

Teacher Collaboration for Classroom Implementation of PBIS



WAYNE RESA

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“Performance Feedback and Teachers’ use of Praise and Opportunities to Respond: a Review of the Literature”
Brian Cavanaugh, 2013



- Performance feedback involves providing a person with information regarding their performance of a task. This can be done through observation and discussion, providing the person with data, video feedback, and/or through goal-setting.
- Performance feedback has been shown to be effective in helping teachers with
 - Literacy instruction
 - Mathematics instruction
 - Behavior plan implementation

Brian Cavanaugh, 2013



- In a review of the literature, Cavanaugh found that training alone was relatively ineffective at improving teacher practices (related to implementing praise and opportunities to respond).
- Performance feedback was found to be a “promising strategy” for increasing teachers’ use of at least two PBIS classroom interventions.

Cavanaugh, 2013



- Schools and administrators should create frameworks where feedback can be accessed and delivered to teachers in a cost-effective and continuous manner.
- Behavioral coaches
- Peer observation and feedback

Peer Coaching

adapted from Establishing Classroom Management Systems
2007 National Forum for

Initial & Advanced Implementers of School-Wide PBS

Lisa Powers

What is peer coaching?

- Teachers assisting other teachers in the act of improving teaching and learning.

Guidelines

- Peer coaching has nothing to do with evaluation. It is observation-based and specific, not general.
- Interactions should be collegial, supportive, and professional.
- Interactions between peers should be confidential.

Components

- Pre-conference
- Observation
- Post-conference

Peer Coaching

Lisa Powers

Post-Conference Coach Objective

- Describe rather than judge.
- Assist teacher in identifying causes and effects.
- Share ideas rather than give advice.
- Explore alternatives rather than give solutions.
- Provide feedback valuable for the receiver and only the amount the receiver can use.

Post-Conference Teacher Objectives

- Express feelings about the lesson.
- Recall student behaviors.
- Recall own behavior.
- Compare teacher behavior performed with teacher behavior desired.
- Analyze why the student behaviors were/were not performed.
- Generate future plans.

Benefits

- Reduces isolation.
- Share ideas and practices.
- Supports risk-taking.

Peer Coaching Additional Suggestions



Use the SWPBIS Classroom Management Checklist as a guide for the collaboration.

By the end of the post-conference teacher and coach can identify a few strategies to be implemented.

Schedule a follow-up observation & conference.

Peer Collaboration

Partner with other teachers

- Grade level
- PBIS Team members

Work with PBIS District Coach

Peer Coaching is an evidenced-based practice.

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Acknowledgments/ Resources

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References



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