Professional Development: The Difference Between a ‘Nice Idea’ and Full Implementation

Brigham Young University
Positive Behavior Support Initiative

A Presentation by
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You can't cross the sea merely by standing and staring at the water.
Rabindranath Tagore

Nice Ideas:

- Train & Hope or Spray & Pray
  - Lack time
  - Lack depth
  - Lack understanding
  - Lack opportunity to build fluency

“Train- and- hope approach…is destined to fail because emphasis is not directed toward the establishment of systems supports needed for the accurate and continued use of the practice over time.” OSEP Center on PBS (2004) in Sugai & Horner (2006)
Training for Change:

In the end we retain from our studies only that which we practically apply.
~Johann Wolfgang von Goethe

- Sustained
- Active learning
- Coherent
- Collaborative

Garet, Porter, Desimone, Birman, & Yoon (2001)
Guskey (2003)
Learning is finding out what you already know. Doing is demonstrating that you know. Teaching is reminding others that they know just as well as you. You are all learners, doers, teachers. ~ Richard Bach

PBSI Professional Development Model

BYU-PBSI
Train the trainer

Project Specialist

School Trainer

School Trainer

School Trainer

School Trainer

Faculty

Faculty

Faculty

Faculty

Good strategies for professional development support include establishing a leadership team, supporting team members, monitoring implementation activities and providing feedback. – Colvin & Sprick (1999)
Purpose: To measure increases in knowledge and skill as a result of professional development

- Effectiveness
  - Knowledge of concepts
  - Knowledge of skills

- Evidence
  - Test scores
  - Skill demonstrations
Multiple Baseline Achievement Test

- Comprehensive test
  - Pre-test
  - After each unit
- Sections
  - Direct Teaching
  - Corrective Teaching
  - Effective Praise

“The duration of PD is related to the depth of teacher change”
## 2004 Results - Knowledge

### Test 1 (Prior Knowledge)

<table>
<thead>
<tr>
<th>School</th>
<th>Average Test Scores (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>School A</td>
<td>49.00</td>
</tr>
<tr>
<td>School B</td>
<td>58.00</td>
</tr>
<tr>
<td>School C</td>
<td>43.23</td>
</tr>
<tr>
<td>School D</td>
<td>48.57</td>
</tr>
<tr>
<td>School F</td>
<td>37.70</td>
</tr>
<tr>
<td>School G</td>
<td>52.24</td>
</tr>
<tr>
<td>School H</td>
<td>44.26</td>
</tr>
</tbody>
</table>

*School E No Data

### Test 4 (Learned)

<table>
<thead>
<tr>
<th>School</th>
<th>Average Test Scores (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>School A</td>
<td>95.29</td>
</tr>
<tr>
<td>School B</td>
<td>72.50</td>
</tr>
<tr>
<td>School C</td>
<td>77.18</td>
</tr>
<tr>
<td>School D</td>
<td>95.50</td>
</tr>
<tr>
<td>School F</td>
<td>96.08</td>
</tr>
<tr>
<td>School G</td>
<td>86.25</td>
</tr>
<tr>
<td>School H</td>
<td>86.04</td>
</tr>
</tbody>
</table>

*School E No Data
## 2004 Results-Skill

<table>
<thead>
<tr>
<th>School</th>
<th>% of Faculty Showing Skill Mastery</th>
</tr>
</thead>
<tbody>
<tr>
<td>School A</td>
<td>68%</td>
</tr>
<tr>
<td>School B</td>
<td>75%</td>
</tr>
<tr>
<td>School C</td>
<td>96%</td>
</tr>
<tr>
<td>School D</td>
<td>86%</td>
</tr>
<tr>
<td>School F</td>
<td>83%</td>
</tr>
<tr>
<td>School G</td>
<td>95%</td>
</tr>
<tr>
<td>School H</td>
<td>100%</td>
</tr>
</tbody>
</table>
## 2004 Results – Trainers

