G3: Systems of Support for Classroom Practices at the State, District & School Level

Lead Presenter: Kimberly Yanek, Center for Social Behavior Supports at Old Dominion University (VA)

Exemplar Presenters: Regina Pierce, Virginia Tiered Systems of Supports; Christine Tapia, & Nicole Gonzales, Santa Clara Unified School District (CA)

Topic: Classroom PBIS
Key words: Implementation, Tier 1, PBS Foundations

Coffee and Conversation: Systems of Support for Classroom Practices at the State, District, and School Level

Facilitator: Kimberly Yanek
Panelists:
Regina Pierce, VTSS State Coach
Christi Tapia, CA District Coach
Nicole Gonzales, CA School

Learning Intentions

We will explore:
- Strategies for designing systems of support for the implementation of classroom practices
- Approaches to align classroom practices as part of a comprehensive professional learning system
- Approaches to build coaching capacity at the district and school levels
Virtual Forum Expectations

<table>
<thead>
<tr>
<th>EXPECTATION</th>
<th>OVERALL Event</th>
<th>CHAT Tab</th>
<th>POLLS Tab (+Q&amp;A)</th>
</tr>
</thead>
<tbody>
<tr>
<td>BE RESPONSIBLE</td>
<td>Use a shared action plan for your team</td>
<td>Post positive on-topic comments</td>
<td>Add questions before and/or during session</td>
</tr>
<tr>
<td></td>
<td>Complete session evaluations</td>
<td>Questions for the presenters go in the POLLS tab ⇦</td>
<td></td>
</tr>
<tr>
<td>BE RESPECTFUL</td>
<td>Limit distractions</td>
<td>Use inclusive language</td>
<td>Use sincere phrasing</td>
</tr>
<tr>
<td></td>
<td>Follow up on your assigned action items</td>
<td>Complete additional polls when prompted</td>
<td></td>
</tr>
<tr>
<td>BE SAFE</td>
<td>Take movement breaks</td>
<td>Be aware of your stress level</td>
<td>Ask solution-oriented questions</td>
</tr>
<tr>
<td>For</td>
<td>Ensure Files Tab has current materials and</td>
<td>Monitor and remove</td>
<td>Identify common Qs to address in final 15</td>
</tr>
</tbody>
</table>

Tips for Participants

Finding Your Registered Sessions in Pathable

Your Personalized Schedule (My Agenda)

Locate the Agenda Menu, Select "My Agenda" from the drop-down, and you will see the sessions for which you are registered. A green check mark in the upper right corner indicates you are registered.

Tips for Participants

Navigating the Session Page

1. Session Details (Title, Presenters, Date & Time, Description, Keywords)
2. Join Session
3. Interact through Chat, Polls, & Uploaded Files
Tips for Participants

Chat, Polls, and Q&A

1. Use Chat for engaging with other participants around the session topic.
   Presenters may use chat differently in specific sessions.
   Follow overall Forum expectations for responsible, respectful, and safe chatting.

2. Find the Q&A under Polls. Questions for presenters go there.

3. Some sessions have other Polls or more Specific Questions. Complete those when prompted.

Tips for Participants

Be careful of accidentally navigating away

While participating in a live Session, be present!
- If you navigate away from the live session, you will need to press the "Join Meeting" button to get back in.
- What does navigating away look like? Here are some examples:
  1. Clicking on any area of the navigation menu
  2. Clicking on a person's name

Tips for Participants

Support is Available

If at any time you need support as a participant, use the Help Desk:
Upstream Solutions

(A Public Health parable, credited to Irving Zola, and illustrated in Upstream by Dan Heath)

Outcomes
Practices
Systems
Equity
Systems to Support Teachers' Implementation of Positive Classroom Behavior Support

https://www.pbis.org/topics/classroom-pbis

PBIS Technical Brief on Systems to Support Teachers' Implementation of Positive Classroom Behavior Support

Panelists

Regina: Consultant for the Virginia Tiered Systems of Support and state coach supporting academics, behavior (PBIS) and mental wellness; has worked with implementation of tiered systems for 15 years.

