Best Practices in the Classroom: Building Capacity at the District Level to Support Teachers

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Appreciation is given to the following for their contributions to this Professional Learning:
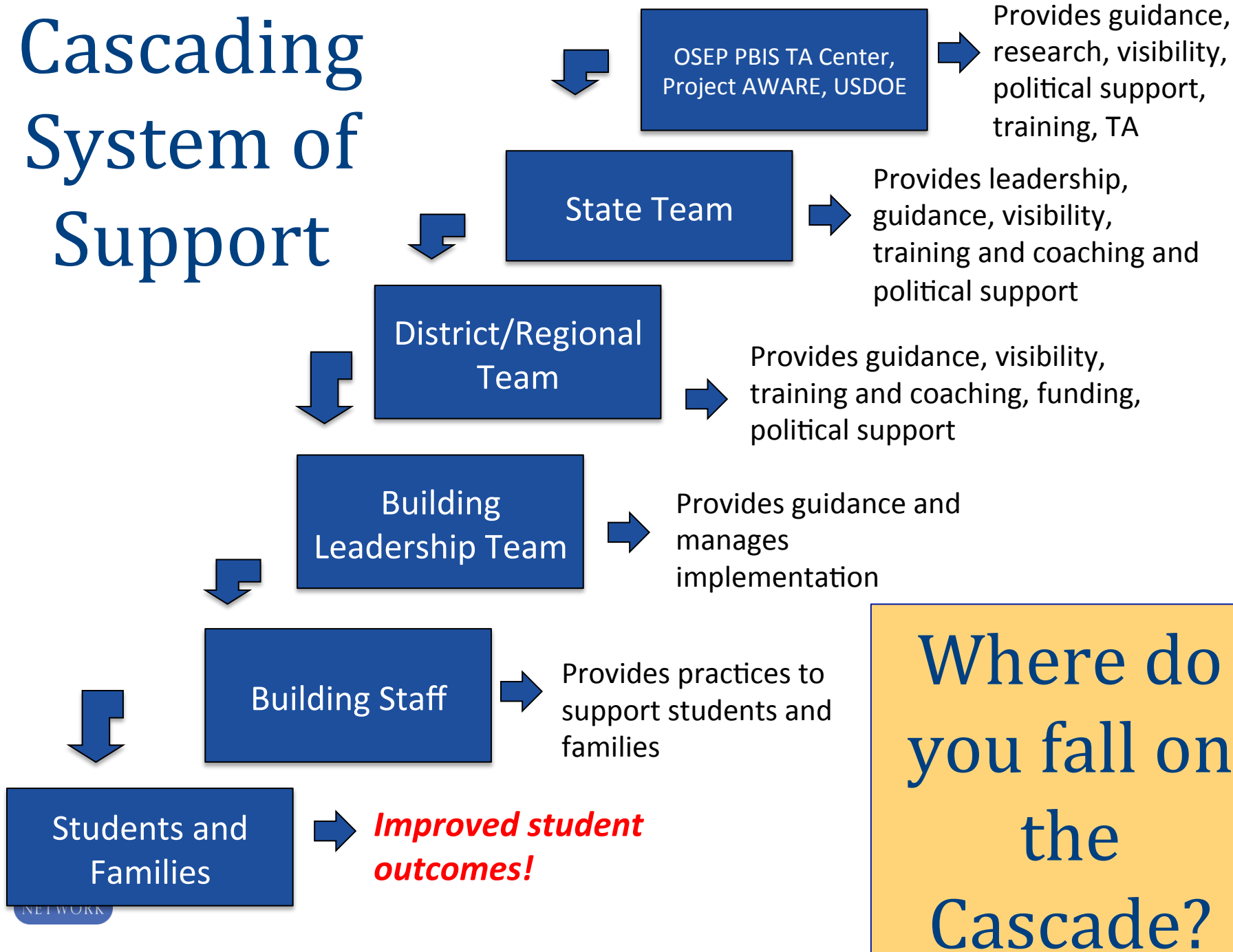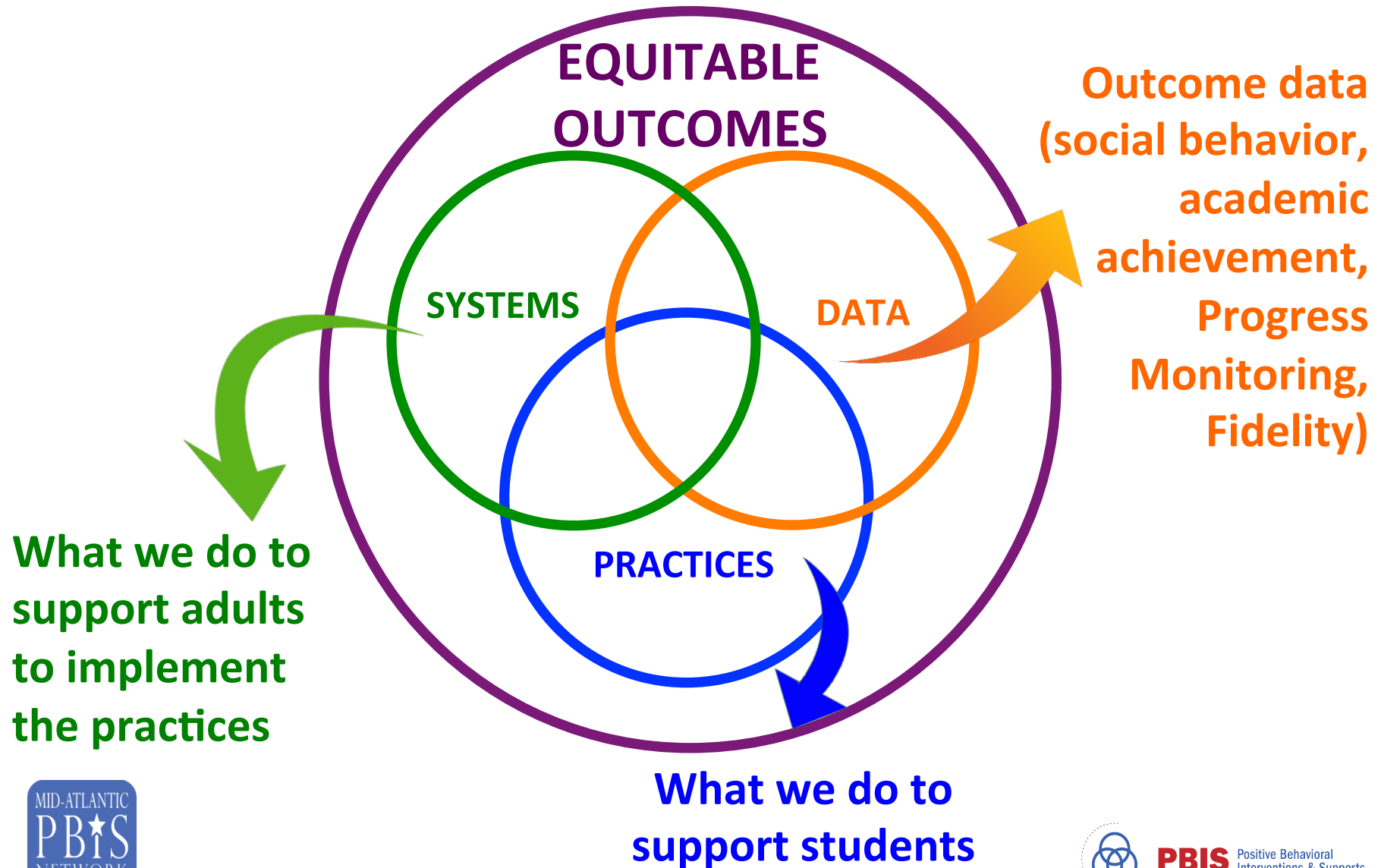
THANK YOU!

