D4 - Supporting Teacher Use of Effective Classroom Practices in a High School Setting

Lead Presenter:
Dr Barbara Mitchell

Exemplar Presenters:
Renay Down, Michael Gray, & Sharonne Telfer

Key Words: Applied Classroom, Coaching, High School
What is PBIS?

- A **framework** for delivery of evidence-based practices that **fit** the values and needs of students, families, and staff.
Includes a Tiered Continuum

As the magnitude of the problem increases, so does the need for:

(a) resources to address the problem,
(b) enhancements to teaching & learning environments,
(c) collecting & using data for decision making,
(d) engagement with and feedback to students.
Integration of Academic & Behavioral Supports

Tier One
- All students
- Preventive, proactive

Tier Two
- Some students (at-risk)
- Rapid response
- First signs of risk

Tier Three
- Individual Students
- Assessment-based
- High Intensity

Academic Systems
- Individual Classrooms
- Non-Classroom
- School-wide

Behavioral Systems
- Individual Students
- Assessment-based
- Intense, durable procedures

Tier One
- All settings & students
- Preventive, proactive
• **Data-based** decision making & problem solving process

• Selecting & implementing **practices** to achieve indicated outcomes

• **Systems** to support implementers to use practices with fidelity and over time.

---

25,911 Schools in U.S
3,000+ High Schools
Session Purpose

• Explain a multi-component, within school, coaching model
• Support teacher use of effective instructional & management strategies

BUSSELTON SENIOR HIGH SCHOOL
What does this mean??

- Multi-component
  - Data collection
  - Consultation
  - Goal setting
  - Peer observations
  - Performance feedback

- Within school
  - Limited external support
  - Internal capacity using existing school staff

Coaching Model
Effective Coaching

Coaching is a process that supports and transfers knowledge and skills gained during professional learning, workshops, or training events into practice in everyday use. If our coaching is effective, we should see:

- increase in teams’ capacity to develop infrastructure, processes, & procedures to support sustained use of an innovation (systems coaching);
- increase in staff capacity to utilize effective practices (related to academic instruction, behavior, social-emotional supports, interventions, etc.) in schools (content/practice/instructional coaching); and
- socially significant outcomes for students

Transfer of knowledge into USE!
Session Preview

• Lesson Demonstration
  • modeling classroom practices & data collection

• Describe school context & rationale for development model

• Explain pilot project (10 weeks)
  • 2 within school coaches & 4 teachers

• Results –
  • what happened?

• Implications –
  • what was learned & next steps

• Resources
1958 – 60\textsuperscript{th} Anniversary
694 Students
Low SEI School – 941
70% below the benchmark
10% indigenous students (70 Students)
Competitive landscape – 5 SHS in 6 mile radius plus impact of a larger town 40 mins away.
Positive behavior Support is our cornerstone strategy to strengthening student culture within our school.

The strategy is formed upon four foundational values:

**RESPECT**  Having respect towards one another and staff as well as personal and school property

**EMPATHY**  Having and showing empathy towards others in the school community

**ACHIEVE**  Striving to achieve our personal best in all aspects of school life

**LEARN**  Endeavouring to learn by participating actively in all lessons
**Tier 1 School Wide Expectations**
The Busselton SHS community gets ‘REAL’ by:

### Settings

#### Showing Respect
- use appropriate language
- wear the school uniform
- greet each other positively
- care for our equipment
- care for our environment
- use our manners

#### Having Empathy
- take a stand against bullying
- help and include others
- interact positively

#### Striving to Achieve
- strive for our personal best
- display good sportsmanship
- participate in all activities

#### Endeavouring to Learn
- are punctual
- transition quickly and quietly
- line up

### Classroom

- listen to each other’s opinions
- listen to and follow staff instructions
- put our hand up to ask questions

- accept and celebrate differences
- show acceptance and understanding
- acknowledge and give appropriate feedback

- seek feedback to improve
- actively problem solve
- stay on task
- complete our classwork to the best of our ability
- ask for help when required
- are prepared and equipped for class
- use time efficiently
- are engaged in classroom activities
- complete our homework

### School Grounds

- put litter in the bin.
- report unsafe behaviour

- understand that our actions could impact upon the feelings of others
- are mindful of others when moving around the school
- remove ourselves from conflict and seek help

- keep our area clean
- use break times to prepare for next class
- participate in break time activities

### Use of Technology

- respect the privacy of others and ourselves
- use technology and mobile phones as the teacher instructs
- use social media appropriately

- understand the impact of technology on others
- use technology for its intended purpose
- assist other

- use our time effectively
- produce our own work
- seek online resources as instructed
- are a good digital citizen
- acknowledge the work of others

### Representing the School

- act responsibly
- thank community members
- promote a good school image
- display good sportsmanship

- care for others in the community
- demonstrate positive citizenship
- value community members

- celebrate success with the community
- support each other and our teams
- make the most of learning experiences
- actively listen to presenters
- represent the school with pride
What We Know

The **strongest** predictor of both sustained implementation and sustained improved student outcomes was implementation of **classroom PBIS systems**

(Mathews, McIntosh, Frank & Seth, 2014)
The Challenge...

