

## D2 - Classroom Systems: Evaluating & Improving the Quality and Effectiveness of Teacher-Student Interactions

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## Success Enhances Relationships



## Teacher-Student Interactions

- Teachers play a huge role in the predictability for student success  
(Pianta, Belsky, Vandergriff, Houts, & Morrison, 2008)
- When teachers have positive relationships with the students, those students have greater achievement  
(Cornelius-White, 2007; Roorda, Koomen, Spilt, & Oort, 2011)
- Students that receive more positives/negatives from teacher are seen as more positive/negative by peers  
(White, Sherman, & Jones, 1996)
- Teachers that positively interact with student have students that are more actively engaged during instruction  
(Pianta, Hamre, & Allen 2012)

## A Basic Logic: *The Teacher's Responsibility*

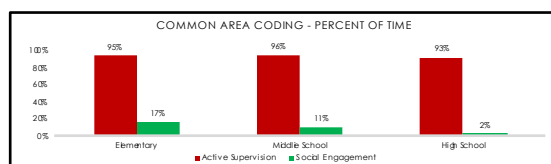


Robert Pianta describes why teachers must create engagement:

***"The asymmetry in child-adult relationship systems places a disproportionate amount of responsibility on the adult for the quality of the relationship"*** (p 73).

– Pianta, R.C. (1996). *High-risk children in schools: Constructing sustaining relationships*. New York, NY: Routledge.

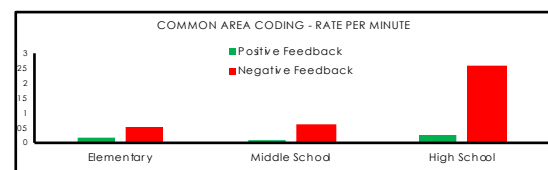
## Common Area Observations - % of Time



Social engagement between adults and students:

- 17% of observed time at the elementary
- 11% of observed time at middle
- 2% of observed time at the high school

## Common Area Observations - Rate



### Elementary School

Hear positive every 5.8 minutes, hear negative every 1.8 minutes

### Middle School

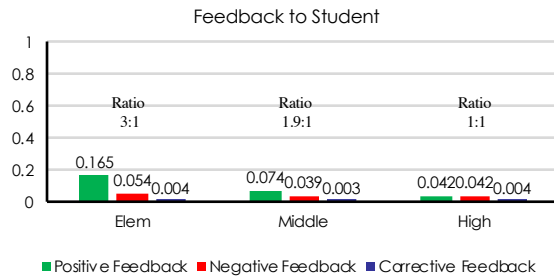
Hear positive every 25 minutes, hear negative every 1.6 minutes

### High School

Hear positive every 4.3 minutes, hear negative every 23 seconds

## Feedback Rates

*N= 6,730 Elementary, 1,544 Middle, 1,983 High*



## Simple Acknowledgement!



## OTR, Positive Feedback, and Student Success

Rates of **Group OTR** and **positive feedback** found to be significant predictors of both suspension (neg relationship) and academic achievement (pos relationship)

### Instructional Variables Predicting Suspension Rate

Parameter	beta coefficient	s.e.	t-value	p-value
Positive Feedback	-0.169	0.073	-2.312*	0.030
Grp. OTR	0.130	0.051	2.556*	0.018

\*p < .05, \*\*p < .01, \*\*\*p < .000. Overall, there were 32 elementary schools. F-statistic: 2.341 on 8 and 23 DF; p = 0.053, Adjusted R<sup>2</sup> = 0.257

### Instructional Clusters Predicting Percentage of Students Proficient in Reading and Math

Parameter	beta coefficient	s.e.	t-value	p-value
Instructional Cluster	0.308	0.093	3.325**	0.003

All covariates mean centered. \*p < .05, \*\*p < .01, \*\*\*p < .000. Overall, there were 32 elementary schools. F-statistic: 34.54 on 4 and 27 DF; p = 0.000, Adjusted R<sup>2</sup> = 0.812

## Professional Development

	Increase Knowledge	Skill Demonstration	Use in the Classroom
Presentation/Discussion	10%	5%	0%
+Demonstration	30%	20%	0%
+Practice and Feedback	60%	60%	5%
<b>+Coaching in Classroom</b>	<b>95%</b>	<b>95%</b>	<b>95%</b>

Joyce and Showers, 2002

### Cautions/Considerations

- PD cannot be effectively delivered via self-study or sit and get
  - explicit, authentic examples, facilitated engagement of group with common goals
- Normed feedback may be unhelpful – must be goal-focused
- Must be tied to school-focused goals – requires leadership
- Frequent coaching and personal feedback is necessary

(Darling-Hammond & McLaughlin, 1995; Hawley & Valli, 1999; Hirsh, 2009; Kluger & DeNisi, 1996; Ryan et al., 2017; Shute, 2008)