Learning Outcomes

- Explore alignment of outcomes, data, practices, and systems to support capacity building

- Explore a data-informed decision making process for installing Positive Classroom Behavioral Supports (PCBS)

- Explore newly developed PCBS Technical Briefs and practical district and school examples of application

Supporting Social Competence & Academic Achievement ...
Personalize Approach Based on Your Schools Needs

EQUITABLE OUTCOMES

SYSTEMS

DATA

PRACTICES

Outcome data (social behavior, academic achievement, Progress Monitoring, Fidelity)

What we do to support adults to implement the practices

What we do to support students

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Cascading System of Support

OSEP PBIS TA Center, Project AWARE, USDOE → Provides guidance, research, visibility, political support, training, TA

State Team → Provides leadership, guidance, visibility, training and coaching and political support

District/Regional Team → Provides guidance, visibility, training and coaching, funding, political support

Building Leadership Team → Provides guidance and manages implementation

Building Staff → Provides practices to support students and families

Students and Families → *Improved student outcomes!*

Where do you fall on the Cascade?

NETWORK

Building Capacity through a Continuum of Supports

Data-Informed

Support for a *Few* Schools, Staff

Support for *Some*: Small Groups of Schools, Staff

Support for *All* Schools, Staff

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Supporting Social Competence & Academic Achievement ...
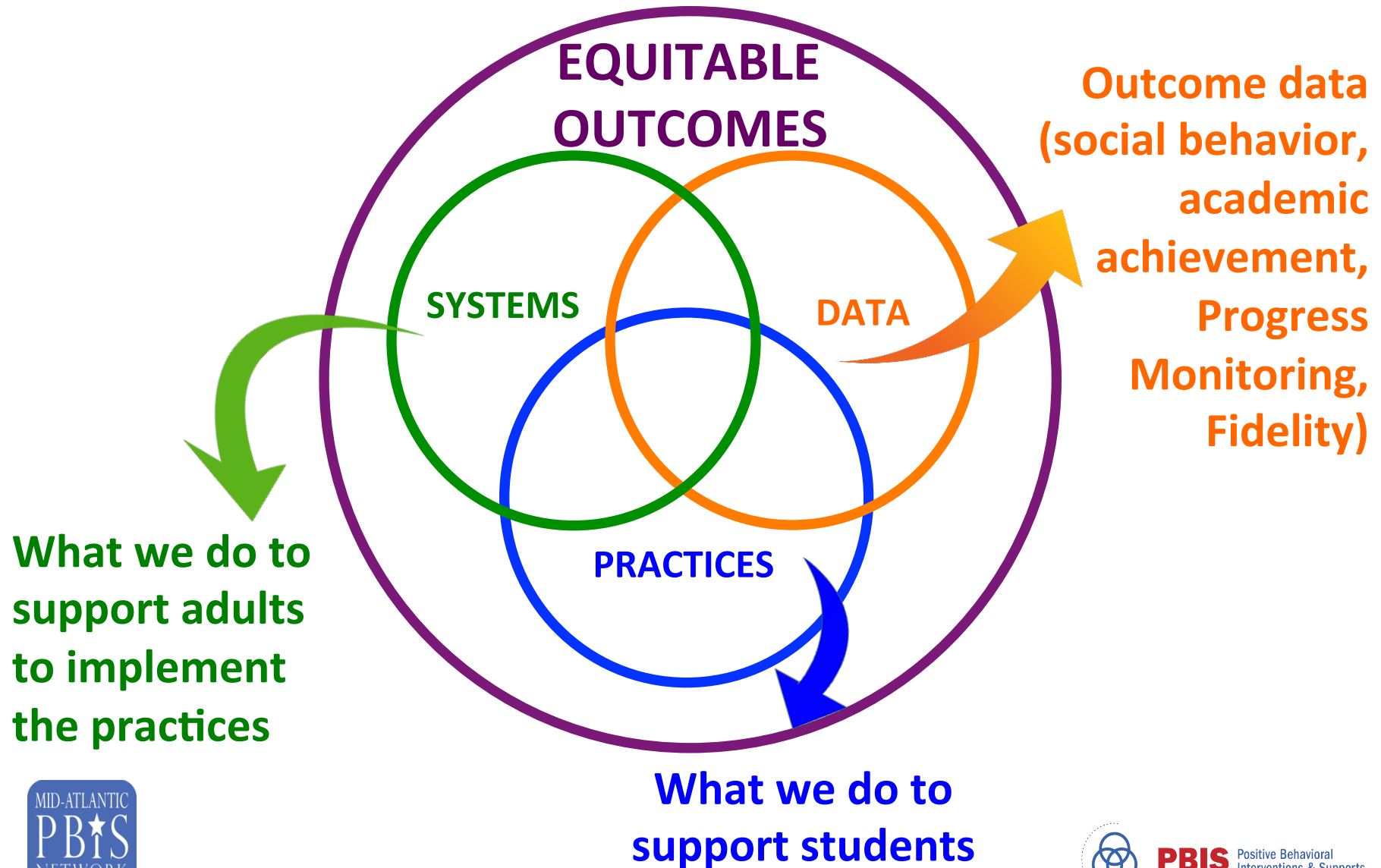## Personalize Approach Based on Your Schools Needs

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Considerations for Alignment at the District/State

- Resource Map around supports provided to schools and/or teachers around classroom management
- Identify the why for exploring systems to support implementation of PCBS

Considerations for Alignment at the School

- Resource Map around programs/practices/ initiatives for classroom management

- Explore PD schedule for current year and upcoming year to identify time and space for on-going support to staff to build fluency with 8 practices

- Revisit Teaming Structure Alignment (Working Smarter, Not Harder) to identify core team to attend team professional learning

What is your "Why"...

How would alignment of data, practices, and systems support your work with fluency and capacity building with Positive Classroom Behavioral Supports (PCBS)?

Installing Positive Classroom Behavioral Supports within the Framework of PBIS

Step 1: What does the data say? (discipline patterns, climate surveys, fidelity checks)
The most significant concern is _____ _____defined as
_____
_____that is taking place most often in _____ (problem location). This behavior occurs _____(frequency/ quantify behavior), and is most likely to happen _____
_____(time of day)___. Students from _____(group of students/grade level) are most frequently referred. This may be due to _____.

Step 4:

How do we teach staff the necessary skills? How do we support staff to implement with fidelity?

Professional Learning Communities used to support one another in development of practices. How do we use data to monitor progress toward our goal and inform each other? How do we improve ?

SYSTEMS – Support Staff Behavior

DATA – Supports Decision Making

PRACTICES – Support Student Behavior

Step 3: What will we do to support student behavior and provide necessary RP skills?

Promote and Prevent First!!
Promote inclusive culture and climate by:
Develop caring connections (morning meetings)
Teach expectations, rules and routines
Develop acknowledgement system

