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

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One Word

Thank you

Agenda

1 Getting Started

2 Identify Teachers

3 Direct Observations

4 Coaching Sessions

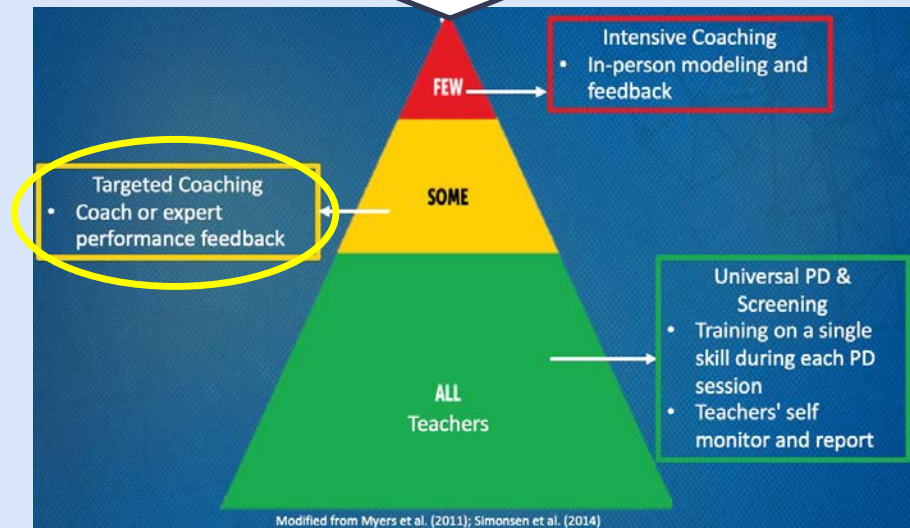**5** Visual Performance Feedback

6 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).
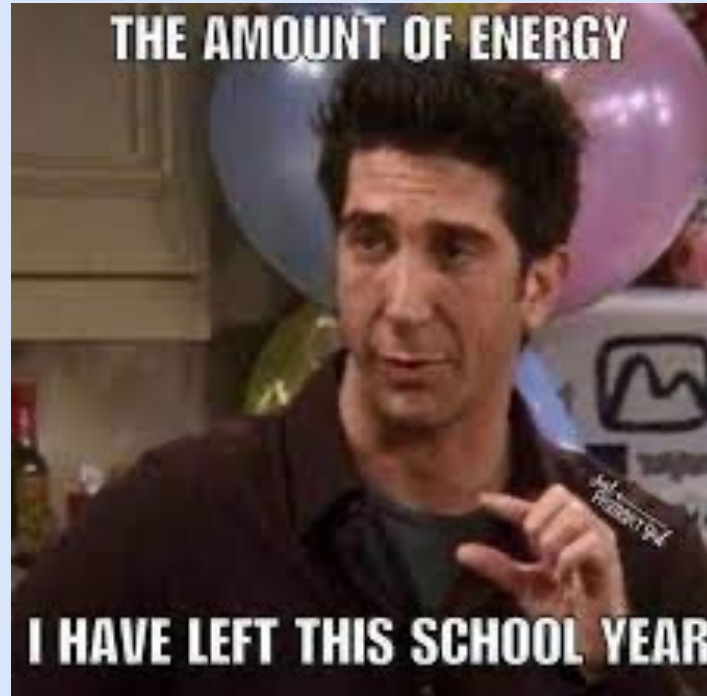
The withdrawal of researchers or outside interventionists creates a deficit for school-based personnel.

The Impact Of School-based Personnel's Implementation Of Performance Feedback On Elementary Teachers' Classroom Management Skills