• Teachers typically receive little pre- or in-service training in classroom management.


Not funny but fact!!
Decades of research have provided a sound base for what works in classroom management practices.

• Teachers use effective instructional practices “at exceptionally low rates, if at all” (Scott, Hirn, & Cooper, 2017, p. 80)

• The challenge is providing teachers with effective and practical professional learning and coaching to implement these practices with consistency, accuracy and fluency (Colvin, Flannery, Sugai & Monegan, 2010).
Within-school coaching professional learning model

PRACTICES
- Evidence Based Classroom Practices

SYSTEMS
- Within-school coaching professional learning model

DATA
- Classroom observation data

OUTCOMES
- Increased instruction and engaged time
- Quality teacher & student relationships
- Positive school climate

Within-School Coaching Model
1. Data Collection
2. Teacher Consultation Meeting
3. Peer Coaching Observations
4. Performance Feedback

Instructions
Section 1 & 2: Make a tally mark in the corresponding box for each type of behaviour observed during 10 minutes of teacher instruction.

Section 1: Teacher Feedback

Effective Classroom Practice 3:
- Encouraging Expected Behaviour
  - Positive Feedback - Teacher Attention to Correct Behaviours
    - Non-Specific Positive Feedback (b)
    - Specific Positive Feedback (c)

Effective Classroom Practice 4:
- Discouraging Inappropriate Behaviour
  - Corrective Feedback - Teacher Attention to Behaviour Errors
    - Non-Specific Corrective Feedback (e)
    - Specific Corrective Feedback (f)

Section 2: Opportunities to Respond (Effective Classroom Practice 6)
- Do not count directions to perform a task, social questions or questions within the context of negative feedback

Total (g)  Total (h)

Teacher Feedback Tool
- Date: 

Rypple Teacher Feedback Tool
Key Components
Effective Professional Learning

Effective professional learning to transfer skills into classroom practice consists of the following components:

1. Knowledge and theory/rationale (TELL)
2. Modeling (SHOW)
3. Practise (x25) (PRACTISE)
4. Peer coaching observations
5. + Performance Feedback

(Joyce & Showers 2002)
Data Collection Tool
Essential Features

• Focused on observable behavioral practices
• Included operational definitions
• Designed to be used by classroom teachers
Year One

• Two volunteer teachers were trained as school-based coaches.

• The school-based coaches worked with eight volunteer classroom teachers trialling a coaching model with peer coaching and performance feedback.

• Feedback from the trial was used to refine the format of the data collection tool and the within-school coaching model.
Some Modifications

- Language matters
  - Observation Tool to Feedback Tool
  - Student disruptions to student behavior errors
  - Negative feedback to corrective feedback

- Changed from a whole group intervention to individual action planning

- Changed from external consultant PL model to within-school PL model
1. Baseline data collection

2. A structured teacher consultation meeting incorporating:
   - data-based decision making
   - planning
   - goal setting
   - explicit training

3. Peer coaching observations
   - Grow coaching questions

4. Performance feedback
Within-School Coaching Model

1. Data Collection
2. Teacher Consultation Meeting
3. Peer Coaching Observations
4. Performance Feedback
Opportunity to Respond

Operational Definition

• A teacher statement, gesture or visual cue that prompts a student response.

• An OTR is **curriculum relevant** and **instructionally related**.

• An OTR is not a direction to perform a task or a social question.

• Research shows that students are significantly more likely to be actively engaged when rates of OTR are at a minimum level of three per minute.
Specific Positive Feedback
Operational Definition

• Teacher attention to correct behavior

• Verbal statement, gesture or visual feedback the teacher provides to the whole class, a small group or individual student

• Specifically states the behavior
Specific Positive Feedback: Examples & Non-Examples

BEHAVIOUR MATRIX

THE BUSSELTON SENIOR HIGH SCHOOL COMMUNITY GETS R.E.A.L. BY:

<table>
<thead>
<tr>
<th>VALUES</th>
<th>SHOWING</th>
<th>RESPECT</th>
<th>EMPATHY</th>
<th>STRIVING TO</th>
<th>ACHIEVE</th>
<th>ENDEAUVORING TO</th>
<th>LEARN</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>WE...</td>
<td>WE...</td>
<td>WE...</td>
<td>WE...</td>
<td>WE...</td>
<td></td>
</tr>
<tr>
<td>ALL SETTINGS</td>
<td></td>
<td>Use appropriate language</td>
<td>Use a stand against bullying</td>
<td>Strive for our personal best</td>
<td>Are punctual</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Wear the school uniform</td>
<td>Help and include others</td>
<td>Display good sportsmanship</td>
<td>Transition quickly and quietly</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Greet each other positively</td>
<td>Interact positively</td>
<td>Participate in all activities</td>
<td>Line up</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Care for our equipment</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Care for our environment</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Use our manners</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