When behaviors occur:
Teach how to be accountable
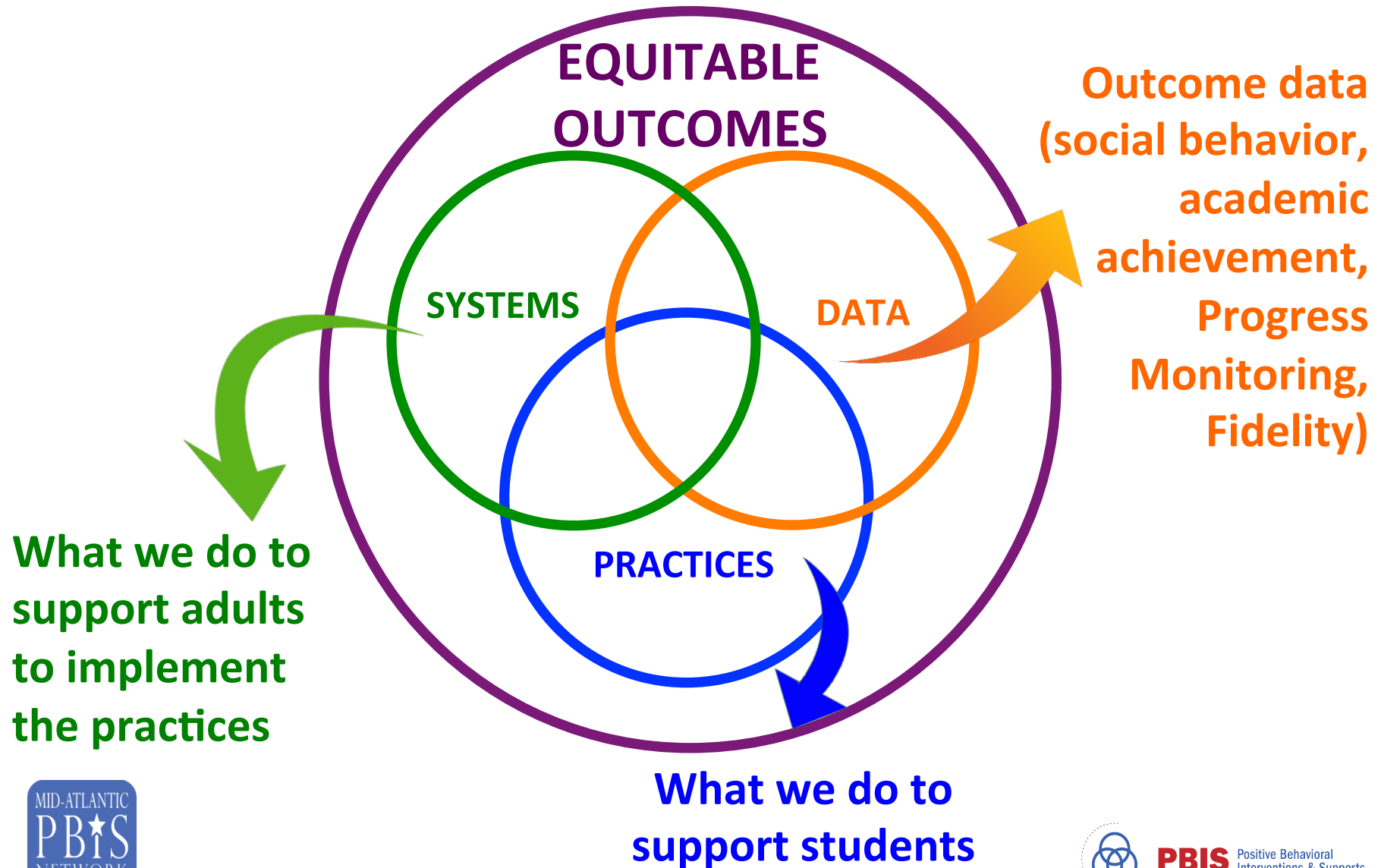Teach how to Repair Harm, Reengage and Reintegrate (i.e. Circles)

Step 2: What is the SMART (specific, measureable, attainable, realistic, time-bound) goal?

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Supporting Social Competence & Academic Achievement ...
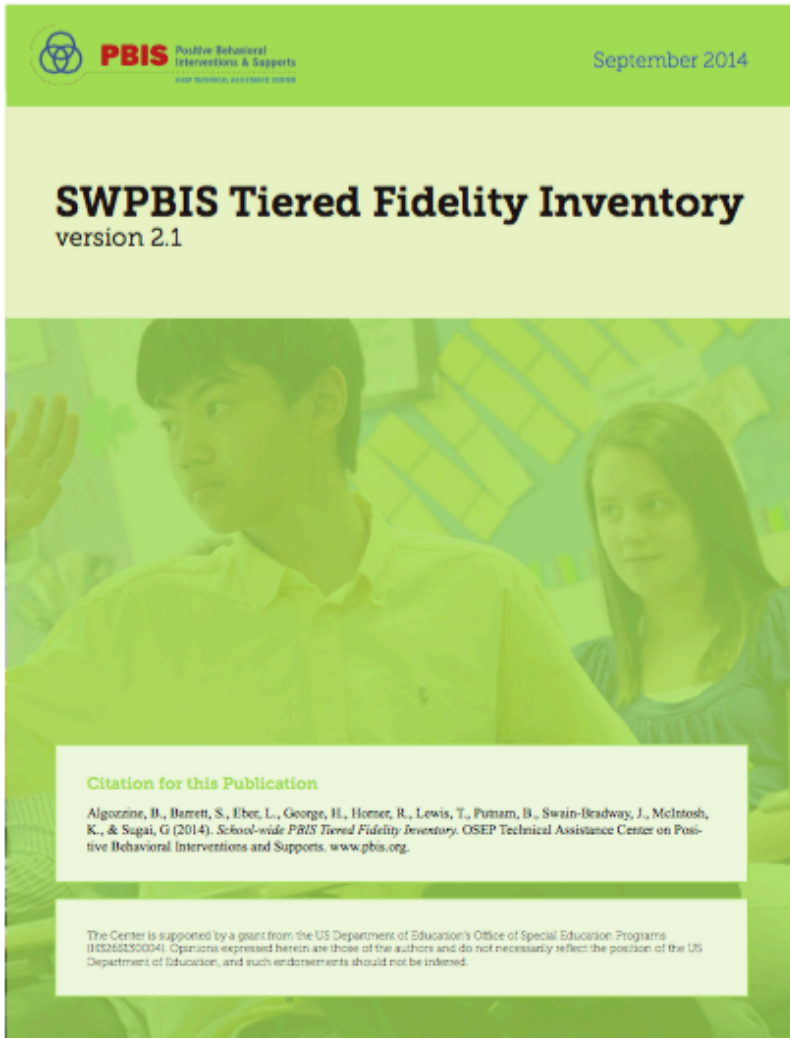## Personalize Approach Based on Your Schools Needs

