

Beyond Knowledge & Skills

*Shaping the PBIS-Aligned
Identity of New Teachers*

HELLO
my name is

HELLO
my name is

Rachel Bodoin
Coordinator of
Professional Learning



**Springfield
Public Schools**

Your Future. Our Focus.

Outcomes

Attendees will...

- ❑ Examine how **shifting from knowledge and skills to identity**, impacts the **long term sustainability** of PBIS expectations.
- ❑ **Apply a framework** for aligning environment, skills, capabilities, and identify in their district's new teacher training.
- ❑ Identify **practical strategies** for supporting new teachers in developing PBIS-aligned beliefs, identity, and habits of practice.

Agenda

Welcome & Inclusion

PBIS: Beyond Knowledge & Skills

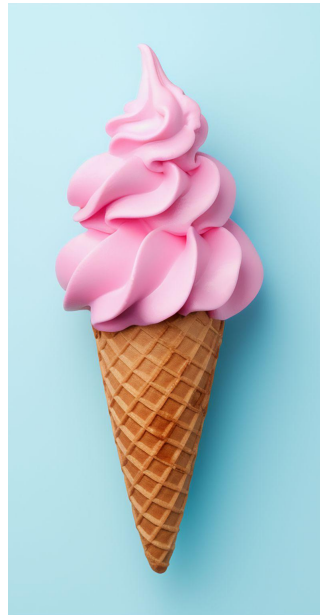
Layers of Support

New Teacher Liaison | Years 1 & 2 Training

Strategies for Change

Closure





Name . Role . Share :
*My site/system
PBIS implementation
is like _____
because
_____.*

Inclusio

Agenda

Welcome & Inclusion

PBIS: Beyond Knowledge & Skills

Layers of Support

New Teacher Liaison | Years 1 & 2 Training

Strategies for Change

Closure





Strategy: Brain Dump

What might you say is the essential **knowledge and skills** a teacher might need to have in order to implement PBIS on day 1 of the school year?

Think. Write. Share

- PBIS Tiers, 1, 2 and 3
- School-Wide Expectations
- Making Classroom Expectations
- Teaching Behavioral Expectations
- Data Collection Systems
- Reinforcement Systems
- Maintaining High Rates of Student Engagement
- Preventing Problem Behaviors
- Proactive and Reactive Strategies for Behaviors
- Effective Use of Positive Specific Praise
- Minor/Major Differences
- Interacting with Parents
- Routines and Procedures



KNOWING

DOING



Agenda

Welcome & Inclusion

PBIS: Beyond Knowledge & Skills

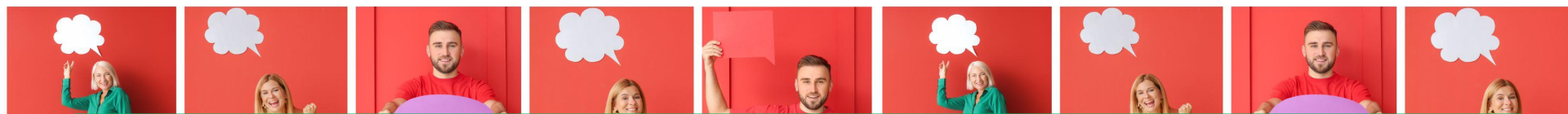
Layers of Support

New Teacher Liaison | Years 1 & 2
Training


Strategies for Change

Closure





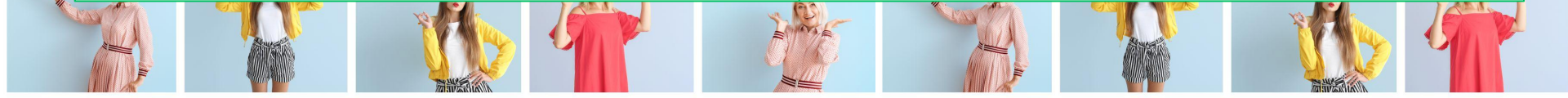
“We don’t rise to the level of our knowledge. We fall to the level of our identity.”



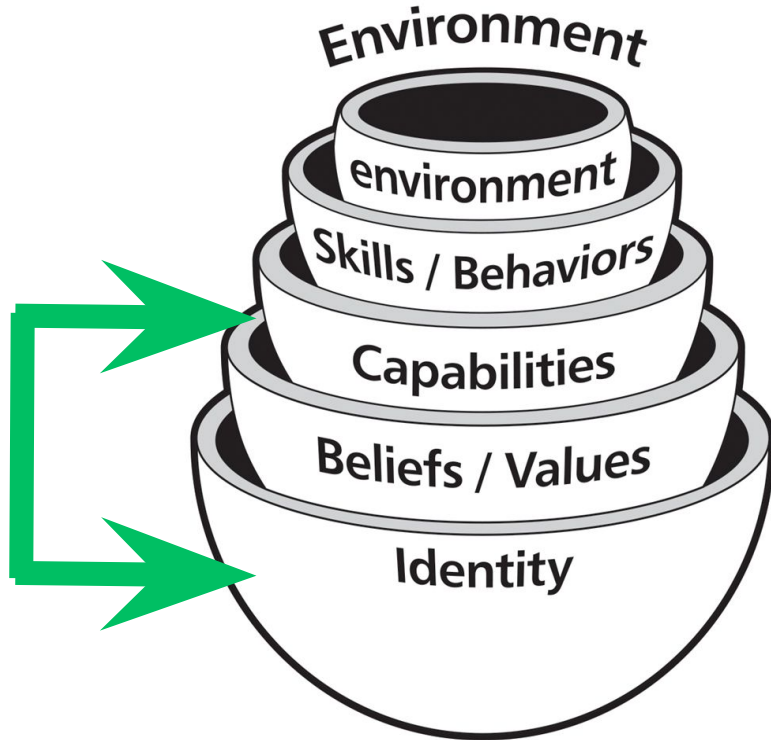
“Culture is not built on expectations posted on a wall, but on identities held by the people in the building.”