Research Study 2022
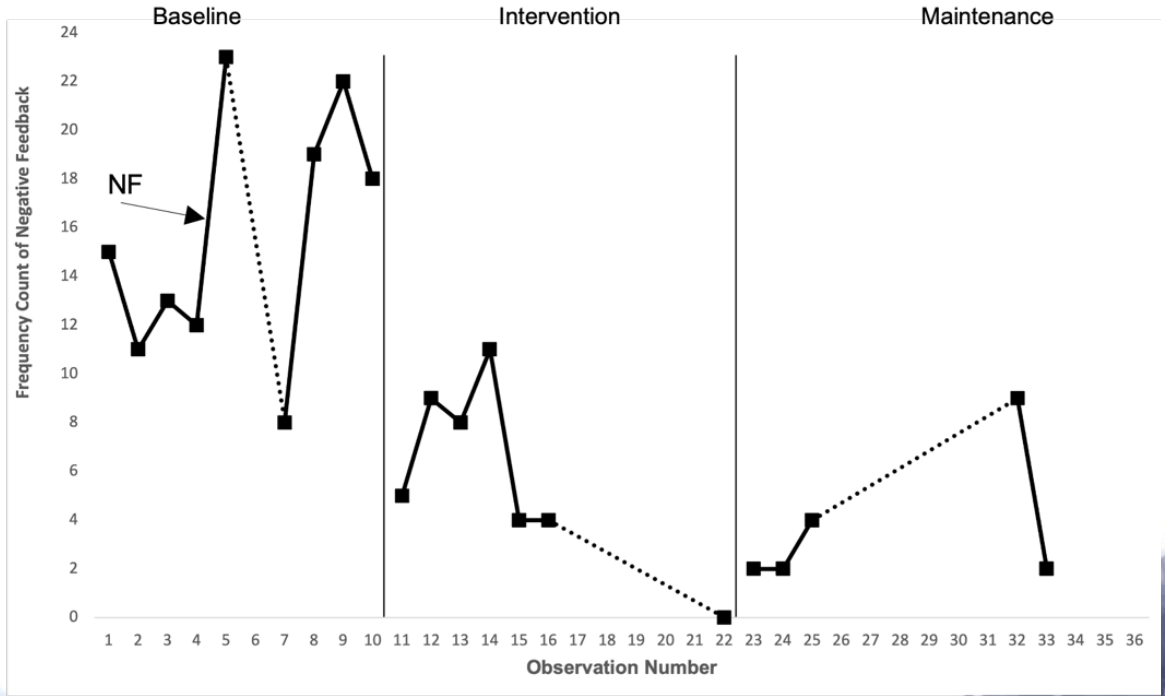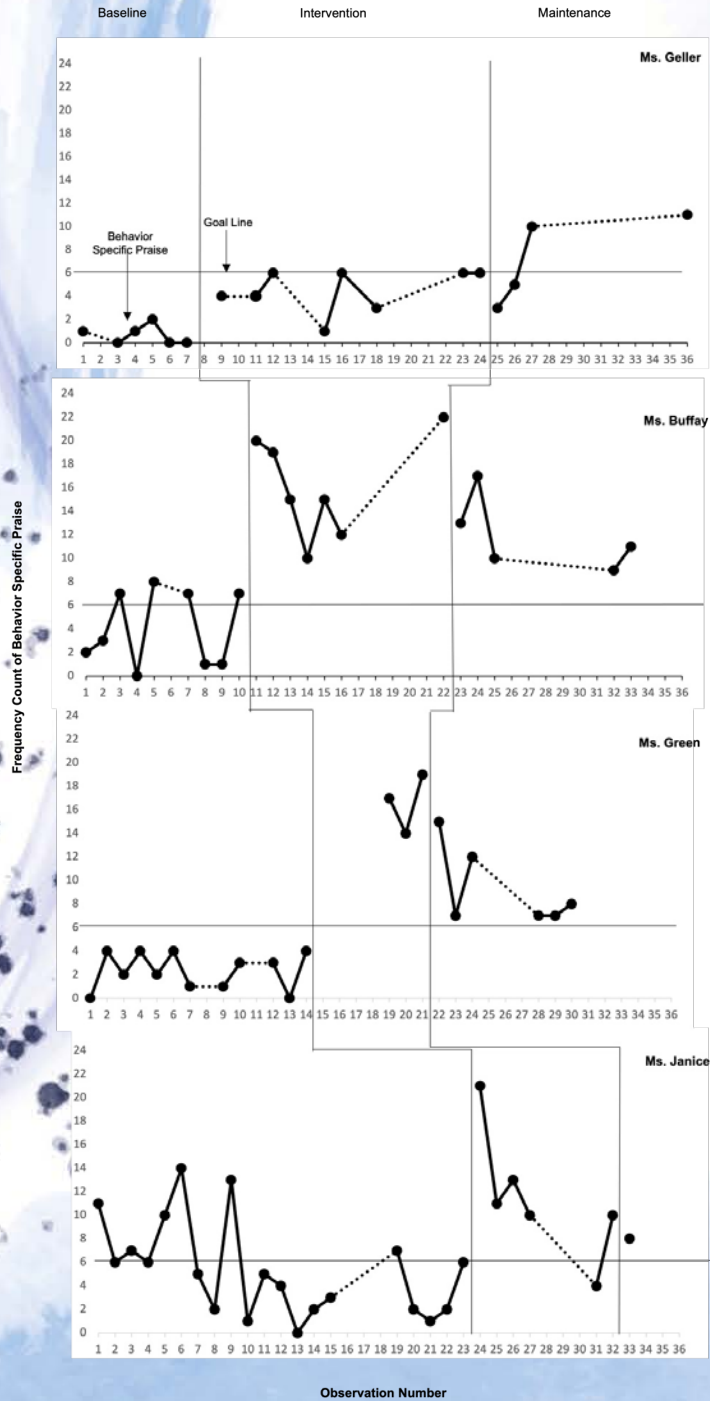
Create a Culture of Coaching