CLASSROOM

- Listen to each other’s opinions
- Listen to and follow staff instructions
- Put our hand up to ask questions
- Accept and celebrate differences
- Show acceptance and understanding
- Acknowledge and give appropriate feedback
- Seek feedback to improve
- Actively problem solve
- Stay on task
- Complete our classwork to the best of our ability
- Ask for help when required
- Are prepared and equipped for class
- Use time efficiently
- Are engaged in classroom activities
- Complete our homework

SCHOOL GROUNDS

- Put litter in the bin.
- Report unsafe behaviour
- Understand that our actions could impact upon the feelings of others
- Are mindful of others when moving around the school
- Remove ourselves from conflict and seek help
- Keep our area clean
- Use break times to prepare for next class
- Participate in break time activities

USE OF TECHNOLOGY

- Respect the privacy of others and ourselves
- Use technology and mobile phones as the teacher instructs
- Use social media appropriately
- Understand the impact of technology on others
- Use technology for its intended purpose
- Assist others
- Use our time effectively
- Produce our own work
- Seek online resources as instructed
- Are a good digital citizen
- Acknowledge the work of others

REPRESENTING THE SCHOOL

- Act responsibly
- Thank community members
- Promote a good school image
- Display good sportsmanship
- Care for others in the community
- Demonstrate positive citizenship
- Value community members
- Celebrate success with the community
- Support each other and our teams
- Make the most of learning experiences
- Actively listen to presenters
- Represent the school with pride
Specific Corrective Feedback
Operational Definition

• Teacher attention to a behavior error
• Verbal statement, gesture or visual feedback the teacher provides to the whole class, a small group or individual student
• Specifically states the expected behavior
# Specific Corrective Feedback: Examples & Non-Examples

## The Busselton Senior High School Community Gets R.E.A.L. By:

<table>
<thead>
<tr>
<th>VALUES</th>
<th>SHOWING RESPECT WE...</th>
<th>HAVING EMPATHY WE...</th>
<th>STRIVING TO ACHIEVE WE...</th>
<th>ENDEAVOURING TO LEARN WE...</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ALL SETTING</strong></td>
<td>• Use appropriate language</td>
<td>• Take a stand against bullying</td>
<td>• Strive for our personal best</td>
<td>• Are punctual</td>
</tr>
<tr>
<td></td>
<td>• Wear the school uniform</td>
<td>• Help and include others</td>
<td>• Display good sportsmanship</td>
<td>• Transition quickly and quietly</td>
</tr>
<tr>
<td></td>
<td>• Greet each other positively</td>
<td>• Interact positively</td>
<td>• Participate in all activities</td>
<td>• Line up</td>
</tr>
<tr>
<td></td>
<td>• Care for our equipment</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Care for our environment</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Use our manners</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>CLASSROOM</strong></td>
<td>• Listen to each other’s opinions</td>
<td>• Accept and celebrate differences</td>
<td>• Seek feedback to improve</td>
<td>• Ask for help when required</td>
</tr>
<tr>
<td></td>
<td>• Listen to and follow staff instructions</td>
<td>• Show acceptance and understanding</td>
<td>• Actively problem solve</td>
<td>• Are prepared and equipped for class</td>
</tr>
<tr>
<td></td>
<td>• Put our hand up to ask questions</td>
<td>• Acknowledge and give appropriate feedback</td>
<td>• Stay on task</td>
<td>• Use time efficiently</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Complete our classwork to the best of our ability</td>
<td>• Are engaged in classroom activities</td>
</tr>
<tr>
<td><strong>SCHOOL GROUNDS</strong></td>
<td>• Put litter in the bin.</td>
<td>• Understand that our actions could impact upon the feelings of others</td>
<td>• Keep our area clean</td>
<td>• Use break times to prepare for next class</td>
</tr>
<tr>
<td></td>
<td>• Report unsafe behaviour</td>
<td>• Are mindful of others when moving around the school</td>
<td></td>
<td>• Participate in break time activities</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Remove ourselves from conflict and seek help</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>USE OF TECHNOLOGY</strong></td>
<td>• Respect the privacy of others and ourselves</td>
<td>• Understand the impact of technology on others</td>
<td>• Use our time effectively</td>
<td>• Seek online resources as instructed</td>
</tr>
<tr>
<td></td>
<td>• Use technology and mobile phones as the teacher instructs</td>
<td>• Use technology for its intended purpose</td>
<td>• Produce our own work</td>
<td>• Are a good digital citizen</td>
</tr>
<tr>
<td></td>
<td>• Use social media appropriately</td>
<td>• Assist others</td>
<td></td>
<td>• Acknowledge the work of others</td>
</tr>
<tr>
<td><strong>REPRESENTING THE SCHOOL</strong></td>
<td>• Act responsibly</td>
<td>• Care for others in the community</td>
<td>• Celebrate success with the community</td>
<td>• Make the most of learning experiences</td>
</tr>
<tr>
<td></td>
<td>• Thank community members</td>
<td>• Demonstrate positive citizenship</td>
<td>• Support each other and our teams</td>
<td>• Actively listen to presenters</td>
</tr>
<tr>
<td></td>
<td>• Promote a good school image</td>
<td>• Value community members</td>
<td></td>
<td>• Represent the school with pride</td>
</tr>
<tr>
<td></td>
<td>• Display good sportsmanship</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
During ten minutes of teacher-directed instruction the following observed behaviours were coded:

