Positive Behavior for Learning: Wellbeing, Leadership & Engagement

Use of a Structured Peer Observation Process to Monitor Classroom PBL Implementation

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Introductions

• Barbara Mitchell
  – Classroom Teacher (10 yrs)
  – MU Center for SWPBS (6 yrs)
    • Project Coordinator for Tiers 2/3

• All session materials will be posted on the PBL Wiki: http://pblsupport.pbworks.com
Attention Signal

• I say, “He just smiled!”

• You say, “and gave me a vegemite sandwich!”

• This means...
  – Stop talking
  – Eyes on me
  – Ready for the next thing
Introductions – Your Turn

• Find someone near you.

• Tell your
  – name,
  – school,
  – position, and
  – 2 details about the status of your PBL implementation.

• Repeat procedures until you hear the attention signal…. “He Just Smiled!”
TRAINING PHASES

EXPLORATION AND ADOPTION PHASE
Decision to Participate

TIER ONE, PREPARATION PHASE
Implementation with All Staff

TIER ONE, EMERGING PHASE
Implementation with All Staff and Students

TIER 1 EMERGING ADVANCED
Deeper and more comprehensive implementation for sustainability

TIER TWO
Implementation of One Small Group intervention

TIER 2 ADVANCED
Implementation of additional small group intervention(s) and sustaining

TIER THREE
Implementation of Individualized FBAs/BIPs

TIER THREE ADVANCED
Implementation of additional FBA/BIPs and sustaining
Framework for Promoting Wellbeing & Engagement with School & Learning

Academic Systems

Tier One
- All students
- Preventive, proactive

Tier Two
- Some students (at-risk)
- High efficiency
- Rapid response

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

Behavioral Systems

Tier One
- All settings, all students
- Preventive, proactive

Tier Two
- Some students (at-risk)
- High efficiency
- Rapid response

Tier Three
- Individual Students
- Assessment-based
- Intense, durable procedures
Session Outcomes

• By the end of this session participants will be able to...

  – Identify PBL practices within an example classroom.

  – Develop a process for supporting and monitoring use of classroom level PBL practices in your setting.
Classroom Level PBL

- Clearly Defined Expectations & Rules
- Clearly Defined Procedures & Routines
- Continuum of Strategies to Acknowledge Appropriate
- Continuum of Strategies to Respond to Inappropriate
- Active Supervision
- Multiple Opportunities to Respond
- Activity Sequence & Offering Choice
- Academic Success & Task Difficulty

(Kern & Clemens, 2007; Simonsen et al., 2008)
Classroom Level PBL

- Have all faculty and staff been trained in these practices?
- What is the system for faculty to receive feedback about implementation of these practices?
- What is the system for staff who need additional support to implement effectively?
- What plans are in place for sustaining implementation of these practices?
Mr Hester

• Meet Mr. Hester (8 min)
http://www.youtube.com/watch?v=LdF5ry5g5w

• Week 1, **Day 1** (38 min)
http://www.youtube.com/watch?v=pgk-719mTxF
Mr. Hester’s Classroom

• To what extent does this teacher effectively implement PBL practices in his classroom ... 
  – Clear expectations?
  – Clear routines?
  – Acknowledges appropriate?
  – Corrects inappropriate?
  – Active supervision?
  – Multiple opportunities to respond?
  – Offers choice?
  – Promotes academic success by managing task difficulty?
Mr. Hester – Segment 1

• Procedure for seating students

• Independent work assignment
  – Completing a survey

• Procedure for passing in papers & taking attendance/role

  11 mins
• Explains a homework assignment

8 min
Mr. Hester – Segment 3

• Procedure
  – Attention Signal

5 min
Mr. Hester – Segment 4

• Academic procedure/routine
  – K-W-L
    • What I know
    • What I want to know
    • What I learned

• Procedure for dismissal

  15 min
Social Competence & Academic Achievement

Supporting Staff Behavior

Supporting Student Behavior

Supporting Decision Making

SW Positive Behavior Support
The Need

• Process for monitoring implementation of PBL practices in the classroom that also serves as a positive support for teachers.

Tell, Show, Practice, Feedback
Tell, Show, Practice, Feedback
Tell, Show, Practice, Feedback
Preparation

Takes place prior to external coach arrival.
Completed by school staff (e.g., PBL team)

Introduction

Explanation of the observation process.
Completed by external coach.

Observe & Collect Data

20 minute observation of a peer.
Facilitated by external coach, all school staff participate.

