

School-Based Personnel Providing Performance Feedback on Teachers' Classroom Management Skills

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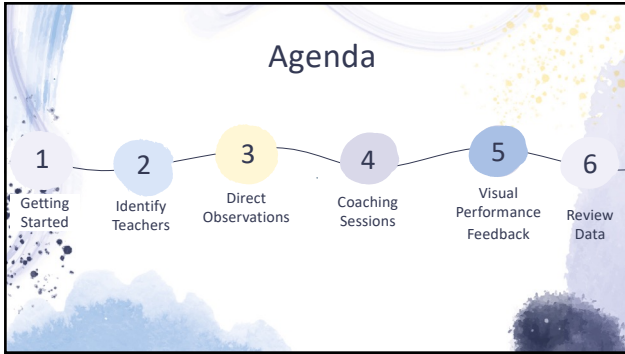
One Word

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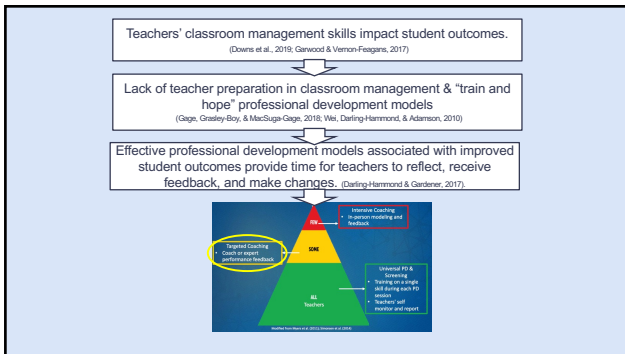
Thank you



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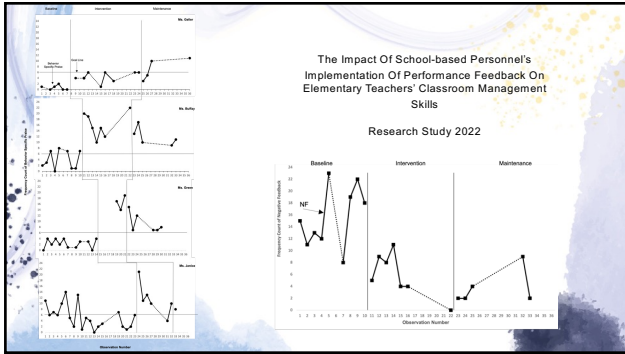


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**THE AMOUNT OF ENERGY
I HAVE LEFT THIS SCHOOL YEAR**

The withdrawal of researchers or outside interventionists creates a deficit for school-based personnel.

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Create a Culture of Coaching

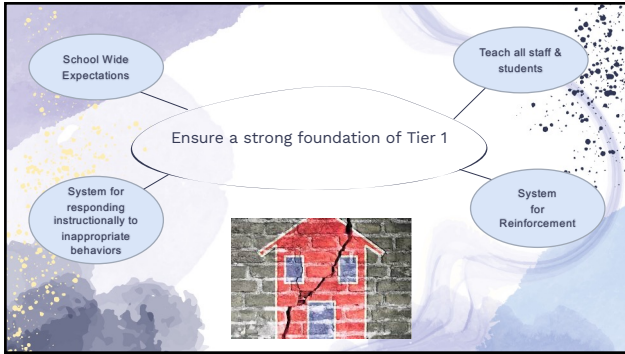
- Create a safe space
- Not seen as punitive or evaluative
- Opportunities to provide feedback to all (including admin)

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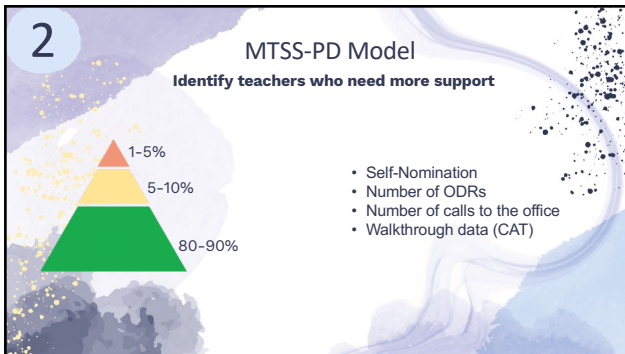
Identify Personnel for Coaching

- Who will be providing PD for teachers?
- Will be it an evaluator?
- Is there space for peer coaching?
- Familiarize yourself with the union contract.

