



PBS Alignment to Teacher Evaluation

Teacher roles and responsibilities in support of Positive Behavior Support Practices.



Housekeeping

- Poll
- Screen Review/Orientation
- Tech Support

Overview

1. PBS:MTSS as a foundation for student achievement
2. Reciprocal relationship between academic skills and social/emotional behaviors
3. Florida Educator Accomplished Practices – Overview
4. Alignment: FEAPs & PBS Tier 1 Classroom

Objectives

1. Recognize the evidence in support of PBS as a foundation for student learning achievement and the reciprocal relations between academic and behavior skills.
2. Identify strategies to promote PBS implementation at the Tier 1 classroom level aligned with Teacher professional evaluation standards.



WHAT IS THE RELATIONSHIP BETWEEN ACADEMIC ACHIEVEMENT AND BEHAVIOR FROM YOUR EXPERIENCE ?



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Dr. Eric Smith, Commissioner

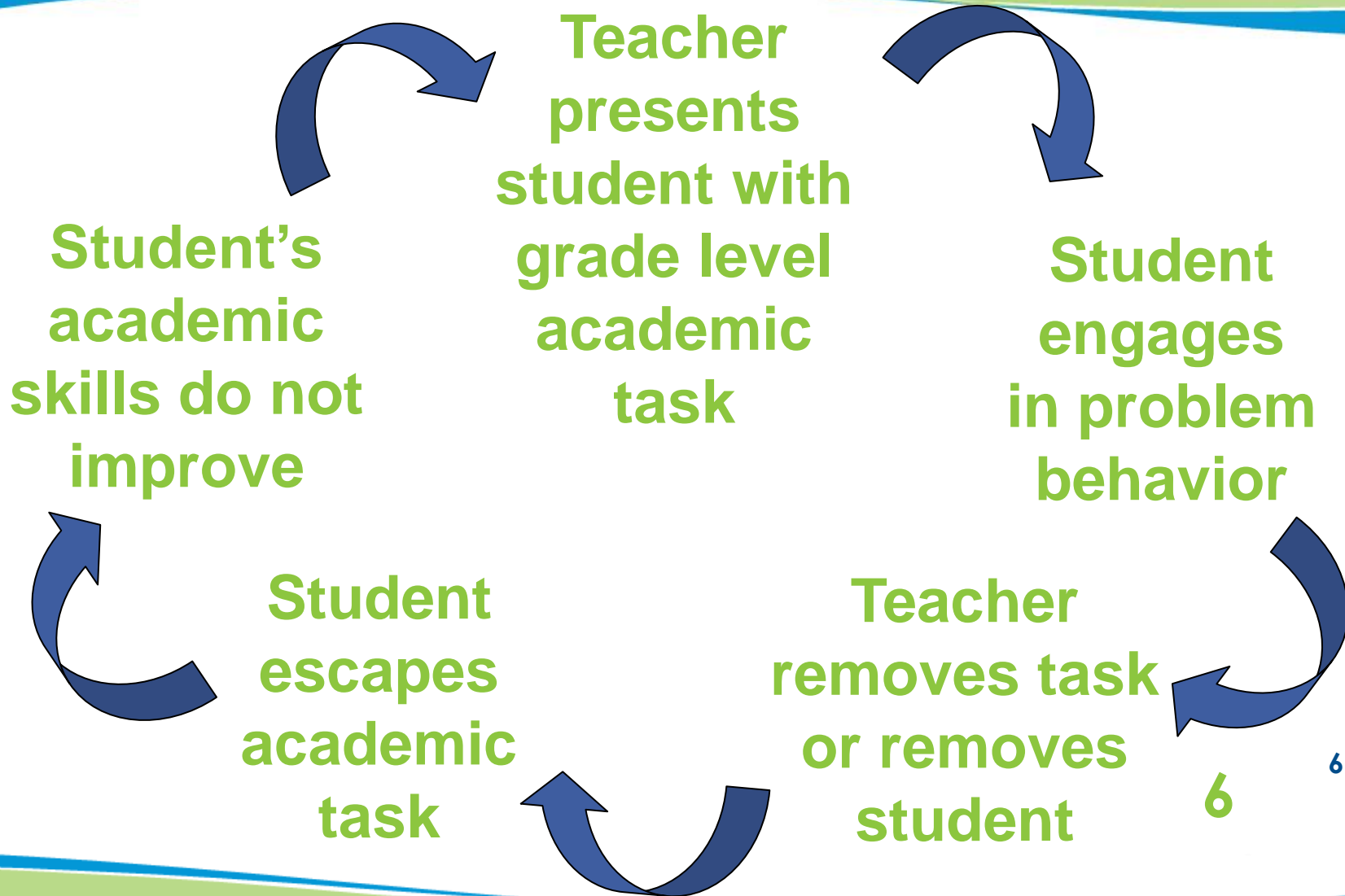


This product was developed by Florida's Positive Behavior Support Project through the University of South Florida, Louis de la Parte Florida Mental Health Institute funded by the State of Florida, Department of Education, Bureau of Exceptional Education and Student Services, through federal assistance under the Individuals with Disabilities Education Act (IDEA), Part B.