- Pre-corrections
- Non-Specific Positive Feedback
- Specific Positive Feedback
- No Feedback
- Non-Specific Corrective Feedback
- Specific Corrective Feedback
- Whole Group Opportunity to Respond
- Individual opportunity to Respond

• We calculated these as a rate per minute
• We also used teacher corrective responses to calculate student behavior errors per minute
Rate per minute

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-correction</td>
<td>0.6</td>
</tr>
<tr>
<td>Specific Positive Feedback</td>
<td>2.2</td>
</tr>
<tr>
<td>Specific Corrective Feedback</td>
<td>0.05</td>
</tr>
<tr>
<td>OTR Group</td>
<td>2.8</td>
</tr>
<tr>
<td>OTR Individual</td>
<td>1.4</td>
</tr>
<tr>
<td>OTR Total</td>
<td>4.2</td>
</tr>
</tbody>
</table>

**Ratio of Positive to Corrective Feedback**

11:1
### Classroom Context Yes/No

<table>
<thead>
<tr>
<th>Classroom Expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td>i. Positively stated classroom rules aligned with school expectations can be seen and read by students and staff in all parts of the room.</td>
</tr>
<tr>
<td>ii. Teacher regularly referred to expectations and/or rules to pre-correct, acknowledge and redirect student behavior.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Classroom Procedures &amp; Routines</th>
</tr>
</thead>
<tbody>
<tr>
<td>iii. Clear procedures were observed for managing transitions.</td>
</tr>
<tr>
<td>iv. Clear and consistent procedures were observed for gaining teacher attention and responding to teacher questions.</td>
</tr>
<tr>
<td>v. Teacher used a clear cue for attention.</td>
</tr>
<tr>
<td>vi. Cue for attention consistently gained attention of all students.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Encouraging Expected Behavior</th>
</tr>
</thead>
<tbody>
<tr>
<td>vii. Teacher used an acknowledgement system to reinforce appropriate student behavior.</td>
</tr>
<tr>
<td>viii. Teacher provided non-contingent attention to most students.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Active Supervision</th>
</tr>
</thead>
<tbody>
<tr>
<td>ix. Classroom floor plan allows for ease of movement.</td>
</tr>
<tr>
<td>x. Teacher used proximity and moved frequently around the classroom.</td>
</tr>
<tr>
<td>xi. Teacher used frequent scanning.</td>
</tr>
<tr>
<td>xii. Teacher demonstrated frequent student interactions.</td>
</tr>
</tbody>
</table>
i. Positively stated classroom rules aligned with school expectations can be seen and read by students and staff in all parts of the room.
## Classroom Context

<table>
<thead>
<tr>
<th>Classroom Expectations</th>
<th>i. Positively stated classroom rules aligned with school expectations can be seen and read by students and staff in all parts of the room.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>ii. Teacher regularly referred to expectations and/or rules to pre-correct, acknowledge and redirect student behavior.</td>
</tr>
<tr>
<td>Classroom Procedures &amp; Routines</td>
<td>iii. Clear procedures were observed for managing transitions.</td>
</tr>
<tr>
<td></td>
<td>iv. Clear and consistent procedures were observed for gaining teacher attention and responding to teacher questions.</td>
</tr>
<tr>
<td></td>
<td>v. Teacher used a clear cue for attention.</td>
</tr>
<tr>
<td></td>
<td>vi. Cue for attention consistently gained attention of all students.</td>
</tr>
<tr>
<td>Encouraging Expected Behavior</td>
<td>vii. Teacher used an acknowledgement system to reinforce appropriate student behavior.</td>
</tr>
<tr>
<td></td>
<td>viii. Teacher provided non-contingent attention to most students.</td>
</tr>
<tr>
<td>Active Supervision</td>
<td>ix. Classroom floor plan allows for ease of movement.</td>
</tr>
<tr>
<td></td>
<td>x. Teacher used proximity and moved frequently around the classroom.</td>
</tr>
<tr>
<td></td>
<td>xi. Teacher used frequent scanning.</td>
</tr>
<tr>
<td></td>
<td>xii. Teacher demonstrated frequent student interactions.</td>
</tr>
</tbody>
</table>
Within-School Coaching Model

1. Data Collection
2. Teacher Consultation Meeting
3. Peer Coaching Observations
4. Performance Feedback
Teacher Consultation Checklist

Teacher Consultation Checklist

- Greet teachers and thank them for participation in the project.
- Describe the DBDM consultation process being used for the meeting.
- Ask participants if they have any questions about the process.

Step One: Collect and Chart Data

- Provide teacher with their individual aggregated data sheet from the baseline TFT classroom observations.
- Outline the components of the TFT and how the data was gathered.
- Outline TFT Operational Definitions and elaborate by providing specific classroom examples.
- Ask participants if they have any questions about their data.

