

Using Self-Assessments and Practice Profiles for Ongoing Monitoring of Effective Teaching and Learning Practices



MU Center for SW-PBS
College of Education
University of Missouri



Session Outcomes

- Become familiar with the MO SW-PBS Effective Teaching and Learning Practices self-assessments and practice profiles
- Discover how self-assessments can help teachers set goals, and determine professional development priorities
- Learn how to use practice profiles to guide observations and provide feedback

Effective Classroom Practices

1. Classroom Expectations
2. Classroom Procedures & Routines
3. Encouraging Expected Behavior
4. Discouraging Inappropriate Behavior
5. Active Supervision
6. Opportunities to Respond
7. Activity Sequencing & Choice
8. Adjusting Task Difficulty





Saying you're doing
something isn't the same as
actually doing something.

~ Steve Goodman, MIBLSI

“Only when effective
practices are fully
implemented
should we expect
positive outcomes.
Implementation
matters.”

Blasé & Fixsen, 2005, p. 10

Make Monitoring a Priority



These 8 Effective Teaching and Learning Practices have been shown to increase instructional time and improve student engagement.

Teacher Use > Student Outcomes



Academics and Behavior

- Expectations & Rules
- Procedures & Routines
- Encouraging Expected Behavior
- Discouraging Unexpected Behavior

Creating the Environment for Learning

Setting Objectives
and Providing
Feedback

Reinforcing Effort
and Providing
Recognition

Cooperative Learning



- Active Supervision
- Providing Opportunities to Respond
- Activity Sequencing & Choice
- Adjusting Task Difficulty

Helping Students Develop Understanding

Cues, Questions, and
Advance Organizers
Nonlinguistic Representations
Summarizing and Note Taking
Assigning Homework
and Providing Practice



Helping Students Extend and Apply Knowledge

Identifying Similarities
and Differences
Generating and Testing
Hypotheses



(Pitler & Stone, 2012)

Session Outcomes

- ✓ Become familiar with the MO SW-PBS Effective Teaching and Learning Practices self-assessments and practice profiles
- Discover how self-assessments can help teachers set goals, and determine professional development priorities
- Learn how to use practice profiles to guide observations and provide feedback

Self Assessment

Expectations and Rules: Self-Assessment

PRACTICE: Classroom rules/expectations are aligned with school-wide expectations, posted, and referred to regularly.

The language of the classroom expectations reflects the language of the schoolwide expectations.

- Classroom expectation matrix headings are consistent with schoolwide expectation matrix headings reflecting 3-5 expectations (e.g. Be Respectful, Be Responsible, Be Safe) Yes No
- There is evidence of connection across grade level or content area, and clear communication with other adults to support consistent use of common language. Yes No

Rules are specific criteria for achieving expectations.

- Classroom matrix includes rules with specific descriptions of how students can meet the expectations. Yes No
- Evidence of connection across grade-level or content area, and communication to other adults to support consistent use of language (interventionists, volunteers, etc.). Yes No

Rules meet these 5 guidelines (OMPUA): Observable, Measureable, Positively Stated, Understandable, Always Applicable.

- All rules on classroom matrix are consistent with the OMPUA guidelines. Yes No
- Language is appropriate for context and culture of the classroom. Yes No

Expectations and Rules are taught, modeled, and practiced; feedback is regularly given.

- Lesson plans include schedule for teaching behavioral expectations with modeling and practice, including a process for responding to classroom data for reteaching. Yes No
- Positive and corrective feedback are used to support student success, with higher rates of positive than corrective feedback. Yes No

Practice Profile

Missouri SW-PBS ETLP Practice Profile

PRACTICE: Classroom rules/expectations are aligned with school-wide expectations, posted, and referred to regularly.