- 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.

MTSS-PD Model

Identify teachers who need more support

1-5%

5-10%

80-90%
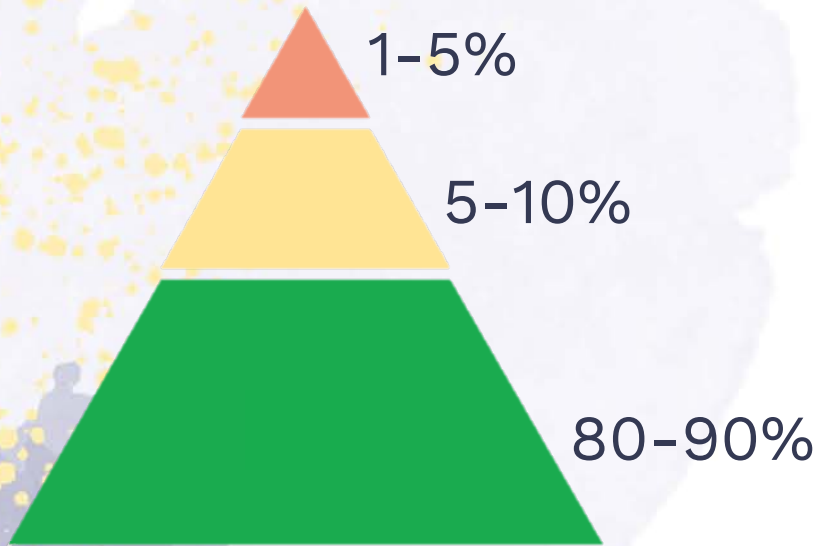
- Self-Nomination
- Number of ODRs
- Number of calls to the office
- Walkthrough data (CAT)

2

Classroom Assistance Tool

Teacher:			Date:		School:	
General Ed		or Special Ed		Obs. start time:	District:	
Self-Assessment		or Observation (Obs.)		Obs. end time:	Grade-level:	

Subject:	Reading	Math	Writing	Science	Social Studies	Other
Context:	Lrg Group	Sm Group	Ind seat wk	Centers	Transitions	Other

Comments:

Directions:

a. Complete the demographic information above. If the CAT is being completed by an observer, indicate Observation as well as the start and end times of the observation.

b. Select the response to items 1-41 using the drop down menu. If being completed by an oberver, items amenable for interview are in red. Items marked "not observed/blank" are indicated on the Teacher Interview tab. Discuss items indicated in the Teacher Interview tab as appropriate.

c. Using the Pie Graphs tab, review the percentages of In Place, Somewhat In Place, and Not in Place and note strengths and areas needing enhancement in the text boxes.

d. Using all the information collected from the CAT, develop a Classroom Management Plan based on the most significant areas needing enhancement.

ENVIRONMENTAL FACTORS: *Environmental variables help prevent or decrease problem behavior.*

Physical Setting- Classroom setting is organized to promote learning and independence.*^

1	Room is arranged to minimize crowding and distractions. *^	
2	Materials are organized and easily accessible. *^	
3	Students have secure and adequate space for personal storage. ^	
4	Furniture is arranged to enhance traffic flow. *^	
5	Instructional areas have clear visual boundaries. *^	

Scheduling- Instructional schedule optimizes student learning.