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Classroom Assistance Tool					
Teacher:	Classroom #:	Special Ed:	Date:	School:	
General Ed			Obs. and time	Observer	Grade level
Self-Assessment (or Observation Data)					
Subject:	Reading	Math	Writing	Science	Social Studies
Comments:	Log entry	See notes	Instructional	Classroom	Response
Directions:					
1. Complete the appropriate classroom data of the CAT's being completed by an observer. Indicate observations as well as the start and end time of the observation.					
2. Select the appropriate category (1-5) based on the data entry. Being completed or observed. Data entered by observers will be visible. See "Directions" for additional information.					
3. Using the CAT data, select the percentage in the "Number of Teachers" and "Time" and then select the appropriate and most useful information in the tool.					
4. A list of all observations (entered by log of data) Classroom Management (the tool will not save data until you save the information).					
ENVIRONMENTAL FACTORS: (Environmental variables help prevent or decrease problem behavior.)					
1. Materials are organized and easily accessible. **					
2. Materials are organized and easily accessible. **					
3. Students have access and adequate space for personal storage. **					
4. Materials are organized and easily accessible. **					
5. Environmental areas have clear boundaries. **					
6. Scheduling, instructional schedule, activities, student learning.					

Environmental Factors

- 0.0%
- 10.0%
- 10.0%
- 10.0%
- 10.0%
- 10.0%
- 10.0%
- 10.0%
- 10.0%
- 10.0%

Classroom Behavior Systems

- 10.0%
- 10.0%
- 10.0%
- 10.0%
- 10.0%
- 10.0%
- 10.0%
- 10.0%
- 10.0%
- 10.0%


Curriculum & Instruction

- 10.0%
- 10.0%
- 10.0%
- 10.0%
- 10.0%
- 10.0%
- 10.0%
- 10.0%
- 10.0%
- 10.0%


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3 Direct Observations

- Paper/Pencil
- Mobile Based Apps
- 15 minute observation window
 - Can be teacher identified
- Determine Frequency of Observation



SCOA
John Anderson
Designed for iPad
\$2.99
[View on Mac App Store](#)



Be+ (Be Positive)
University of Oregon Digital Press
Inspired by iPad
Free
[View on Mac App Store](#)

Student/Classroom Observation and Analysis

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Identify Objective Teacher Behaviors

Coding Category	Definition	Examples	Non-Examples
Behavior Specific: Praise Frequency	A positive, verbal statement contingent upon the desired behavior (that communication to students) specify what they did correctly. Academic and behavioral praise will not be reported into two categories but will be coded as BSP. BSP must indicate to the student specifically what he/she did correctly. - reporting an answer without being specific about if it is correct or incorrect does not count as praise	<ul style="list-style-type: none"> Excellent job raising your hand. Thank you for pushing in your chair. Awesome Ella, 2 + 2 is 4. I see hands up for the door for its purpose. So I know she's ready. The student responds with "Hi," the teacher responds "yes, hi" 	<ul style="list-style-type: none"> Great job Thank you Awwwww Good work, Ben The student responds with "Hi," the responds "Hi"
General Praise Frequency	A positive statement, provided by the teacher, when a desired behavior occurs (contingent) does not inform students specifically what they did well. - reporting an answer without being specific about if it is correct or incorrect does not count as praise	<ul style="list-style-type: none"> During teacher directed instruction a student correctly answer a question, the teacher says, "Excellent." A teacher walks around the classroom as students are working independently as he walks up to each student he says, "You're doing a job." The teacher asks the students to quiet down, a student in the front follows directions and stops talking, the teacher says, "nice job Lisa!" Good work, Ben 	<ul style="list-style-type: none"> A student is participating in a group activity following directions and completing the assignment, the teacher gives the student the happy look (this is neither - must be audible to code) A student correctly answers a teacher directed question, the teacher gives the student a thumbs-up signal (audible - it must be audible to code). "Excellent job raising your hand."