Expectations & Rules

Essential Functions	Exemplary/ Ideal Implementation	Proficient	Close to Proficient	Far from Proficient
			<i>(Skill is emerging, but not yet to ideal proficiency. Coaching is recommended.)</i>	<i>(Follow-up professional development and coaching is critical.)</i>
1 The language of the classroom expectations reflects the language of the schoolwide expectations.	<ul style="list-style-type: none"> Classroom expectation matrix headings are consistent with schoolwide expectation matrix headings reflecting 3-5 expectations (e.g. Be Respectful, Be Responsible, Be Safe) There is evidence of connection across grade level or content area, and clear communication with other adults to support consistent use of common language. 	<ul style="list-style-type: none"> Classroom expectation matrix headings are consistent with schoolwide expectation matrix headings reflecting 3-5 expectations (e.g. Be Respectful, Be Responsible, Be Safe) 	<ul style="list-style-type: none"> Classroom expectations are disconnected from or contradictory to schoolwide expectations. 	<ul style="list-style-type: none"> No evidence of established classroom expectations.
2 Rules are specific criteria for achieving expectations.	<ul style="list-style-type: none"> Classroom matrix includes rules with specific descriptions of how students can meet the expectations. Evidence of connection across grade-level or content area, and communication to other adults to support consistent use of language (interventionists, volunteers, etc.). 	<ul style="list-style-type: none"> Classroom matrix includes rules with specific descriptions of how students can meet the expectations. 	<ul style="list-style-type: none"> Rules are present but vague, resulting in unclear criteria for success. 	<ul style="list-style-type: none"> No evidence of established classroom rules.



Teachers Identify Priorities

Using the information from the Self Assessment and Practice Profile, along with other relevant information, teachers identify the focus practice.

What additional data might the teacher use to prioritize the practices?

Practices in place and performed at Exemplary or Proficient Levels

Practices not in place and/or not rated Proficient, but **data indicate high priority**

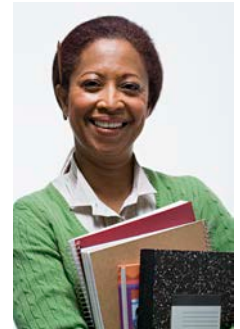
Practices not in place and not rated Proficient, but data indicate lower priority

Session Outcomes

- ✓ Become familiar with the MO SW-PBS Effective Teaching and Learning Practices self-assessments and practice profiles
- ✓ Discover how self-assessments can help teachers set goals, and determine professional development priorities
- Learn how to use practice profiles to guide observations and provide feedback

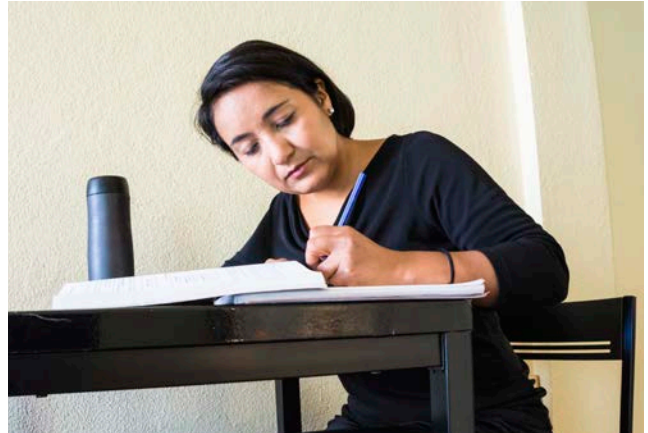
Supporting the Use of Effective Teaching and Learning Practices

- High Quality Professional Development
- Opportunities to Practice
- Walkthroughs and Feedback



Teachers Set Goals

1. Use Self Assessment and Practice Profile
2. Choose an ETLP and ONE Essential Feature
3. Make a realistic goal with action steps
4. Determine what data to progress monitor
 - What evidence will demonstrate meeting the goal?



Professional Development

Determine training needs

- Use the Self Assessment and Practice Profile to gather input from the staff
- Use data to narrow the focus
- Provide training and resources based on identified needs



Opportunities to Practice

Building Fluency

- Start SMALL!
 - 20 minutes
- Self Monitor
- Get Feedback
 - From Students
 - From Peers
 - From Coaching
- Track Data



Walkthrough and Feedback



Regular Observations

- Coach or Admin Walkthrough
 - Use the Practice Profile
 - Provide Clear Feedback
 - Positive Specific Feedback
- Follow-Up with Opportunities to Meet and Discuss

Observations as Formative Assessment



Missouri SW-PBS ELP Practice Profile

PRACTICE: Classroom rules/expectations are aligned with school-wide expectations, posted, and referred to regularly.