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Technical Brief

www.pbis.org

Supporting and Responding to Behavior
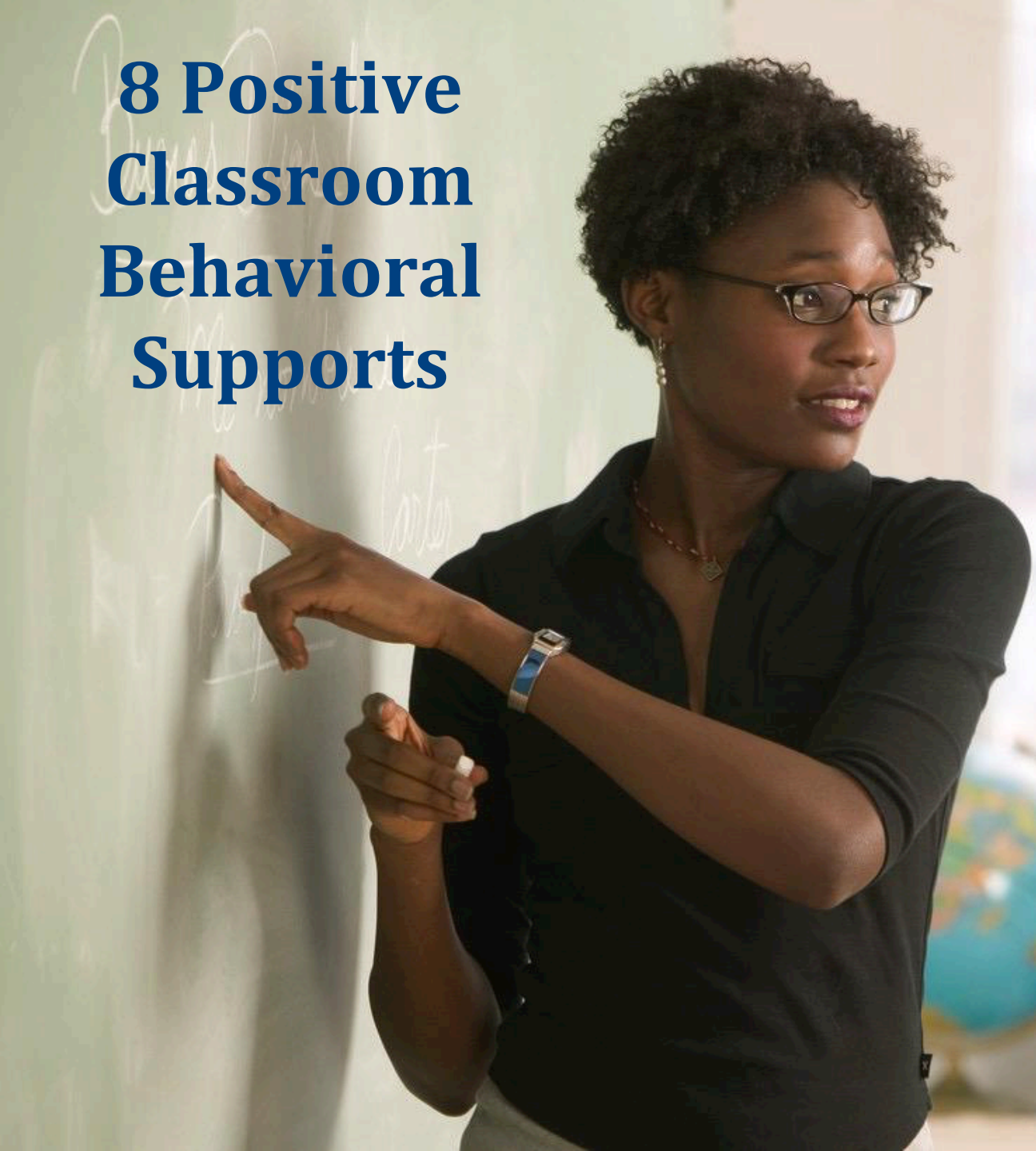
Evidence-Based Classroom Strategies for Teachers

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Sample Professional Learning Curriculum

SWPBIS Tiered Fidelity Inventory
version 2.1

September 2014

Citation for this Publication

Algozzine, B., Barrett, S., Eber, L., George, H., Horner, R., Lewis, T., Putnam, B., Swain-Bradway, J., McIntosh, K., & Sugai, G (2014). *School-wide PBIS Tiered Fidelity Inventory.* OSEP Technical Assistance Center on Positive Behavioral Interventions and Supports. www.pbis.org.