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Identify Objective Teacher Behaviors

Coding Category	Definition	Examples	Non-Examples
Error Correction Frequency	A statement provided by the teacher when a student(s) behavior(s) contingent to their students specifically when their error/mistakes were.	<ul style="list-style-type: none"> Whole class discussion expectation: students who don't raise their hand answering a teacher directed question, students who do an answer, the teacher says, "remember raise your hand first." Students are transitioning during stations, teacher reminds students of transition behavior, "we walk to stations student demonstrate transition." During math a student forgets to use a parenthesis in multiplication. The teacher points the math problem and explains, "don't forget to use a parenthesis." 	<ul style="list-style-type: none"> Before whole group instruction starts, the teacher reminds her students to "raise their hands to answer a question" (directed) Before transition, the teacher reminds students to "walk to their stations." During math, a student forgets to use a parenthesis in multiplication. The teacher points the math problem and says, "no."
Negative Feedback Frequency	A statement provided by teacher when an undesired behavior occurs contingent to their students specifically what their error/mistakes were. Must be a verbal statement	<ul style="list-style-type: none"> A student is participating to their peer during shared work, the teacher says, "stop." A student walks over to their peer and pokes them, the teacher says, "No and don't poke your friend." A student is completing a science task, the teacher walks over, reads the student's answer and says, "try that again." A student answer a teacher directed question about and incorrectly the teacher says, "No, did anyone else know the answer. Can anyone else answer this?" A teacher says, "oh" as students are talking off task. 	<ul style="list-style-type: none"> A student is whispering to their peer during shared work, the teacher does the student the "I" face (this is not - must be audible to code) A student is asked a question about their own personality. The student says they have orange hair, the teacher says, "Orange hair doesn't make sense, and how do you have orange hair?" In the end of class and before students start to transition to their subject, the teacher reminds the students to "sit back" responds in their work, get their pencils out, etc.

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Can Identify Objective Student Behaviors

Disruption Frequency	Any behavior that interrupts, or could potentially interrupt, the lesson by distracting the teacher or other students.	<ul style="list-style-type: none"> • Throwing objects • Talking to a peer (unrelated to lesson) • Yelling • Calling out • Derogatory Comments 	<ul style="list-style-type: none"> • Talking to a peer when instructed • Calling out during choral responding • Moving around classroom when given permission or instructed
Off-Task Frequency	<ul style="list-style-type: none"> • Not working on the assigned task according to the teacher • Violating classroom rules/expectations as stated or posted by the teacher • Making Comments to teacher or peer(s) that are unrelated to the assigned activity <p><small>Do not mark as off-task if the teacher did not give an instruction.</small></p>	<ul style="list-style-type: none"> • Writing or drawing that is unrelated to instruction • Talking that is unrelated to instruction • Getting out of seat without permission • Misusing materials • Putting head down and closing eyes 	<ul style="list-style-type: none"> • Active or passive engagement with instruction • Passively waiting for instructions (not being disruptive)

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Look at Data to Select Target Behavior

Date	BSP
2/3/22	0
2/10/22	0
2/15/22	1
2/17/22	0
2/22/22	0
2/24/22	0

Behavior Specific Praise

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Look at Data to Select Target Behavior

Date	BSP	GP	EC	NF
2/3/22	3	38	15	31
2/10/22	7	19	20	30
2/15/22	3	16	18	11
2/17/22	7	15	13	13
2/22/22	0	5	12	12
2/24/22	8	16	17	23

Positive to Negative Ratio

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4 Coaching Sessions

- Concise
 - Average session 13 minutes
- Tailor to Teacher
- Determine a Data Analysis System and Next Steps

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Coaching Sessions

1. Introduce the Skill
2. Provide the Operational Definition
3. Provide Examples
4. Read Script for Teacher to Identify Examples
5. Teacher Lists Examples for Classroom
6. Share Baseline Data
7. Time for Questions or Concerns

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Coaching Sessions

11. Provide the operational definition
Error Correction:
 Definition or statement provided by the teacher, when an undesired behavior occurs (contingent) to inform students specifically what their error/correction was.