Step Two: Analyse and Prioritise

- Provide teacher with examples of a precision statement (What, when, where, who, why, how often).
- Teacher to develop two precision statements based on their data around strengths and opportunities for growth.

Step Three: Write a SMART Goal

- Teacher to develop a SMART goal based on their opportunity for growth precision statement.

Step Four: Select Strategies

- Teacher to use the Data Based Decision making Tool to develop an action plan with assistance from the behaviour coach.
- Action plan to include goal setting, peer-coaching observations and performance feedback using the TFT.
- Action plan has a schedule for peer coaching and performance feedback classroom observations with corresponding who and where sections completed.
- Teachers are aware of where to find additional classroom practice training resources.

Step Five: Determine Results Indicator

- Teacher has determined how fidelity data will be collected.
- Teachers has determined when outcome data will be collected.

Step Six: Evaluate Plan

Teacher has determined when, how often they will meet to evaluate their action plan.

Finish Teacher Consultation

- Ask teacher to provide a brief summary of the action plan.
- Thank teacher for their participation in the project.
- Behaviour coach to provide completed checklist to researcher.
Data Based Decision Making

1. Collect and Chart Data
2. Analyse and Prioritise
3. Develop S.M.A.R.T. Goals
4. Select Strategies
5. Determine Results Indicators
6. Evaluate Plan

- Pre-Correction
- Non-Specific Positive Feedback (b)
- Specific Positive Feedback (c)
- Non-Specific Corrective Feedback (e)
- Specific Corrective Feedback (f)
- Total Positive Feedback
- Total Corrective Feedback

Percentage Positive and Corrective Feedback

Teacher Feedback

Teacher Response to Behaviour Errors

Behaviour Errors

Opportunities to Respond

Student Engagement

Classroom Context

Teacher Feedback

Percentage Non-Specific and Specific Positive Feedback

Percentage of Intervals

Teacher Feedback

Teacher Response to Behaviour Errors

Opportunities to Respond

Student Engagement

Classroom Context

1. Classroom Expectations
2. Classroom Procedures and Routines
3. Encouraging Expected
4. Active Supervision
5. Active Supervision

<table>
<thead>
<tr>
<th>Pre-Correction</th>
<th>Non-Specific Positive Feedback (b)</th>
<th>Specific Positive Feedback (c)</th>
<th>Non-Specific Corrective Feedback (e)</th>
<th>Specific Corrective Feedback (f)</th>
<th>Total Positive Feedback</th>
<th>Total Corrective Feedback</th>
</tr>
</thead>
<tbody>
<tr>
<td>0.15</td>
<td>0.22</td>
<td>0.16</td>
<td>0.19</td>
<td>0.16</td>
<td>0.39</td>
<td>0.35</td>
</tr>
</tbody>
</table>

Percentage Positive and Corrective Feedback

Percentage Positive and Corrective Feedback

Percentage Non-Specific and Specific Positive Feedback

Percentage Non-Specific and Specific Positive Feedback

Percentage of Intervals

Percentage of Intervals

Percentage of Intervals

Percentage of Intervals

Percentage of Intervals

Percentage of Intervals

Percentage of Intervals

Percentage of Intervals

Percentage of Intervals

Percentage of Intervals

Percentage of Intervals

Percentage of Intervals

Percentage of Intervals

Percentage of Intervals

Percentage of Intervals

Percentage of Intervals

Percentage of Intervals

Percentage of Intervals

Percentage of Intervals

Percentage of Intervals

Percentage of Intervals

Percentage of Intervals

Percentage of Intervals

Percentage of Intervals

Percentage of Intervals

Percentage of Intervals

Percentage of Intervals

Percentage of Intervals

Percentage of Intervals

Percentage of Intervals

Percentage of Intervals

Percentage of Intervals

Percentage of Intervals

Percentage of Intervals

Percentage of Intervals

Percentage of Intervals

Percentage of Intervals

Percentage of Intervals

Percentage of Intervals

Percentage of Intervals

Percentage of Intervals
Goal:
By the end of week 3, I want to see an improvement in specific positive feedback in a rate of 0.15 to 0.5 and OTR from 0.7 to 3.0 per minute.
Brief Professional Learning

“Tell–Show–Practice” model

- Explained practice, provided rationale, included examples and non-examples
- Used video clips and/or modelled effective use of practice
- Provided opportunity for behavior rehearsal in the meeting
Within-School Coaching Model

Data Collection

Performance Feedback

Teacher Consultation Meeting

Peer Coaching Observations
Peer Coaching Observations

Facilitated by coaches
Focused on key practices & objective, simple data collection using the Teacher Feedback Tool
Teacher observing lesson is being coached
Coaching Questions

What was your first impression?
What did you notice about ……?(SKILL)
How would you rate your use of the skill at the moment?
What could you do to take it up a notch?
What do you need now?
Within-School Coaching Model

1. Data Collection
2. Teacher Consultation Meeting
3. Peer Coaching Observations
4. Performance Feedback
Performance Feedback

Is: DATA

Is NOT: Evaluative/judgement or expert
Performance Feedback Observations

Facilitated by school-based coaches
Focused on key practices & objective, simple data collection using the Teacher Feedback Tool

Coach
Renay

Teacher
What We Observed

• A massive increase in student engagement.
• Almost immediate
• From 90% failure rate to a 80% pass rate (1 specific class)
• Change in student behavior – transferred across classes
• Teacher enjoyment
• Teacher training – involved in early training
Goal: By the end of week 3, I want to see an improvement in **specific positive feedback** in a rate of **0.15 to 0.5** and OTR from **0.7 to 3.0** per minute.
Research suggests that a higher ratio of positive to corrective behaviour feedback improves classroom behaviour.