“When teachers see themselves as the kind of educators who create predictable, positive environments, PBIS stops being a program and becomes a habit.”

“Skills change what we do. Beliefs change why we keep doing it.”



Robert Dilt's Domains of Influence



A lens for **intervening** ,
influencing , and
sustaining both
learning and **change** in
a complex system.



New Teacher Liaison

Day 1 Induction | Quarterly Meetings

Professional Learning Coordinators

STEP UP Training -> Year 1 & Year 2

Data Driven Instructional Specialist (DDIS)

Professional Learning Team (PLT)

STEP UP Coaching | 1-4x/month

2x/year or 1x/year)

Agenda

Welcome & Inclusion

PBIS: Beyond Knowledge & Skills

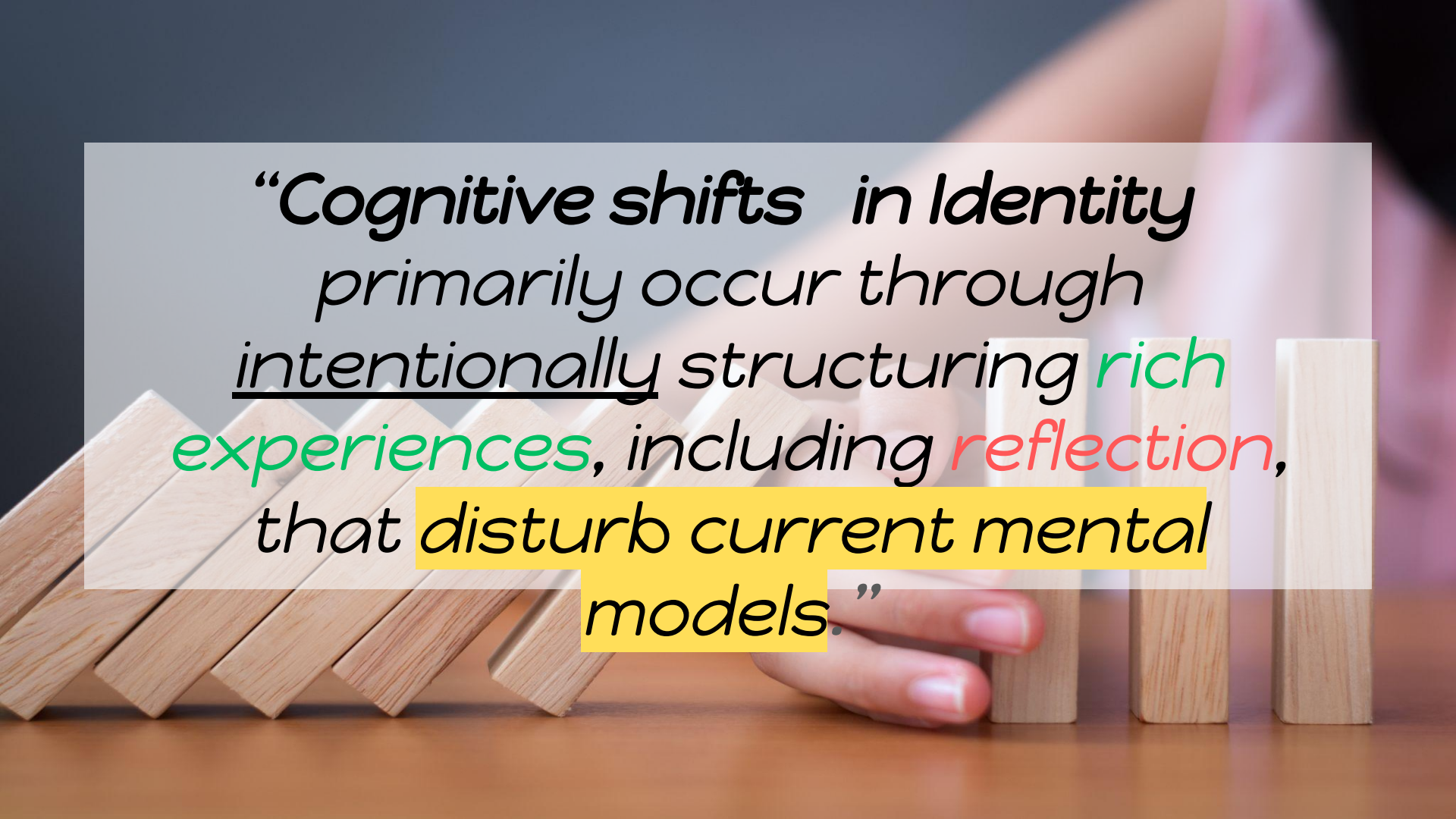
Layers of Support

New Teacher Liaison | Years 1 & 2 Training

Strategies for Change

Closure



A close-up photograph of a hand stacking several light-colored wooden blocks on a wooden surface. The blocks are arranged in a slightly curved line, with some already stacked and others being placed. The background is a soft-focus grey and blue.

*“Cognitive shifts in Identity primarily occur through intentionally structuring **rich experiences**, including **reflection**, that **disturb current mental models.**”*

Reflect: Brain Dump

What
do we
know?



Who do
we need
to be?

Beliefs : Pick 3



PBIS Belief Statements

Beliefs are the underlying sentiments, assertions or assumptions that inform the customs or practices of a group.

1. Education today must include a balanced focus on both academic achievement and social competency.
2. Students today may not have had the opportunity to learn acceptable behavior. We must not assume students know the behaviors and social skills that lead to success at school and in life.
3. Behavior is learned, therefore, responsible behavior can be taught.
4. Student discipline is best achieved through instruction rather than punishment.
5. Student behavior can be taught using the same strategies used to teach academics.
6. Misbehavior presents the student with an opportunity to learn, the educator with an opportunity to teach.
7. Punishment focuses on what not to do and does not teach the child alternative successful ways to behave.
8. For behavior change to occur, we must use positive approaches that strengthen teacher-student relationships.
9. Efforts to help students become socially competent require ongoing teaching, encouragement, and correction.
10. Students need and want high standards for their behavior. Maintaining high expectations does not require "get tough" or punitive approaches.
11. Successful change in discipline practices requires building-wide, systematic approaches.
12. Student discipline is a shared responsibility and requires a combined effort by all staff. We all "own" each and every student and are jointly committed to their success.