Expectations & Rules

Essential Functions	Exemplary/ Ideal Implementation	Proficient	Close to Proficient	Far from Proficient
			<i>(Skill is emerging, but not yet to level of proficiency. Coaching is recommended.)</i>	<i>(Follow-up professional development and coaching is critical.)</i>
1. The language of the classroom expectations reflects the language of the schoolwide expectations.	<ul style="list-style-type: none"> Classroom expectation matrix headings are consistent with schoolwide expectation matrix headings reflecting 3-5 expectations (e.g. Be Respectful, Be Responsible, Be Safe) There is evidence of connection across grade level or content area, and clear communication with other adults to support consistent use of common language. 	<ul style="list-style-type: none"> Classroom expectation matrix headings are consistent with schoolwide expectation matrix headings reflecting 3-5 expectations (e.g. Be Respectful, Be Responsible, Be Safe) 	<ul style="list-style-type: none"> Classroom expectations are disconnected from or contradictory to the schoolwide expectations. 	<ul style="list-style-type: none"> No evidence of established classroom expectations.
2. Rules are specific criteria for achieving expectations.	<ul style="list-style-type: none"> Classroom matrix includes rules with specific descriptions of how students can meet the expectations. Evidence of connection across grade-level or content area, and communication to other adults to support consistent use of language (interventionists, volunteers, etc.). 	<ul style="list-style-type: none"> Classroom matrix includes rules with specific descriptions of how students can meet the expectations. 	<ul style="list-style-type: none"> Rules are present but vague, resulting in unclear criteria for success. 	<ul style="list-style-type: none"> No evidence of established classroom rules.
3. Rules meet these 5 guidelines: (OMPJA) Observable Measurable Positively Stated Understandable Always Articulate	<ul style="list-style-type: none"> All rules on classroom matrix are consistent with the OMPJA guidelines. Language is appropriate for context and culture of the classroom. 	<ul style="list-style-type: none"> All rules on classroom matrix are consistent with the OMPJA guidelines. 	<ul style="list-style-type: none"> Some rules on classroom matrix are consistent with the OMPJA guidelines. 	<ul style="list-style-type: none"> No evidence of established classroom rules OR Rules are inconsistent with OMPJA guidelines.
4. Expectations and rules are taught, modeled, practiced, and feedback is regularly provided.	<ul style="list-style-type: none"> Lesson plans include schedule for teaching behavioral expectations with modeling and practice. Including a process for responsible classroom data for reteaching. Positive and corrective feedback is used to support student success with higher rates of positive than corrective feedback. 	<ul style="list-style-type: none"> Lesson plans include schedule for teaching behavioral expectations with modeling and practice. Positive and corrective feedback are used daily and equally to support student success. 	<ul style="list-style-type: none"> Classroom expectations and rules are present but not explicitly taught and practiced OR Teaching is limited to the beginning of the year and regular feedback is limited. 	<ul style="list-style-type: none"> No evidence of teaching or providing feedback to students regarding classroom expectations and rules.

During my 10 minutes in the classroom, I noticed you provided several positive specific feedback statements to individual students who had their materials out, as well as to the class for beginning work right away. You also quietly reminded two individual students to begin right away. I counted 14 feedback statements in 10 minutes! Keep up the good work!

Session Outcomes

- ✓ Become familiar with the MO SW-PBS Effective Teaching and Learning Practices self-assessments and practice profiles
- ✓ Discover how self-assessments can help teachers set goals, and determine professional development priorities
- ✓ Learn how to use practice profiles to guide observations and provide feedback



Action Planning: Ongoing Monitoring

Work with your group to make a plan for sharing the Self Assessments and Practice Profiles with others in your school.

Who will prepare the information?

When will it be shared?

How will it be shared?

Use your Next Steps Action Plan.