(Pas, Cash, O’Brennan, Debnam and Bradshaw, 2015)
Goal: By the end of week 3, I want to see an improvement in specific positive feedback in a rate of 0.15 to 0.5 and **OTR from 0.7 to 3.0 per minute**.
Teacher Feedback

Teacher 2

Rate Per Minute

<table>
<thead>
<tr>
<th>Category</th>
<th>Term 1 Year 1</th>
<th>Term 2 Year 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-Correction (a)</td>
<td>0.19</td>
<td>0.26</td>
</tr>
<tr>
<td>Non-Specific Positive Feedback (b)</td>
<td>0.68</td>
<td>0.59</td>
</tr>
<tr>
<td>Specific Positive Feedback (c)</td>
<td>0.50</td>
<td>0.99</td>
</tr>
<tr>
<td>Non-Specific Corrective Feedback (e)</td>
<td>1.56</td>
<td>0.38</td>
</tr>
<tr>
<td>Specific Corrective Feedback (f)</td>
<td>0.52</td>
<td>1.41</td>
</tr>
<tr>
<td>Total Positive Feedback</td>
<td>1.18</td>
<td>1.58</td>
</tr>
<tr>
<td>Total Corrective Feedback</td>
<td>2.08</td>
<td>1.78</td>
</tr>
</tbody>
</table>
### Classroom Context

<table>
<thead>
<tr>
<th></th>
<th>Classroom Expectations</th>
<th>Classroom Procedures and Routines</th>
<th>Encouraging Expected</th>
<th>Active Supervision</th>
</tr>
</thead>
<tbody>
<tr>
<td>i</td>
<td>Term 1 Year 1</td>
<td>Term 2 Year 1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ii</td>
<td>75%</td>
<td>95%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>iii</td>
<td>75%</td>
<td>84%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>iv</td>
<td>0%</td>
<td>75%</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>13%</td>
<td>26%</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>13%</td>
<td>26%</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>75%</td>
<td>100%</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>100%</td>
<td>100%</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>100%</td>
<td>100%</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>100%</td>
<td>100%</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

1. Teacher regularly referred to expectations and/or rules to pre-correct, acknowledge and redirect student behavior.

IV. Clear and consistent procedures were observed for gaining teacher attention and responding to teacher questions.

V. Teacher used a clear cue for attention.

VI. Cue for attention consistently gained attention of all students.
# Social Validity Survey

## Teacher Perceptions of the Process

### Likert Scale

<table>
<thead>
<tr>
<th>Questions</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10 (a)</th>
<th>(b)</th>
<th>(c)</th>
<th>(d)</th>
</tr>
</thead>
<tbody>
<tr>
<td>BC</td>
<td>5</td>
<td>4</td>
<td>4</td>
<td>5</td>
<td>4</td>
<td>5</td>
<td>5</td>
<td>5</td>
<td>2</td>
<td>5</td>
<td>5</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>BC</td>
<td>5</td>
<td>5</td>
<td>5</td>
<td>5</td>
<td>5</td>
<td>5</td>
<td>5</td>
<td>5</td>
<td>4</td>
<td>5</td>
<td>5</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>3</td>
<td>5</td>
<td>5</td>
<td>4</td>
<td>5</td>
<td>4</td>
<td>5</td>
<td>5</td>
<td>5</td>
<td>3</td>
<td>5</td>
<td>5</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>4</td>
<td>5</td>
<td>5</td>
<td>4</td>
<td>5</td>
<td>4</td>
<td>5</td>
<td>5</td>
<td>4</td>
<td>4</td>
<td>5</td>
<td>4</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>5</td>
<td>5</td>
<td>5</td>
<td>5</td>
<td>5</td>
<td>5</td>
<td>5</td>
<td>5</td>
<td>5</td>
<td>5</td>
<td>5</td>
<td>5</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>6</td>
<td>5</td>
<td>5</td>
<td>5</td>
<td>4</td>
<td>5</td>
<td>5</td>
<td>5</td>
<td>5</td>
<td>4</td>
<td>4</td>
<td>5</td>
<td>5</td>
<td>5</td>
</tr>
</tbody>
</table>

