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

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One Word

Thank you
Getting Started

Identify Teachers

Direct Observations

Coaching Sessions

Visual Performance Feedback

Review Data

Teachers’ classroom management skills impact student outcomes.
(Downs et al., 2019; Garwood & Vernon-Feagans, 2017)

Lack of teacher preparation in classroom management & “train and hope” professional development models
(Gage, Grasley-Boy, & MacSuga-Gage, 2018; Wei, Darling-Hammond, & Adamson, 2010)

Effective professional development models associated with improved student outcomes provide time for teachers to reflect, receive feedback, and make changes.
(Darling-Hammond & Gardener, 2017)

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

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

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.
Ensure a strong foundation of Tier 1

School Wide Expectations
Teach all staff & students
System for responding instructionally to inappropriate behaviors
System for Reinforcement

MTSS-PD Model
Identify teachers who need more support

- Self-Nomination
- Number of ODRs
- Number of calls to the office
- Walkthrough data (CAT)

MTSS-PD Model
• Self-Nomination
• Number of ODRs
• Number of calls to the office
• Walkthrough data (CAT)
### Direct Observations
- **Paper/Pencil**
- **Mobile Based Apps**

- 15 minute observation window
- Can be teacher identified
- Determine Frequency of Observation

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#### Identify Objective Teacher Behaviors

<table>
<thead>
<tr>
<th>Category</th>
<th>Bullet Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Classroom Management</td>
<td>- Enforce rules and procedures</td>
</tr>
<tr>
<td>Instructional Strategies</td>
<td>- Provide clear explanations</td>
</tr>
<tr>
<td>Student/Classroom Observation and Analysis</td>
<td>- Monitor student behavior</td>
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#### Direct Observations

- **Student/Classroom Observation and Analysis**

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Can Identify Objective Student Behaviors

Behavior Regressor
- The teacher has evidenced, in child observation manuals, the tendency to dominate the teacher or other students.

On Task Regressor
- Not sitting in the assigned seat according to the seating chart.
- Wandering around the classroom.
- Refusing to follow the teacher’s instructions.
- Not keeping up with the assigned work.
- Not paying attention to the lesson.
- Not keeping the assigned seat.
- Not respecting the teacher or other students.
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- Not paying attention to the lesson.
- Not keeping the assigned seat.
- Not respecting the teacher or other students.
- Not keeping up with the assigned work.

Look at Data to Select Target Behavior

<table>
<thead>
<tr>
<th>Date</th>
<th>BSP</th>
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<tbody>
<tr>
<td>2/3/22</td>
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</tr>
<tr>
<td>2/10/22</td>
<td>0</td>
</tr>
<tr>
<td>2/15/22</td>
<td>1</td>
</tr>
<tr>
<td>2/17/22</td>
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</tr>
<tr>
<td>2/22/22</td>
<td>0</td>
</tr>
<tr>
<td>2/24/22</td>
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</table>

Behavior Specific Praise

Look at Data to Select Target Behavior

<table>
<thead>
<tr>
<th>Date</th>
<th>BSP</th>
<th>GP</th>
<th>EC</th>
<th>NF</th>
<th>Positive to Negative Ratio</th>
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<tbody>
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<td>15</td>
<td>31</td>
<td>15</td>
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<tr>
<td>2/10/22</td>
<td>7</td>
<td>19</td>
<td>20</td>
<td>30</td>
<td>19</td>
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<tr>
<td>2/15/22</td>
<td>3</td>
<td>16</td>
<td>18</td>
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<td>16</td>
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<td>2/17/22</td>
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<td>13</td>
<td>13</td>
<td>15</td>
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<tr>
<td>2/22/22</td>
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<td>12</td>
<td>12</td>
<td>5</td>
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<tr>
<td>2/24/22</td>
<td>8</td>
<td>16</td>
<td>17</td>
<td>23</td>
<td>16</td>
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</table>
Coaching Sessions

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

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
Coaching Sessions

- Provide next steps for learners specific plans and goals
- You can use this after completing a support behavior. For example, if you had a student who needed to improve their math problem-solving skills, you might say: "You're making progress! Here's a list of math problems to practice over the weekend. Feel free to ask me any questions if you need help.

Graph Data

<table>
<thead>
<tr>
<th>Date</th>
<th>BIP Statements</th>
<th>Negative Feedback</th>
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</thead>
<tbody>
<tr>
<td>1/1/2023</td>
<td>5</td>
<td>10</td>
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<tr>
<td>1/3/2023</td>
<td>7</td>
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<tr>
<td>1/15/23</td>
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<tr>
<td>1/30/23</td>
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<td>19</td>
</tr>
<tr>
<td>2/5/23</td>
<td>6</td>
<td>12</td>
</tr>
</tbody>
</table>

Visual Performance Feedback

Email after Observation

[Teacher's name]

Please share any notes or comments about the student's progress on BIP.

The last observation session you used [number of BIP statements].

You've been observing the student's progress closely. Remember your goal is to use BIP statements per 30 minutes.

Thank you for your hard work.

[Teacher's signature]
Visual Performance Feedback

Email after Observation

We want a positive statement about something the teacher did well/behavior of ESE.

The first observation is easy - start looking for strengths.

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

Here is an updated chart of your graph.

Thank you!


date

Graph

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 18 behavior-specific praise and 2 negative feedback. Keep up the great work!

Here is your graph.

The yesterday

12:07:02 PM 3/30/23

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

On 3/1, Mar 10, 2022 at 8:42 AM

I really enjoyed watching you teach yesterday. The students were attentive to your directions and feedback. I noticed few words spoken. May I suggest more use of positive statements and fewer negative?

This is an updated chart of your graph.
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

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

Recap

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