Environmental Factors

0.0%
0.0%   12.5%
18.8%
68.8%
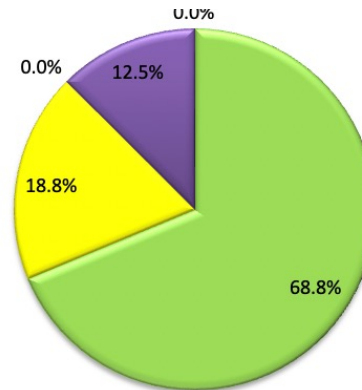
- In Place
- Somewhat In Place
- Not In Place
- Not Obs./Follow-up Needed
- Spaces left blank

Classroom Behavior Systems

43.8%
56.3%
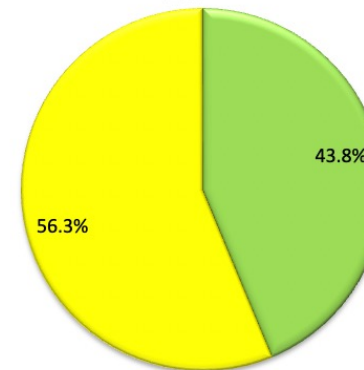
- In Place
- Somewhat In Place
- Not In Place
- Not Obs./Follow-up Needed
- Spaces left blank

Curriculum & Instruction

0.0% 0.0%
10.0%
30.0%
60.0%
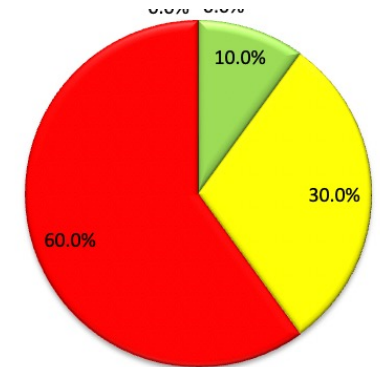
- In Place
- Somewhat In Place
- Not In Place
- Not Obs./Follow-up Needed
- Spaces left blank

3

Direct Observations

- Paper/Pencil
- Mobile Based Apps

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

SCOA [4+]
John Anderson
Designed for iPad
★★☆☆☆ 2.0 • 2 Ratings
$2.99
View in Mac App Store ↗

Student/Classroom Observation and Analysis

Be+ (Be Positive) [4+]
University of Oregon Digital Press
Designed for iPad
★★★★☆ 4.3 • 3 Ratings
Free
View in Mac App Store ↗

Identify Objective Teacher Behaviors

Coding Category	Definition	Examples	Non-Examples
Behavior Specific Praise Frequency	A positive, verbal statement contingent upon the desired behavior that communicates to a student(s) explicitly what they did correctly. Academic and behavioral praise will not be separated into two categories but will be coded as BSP. BSP must indicate to the student specifically what he/she did correctly. - repeating an answer without being specific about if it is correct or incorrect does not count as praise	• Excellent job raising your hand. • Thank you for pushing in your chair. • Awesome Ella, 2 + 2 is 4 • I see Janice using the tool for its purpose, so I know she's ready. • The student responds with "4", the teacher responds "yes,4"	• Great job • Thank you • Awesome • **Good work, Ben** • The student responds with "4", the responds "4"
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. - repeating an answer without being specific about if it is correct or incorrect does not count as praise	• During teacher directed instruction a student correctly answer a question, the teacher says, "awesome." • A teacher walks around the classroom as students are working independently as he walks up to each students he says, "nice, good job." • The teacher asks the students to quiet down, a student in the front follows directions and stops talking, the teacher says, "nice job Laura" • Good work, Ben	• A student is participating in a group activity (following directions and completing the assignment) the teacher gives the student the happy look (this is nothing – must be audible to code) • A student correctly answers a teacher directed questions; the teacher gives the student a thumbs up signal (nothing – it must be audible to code). • "Excellent job raising your hand."

