Partnering to Improve Academics and Behavior at an At-Risk Professional Development School

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Provo City School District

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Brigham Young University
Provo Peaks Elementary School
Provo Peaks Elementary School

- Title 1 School
- 462 K-6 Students
  - 57% Hispanic
  - 39% Caucasian
  - 4% Other
  - 88% SES
  - 53% ELL
- 29 Teachers, 2 Interns, & 4 Student Teachers
Faculty Buy-In

Provo Peaks
Faculty Level of support in
Increments of 1-100

Overall 94%
From: http://wiki.updc.org/abc/
Common Elements of PBS and RTI

- Leadership Team
- School-wide Screening
- High Expectations
- Skill Building
- Rewards and Recognition System
- Implementation Fidelity
- Tiered Intervention
- Evidence-based practices
- Data-based Decision Making
Elements of Effective Instruction

1. Positive Relationships
2. Rewards & Recognition
3. Clear Expectations
4. Skill Building
Training Model

- Professional Learning Communities (PLCs)
- Training
- Coaching
Collaboration Choices

Training Only
- EEI training sessions
- Instructional outline
- PLC support

Training & Research
- All of the above, plus:
  - Individual coaching
  - Classroom observations and self-evaluations
  - $300 stipend
# Self-Evaluation

## Self-Management of Instruction and Learning in Education (SMILE Rubric)

<table>
<thead>
<tr>
<th>Item</th>
<th>N/A</th>
<th>Not at all</th>
<th>Partially</th>
<th>Mostly</th>
<th>Completely</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. I used specific written and/or verbal praise statements with my students.</td>
<td></td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>2. I explained to my students what I specifically wanted them to learn in this lesson.</td>
<td></td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>3. I demonstrated how to correctly complete the activity, including the criteria for correct responding, as often as needed.</td>
<td></td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>4. I provided a high rate of opportunities to respond during my instruction.</td>
<td></td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>5. I provided students opportunities for guided practice with feedback.</td>
<td></td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>6. I provided students opportunities for independent practice.</td>
<td></td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
</tbody>
</table>

## Key

- **Completely** = With all students, as often as possible.
- **Mostly** = With most students, most of the time.
- **Partially** = With some students, some of the time.
- **Not at all** = This item should have been used but was not used at all.
- **Not applicable (N/A)** = This item was not relevant to this lesson on this day.
### Weekly Data Report

#### Positive Relationships and Recognition

<table>
<thead>
<tr>
<th>Observations:</th>
<th>Clear Expectations:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Baseline average: 6.3</td>
<td>Baseline average: 4.6</td>
</tr>
<tr>
<td>Current average: 12.6153</td>
<td>Current average: 2.76923</td>
</tr>
<tr>
<td>Most recent observation: 1</td>
<td>Most recent observation: 0</td>
</tr>
<tr>
<td>School-wide average: 14.17</td>
<td>School-wide average: 3.33</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Self-Evaluations:</th>
<th>Self-Evaluations:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Average: 2.56</td>
<td>Average: 2.67</td>
</tr>
<tr>
<td>Most recent evaluation: 2</td>
<td>Most recent evaluation: 2.5</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Coach Comments:</th>
<th>Coach Comments:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### Skill Building

<table>
<thead>
<tr>
<th>Observations:</th>
<th>Comments / Other:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Baseline average: 22</td>
<td></td>
</tr>
<tr>
<td>Current average: 21.53846</td>
<td></td>
</tr>
<tr>
<td>Most recent observation: 75</td>
<td></td>
</tr>
<tr>
<td>School-wide average: 34.16</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Self-Evaluations:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Average: 2.71429</td>
<td></td>
</tr>
<tr>
<td>Most recent evaluation: 3</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Coach Comments:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
1. Positive Relationships

- Learning takes place best in a pleasant environment
- Positive interactions should outweigh negative interactions
- Require constant effort
- Foundation for success
- Praise is a powerful way to build relationships
Praise

General
Verbal or written statements indicating approval
Examples:
“Super!” “Good job!” “Great!”

Specific
Verbal or written statements that:
– Specify the person or group
– Describe the behavior being praised
Example:
“Jordan, you stayed in the lines. Your penmanship looks great!”
2. Rewards and Recognition

Purpose:
To increase specific praise to students.

Benefits:
Improved academic and social behavior
Strengthened relationships with students and parents
Praise Data

Rate / 20 Min.

Observations

Base.
Training + Feedback
Follow-Up
Praise Data

Number per 20 min.

<table>
<thead>
<tr>
<th></th>
<th>Baseline</th>
<th>Training</th>
</tr>
</thead>
<tbody>
<tr>
<td>General</td>
<td>6</td>
<td>8</td>
</tr>
<tr>
<td>Specific</td>
<td>6</td>
<td>14</td>
</tr>
</tbody>
</table>
Praise Notes

“Thank you so much for talking positively about Luis. That is what great students do.”