13. Student discipline is a collaborative effort. All staff must work together, striving for consensus on procedures and consistent implementation.
14. Services for students with chronic or intense behaviors are most effective within the context of a larger building-wide commitment to the social development of all students.

Rubrics: PBIS Practices Self-Assessment



PRACTICE 1: CLASSROOM EXPECTATIONS

Staff Expectations to Support Student Behaviors

- I have created and posted classroom rules aligned with schoolwide expectations.
- I have filed a copy of my classroom rules in the office.
- 80% of my students can tell the classroom expectations and rules.

Teacher Self Assessment Tool

1.	My classroom rules are aligned with schoolwide expectations (ie: safe, respectful, responsible, ready)	YES	NO	In Progress
2.	My classroom rules are observable, measurable, positively stated, understandable and always apply.	YES	NO	In Progress
3.	I have 5 or fewer rules for each school wide expectation.	YES	NO	In Progress
4.	My classroom rules are prominently posted.	YES	NO	In Progress
5.	I have developed lessons to teach classroom rules.	YES	NO	In Progress
6.	I refer to rules regularly when interacting with students.	YES	NO	In Progress
7.	A teaching schedule that includes classroom rule lessons is developed and on file in the office.	YES	NO	In Progress
8.	80% of my students can tell the classroom expectations and rules.	YES	NO	In Progress

Updated 10/2024

Mental Model: Learning Walks

Learning Walk Log

Date _____ Site(s) _____

My learning goal for today:

Year 1 Learning	Year 2 Learning
<ul style="list-style-type: none"><input type="checkbox"/> Community & Relationships<input type="checkbox"/> Assertive Voice<input type="checkbox"/> Routines & Procedures<input type="checkbox"/> Tell, Show, Support<input type="checkbox"/> Withitness<input type="checkbox"/> Classroom Management	<ul style="list-style-type: none"><input type="checkbox"/> Learning Objectives<input type="checkbox"/> Informal Assessments of Whole Class<input type="checkbox"/> Chunking Content<input type="checkbox"/> Processing Content<input type="checkbox"/> De-Escalation Strategies<input type="checkbox"/> PBIS Preferred Adult Behaviors

Classroom 1

I Noticed...	Strategies I Want To Try
---------------------	---------------------------------

Classroom 2

I Noticed...	Strategies I Want To Try
---------------------	---------------------------------

consider positive possibilities • be invisible • presume positive intentions

Agenda

Welcome & Inclusion

PBIS: Beyond Knowledge & Skills

Layers of Support

New Teacher Liaison | Years 1 & 2 Training

Strategies for Change

Closure





Questions?
Rachel Bodoin
rmbodoin@spsmail.org



Complete the
Feedback survey in
the Guidebook App