### Social Validity

<table>
<thead>
<tr>
<th>Trainers Opinions on Preparation to Train</th>
<th>Agree</th>
<th>Strongly agree</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>The training sessions provided by BYU prepared me to train the personnel at my school</td>
<td>3</td>
<td>2</td>
<td>71.43%</td>
</tr>
<tr>
<td>The instructional materials were clear, concise, and user friendly.</td>
<td>2</td>
<td>3</td>
<td>71.43%</td>
</tr>
<tr>
<td>The support materials were useful</td>
<td>5</td>
<td>2</td>
<td>100.00%</td>
</tr>
<tr>
<td>All training components</td>
<td>47.62%</td>
<td>33.33%</td>
<td>80.95%</td>
</tr>
</tbody>
</table>

I thought ours [the trainer] was very well prepared. She tried to fit the needs of our teachers both with their...context of [our] school and their teaching  –Principal (2006)
Follow-up resources

- On-site trainer
- Visiting project specialist
- Monthly newsletter
Implementation
2006 Study

Purpose: To determine what effect our professional development had on implementation of a positive behavior support model

- **Effectiveness**
  - Implementation of concepts
  - Implementation of skills

- **Evidence**
  - Focus Group & survey data (self-report)
  - Project specialist rubric (observation)

- **Limitations**
  - Sample size
  - Sampling methods
2006 Follow-Up

- Focus Groups
  - Three Groups
    - Administrator--4
    - Trainer-2
    - Teacher-6

- Surveys
  - Administrator-1
  - Trainer-2
  - Teacher-43
Thinking back on your Peaceable Schools initial Professional Development, and the presentations on kindness, relationship building, punishment, and praise, how would you classify the familiarity of the material to you at that time, before the presentations?

Focus Group Questions  Faculty:

1. Thinking back on your Peaceable Schools initial Professional Development and the presentations on kindness, relationship building, punishment, and praise, how would you classify the familiarity of the material to you at that time, before the presentations?
   a. classify the quality of the instruction?
   b. classify how much you have continued to use and build on this knowledge in your teaching practice?

2. Thinking back on your Peaceable Schools initial Professional Development and the skills instruction regarding the Direct Teaching Sequence and social skills, Effective Praise, and corrective teaching, how would you
   a. classify the familiarity of the material to you at that time, before the presentations?
   b. classify the quality of the instruction?
   c. classify how much you have continued to use and build on these skills in your teaching practice?

3. What, if anything, would help you consistently implement the skills and strategies taught in the professional development sessions?

4. Thinking about different technology applications such as PowerPoints, videos, web site resources, chat rooms, discussion boards, or live -remote interactive training sessions, which might be helpful to you in consistent implementation of Peaceable Schools information and strategies?
## Rubric

### Standard 3: Create a safe and secure learning environment that nurtures and supports all students

<table>
<thead>
<tr>
<th>4. Exemplary Level of Implementation</th>
<th>3. Fully Functioning Level of Implementation</th>
<th>2. Limited/Partial Level of Implementation</th>
<th>1. Low Level of Implementation</th>
</tr>
</thead>
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<tr>
<td>A teaching approach to discipline, (e.g., positive, corrective teaching), is being implemented by &gt;90% of stakeholders (administration, teachers, staff, and parents).</td>
<td>A teaching approach to discipline, (e.g., positive, corrective teaching), is being implemented by &gt;60% of stakeholders (administration, teachers, staff, and parents).</td>
<td>A teaching approach to discipline, (e.g., positive, corrective teaching), is being implemented by &gt;50% of stakeholders (administration, teachers, staff, and parents).</td>
<td>A teaching approach to discipline, (e.g., positive, corrective teaching), is being implemented by &lt; 50% of stakeholders (administration, teachers, staff, and parents).</td>
</tr>
</tbody>
</table>

**Evidence of Implementation**

**Plan for Strengthening Implementation**

- **4. Exemplary Level of Implementation**
  - A teaching approach to discipline, (e.g., positive, corrective teaching), is being implemented by >90% of stakeholders (administration, teachers, staff, and parents).
  - **Evidence:**
    - Explicit school, class, and other expectations are taught and reviewed by >90% of school personnel.
    - **Posters and other related visuals are posted visibly in classrooms and throughout the school.**

- **3. Fully Functioning Level of Implementation**
  - A teaching approach to discipline, (e.g., positive, corrective teaching), is being implemented by >60% of stakeholders (administration, teachers, staff, and parents).
  - **Evidence:**
    - Explicit school, class, and other expectations are taught and reviewed by >60% of school personnel.
    - Posters and other related visuals are posted visibly in classrooms and in some areas of the school.

