Appendix A
PHASE I: Plan for and Begin Schoolwide/Universal Supports

- Schoolwide Overview Article 3
- Collaborative Teaming Steps 5
- ESD Team Meeting Form 6
- Questionnaire to Use When Visiting an ESD School 10
- Sample Office Referral Data Collection Sheet 11
- Assessing Behavioral Support in Schools 12
- Agenda for Introducing ESD Team to Stakeholders 15
- History of Events in Developing ROAR 16
- History of Events in Developing GATORS 20
- Align Discipline Definitions with Code of Conduct 22
- Sample Office Referral Forms (elementary and secondary versions) 23
- Distinguish between Minor Behavioral Incidents and Major Behavioral Incidents 26
- Sample Student Intervention Form 27
- Procedures for Dealing with Discipline 28
- Designing Effective Professional Development 29
- How to Interpret Schoolwide Behavioral Data 43
- Alternatives to Suspension 45
- Developing Schoolwide Interventions 46
- Sample Schoolwide Intervention Plan 47
What is School-wide PBS?

A major advance in school-wide discipline is the emphasis on school-wide systems of support that include proactive strategies for defining, teaching, and supporting appropriate student behaviors to create positive school environments. Instead of using a patchwork of individual behavioral management plans, a continuum of positive behavior support for all students within a school is implemented in areas including the classroom and nonclassroom settings (such as hallways, restrooms). Positive behavior support is an application of a behaviorally-based systems approach to enhance the capacity of schools, families, and communities to design effective environments that improve the link between research-validated practices and the environments in which teaching and learning occurs. Attention is focused on creating and sustaining primary (school-wide), secondary (classroom), and tertiary (individual) systems of support that improve lifestyle results (personal, health, social, family, work, recreation) for all children and youth by making problem behavior less effective, efficient, and relevant, and desired behavior more functional.

Why is it so important to focus on teaching positive social behaviors?

In the past, school-wide discipline has focused mainly on reacting to specific student misbehavior by implementing punishment-based strategies including reprimands, loss of privileges, office referrals, suspensions, and expulsions. Research has shown that the implementation of punishment, especially when it is used inconsistently and in the absence of other positive strategies, is ineffective. Introducing, modeling, and reinforcing positive social behavior is an important of a student’s educational experience. Teaching behavioral expectations and rewarding students for following them is a much more positive approach than waiting for misbehavior to occur before responding. The purpose of school-wide PBS is to establish a climate in which appropriate behavior is the norm.

What is a systems approach in school-wide PBS?

An organization is a group of individuals who behave together to achieve a common goal. Systems are needed to support the collective use of best practices by individuals within the organization. The school-wide PBS process emphasizes the creation of systems that support the adoption and durable implementation of evidence-based practices and procedures, and fit within on-going school reform efforts. An interactive approach that includes opportunities to correct and improve four key elements is used in school-wide PBS focusing on:

- Outcomes: academic and behavior targets that are endorsed and emphasized by students, families, and educators.
- Practices: interventions and strategies that are evidence based.
- Data: information that is used to identify status, need for change, and effects of interventions.
- Systems: supports that are needed to enable the accurate and durable implementation of the practices of PBS.

What are the steps involved in setting up a school-wide system of discipline?

An effective school-wide system of discipline or positive behavioral interventions and supports is only as good as the structures and processes that are in place to support their sustained use. When setting up a school-wide system of discipline or positive behavioral interventions and supports, the following steps should be followed:

1. Establish a school-wide leadership or behavior support team to guide and direct the process. This team should be made up of an administrator, grade level representatives, support staff, and parents.
2. Secure administrator agreement of active support and participation.
3. Secure a commitment and agreement from at least 80% of the staff for active support and participation.
4. Conduct a self assessment of the current school-wide discipline system.
5. Create an implementation action plan that is based data based decision making.
6. Establish a way to collect office referral and other data on a regular basis to evaluate the effectiveness of school-wide PBS efforts.

**What are the components of a comprehensive school-wide system of discipline or positive behavioral interventions and supports?**

All effective school-wide systems have seven major components in common a) an agreed upon and common approach to discipline, b) a positive statement of purpose, c) a small number of positively stated expectations for all students and staff, d) procedures for teaching these expectations to students, e) a continuum of procedures for encouraging displays and maintenance of these expectations, f) a continuum of procedures for discouraging displays of rule-violating behavior, and g) procedures for monitoring and evaluation the effectiveness of the discipline system on a regular and frequent basis.

**How do we know if a school-wide system of discipline or positive behavioral interventions and supports is effective?**

Many schools make the mistake implementing a school-wide system of discipline or positive behavior support without monitoring its effectiveness on a regular and frequent basis. Regular monitoring and evaluation are needed to a) prevent ineffective practices from wasting time and resources, b) improve the efficiency and effectiveness of current procedures, c) eliminate elements of the system that are ineffective or inefficient, and d) make modifications before problem behavior patterns become too durable and unmodifiable.