### Statistics

<table>
<thead>
<tr>
<th></th>
<th>Mean</th>
<th>STD</th>
</tr>
</thead>
<tbody>
<tr>
<td>BC</td>
<td>4.83</td>
<td>0.41</td>
</tr>
<tr>
<td>BC</td>
<td>4.5</td>
<td>0.55</td>
</tr>
<tr>
<td>3</td>
<td>4.33</td>
<td>0.52</td>
</tr>
<tr>
<td>4</td>
<td>4.83</td>
<td>0.41</td>
</tr>
<tr>
<td>5</td>
<td>3.83</td>
<td>1.17</td>
</tr>
<tr>
<td>6</td>
<td>4.67</td>
<td>0.52</td>
</tr>
</tbody>
</table>

### Likert Scale Graph

- **Questions**
  - 1
  - 2
  - 3
  - 4
  - 5
  - 6
  - 7
  - 8
  - 9
  - 10 (a)
  - (b)
  - (c)
  - (d)

- **Likert Scale**
  - 0
  - 0.5
  - 1
  - 1.5
  - 2
  - 2.5
  - 3
  - 3.5
  - 4
  - 4.5
  - 5

- **Questions**
  - 1
  - 2
  - 3
  - 4
  - 5
  - 6
  - 7
  - 8
  - 9
  - 10 (a)
  - (b)
  - (c)
  - (d)
What I thought I knew about teaching, and particularly the behavior management, I honestly didn’t know anything... the power of positive feedback for students is so powerful and it changes the whole dynamics. I have eight students in this second bottom class who were getting E’s before and are now passing.

I wish I had this at the start of the year instead of the end of the year but regardless, I’m so glad I had this opportunity because it’s totally changed the way I teach...
Opportunities to respond and that positive feedback, I think they’re the two biggest things that changed for my class and changed the confidence in those kids. … just changes you whole classroom. It’s brilliant.

It reduced off task behavior enormously during those intense periods without a doubt and rolled into the remainder of the lesson I think I held them a lot longer.
Final Considerations
Schools are relational places; belonging, connectedness and quality teacher-student relationships are critical contributors to school engagement and student success

(Waller, 1977; Winding & Anderson, 2015)
Quality Teacher-Student Relationships

Higher levels of:
- engagement
- academic achievement
- school attendance

Reduced levels of:
- disruptive behaviors
- suspension
- school dropout

(Quin, 2017)
Research has shown that while connectedness and quality Teacher student relationships are essential for all students, they are especially beneficial for students at-risk.

(Decker, Dona & Christenson, 2007; Garcia-Reid, Reid, & Peterson, 2005; Murray, Kosty & Hauser-McLean, 2016)
Tipping Point

- Daily interpersonal classroom interactions are the keystone for building quality teacher student relationships.

- Little things can sometimes make a big difference and lead to a tipping point (Gladwell, 2000).
Within-School Coaching

It is critical that schools look at natural implementers within school systems and the contextual supports required to support teachers sustained adoption and use of evidence-based classroom management practices.

(Stormont et al., 2015)
“Perhaps if teachers had a greater role in implementation of an intervention, the intervention would be more successful in influencing their behavior”.

(Pinter, East & Thrush, 2015 p.453)
Pre-implementation Conditions

• Administration support by the school principal

• An established schoolwide systems of support for behavior in place

(Han & Weiss, 2005)
BSHS Future Directions

- Currently using the coaching process across multiple learning areas with new and experienced teachers - **if you just use the tool alone It Is Not Effective**
- Multi-tiered support system across the whole school for 2020
• What SYSTEM does your school have in place to support staff use of effective practices?

• Is there evidence that indicates this SYSTEM effectively supports staff?
Creating A System of Support for Teachers

Available Resources
Evidence-Based Practices - Resource

- Self-Assessment & Decision Making Chart
- Matrix of Classroom Intervention & Support Practices
- Example Implementation Scenarios

- www.pbis.org
Improving outcomes for all students.

Positive, proactive, preventative behavior supports.
CHAPTER 8: EFFECTIVE CLASSROOM PRACTICES

"When teachers know and use positive and proactive management strategies, many of the commonly reported minor classroom behaviors can be avoided."

Brenda Scheresman & Judy Hall, 2008

"Effective classroom management is a key component of effective instruction, regardless of grade level, subject, pedagogy, or curriculum."

Randy Sprick, Jim Knight, Wendy Retnke & Tricia McKale, 2006

"The same behaviors that reduce classroom disruptions are associated with increased student learning."

Jere Brophy & Thomas Good, 1986

LEARNER OUTCOMES

At the conclusion of this chapter, you will be able to:

1. Explain the power of positive and proactive strategies in establishing an effective classroom learning environment.
2. Clarify expectations and procedures for your classroom, as presented in Chapter 3.
3. Teach and encourage appropriate classroom behavior, and discourage inappropriate classroom behavior, as presented in Chapters 4-6.
4. Demonstrate active supervision of the classroom.
5. Incorporate multiple opportunities to respond into your classroom teaching.
6. Selectively use activity sequencing and choice as needed to maintain student engagement.
7. Consider and adjust task difficulty to increase student success and diminish problem behavior.