Christi: Santa Clara Unified District Coach, coaching for 6 years, opportunity came from a federal study focused on accelerated implementation of tier 1 and 2 PBIS with an emphasis on a tier 1 classroom practice system.

Nicole: Santa Clara Unified Special Education teacher and tier 1 PBIS internal site coach for 3 years. Special Education teacher for 18 years, and 4 years experience as a special education administrator.
Who is joining today?
Please take the poll.
Remember to grab something refreshing for the conversation!

How are you feeling?

Happy Pharrell Williams
Help! The Beatles
Don’t Stop Believin
Journey
Under Pressure
Queen & David Bowie
Who’s Zoomin Who?
Aretha Franklin

Which of the following songs best describes how you have been feeling this week or since the beginning of the school year (poll)?
Question #1

Can you describe what prompted you to shift from a more traditional approach to supporting educator implementation of evidence-based classroom practices/systems?

What was your why for shifting your approach?

Question 1 Responses (State)

- The gift of a remarkable teacher
- The cascading model of supports needed to support teachers
- The value of collective teacher efficacy and peer coaching
- The value of relationships and the reality of 2020!

Question 1 Responses (District & School)

- Lacked strong district level support as started with schools and light touch at district level
- Sustainability- attributes to ingrained systems within the school
- Data has evolved to higher level of analysis
Question #2

● Many of us would like to shift to a systematic and aligned approach for implementing and supporting evidence-based practices in the classroom.

● Could you describe in a sentence or two how you have supported that shift?

Question #2 Responses (State)

● Define quality instruction with evidence-based practices that are effective for all students across all subject matter

● Re-think the term "classroom management" - consider a school-wide approach to building safe, positive, and effective environments

Question #2 Responses (District & Coach)

● Creating and sustaining relationships with others.

● Shifting to a culture of coaching, a support/action not a person.

● How can you work smarter not harder? Look how you can be most efficient with your systems and time. Can you replace a system or committee instead of adding more? How can you structure meetings to be efficient?

● Focus discussions and decisions on the question, "What is best for the student or students?"
Would you be able to elaborate on your previous response by explaining how you build the capacity of the classroom practice system and support teachers in implementation?

Classroom Behavior Systems

- Align to the TFI (validated, developing academic, wellness companion guides)—everything links to school-wide systems.
- VTSS 10—Compilation of best practices from Hattie, Marzano, & PBIS
- Includes feedback, community building, scaffolding, high leverage practices for SWD
- System—Professional learning includes training and coaching
- Data Collection for TFI, Academic-TFI (A-TFI), and VTSS 10 Best Classroom Practices (School-wide)
Virginia Tiered Systems of Support (VTSS): Intentional Alignment with classroom practices (SEB, Academic, Trauma)
https://vtss-ric.vcu.edu/

VTSS 10 Practices Are Trauma Informed
1. Arrange the Physical Environment
2. Active Supervision
3. Defining Classroom Expectations
4. Routines and Procedures
5. Opportunities to Respond
6. Ensuring Academic Success
7. Scaffolding
8. Acknowledgement and Behavior Specific Praise
9. Error Correction

Example: VTSS 10 Are Trauma Informed

#7 Scaffolding: Practice
Teachers provide high levels of support and guidance and gradually reduce the assistance as the student progresses toward mastery. Strategies include partnering, chunking, sequencing/progress in complexity, demonstrations and completed models, providing hints and prompts, providing aids such as cue cards and checklists.

#7 Scaffolding: Why this practice supports students impacted by trauma
Provides emotional safety in the learning process.
Makes learning more manageable; less likely to trigger the student.
Uses the power of a positive relationship to support the student's progress.