Cycle of Academic and Behavioral Failure: Aggressive Response

(McIntosh, 2008)



Highly Effective Practices: Research

- **High quality academic instruction** (e.g., content matched to student success level, frequent opportunity to respond, frequent feedback) by itself can reduce problem behavior (*Filter & Horner, 2009; Preciado, Horner, Scott, & Baker, 2009, Sanford, 2006*)
- **Implementation of school-wide positive behavior** support leads to increased academic engaged time and enhanced academic outcomes (*Algozzine & Algozzine, 2007; Horner et al., 2009; Lassen, Steele, & Sailor, 2006*)
- **Children who fall behind academically** will be more likely to find academic work aversive and also find escape-maintained problem behaviors reinforcing (*McIntosh, 2008; McIntosh, Sadler, & Brown, 2010*)
- **The evidence of a transactional relationship** (confined, collateral, combined) with reading and behavioral interventions. (*Bruhn & Watt, 2013; Cook et al., 2013*)

School-wide Behavior & Reading Support

The integration/combination of the two:

- are critical for school success
- utilize the three tiered prevention model
- incorporate a team approach at school level, grade level, and individual level
- share the critical feature of data-based decision making
- produce larger gains in literacy skills than the reading-only model

(Stewart, Benner, Martella, & Marchand-Martella, 2007⁸)



Rule: 6A-5.065 The Educator Accomplished Practices

FLORIDA EDUCATOR EVALUATION & PRACTICE STANDARDS

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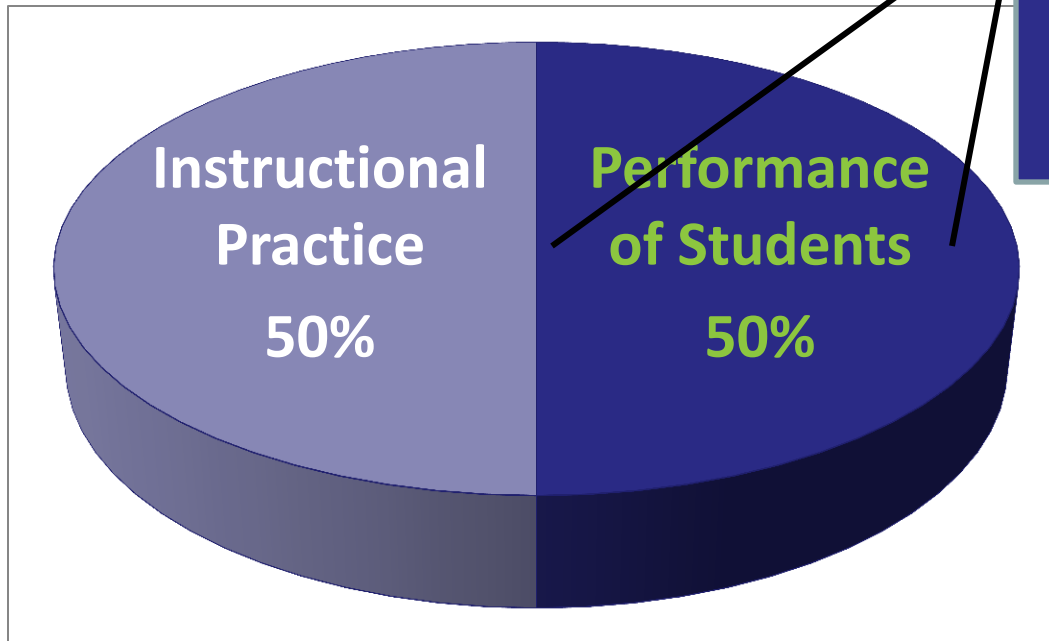
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Florida Teacher Evaluation Model

Components:



Performance of Students is focused primarily on student learning growth

FEAPS, Marzano & Danielson

Table 3

Professional Practices	FEAPs	Marzano	Danielson
Promotes student outcomes related to career and college readiness.			
Provides relevant information regarding child and adolescent development, barriers to learning, and student risk factors.			
Learning Environment			
Collaborates with teachers and administrators to develop and implement school-wide positive behavior supports.	(a) 2b (a) 2e	Domain 1	Domain 2d
Collaborates with school personnel and students to foster student engagement (e.g., involvement, motivation, persistence, resilience, ownership).	(a) 2d (a) 2f (a) 3a	Domain 2.1	Domain 3c
Promotes safe school environments.	(a) 2b	Domain 2	Domain 2d
Integrates relevant cultural issues and contexts that impact family-school partnerships.	(a) 2d	Domain 2	Domain 2a & 2b
Provides a continuum of crisis intervention services.			
Professional Learning, Responsibility, and Ethical Practice			
Develops a personal, professional growth plan that enhances professional knowledge, skills, and practice; and addresses areas of need on the evaluation.	(b) 1a	Domain 3.2	Domain 4
Engages in targeted professional growth opportunities and reflective practices (e.g., PLC).	(b) 1d	Domain 3.2	Domain 4
Implements knowledge and skills learned in professional development activities.	(b) 1e	Domain 4.2	Domain 4
Demonstrates effective recordkeeping and communication skills.	(a) 2a	Domain 4.1	Domain 1b & 2e
Complies with national and state laws, district policies and guidelines, and ethical educational and professional standards.	2	Domain 4.3	Domain 4f

6A-5.065 FEAPs

- Passed by Florida Legislature as Education Rule 6A-5.065.
- Built into Florida Teacher Evaluation Model
- Defines the core practices for effective educators in FL.
- Serve as the foundation for:
 - Teacher preparation programs,
 - Educator certification requirements,
 - School appraisal systems.

6A-5.065 FEAPs

(See Handout)

- 2 Broad Sections
 - (1) Purpose & Foundational Principles
 - (2) The Educator Accomplished Practices
- Within section 2 – Educator Accomplished Practices:
 - (a) Quality of instruction
 1. Instructional Design & Lesson Planning
 2. The Learning Environment
 3. Instructional Delivery & Facilitation
 4. Assessment
 - (b) Continuous Improvement Responsibility & Ethics



Alignment of PBS Tier 1 Classroom with Teacher Practices

BEHAVIOR SUPPORTS IN THE CLASSROOM INSTRUCTIONAL ENVIRONMENT

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Characteristics of Effective Instructional Environments

(e.g, Brophy et al., 1999; Elliott et al., 2000)

- Expectations for Student Learning
- Expectations for Student Behavior
- Classroom Routines
- Orientation to Lessons
- Developmentally Appropriate Instruction
- Instructional Grouping
- Progress Monitoring
- Review & Reteaching
- Increased Learning Time
- Interactions Between Teachers and Students
- Use of Incentives and Rewards

Model of Skill Relationships

(DiPerna & Elliott, 2000; Elliott, DiPerna & Shapiro, 2001)

Academic Competence:

- Multidimensional construct composed of skills, attitudes and behaviors of a learner that contribute to academic success in the classroom
 - **Academic Skills:**
 - Basic and complex skills that are a central part of academic curricula in schools.
 - **Academic Enablers:**
 - Students' attitudes and behaviors that allow the student to benefit from classroom instruction.

Student Achievement & Student Performance

- ***Academic Skills***
 - Goal setting tied to state/district standards
 - Common Core State Standards
 - Developmental Standards
- ***Academic Enablers-Student Engagement***
 - Behaviors associated with successful completion of the academic skills
 - On-task, listening, following-directions, ignoring distractions, self-monitoring, goal setting, content of private speech
- ***Inter-/Intra-Personal Behaviors***
 - Behaviors that support social skills
 - Social/emotional development

Integrating Academic & Behavior Supports

- Academic Skills and Academic Behaviors are identified for all students (**Skill Integration**)
- The data are presented in a way that reflects the **relationship** between academic skills and behaviors (**Data Integration**)
- The instruction provided in Tiers 2 and 3 integrates Tier 1 instruction (materials, performance expectations.) (**Tier Integration**)
- The instruction provided in Tier 1 integrates the effective instructional strategies and performance expectations from Tiers 2 and 3 (**Tier Integration**)



CROSSWALK FEAPS & CLASSROOM ASSISTANCE TOOL



(See Handout

Classroom Assistance Tool and Teacher
Evaluation Crosswalk

Resources

PBS Classroom Coaching Guide:

http://flpbs.fmhi.usf.edu/resources_classroom_foldersmod.cfm

Discussion

1. What new information have you learned today and how will it help you with implementing PBS in your current role?
2. What additional information or resources might you need to further promote PBS implementation in your current role?

Upcoming Online Chat

Teacher-Student & Teacher-Parent Relationships

Tuesday, December 9, 2014

3:00 pm EST/ 2:00 pm CST

<http://usf.adobeconnect.com/openta/>

Contact Information and Resources

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OSEP TA Center on PBIS

- Website: www.pbis.org



Association on PBS

- Website: www.apbs.org