Identify Objective Teacher Behaviors

Coding Category	Definition	Examples	Non-Examples
Error Correction Frequency	a statement provided by the teacher, _when an undesired behavior occurs_ (contingent) to inform students specifically what their errors/mistakes were.	• Whole class discussion expectation students raise their hands when answering a teacher directed question, student calls out 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 with quiet voices" and have another student demonstrate transition behavior. • During math a student forgets to use a placeholder in multiplication. The teacher points the math problem and explains, "don't forget to use 0 as a placeholder."	• Before whole group instruction starts, the teacher reminds her students to "raise their hands to answer a question" (prompt) • Before transition, the teacher reminds students to, "walk to their stations. • During math, a student forgets to use a placeholder 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) that does not inform students specifically what their error/mistakes were. -Must be a verbal statement	• A student is whispering to their peer during seated work, the teacher says, "stop." • A student walks over to their peer and pushes them, the teacher says, "No and shakes her head" • A student is completing a science task, the teachers walks over reads the students answer and says, "try that again." • A student answer a teacher directed question aloud and incorrectly, the teacher says, "no, does anyone else know the answer." • A teacher says "shhh" as students are talking off task	• A student is whispering to their peer during seated work, the teacher gives the student the look (this is nothing – must be audible to code) • A student is asked to write about their own personality traits, the students says they have swagger ,the teacher says, "give me more detail, what does swagger mean, and how do you have it?" • At the end of a lesson and before students start to transition to the next subject, the teacher reminds the students to, "put their materials in their desks, get their pencils out." (prompt).

Can Identify Objective Student Behaviors

Disruption Frequency	Any behavior that interrupts, or could potentially interrupt, the lesson by distracting the teacher or other students.	• Throwing objects • Talking to a peer (unrelated to lesson) • Yelling • Calling out • Derogatory Comments	• Talking to a peer when instructed • Calling out during choral responding • Moving around classroom when given permission or instructed
Off-Task Frequency	• 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 Do not mark as off-task if the teacher did not give an instruction.	• 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	• Active or passive engagement with instruction • Passively waiting for instructions (not being disruptive)

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

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

4

Coaching Sessions

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

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

Coaching Sessions

11. Provide the operational definition

Error Correction
Definition: a statement provided by the teacher, when an undesired behavior occurs (contingent) to inform students specifically what their errors/mistakes were.

Negative Feedback
Definition: a statement provided by teacher, when an undesired behavior occurs (contingent) that does not inform students specifically what their error/mistakes were.

12. Provide examples of Error Correction and Negative Feedback.

Error Correction	Negative Feedback
Please sit up	Shhhh
You need to raise your hand	No, stop
Try counting again	Try again

13. Read the script twice if needed to identify EC and NF:

Today we are going to be working on our letter sounds. *Shhh, who's talking?* Who can raise their hand and tell me the sound this letter makes? *Marcel calls out. Marcel, you need to raise your hand. Marcel, thank you for raising a quiet hand, what sound? Excellent, this sound is /m/. Turn to your partner and share a word that starts with the /m/ sound. *Monica doesn't turn to talk. You should be turning and talking to your partner. Thank you, Monica and Rachel, for turning to face each other quietly. Turn back to the board in 1,2,3. *partners 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 _____BSP statements and ___ negative feedback statements per 15 minutes. In session 1 you had _____. In Session 2 you had _____. Repeat for each data point while referencing the graph.

Coaching Sessions

	Behavior Specific Praise	General Praise
7. Provide examples of behavior specific praise and general praise	Excellent job raising your hand.	Great Job, Ursula
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.	Thank you for turning to talk to your partner.	Thank you
	Yes Ella, 4	Awesome