## Coaching Teachers

- Lack of preparation and PD cause burn-out and leaving the profession  
(Bettini, Jones, Brownell, Conroy, Park, Leite, & Crockett, 2017)
- Without coaching and support, evidence-based practices likely will not be used with fidelity or sustained  
(McIntosh, Mercer, Nese, & Ghemraoui, 2016)
- Coaching needs to occur weekly or bi-weekly at the least  
(Isner, 2008)
- Most teachers in a coaching model receive coaching monthly or less  
(Smith, Schneider, & Kreader, 2010)

## The L-DEEP Model of Professional Development

Logic	Discrimination	Engagement	Evaluate	Perfecting
Realize the problem and see solution as realistic	Understand the key features of effective solution application	Engage in content collaboratively with colleagues	Collaborative observation and coaching with colleagues	Sustain and fine-tune practices as part of school culture
Entertaining Content	Video Examples	Discussion Groups	Formative Coaching	Fine-Tuning

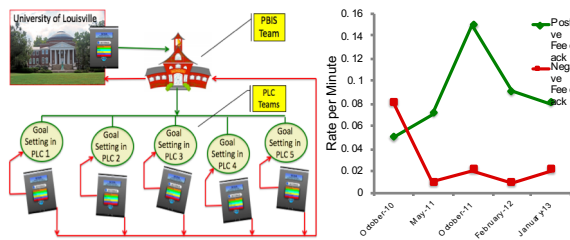
Sustained Use of Effective Academic and Social-Emotional Practices  
Increased Student Achievement and Success

$$\text{Change} = (A \times B \times C) > X, \text{ where}$$

A = shared dissatisfaction of the current state by a critical mass  
B = shared vision of the desired state  
C = knowledge of the practical steps for getting there  
X = the cost of change

Garmston & Wellman, 1999, p. 248

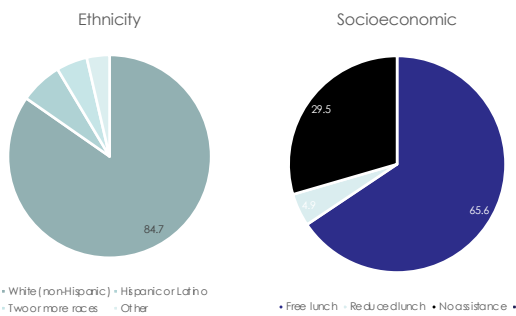
## Sustainability = Coaching and Feedback



## Introduction

- District-wide Behavior Consultant in suburban district with 23 schools
- Invited to attend PLC meetings at an elementary school to discuss behavior supports
- Left with a list of over 50 students who were "in crisis" (school population – 475 students)

## School Demographics



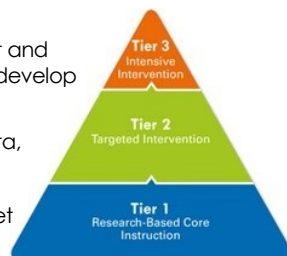
## Data Collection

- District-level
  - Safe Schools Coordinator (PBIS)
  - Special Education Consultant
  - School Psychologist
  - Director of Special Education
  - Susan Robertson, Academic and Behavioral Response to Intervention (ABRI) School Liaison
- Building-level
  - Classroom observations
  - Principal
  - Counselor
  - Instructional Coach



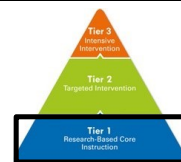
## Becoming the BEST

- Committee involving district and building-level personnel to develop tiered staff support plan
- Use of PBIS walk-through data, classroom observations, anecdotal teacher report during PLCs to identify target areas for training
- Use similar data sources and administrative team to identify teachers for additional tiered support



## Tier 1

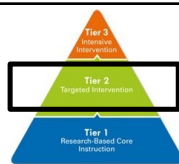
- Whole staff training after school
- Focused on best practice instructional strategies
  - Pre-teaching expectations
  - Behavior-specific praise
  - Pre-correction
  - Positive relationship building
  - Opportunities to Respond
- Inclusion of antecedent strategies



## Tier 2

- Identification of BEST cohort – process of selection
- Three areas of criteria

Leadership skills/status	Need for support	Disposition (likelihood of fidelity)
<ul style="list-style-type: none"> <li>• PLC leads</li> <li>• Team/department chairs</li> <li>• Vocal staff members</li> <li>• BCTA representative</li> <li>• SBDM members</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher request</li> <li>• Classroom observations</li> <li>• PBIS walk-throughs</li> <li>• Number of office referrals</li> <li>• Admin. referral</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher request</li> <li>• Admin. referral</li> <li>• PLC meetings</li> <li>• Response to training</li> </ul>



