lesson) 1:45-2:00 (Writing) 2:00-2:20 (Escape Room)	Culler 1:25-1:40 (Lesson) 1:45-2:00 (Writing) 2:00-2:20 (Escape Room) Scott 1:00-1:45 Englede 8:30-9: 9:15-9:30 Barrells 2:45-3:25		Barron: 2:00-2:30		Week of April 19-23
		Brooks 9:15 - 10:00	Nielsen (Learning Resources) 10:15-10:45 Ballard 11:00-11:40 Price 12:45 - 1:45			Week of April 26-30	

Source: Adrian Cargal, via Edutopia

PINEAPPLE CHARTS



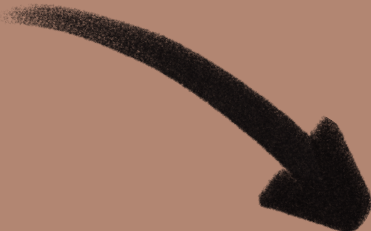
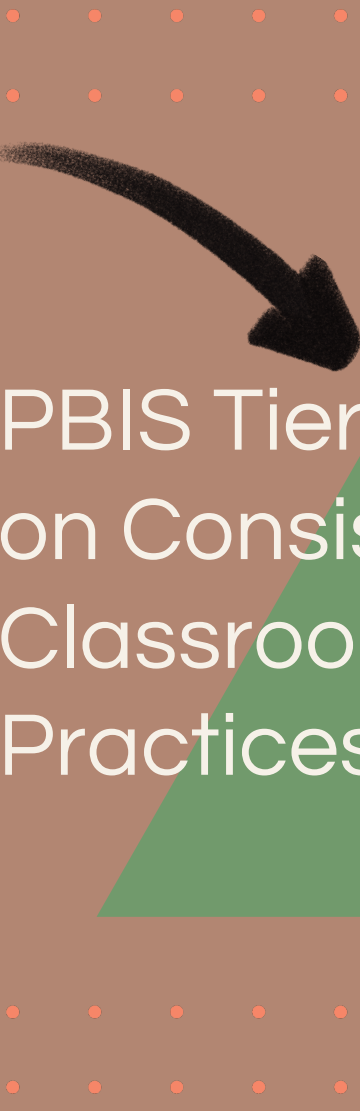
	M	T	W	R	F
What are you teaching today?					
8:30 - 9:30	Locks 1:31 Lopez / Spady traps 8:30-9:30	Zickel Apr 25L 9:00-10:00 Matt Fox	Shaw Heyman Schubert Trevino Tom McLewer, Sm 214 9:30 - 10:55 am @gatormiddle	Sabra 8:15-8:50 Bang Schooley	Nassen 8:20-9:20 Math Room 207
9:30 - 10:30			Matter Kahoot! Davis - 209 10 - 10:30	Cher, Fanella Tinao 4 and 5 nix math 9:50-10:15	
10:30 - 11:30			Bryce - 281 10:30-11:00 Review with Pickers		
11:30 - 12:30		Wren 1:01 Lopez (Holiday Lunch) (Special) Lopez 1:11 Lopez / Harty Group			
12:30 - 1:30			Mia Soarez 2, 10m 10x Guided Reading GROUPS 12:30-1:30	Sherman - Room 105 12:30-1:30 Math (Pickers + Red)	




PBIS Tier 1 Peer Observation Implementation Ideas for Schools



- Start small--choose 1 ETLP/quarter as a building focus
- Short Observations (10-30 min)
- Voluntary Participation
- BLT Support
 - Provide observation tools
 - Members as observers
 - Schedule observations
 - Celebrate & share (anonymous) improvements with all staff



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on Consistent
Classroom
Practices



★ Teacher competence & efficacy increases

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- Student engagement increases
- Academic instructional time can increase and improve
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Thank You!



Complete the Guidebook
App Feedback Survey