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 Terry 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.
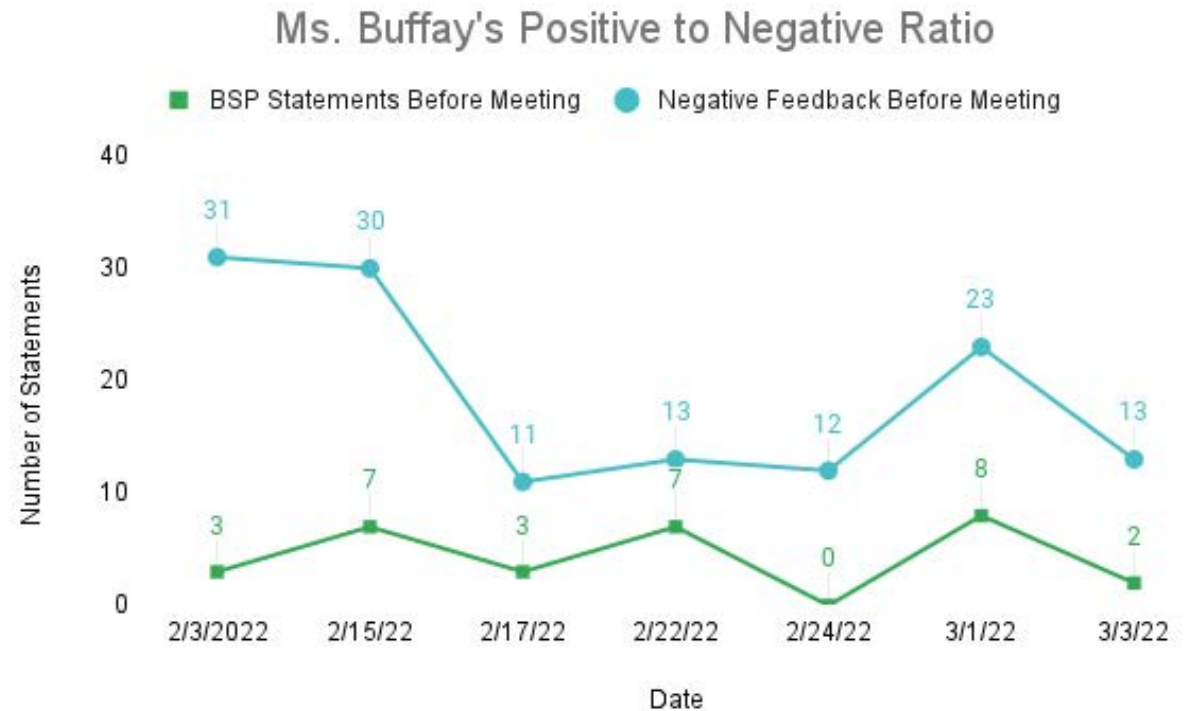
10. Share baseline data with teacher using a graph

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.

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

■ BSP Statements Before Meeting   ● Negative Feedback Before Meeting

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.

Graph

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,
BRT

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 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.

Hi Ms.

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, 6," 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.
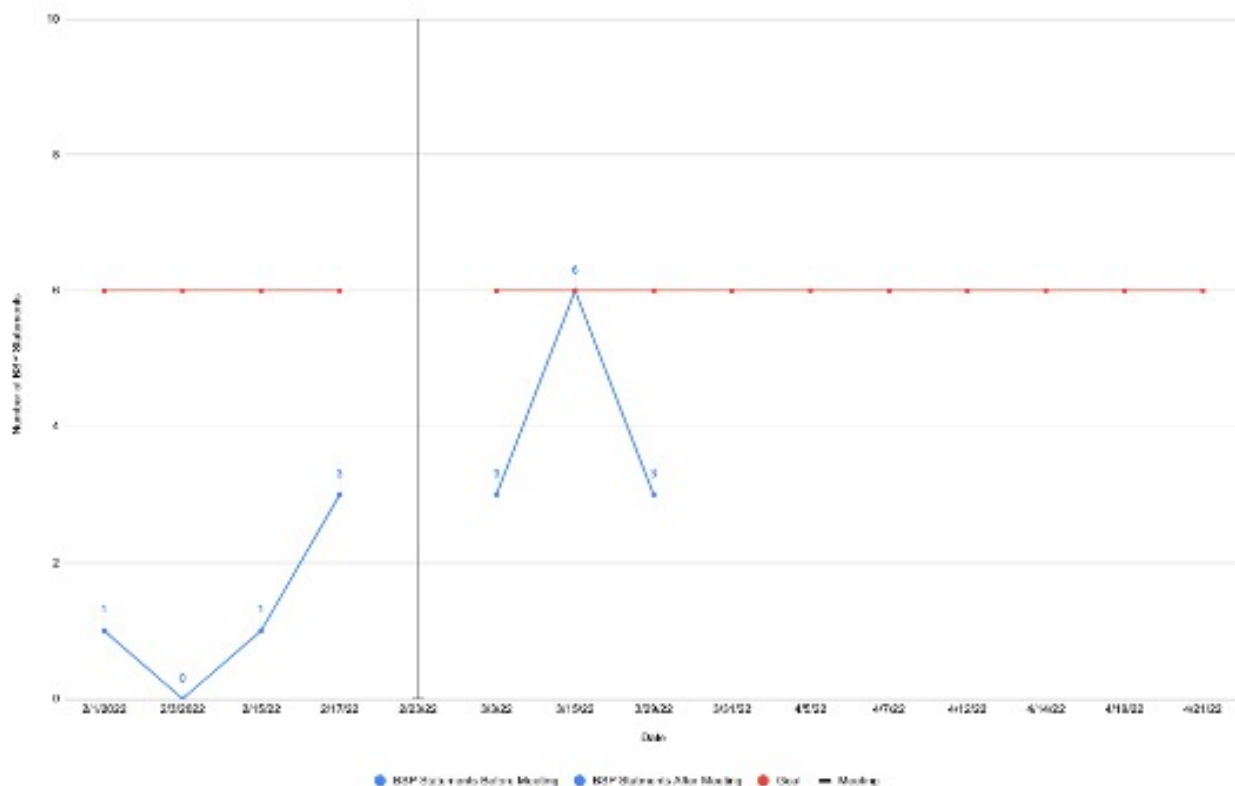
Review Data