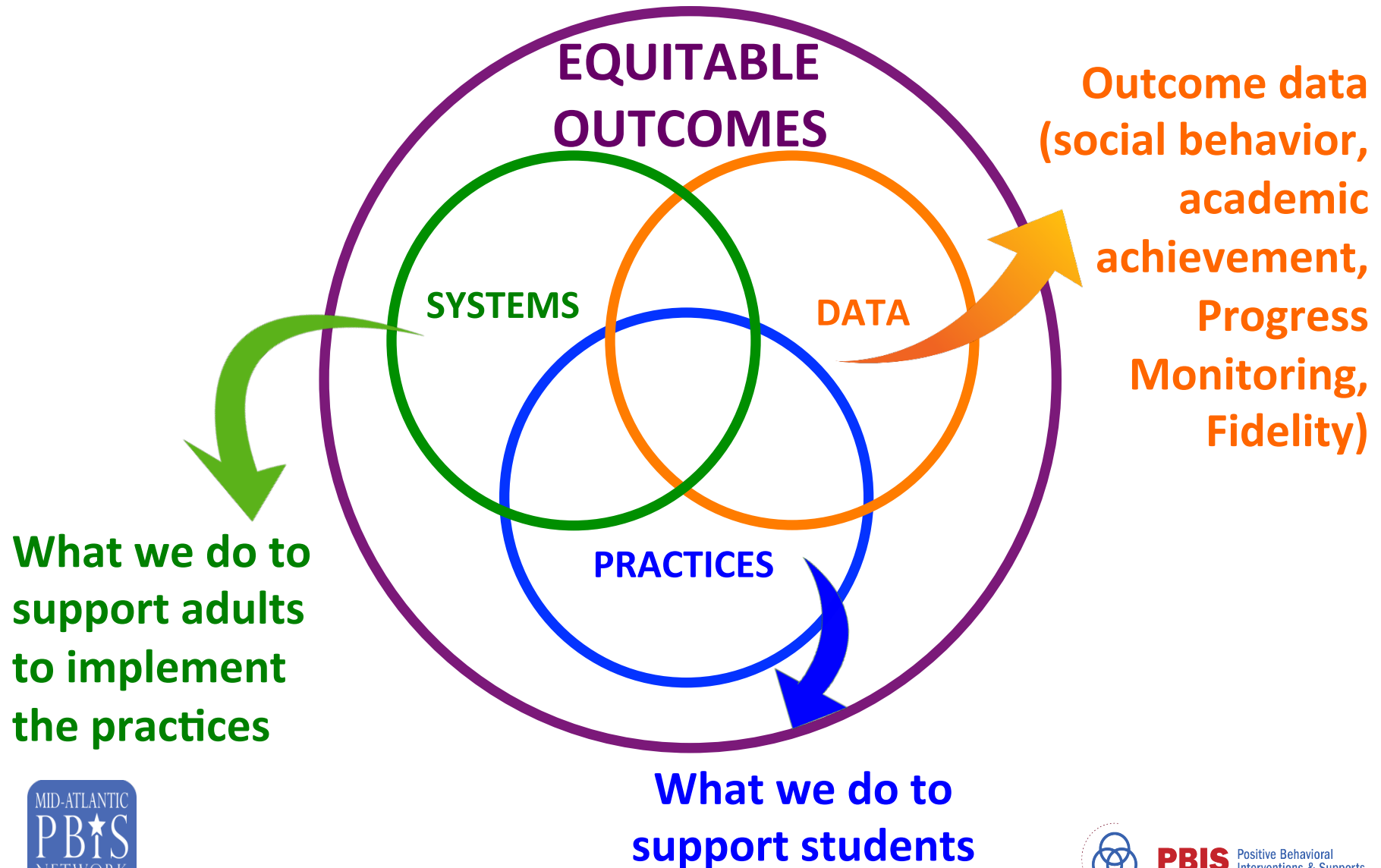**8 Classroom Practices**

8 Positive Classroom Behavioral Supports

1. Arrange orderly physical environment

2. Define, Teach, Acknowledge Rules and Expectations

3. Define, Teach Classroom Routines

4. Employ Active Supervision

5. Provide Specific Praise for Behavior

6. Continuum of Response Strategies for Inappropriate Behaviors

7. Class-Wide Group Contingency

8. Provide Multiple Opportunities to Respond

Tier 1: Professional Learning Roadmap

TFI Sub-Scale: **Team**

TFI 1.1	Team Composition
TFI 1.2	Team Operating Procedures

TFI Sub-Scale: **Implementation**

TFI 1.3	Behavioral Expectations
TFI 1.4	Teaching Expectations
TFI 1.5	Problem Behavior Definitions
TFI 1.6	Discipline Policies
TFI 1.7	Professional Development
TFI 1.8	Classroom Procedures
TFI 1.9	Feedback and Acknowledgement
TFI 1.10	Faculty Involvement
TFI 1.11	Student/Family/Community Involvement

TFI Sub-Scale: **Evaluation**

TFI 1.12	Discipline Data
TFI 1.13	Data-based Decision Making
TFI 1.14	Fidelity Data
TFI 1.15	Annual Evaluation

8 Classroom Management Practices

1	Arrange orderly physical environment
2	Define, Teach, Acknowledge Rules and Expectations
3	Define, Teach Classroom Routines
4	Employ Active Supervision
5	Provide Specific Praise for Behavior
6	Continuum of Response Strategies for Inappropriate Behaviors
7	Class-Wide Group Contingency
8	Provide Multiple Opportunities to Respond

Supporting Social Competence & Academic Achievement ...
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Technical Brief
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PBIS TECHNICAL BRIEF ON SYSTEMS TO SUPPORT TEACHERS' IMPLEMENTATION OF POSITIVE CLASSROOM BEHAVIOR SUPPORT

Prepared by: Jennifer Freeman, Brandi Simonsen, Steve Goodman, Barb Mitchell, Heather George, Jessica Swain-Bradway, Kathleen Lane, Jeff Sprague, Bob Putnam

What is the purpose of this technical brief?

The purpose of this technical brief is to summarize proactive, efficient, and evidence-based systems for supporting teachers' implementation of positive classroom behavior support (PCBS) practices school-wide. Specifically, this technical brief is designed to inform and support school and district leadership teams as they address the following questions while implementing PCBS school wide.

- What practices do you want to implement?
- Where are the practices implemented?
- Who are your implementation supporters?
- How will you support implementation?
  (adapted from Fixsen, Naoom, Blase, Friedman, & Wallace, 2005 pg. 12).

The specific evidence-based practices to be implemented (**what**) are the PCBS practices defined in Supporting and Responding to Student Behavior guide. The goal is for these practices to be implemented by all teachers and in all classrooms (**where**). School leadership teams will need to consider a range of possible implementation supporters (**who**) depending on their context and available resources (e.g., expert-, peer-, or self-delivered supports). In addition, the school leadership team will need to provide specific training, prompting, and data (**how**) to ensure teachers know how to use PCBS practices and are able to apply them effectively in their classrooms. This technical brief is designed to inform and support these decisions.