Teacher Self-Assessment Workbook Chapter
Professional Learning Resources

8.2 Overview of Effective Classroom Practices

**Introduction to Effective Classroom Practices**

Video that introduces the MO SW-PBS 8 Effective Classroom Practices.
Professional Learning Resources

For Each of the 8 Practices
• Teacher Tool
• Learning Module
• Handouts for PL Activities
MO SW-PBS TEACHER TOOLS
Opportunities to Respond

**Practice:** An instructional question, statement or gesture made by the teacher seeking an active response from students.

<table>
<thead>
<tr>
<th>Antecedent</th>
<th>Behavior</th>
<th>Consequence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher provides: Verbal Questions, Prompts, Cues</td>
<td>Student Responses: Written, Choral Verbal, Motor</td>
<td>Teacher Provides: Specific, Positive Feedback</td>
</tr>
<tr>
<td>Teacher says, “When I give the signal everyone; What is it?” Teacher waits a few seconds and gives signal.</td>
<td>Students chorally respond, “30”, Repeat 3 times.</td>
<td>Teacher says, “Yes! The correct answer is 30!” Students chorally respond.</td>
</tr>
</tbody>
</table>

**Opportunities to Respond (OTR) Strategies**

<table>
<thead>
<tr>
<th>Student Verbal Responses</th>
<th>Student Non-verbal Responses</th>
<th>Other Practices</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Individual Questioning</td>
<td>- Whiteboards</td>
<td>- Computer assisted instruction</td>
</tr>
<tr>
<td>- Choral Responding</td>
<td>- Response cards</td>
<td>- Classwide Peer Tutoring</td>
</tr>
<tr>
<td>- Direct instruction</td>
<td>- Response on computer</td>
<td>- Direct instruction</td>
</tr>
<tr>
<td>- Guided notes</td>
<td>- Response on computer</td>
<td>- Direct instruction</td>
</tr>
</tbody>
</table>

---

**Effective Teaching and Learning Practice**

**6 – Opportunities to Respond**

1. **Expectations and Rules**
2. **Procedures and Routines**
3. **Encouragement of Expected Behavior**
4. **Incentives and Motivational Strategies**
5. **Active Supervision**
6. **Opportunities to Respond**

**What Are Opportunities to Respond?**

Use of opportunities to respond (OTR) includes strategies for presenting materials, asking questions, and correcting students’ answers as appropriate. It is an instructional question, statement, or gesture made by the teacher seeking an active response from students. It addresses the importance of opportunities to respond to students actively.

**Teacher-Provided Questions**

Teacher provides questions with specific, positive feedback.

**Student-Generated Questions**

Students are provided opportunities to respond to their own questions.

**Students are prompted to respond to their own questions.**

**Examples of OTR**

- During whole group and small group instruction, students are provided opportunities to respond verbally to instruction, such as individual questioning, choral response, Think-Pair-Share, etc.
- The teacher provides opportunities to respond (per minute) verbally, non-verbally, and visually.
- At least 3.5 minutes, students provided opportunities to respond verbally, non-verbally, and visually.
- At least 3 minutes, students provided opportunities to respond verbally, non-verbally, and visually.
- At least 1 minute, students provided opportunities to respond verbally, non-verbally, and visually.

**The Value of Providing Numerous Opportunities to Respond**

**More opportunities provided, more students respond.** More time students spend involved in learning activities, the more they learn. Additionally, increased rates of responding and the subsequent improved behavior are likely to increase the amount of content that can be covered. When teachers increase their rates of opportunities to respond, student on-task behavior and correct responses increase while disruptive behavior decreases (Carver, 1996; Howard, 2005; Skinner, Chappell & Duker, 2005; Hallport, Alder, & Blount, 2003; Sutherland & Veblen, 2002; West & Slavin, 1999).

**Teacher use of opportunities to respond has also shown to improve reading performance (e.g., rate of correct solutions, percent correct responses) (Carver, 1996; Capps & Skinner, 1994; Skinner, Smith, & McLean, 1994).** In addition, obtaining frequent responses from students helps to improve student engagement and student learning the effectiveness of their instructional activities.
Classroom Practice Videos
https://louisville.edu/education/abri
Questions & Contact Information

Barb Mitchell – University of Missouri
  mitchellbs@missouri.edu
Sharonne Telfer
  s.telfer@rypple.org.au
Renay Down
  Renay.Down@education.wa.edu.au
Michael Gray
  Michael.Gray@education.wa.edu.au
Please Complete the Session Evaluation to Tell Us What You Thought of This Session

Three Ways to Complete Evaluation:

1) **Mobile App:** click on “session evaluation” under the session description.

2) **Online:** click on the link located next to the downloadable session materials posted at http://www.pbis.org/presentations/chicago-forum-19

3) **QR Code:** Scan the code here (or in your program book) and choose your session from the dropdown menu.
Selected References


Selected References


• Joyce, B. R., & Showers, B. (2002). Student achievement through staff development.


• McIntosh, K., & Goodman, S. (2016). Integrated multi-tiered systems of support: Blending RTI and PBIS. Guilford Publications.