Negative Feedback:
 Definition or statement provided by teacher when an undesired behavior occurs (contingent) that does not inform students specifically what their error/correction was.

12. Provide examples of Error Correction and Negative Feedback.

Error Correction	Negative Feedback
Place it up	Down
Move it to your hand	No, no
Try opening again	To open

13. Read the script twice if needed to identify (E and NF)

Help us we going to be working (10-15 other words). Donk, when's looking (10-15 can raise their hand and tell me the word who who makes? "Mason calls out: "Donk, when's looking to look out, look, Mason, thank you for raising a hand, when look? Feedback: the word is "Donk". Turn to your partner and share a word that starts with the /m/ sound. "Mason doesn't turn to his. This should be said (10-15) and (10-15) about applying, thank you, Mason and Patrick for coming to face each other quickly. Turn back to the board or 1, 2, 3. "Mason don't turn back. Stop talking to your partner."

14. The teacher creates 3 examples of Error Correction and 3 examples of Negative Feedback applied to their classroom.

15. We want to see more positive statements than negative. The more specific the statements the better. This will ensure that students know exactly what they are doing correctly or what they need to be doing to meet your expectations. See chart on teacher graphic organizer.

16. Share baseline data with teacher using a graph.
 During our baseline data collection, you had an average of ___ RP statements and ___ negative feedback statements per 15 minutes. It appears I see that ___ in Session 1 you had ___ "Phrases" for each side point while referencing the graph.

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Coaching Sessions

7. Provide examples of behavior specific praise and general praise

Behavior Specific Praise	General Praise
Excellent job raising your hand.	Great job, Ursula
Thank you for turning to talk to your partner.	Thank you
Yes Ella, 4	Awesome

You can also use BSP after correcting a student's behavior. For example, if you asked a student to turn and look at their partner during turn and talk, give them a BSP when you notice they followed your direction. If you asked a student to be quiet during your lesson, follow up when they are quiet with BSP. If you feel it won't work for your whole group, it can be to individuals privately or publicly.

8. Read the script twice if needed to identify BSP.
Everyone say skillfully. Let's try that again, everyone say skillfully. **Great job responding.** Your job is to turn and talk about what you do skillfully. *To individual student* you need to turn and talk to your partner, be respectful by using eye contact. *Keep walking to next table, you see student turn* **Thank you for turning to your partner.** 5,4,3,2,1 back to me. **Thank you for your attention.** Someone raise their hand and tell me what their partner does skillfully. **Yes, Chloe thanks for raising a quiet hand.**

9. The teacher rehearses the skill developing 3 examples to use in the classroom.

10. Share baseline data with teacher using a graph

During our baseline data collection, you had an average of ____ BSP statements per 15 minutes. In session 1 you had _____. In Session 2 you had _____. Repeat for each data point while referencing the graph.

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5 Graph Data

- Google Sheets
- Excel
- Paper/Pencil

Date	BSP Statements Before Meeting	Negative Feedback Before Meeting
2/3/2022	3	31
2/15/22	7	30
2/17/22	3	11
2/22/22	7	13
2/24/22	0	12

Ms. Buffay's Positive to Negative Ratio

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Visual Performance Feedback

Email after Observation

Hello Insert teacher name.

You Insert a positive statement about something the teacher did well/example of BSP.

The last observation session you used insert number of BSP statements. (Select one)
 You have gotten closer to our goal, great job!
 Your number of BSP statements has stayed the same.
 Your number of BSP statements decreased since the last observation.