For the purposes of this brief, we will define implementation and systems as follows.

Implementation is "a specified set of activities designed to put into practice an activity or program of known dimensions" (Fixsen, Naoom, Blase, Friedman, & Wallace, 2005, p.5).

Systems refer to the structures and supports district and school leadership teams provide to enhance teachers' implementation of evidence-based practices with fidelity.

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PBIS Professional Development Blueprint: Sample Professional Learning Plan

New Cohort

Readiness Phase	Proposed Date	Staff Trained	Content	Delivery method with estimated time	Next Steps with individual task assignments
Readiness: Part I	February	District and School Leaders	• Introduce Core Features of PBIS • Review School Readiness Requirements including SWIS • Establish Expectations • Clarify Roles of Key staff (External Coach, Internal Coach, Admin, School Leadership Team) • Define Role of Family and Student	FTF (Face to Face) 2 hours	Assign Coach, Set up site visit to collect baseline information
Readiness Part II	February- March	District and School Leaders, PBIS Coaches	• Conduct Tiered Fidelity Walk through or SET	School Tour ½ day	TFI/SET assessor provides feedback to administrator, sets up next readiness tasks
SWIS Readiness Webinar	March-April	District and School Leaders, PBIS Coaches	• SWIS Readiness	FTF	SWIS: Complete School Information Form, Sign Licensing Agreement
On site Readiness and Preparing/Planning for Summer Training	March-April	District, School Leaders, Coaches SWIS data users	• ID Summer Dates (work with district to determine training dates 1 day for leadership and coaches, 2 days for teams, 1-2 days for planning, 30 minutes) • Develop 2 year PD Calendar (2 hours) • Establish Leadership Team (recruit over several weeks: 2 hours) • Register for PBIS Assessment Account (overview 20 minutes, paperwork 2 minutes) • Train SWIS data system (2.5-3 hours) 3 parts: 1.)Developing a coherent data collection system- up to 6 months, 2.) SWIFT at SWIS training, 2.5 hours, 3.) data based decision making- develops during team meetings	FTF 2 days	Admin and Coach will finalize PD calendar Admin will Communicate readiness plan with staff SWIS data entry users conduct SWIS fluency activities ID date for EBS staff Survey

Available at: http://www.pbis.org/blueprint/pd-blueprint

Sample District Capacity Building Professional Learning Plan

Positive Classroom Behavioral Supports	School A	School B	School C	School D	School E	School F	Notes
Distirct Implementation Plan for Positive Classroom Behavioral Supports							
Number of Teachers being supported through Coaching as of 5/2016	1 partial	4	6	3	2	4	
Number of Teachers being supported through Coaching as of 2/27/17	2	1	3	1	2	2	
EXPECTATIONS AND RULES, Date Module was offered to whole district:	Summer PL	Summer PL	Summer PL	Summer PL	Summer Pl	Summer PL	Facilitated by CSBS/State /District Trainers for all schools together
Date Implemented in Individual School:	Week of August 31	Week of August 31	Week of August 31	Week of August 31	Week of August 31	Week of August 31	Year 1
By Whom?	MTSS-B Team	MTSS-B Team	4) SLT member(s)	4) SLT member(s)	4) SLT member(s)	MTSS-B Team	
Through What Structure?	4) Staff meeting	4) Staff meeting	4) Staff meeting	4) Staff meeting	4) Staff meeting	4) Staff meeting	
Who Were Trained?	1) Instructional staff	1) Instructional staff	1) Instructional staff	1) Instructional staff	1) Instructional staff	1) Instructional staff	
Booster Date:	31-Aug	3/28/2017	4/20/2017	8/31/16	31-Aug	31-Aug	Year 2
Booster by Whom?	SLT	T1 Lead	Coach	Lead Teachers	Tier 1 Team	Tier 1 Team	
Booster: Through what structure?	6) Other: Pre-service	Staff meeting	Grade level meetings during PE	6) Other: Pre-service	6) Other: Pre-service	6) Other: Pre-service	
Booster: Who was Trained?	1) Instructional staff	Instructional Staff	1) Instructional staff	1) Instructional staff	1) Instructional staff	1) Instructional staff	
ROUTINES AND PROCEDURES, Date	10/5/2015 PLC	10/5/2015 PLC	10/5/2015 PLC	10/5/2015 PLC	10/5/2015 PLC	10/5/2015 PLC	Facilitated by CSBS/State /District Trainers for all

Year 1: Introduced 8 practices
Year 2: Data-informed decisions to boost these during year 2

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Multi-tiered Support Framework

Data-Informed

Coaching with Performance Feedback
Request for Support

Professional Learning Communities with focused support
Small group professional learning (self selected and data informed)

All Staff Professional Learning (initial and booster)
Options for Data Collection- Peer/Buddy Observations, Self-Assessment, Surveys
Fluency Building Days
Use outcome data to identify precision statements by grade level
Staff acknowledgement to support PCBS implementation

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A Continuum of Assessment

Few … SWPBIS Leadership Team/Admin uses data to identify a few teachers with more intensive opportunities for growth (RFA, Coaching)

Some … SWPBIS Leadership Team uses data to identify groups of teachers with common opportunities for growth (e.g., teachers new to building, grade level precision statements)

All … SWPBIS Leadership Team uses data (student outcome, aggregated self-assessment) to identify strengths and opportunities for growth

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What could be done for *ALL*?