## BEST Cohort

- Teachers invited to join – not required
- Selling our “product”
- Eventual goal - build capacity in selected teachers, who will then train/coach other staff in similar fashion
- PD at the beginning of the 2017-2018 school year presented to BEST subcommittee will be presented to entire school at the beginning of the 2018-2019 school year - trained/coached staff will train grade level/department teams

### Support committee included:

behavior consultant, special education consultant, school psychologist, safe schools coordinator, Principal, instructional coach, ABRI school liaison, educational cooperative behavior consultant, director of elementary schools, director of special education

## Teaching Expectations

Incorporate instruction in expectations and behaviors into lesson plans

- Instruction included school-wide and classroom specific expectations that are positively stated
- Focus on explicit instruction, structured practice, prompts in the form of pre-cueing/precorrection

Walkthroughs and observations looking for specific practices in action

- PBIS
- Research-based practices

## Tier 2 Support Plan



Meet monthly to discuss specific Tier One practices and Tier Two interventions

- Meet as a cohort to receive PD in specific research-based practice
- Discuss overall effectiveness of strategies and BEST cohort
- Discuss articles & specific topics

Consultation meetings with individual staff to discuss Tier Two & Three students to assist with identifying and implementing differentiated interventions

- Review classroom observation data
- Discuss student-specific concerns

Attend PD as a cohort that focuses on tiered classroom management practices

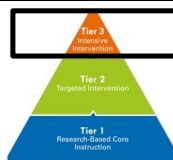
Self-monitoring tools coupled with videotaped lessons

## Tier 3

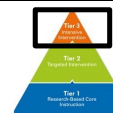
- Teachers selected from BEST cohort
- Three methods of identification:

Disposition and/or fidelity deficiency	Self-referral	Admin. referral
<ul style="list-style-type: none"> <li>• No positive change in ORs</li> <li>• Observations note lack of strategy implementation</li> </ul>	<ul style="list-style-type: none"> <li>• Request for additional assistance during 1:1</li> </ul>	<ul style="list-style-type: none"> <li>• Admin. Request for additional assistance for specific staff member</li> </ul>

- Assessed through participation in cohort meetings, 1:1 meetings, observations, committee meetings



## Tier 3 Support Plan



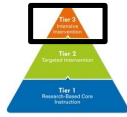
Goal setting coupled with self-monitoring & consistent positive feedback

- increase and encourage self-reflection
- Use of electronic data collection tool (e.g., Google Forms)

Weekly meetings to discuss progress and data

- Include data reflection
- Multiple sources of data, including teacher self-reports, observations, PBIS walk-throughs, ORs

## Additional Tier 3 Supports



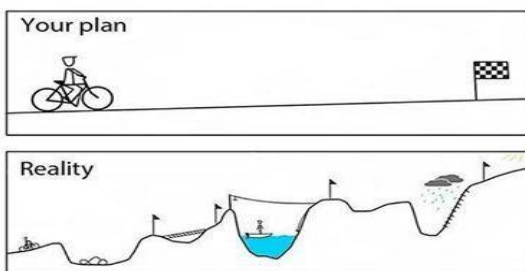
Coaching/assistance developing tiered intervention plans and conducting informal FBAs

- Student-specific
- Training in FBAs utilizing online modules
- Increase in frequency of observations and feedback
- Inclusion of modeling to encourage use of specific strategies

## Essential Features

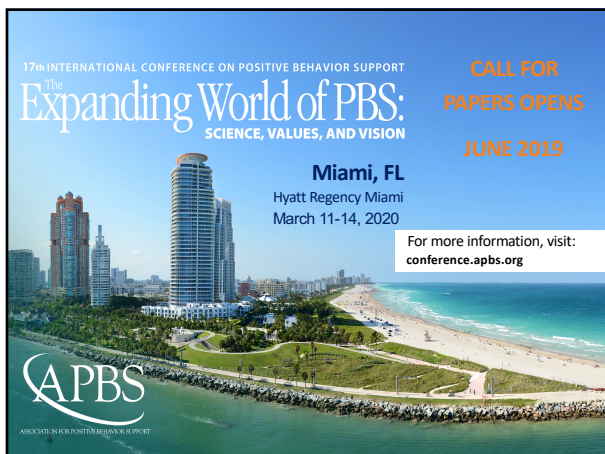
- District and building-level support
- Desire/readiness for change
- Identified target areas (data-based decision making)
- Fidelity in coaching
- TIME (min. of one day per week in building)
- Resources (specialists, materials, money for outside PD)

## How did it go?



## Reflection – Lessons Learned

- Include other support staff in the day-to-day
- Less subjective data collection measuring the effectiveness of the intervention
- Consistent structure – commitment to each event/meeting
- Ensure prioritization



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