“Showed courage by volunteering and participating in class discussions.”

“Standing up for another student when they were being teased.”

“Saw me with my arms full, so he opened the door and held it for me.”

“You are doing great with division with remainders. Keep up the hard work!”
3. Clear Expectations

**Definition:**
Explaining and demonstrating what you want students to know and do.

**Benefits:**
- Students know exactly what you want them to do.
- Students tend to live up to expectations.
- Students are less likely to misbehave.
- Students know you believe them capable of achieving.
School-wide Expectations

- Hallway
- Assembly
- Lunchroom
- Playground
- Restroom
Clear Expectations Data

![Graph showing data points for Baseline, Training + Feedback, and Follow-Up observations.]
Clear Expectations Data
4. Skill Building

Opportunities to Respond

Definition:
The interaction between a teacher’s questioning, prompting, or cueing and an observable student or group response.

Purpose:
To increase the number of correct responses and the amount of time students are engaged during instruction.

(Haydon, Mancil, & Van Loan, 2009)
Opportunities to Respond Data

Baseline

Training + Feedback

Rate / 20 Min.

Observations
Opportunities to Respond Data

- **Baseline Academic**
- **Baseline Behavior**
- **Training Academic**
- **Training Behavior**

<table>
<thead>
<tr>
<th></th>
<th>Number Per 20 min.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Baseline</strong></td>
<td></td>
</tr>
<tr>
<td>Academic</td>
<td>25</td>
</tr>
<tr>
<td>Behavior</td>
<td>5</td>
</tr>
<tr>
<td>学术</td>
<td>25</td>
</tr>
<tr>
<td>行为</td>
<td>5</td>
</tr>
</tbody>
</table>

- **Training**

<table>
<thead>
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<th></th>
<th>Number Per 20 min.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Training</strong></td>
<td></td>
</tr>
<tr>
<td>Academic</td>
<td>35</td>
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<tr>
<td>学术</td>
<td>35</td>
</tr>
<tr>
<td>行为</td>
<td>10</td>
</tr>
</tbody>
</table>
## 4. Skill Building

<table>
<thead>
<tr>
<th>Teacher Does . . .</th>
<th>Looks Like . . .</th>
</tr>
</thead>
</table>
| **1. Teaching New Content**  
The teacher teaches new content by demonstrating or modeling the correct response. | The students are observing while the teacher explains, models and demonstrates. The students do not respond. During instruction the teacher observes whether students are ready for guided practice. |
| **2. Guided Practice**  
The teacher provides support and feedback continuing until there is evidence that the student is ready to practice independently. | Teachers give students many opportunities to respond allowing students to practice the new skill. Students gain competence as the teacher provides encouragement and corrective feedback. |
| **3. Independent Practice**  
The teacher provides additional practice without guidance or feedback, continuing to check student work to ensure mastery. | Students respond independently until the skill becomes fluent or automatic. |
# Language Arts Proficiency

<table>
<thead>
<tr>
<th></th>
<th>Beginning of the Year</th>
<th>End of the Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st</td>
<td><img src="chart1.png" alt="Pie Chart" /></td>
<td><img src="chart2.png" alt="Pie Chart" /></td>
</tr>
<tr>
<td>2nd</td>
<td><img src="chart3.png" alt="Pie Chart" /></td>
<td><img src="chart4.png" alt="Pie Chart" /></td>
</tr>
<tr>
<td>3rd</td>
<td><img src="chart5.png" alt="Pie Chart" /></td>
<td><img src="chart6.png" alt="Pie Chart" /></td>
</tr>
<tr>
<td>4th</td>
<td><img src="chart7.png" alt="Pie Chart" /></td>
<td><img src="chart8.png" alt="Pie Chart" /></td>
</tr>
<tr>
<td>5th</td>
<td><img src="chart9.png" alt="Pie Chart" /></td>
<td><img src="chart10.png" alt="Pie Chart" /></td>
</tr>
<tr>
<td>6th</td>
<td><img src="chart11.png" alt="Pie Chart" /></td>
<td><img src="chart12.png" alt="Pie Chart" /></td>
</tr>
</tbody>
</table>
Language Arts Proficiency

Before EEI Training

After EEI Training
Language Arts Proficiency School Wide

- On/Above Proficiency
- Below Proficiency

Before EEI training

After EEI Training
Change in School Culture

- **Culture**
  - Toxic to problem solving

- **PLC**
  - Time and processes:
    - professional development
    - coaching

- **Mentor Training**

- **Building Leadership**

- **BYU Partnership**
http://education.byu.edu/pbsi/

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