(Refer to VTSS 10 = Physical Environment, Active Supervision, Defining Expectations, Routines and Procedures, Opportunities to Respond, Formative Assessment, Scaffolding, Acknowledgement and Behavior Specific Praise, Error Correction, and Building Community Through Feedback)

Question #3 Response (State)
Our Way of Work

- VTSS State System Coaches who work with district/division level coaches
- Districts use the system with teachers and adapt to their quality core instruction
- District Capacity Building
  - Start with district team and district team members shadow/coach with state coaches in schools (demonstration sites)
  - Capacity built for district coaches to scale
    - Data summary sheet
    - District coaches have capacity when we look at data collection tools & student outcome data
  - Approach to coaching - Leadership Teams
    - At least 2 district colleagues attend 3 day series of systems coaching (coach teams to do the works). Covers soft skills of coaching. Coaching school teams to coach classroom teachers and that is where it is individualized to local context (training and aligning among coaches in the district).
• Alignment with RP and SEL
• Started through a grant (2015), knowledge development sites (7 schools)
• Quick implementation with focus on classroom practices
• Trained 8 best practices, Classroom Behavior systems- initial and boosted annually
• Learning walks- 3-4/year (assess fidelity & inform action planning)
• Multiple initiatives (need for alignment)
• Used Classroom Checkup (CCU) approach
• Internal coach on site 1/day/week
• New coach joined year after study and scaled back on classroom practices (added more training on TIPS, T1/CR, T2, and faded to annual learning walk)

Question #3 Responses (District & School)

What have been facilitators and barriers to initial implementation and sustainability?

Facilitators = usable data systems, positive leadership and teacher voice
Barriers = buy in and burned out, siloed approaches
Working to merge academic and behavior

Question #4 Responses (State)
Question #4 Responses (State, District, & School)

- Collective Teacher Efficacy
- DBDM all staff

31

Question #4 Responses (District & School)

- District Coach built capacity of school coach to do walk throughs & build fluency with whole school to analyze data - identify strengths and areas to focus on as a collective decision.
- Leveraged PLC infrastructure and process with data. Working to merge academic and behavior.
- Internal T1 and T2 coaches facilitated the walk throughs. Focused on one practice at a time and used coaching process of using observation data and performance feedback

32

Question #4 Responses (District & School)

- Barrier - time
- Process for building capacity - Brandi, Nicole, Christi planned to do walk through together to calibrate data (inter-rater reliability)
- COVID - charged with supporting SEL implementation
- Action Teams formed - created resource 3/5 CASEL competencies and priorities and restorative practices
- Again, short window of time with COVID
- Created action team across grade levels across district
- Coaches have been facilitators and moving to culture of coaching

33
What have you discovered about your system in light of the current reality?

**Question #5 Responses (State)**

- Systems were more important than ever!
- Qualitative statewide observation: “easier to tweak than to create”
- Teams mattered: the old adage of “the sum is greater than the parts” was true
- The districts that were further along and a longer time of sustainability, were better positioned to adapt and pivot during this current reality

**Question #5 Responses (District & School)**

- Utilized Morning Meeting structure, and RP practices
- The need has led to increased communication and interest; 15/18 schools have SW expectations and now have interest in PBIS and SEL
- Lessons have been created
- Not a lot of training, but more coaching
Question #5 Responses (District & School)
• ES Leads are ready to go
• Trying to add on secondary
• Going through exploration at district level with MTSS and SEL alignment, auditing what is currently in place
• Wellness evolved as a need and began exploring how this also aligns with PBIS, SEL and informs interactions between teachers and students. BTT (Behavior Tracking Tool-aka referral)

Question #5 Responses (District & School)
• Use this opportunity to view student behavior through a new lens
• SWIS –added “crying”, not as a referral, but to use data with the intention to inform support
• District focus on SEL and no student academic assessment first four weeks
• Using family conferences to uncover what is working well, what can we do differently, what can be done to support (script of questions)

Questions from our audience
When Working In Your Team

Consider 5 Questions

▪ How does this compare to our priorities?
▪ Who would do this work?
▪ Where would this work live (e.g., responsibility)?
▪ What should we stop doing to make room for this work?
▪ How will we assess whether it’s (a) implemented well and (b) working?