Remember our goal is 6 BSP statements per 15 minutes.

Here is an updated picture of your graph.

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Visual Performance Feedback

Email after Observation

Hello Insert teacher name.

You insert a positive statement about something the teacher did well/example of BSP.

The last observation session you used insert number of BSP statements, and insert number of negative feedback statements.

Remember our goal is to have more positive than negative statements.

Here is an updated picture of your graph.

Thank you,
BET

Graph

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Visual Performance Feedback

Examples

During today's observation I hardly noticed that you had a brand new student. Your use of behavior-specific praise made it easy for him to understand your expectations and move right along with the lesson.

Today you used 16 behavior-specific praise and 2 negative feedback. Keep up the great work!

Here is your graph.

Re: Yesterday

Fri 3/11/2022 9:45 AM

External Email

Thank you so much for sharing! This made my WHOLE week!

On Fri, Mar 11, 2022 at 9:42 AM

Hello

I really enjoyed watching you teach yesterday. The students were attentive to your directions and instruction. In yesterday's observation session, you used 16 BSP statements and 4 negative feedback statements. Incredible job. This is exactly what we wanted to see.

Here is an updated picture of your graph.

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Visual Performance Feedback

Examples

Hi Ms. [Name]

You don't miss a thing in your classroom. All while staying calm cool and collected. Today you were able to review, reteach, provide individual feedback, and keep _____ awake at the same time!

Today you used 3 behavior-specific praise statements. Remember the goal is 6 per 15 minutes.

I believe one of your strengths is managing to work with students privately, during whole group instruction. If you feel like behavior-specific praise statements aren't always relevant to your whole class, you can use behavior-specific praise statements with an individual to confirm answers "yes, it" to praise them using a specific strategy, or to praise them on how well they are working to stay focus during independent work.

Here is your graph.

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Review Data

Performance Feedback **IS** Working

- Decrease frequency of performance feedback emails
- Stop sending performance feedback emails
- Spread out observations, but follow up to make sure progress is still being made

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Review Data

Performance Feedback **IS NOT** Working

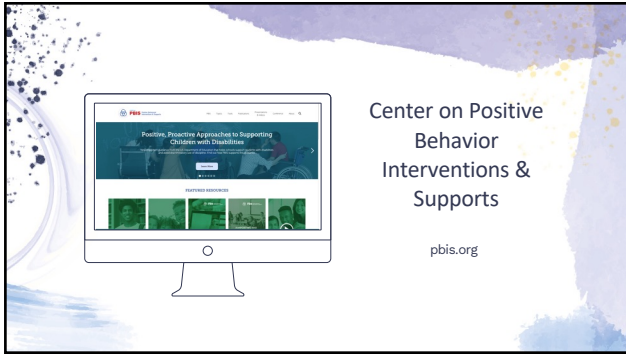
- Increase frequency of performance feedback emails
- Schedule another coaching session
- Model behavior during instruction
- Self-Analysis/Reflection via Video
- Self-Monitoring Tools

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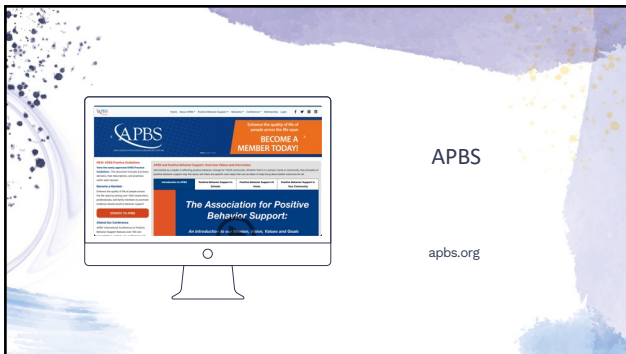
Recap

- 1 Getting Started
- 2 Identify Teachers
- 3 Direct Observations
- 4 Coaching Sessions
- 5 Visual Performance Feedback
- 6 Review Data

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Questions?

pollev.com/kaciellis447



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