Debrief & Discuss

Reflect on observations
External coach with school staff.
Peer Observation Process

• Preparation (internal coach; PBL team)
  – Set a schedule (who and when)
    • All staff members have opportunity to observe a peer and to be observed by a peer
  – Select data collection method
    • SCOA application for I-Pad
    • Paper/pencil
  – Inform staff
Peer Observation Process

• **Introduction** (10 min; external coach)
  – Explain Purpose of Observations
    • Not evaluative, opportunity to look for Classroom System PBS practices

  – Define Key Practices
    • Expectations & Rules
    • Routines
    • Feedback Statements (3 types)
Types of Feedback

**Positive Specific**
- Tells student what he/she did correctly. May include a rationale and/or a tangible reinforcer.
  - “Great job bringing all of your materials to class. This will help you be an effective learner.”

**Corrective**
- Tells the student what he/she should do differently.
  - “Remember part of being safe in the classroom is using materials correctly. Please keep pencils in your hands.”

**Negative**
- Does NOT tell student what to do in the same or similar situations.
  - “Stop” “Act like a 4th grader” “Keep Your Dear Teacher Happy”
Peer Observation Process

• **Observe & Collect Data** (20 min; external w/staff)
  – Occurs during an instructional period
  – NOT observing individual students
  – Expectations & rules aligned with matrix
  – Evidence of behavioral routines
  – Number and types of feedback statements teachers give to students about *behavior*.
  – Leave positive specific feedback for classroom teacher
Peer Observation Process

• **Debrief & Discuss** (10 min; external w/staff)
  
  – Open-ended questions, affirmations, reflections, summaries
  
  • What did you see?
  
  • How well did that work?
  
  • Was there anything that surprised you?
Peer Observation Process

• **Follow Up** (external coach after observations)
  – Data and feedback given to the Tier 1 Team
  – Building averages are totaled, *no individual teacher data submitted*
  – Provide a list of “strengths” and “things to consider”
    Tier 1 team reviews and shares with full staff
  – Staff perception survey sent out (7 items)
  – Data is shared with full staff
  – Input from staff used to generate action plan items
# Example Survey Results

<table>
<thead>
<tr>
<th>Survey Item</th>
<th>“Agree” or “Strongly Agree”</th>
</tr>
</thead>
<tbody>
<tr>
<td>It was valuable to complete the observations.</td>
<td>27/27 = 100%</td>
</tr>
<tr>
<td>I would recommend participation in the process to a colleague.</td>
<td>27/27 = 100%</td>
</tr>
<tr>
<td>Having an external coach facilitate the process was important.</td>
<td>23/27 = 85%</td>
</tr>
<tr>
<td>I would choose to participate in the observation process again.</td>
<td>27/27 = 100%</td>
</tr>
</tbody>
</table>
# Example Survey Results

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<th>Survey Item</th>
<th>“Agree” or “Strongly Agree”</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participation in the observation process will positively influence my teaching practices.</td>
<td>27/27 = 100%</td>
</tr>
<tr>
<td>As a result of the observation process I have a better understanding of Classroom Level PBL practices.</td>
<td>25/27 = 93%</td>
</tr>
<tr>
<td>If the observation process is continued in my building I would like to receive my individual data.</td>
<td>27/27 = 100%</td>
</tr>
</tbody>
</table>
Implementation Examples

• South Park Elementary (K-2)
  – PBL internal coach completes observations quarterly
  – Provides individual data to each teacher
  – Uses building level data to set goals for improvement (4:1; OTR)

• Williamsburg Elementary (K-6)
  – Used data for problem solving; determined expectation matrix needed updates w/ staff input.
Implementation Examples

• Black Hawk Middle School (6-8)
  – Used data to verify readiness to begin development of Tier 2
  – Making plans to continue observations regularly throughout next school year
    • Veteran teachers 4x/year
    • New teachers monthly
    • Individual data to be shared
Support for Classroom Level PBS Implementation

External Coaching → Internal Coaching

- Schedule
- Introduce
- Observe
- Debrief & Discuss
- Feedback

- Booster training sessions
- Goal setting
- On-going data collection & monitoring
- Individualized feedback
- Peer coaching
- Increased implementation
- Improved student outcomes
Take Away Points

• Silently, by yourself, think about 3 or more concepts that you would want to share with colleagues in your setting who did not attend this session.

• When I give the signal, share your ideas with someone near you.
Session Outcomes

• By the end of this session participants will be able to...
  
  – Identify PBL practices within an example classroom.
  
  – Develop a process for monitoring classroom level PBL practices in your setting.
Questions & Information

- www.pbismissouri.org
- www.pbis.org
- http://pblsupport.pbworks.com NSW site