- Alignment: District Strategic Plan, School Improvement Plan, Include with Recertification Points, District Team Learning Walks
- Tier 1 Team/Others facilitate PCBS Implementation
- Engage all staff in professional learning
- Engage staff with data-informed solution development
- Provided options for staff data collection
- Staff acknowledgement to support PCBS implementation
- Contextually relevant to school culture

Professional Learning for *All*

Who: Administrators, Team Members, School Counselor, Specialists modeled practices (e.g., PBG)

How/Scheduling: all done in the course of the workday

What: Webinars
    Face to face
    Flipped learning
    School created videos
Non-evaluative Learning Walks

Data Collection and Sharing Options

Options for Data Collection on Fluency:

-Self-Observation via recordings (video/audio)

-Peer/Buddy Observations

-Coach Observation

-Self-Assessment/Reflection

-Surveys

Options for Data Sharing with Staff:

-Implementation of 8 Practices

-Anecdotal Teacher and Perception Data

-Precision Statements for Classroom by Grade Level

-Outcome Data (whole staff meetings, PLCs, Celebrations)

Engage staff with Data-Informed Solution Development

Data Informed Decision Making:

Precision Statements from student outcome data (minor and major) to guide support for implementation

Teacher generated solutions anchored to the 8 practices

Contextually Relevant to School Culture

Host environment that supports a culture of coaching, self-reflection

     Consider coaching as a verb vs a noun

Support vs evaluation

     Practices will probably be the same

     Separate system

     Data sharing in aggregate

What could be done for *Some*?

Professional Learning Communities with focused support

Small group professional learning (self selected and data informed)

Data Informed Decisions: Precision Statements

For the first 2 months of school, staff report 60 incidents (office and classroom managed) of disrespect and disruption in the classroom with 80% of incidents occurring in 5th grade (4/4 staff) for 30 distinct students, with the majority of incidents occurring between 10:00 and 11:30 and 1:30 and 3:00 mostly on Tuesday/ Thursdays. Staff report that they are unsure why students might be engaging in this behavior.

All, some, or a few?

Support to *Some* (small groups)

Shared precision statement with grade level team

Facilitated team initiated solution development

Progress monitored through outcome data, teacher feedback, and observation

Leveraged internal resources to support fluency building

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What could be done for a *few*?

Coaching with Performance Feedback

Request for Support

Data-Informed Decisions: Precision Statements

In the past two months, three language arts classrooms (2nd, 4th and 5th period) taught by the same teacher have had a lot of disruptive behavior. Thirty one office discipline referrals (ODRs) were given out across these three periods. Twelve students had 2 or more ODRs.

All, some, or a few?

Support for a *Few*

Teacher requested classroom observations to provide feedback on the 8 practices

Progress monitor data on fluency building of 8 practices

DPR data (Tier 2, CICO) to inform need for support

Coaching with Performance Feedback

- Data informed or request for assistance
- Observation data shared with teacher to identify action plan
- Teacher facilitated action plan
- Support for fluency building including modeling; peer observations, videos
- On-going progress monitoring and feedback

Alignment of Data, Practices, Systems

- Same data collection tools used at all three tiers
- Same 8 practices used as the focus for fluency building at all three tiers
- Support for fluency building informed by data and reflected culture of the schools

Sample Guidebook for Aligning Data, Practices, and Systems

Overview: This resource is organized to provide guidance for designing a comprehensive system of support to build staff fluency with evidence-based Positive Classroom Behavioral Supports through data-informed decision-making. An effective and efficient system of support might include universal support for all staff, targeted support for some staff, and individualized supports for staff based on need. The universal support activities for all staff include professional learning on evidence-based Positive Classroom Behavioral Supports, guided teacher self-reflection and action planning to build fluency with practices, and possibly classroom observations with performance feedback and support from other staff (e.g., coaches, lead teachers, and/or peers). The targeted support can be accessed through the administrator, a coach or teacher lead, and possibly SW-PBIS team lead using school-wide behavioral (minor or major) or other data sources to identify small groups of teachers needing additional support (e.g., a grade level, new staff). Administrators and coaches and/or teacher leads might use school-wide data to identify and invite any teachers indicating a need for individualized support to participate in a coaching partnership. Additionally, teachers can always request assistance for individualized support. The system should be shared as a way to access support and build fluency with Positive Classroom Behavioral Supports throughout the school. It should not be designed as a deficit model, but rather, a capacity building approach with teachers supporting one another in various ways.

Scope and Sequence and Planning Resources

Classroom Behavior Systems is a core feature of School-wide Positive Behavioral Interventions and Supports (SW-PBIS) that is designed to provide a continuum of support to teachers to build fluency with evidence-based Positive Classroom Behavioral Supports. Coaches or other teacher leaders work collaboratively with all implementation partners (Administrators, Leadership Teams, Team Leads, Division personnel, etc.) to design and provide professional learning and coaching support to classroom teachers. Professional learning for staff can be anchored to the existing infrastructure of support for professional learning (e.g., designated PD days, PLCs, staff meetings, virtual platforms, etc.). There are eight evidence-based Positive Classroom Behavioral Supports supported through this resource. These include the following:

1. Define, teach, and provide performance feedback on classroom rules, aligned with school-wide expectations
2. Use class-wide group contingencies/Positive Behavior Game
3. Define, teach, and provide performance feedback on classroom routines, possibly aligned with school-wide expectations
4. Provide specific and contingent praise for appropriate behavior (defined on matrices)
5. Provide error correction through prompting, re-teaching, and providing choices
6. Provide multiple opportunities to respond
7. Employ active supervision (move, scan, interact)
8. Arrange orderly physical environments

How might you lean into this work... where would you start?

What questions do you have for us?