Performance Feedback <mark>IS</mark> 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

Review Data

Performance Feedback <mark>IS NOT</mark> Working

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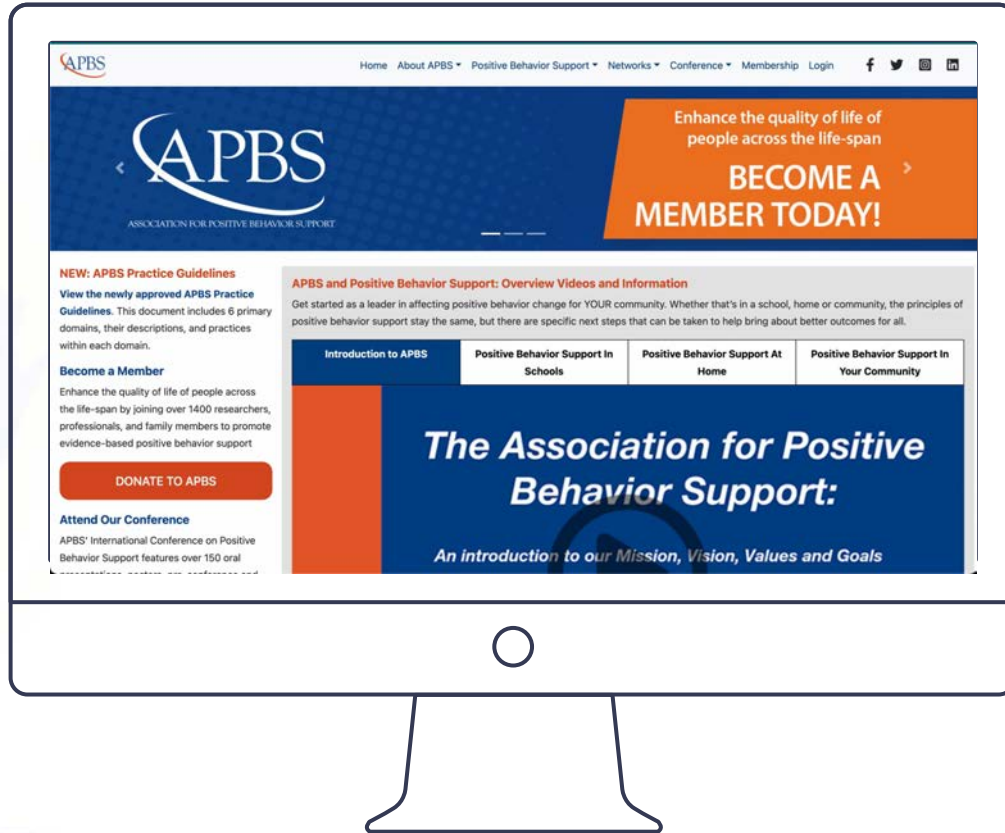- Self-Monitoring Tools