- **2. Limited/Partial Level of Implementation**
  - A teaching approach to discipline, (e.g., positive, corrective teaching), is being implemented by >50% of stakeholders (administration, teachers, staff, and parents).
  - **Evidence:**
    - Explicit school, class, and other expectations are taught and reviewed by >50% of school personnel.
    - Posters and other related visuals are posted visibly in classrooms and in few locations in the school.

- **1. Low Level of Implementation**
  - A teaching approach to discipline, (e.g., positive, corrective teaching), is being implemented by < 50% of stakeholders (administration, teachers, staff, and parents).
  - **Evidence:**
    - Explicit school, class, and other expectations are taught and reviewed by < 50% of school personnel.
    - Posters and other related visuals are absent.
Familiarity with Concepts

![Bar Chart]

**Teacher Perceived Familiarity and Tested Familiarity**

- **Teacher Familiar**:
  - 48.72%
- **Teacher Somewhat**:
  - 30.77%
- **Teacher Not**:
  - 20.51%
- **Test Familiar**:
  - 54.84%
- **Test Somewhat**:
  - 3.23%
- **Test Not**:
  - 41.94%
I was familiar with all of the topics, but ...

![Bar chart showing pre-test scores by level of perceived familiarity.]

- Familiar: 50.41%
- Somewhat Familiar: 53.00%
- Not Familiar: 42.14%

Pre-test Score by level of perceived familiarity.
...the lessons helped be able to teach these ideas to the students in a productive way.

Peaceable schools helped to set clear steps to follow.

Peaceable Schools helped me think about them [the concepts] in new ways that related to my teaching.

...it was good to re-practice it.

...the presentation and organization of it in the Peaceable Schools setting makes it clear and explains how we felt before, logically. It is a great way to get a faculty on "common ground."
2006 Findings - Focus Groups & Surveys

- All groups noticed a change toward cohesiveness in school-wide language.

I liked the way you gave us a “recipe” to use with students. It helped us be more apt to use the information properly and in a cohesive way throughout the school. —a teacher
2006 Findings - Focus Groups & Surveys

- All groups focused on Social Skills instruction as the main implementation

It (training) has had a positive effect on how I use these skills in my classroom. – a teacher

We use these skills weekly, if not daily! – a teacher
2006 Findings - Principals

- Principals felt that progress is being made but indicated lack of fluency.

... “it’s not in their hearts, yet.”
2006 Findings - Rubrics

- Project specialist rubrics indicate progress is being made in implementation

- Rubrics corroborate focus group/survey reports on social skills instruction, school wide language
Lessons Learned

- Trainers from on-site are well accepted
  - I felt that our trainer is a model of these qualities and very accessible to work with and her presentations were excellent.
  - I thought the quality of instruction was very good. I enjoyed the onsite school trainer.
  - I really enjoyed having our Staff Developer teach me these skills because I felt like she knew me and my students and helped me apply them in my classroom.

- Need to become expert
- Need to be committed to fidelity
More lessons...

- Practice of new skills critical
  - Teachers were reluctant, realized later
    - 2004: Our teachers feel stupid having to pass off the skills.—a trainer
    - 2006: The teacher behaviors I had specifically practiced and discussed afterwards were the most memorable.—a teacher
  - One thing that I really appreciate that my trainer did was that she modeled how to do the teaching skills and then gave us time to practice them together. By doing this by the time I got back to my classroom I felt more comfortable using what I had learned because I was given a chance to practice it first.—a teacher
Implications for Schools

- Teachers want continuous support
  - Balance between helpful and intrusive
    - Time
  - Materials assist
    - Lesson plans
    - Short refreshers for staff meeting
    - CD, DVD

- Leadership attitudes are catching
  - Differences in training & implementation mirrored
    Administrative differences
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For additional information:
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