Recap

1 Getting Started

2 Identify Teachers

3 Direct Observations

4 Coaching Sessions

5 Visual Performance Feedback

6 Review Data
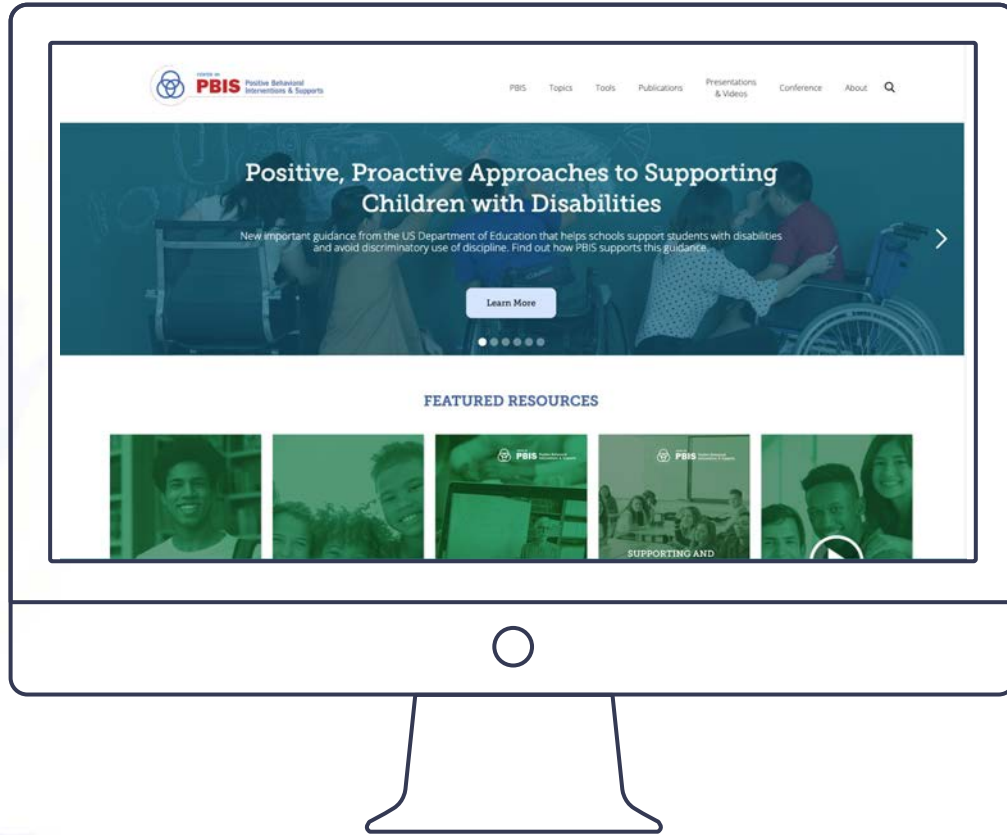
Center on Positive Behavior Interventions & Supports

pbis.org

APBS

apbs.org

Email me

Kaci Ellis

Kaci.ellis@sdcoe.net
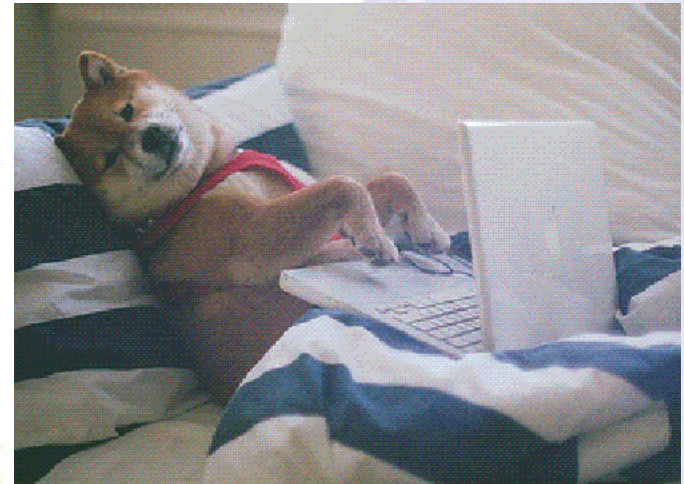
Questions?

pollev.com/kaciellis447