**Can a school buy a ready-made or published school-wide discipline curriculum?**

Many published school-wide discipline programs that can be purchased have the necessary features. However, every school has its unique features (for example: students, size, staff composition, geographic location) that must be taken into account when any discipline program is selected. The best approach is to assess what is currently in place in your school, whether it is effective, and what needs to be added or improved. Once this assessment is completed, a program that best addresses the features of your school can be selected.

**What relationship does a school-wide system of discipline or positive behavioral interventions and supports have with other school initiatives, like safe and drug-free schools, IDEA97 character education, early literacy?**

School-wide positive behavior support is not considered a new initiative. Instead, it is a set of problem solving strategies and processes that can be used to build upon a school’s existing strengths. However, school-wide PBS has a lot of characteristics that overlap with other initiatives. Proactive school-wide discipline systems create environments in which: a) learning and teaching are valued, and aggressive, unsafe behavior are discouraged; b) respect, responsibility, cooperation, and other highly valued character traits are taught and encouraged; c) individual differences are valued rather than criticized; d) educating students with disabilities can be supported more effectively and efficiently, and e) teaching fundamental skills like reading and math can be maximized.
COLLABORATIVE TEAM MEETING PROCESS

STEP ONE: Assign team member roles (e.g., facilitator, recorder, timekeeper, agenda keeper, IEP updater)

STEP TWO: Review agenda items and assign times to each item

STEP THREE: Conduct team meeting

Celebrate
Review past meeting notes
List issues
Prioritize issues and brainstorm solutions for each prioritized issue
Select solutions to use for each prioritized issue and write down who will do what by when
Review progress on IEP objectives
Select new objectives (if needed)
Pick routines in which to teach, teaching strategies, and who will teach/record progress on objectives

STEP FOUR: List agenda items for next meeting

STEP FIVE: Set next meeting date (time, place)
ESD TEAM MEETING FORM

DATE:

LIST TEAM MEMBERS PRESENT:

LIST TEAM MEMBERS ABSENT: TEAM MEMBER RESPONSIBLE FOR SHARING INFO:

ASSIGN ROLES FOR THIS MEETING:

FACILITATOR: TIME KEEPER:
RECORDER: OBSERVER:
ENCOURAGER: AGENDA KEEPER:

LIST AGENDA ITEMS AND SET TIME LIMITS FOR DISCUSSING EACH ITEM:

1. Celebrate.

2. Review past meeting notes.

3. List issues.

4. Prioritize issues.

5. Brainstorm solutions and (by consensus) select a solution to use for each prioritized issue. Write down who will do what by when.

*******************************************************************************
LIST AGENDA ITEMS FOR NEXT MEETING: SET NEXT MEETING DATE:

1. __________________________________________  DATE:

2. __________________________________________  TIME:

3. __________________________________________  PLACE:
CELEBRATIONS:

ISSUES:
Effective Schoolwide Discipline

ISSUES

Issue Discussed and Task:

---

Persons Responsible:
When needed:

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Issue Discussed and Task:

---

Persons Responsible:
When needed:

---

Issue Discussed and Task:

---

Persons Responsible:
When needed:

---

Issue Discussed and Task:

---

Persons Responsible:
ROLE DESCRIPTIONS FOR COLLABORATIVE TEAM MEMBERS

Facilitator
The facilitator helps the team to set the agenda and to move smoothly through each agenda item. She insures that the team remains task-oriented and works to promote the team goals. The facilitator seeks information and opinions, asks for facts and feelings from each team member, pulls together major ideas and suggestions and restates and summarizes major points. The facilitator also helps to solve interpersonal problems between group members by promoting open discussions in order to resolve conflicts and increase group togetherness.

Recorder
The recorder writes down agenda items and all agreed-upon outcomes of the meeting. The recorder should check to ensure that there is consensus among team members before recording outcomes. The recorder asks for clarifications and summarizes group discussions in order to accurately produce meeting minutes.

Encourager
The encourager warmly encourages everyone to participate, giving recognition for contributions, demonstrating acceptance and openness to the ideas of other. The encourager is friendly and responsive to team members.

Timekeeper
At the beginning of the meeting the team should establish the agenda and set a time limit for each agenda item. The timekeeper keeps track of the time spent on each of the teams agenda items. She signals the group shortly before time is up on each item, and when it is time to shift from discussion of agenda items to the assignment of individual and group tasks and the building of the agenda for the next meeting.

Observer
The observer observes the team in action and gives feedback to team members on how well they did in their assigned roles and on good teaming behavior. The observer should use a feedback form to structure the observations. To use the form the team identifies skills on which they want feedback (e.g., active listening, summarizing and paraphrasing, encouraging others to participate). The names of team members are listed across the top of the form. Skills are listed down the left side of the form. The observer makes a tally mark each time a team member demonstrates a skill and at the end of the meeting reports the frequency of use of each skill. Individual team members can also identify skills that they would like to improve during meetings. For example, if one team member is having problems interrupting other during group discussions, he might ask the observer to count the number of times that he interrupts others.

Agenda Keeper
The agenda keeper keeps the meeting going by ensuring that one person doesn't perseverate on one point and the agenda is covered. She also attends to the use of collaborative skills by the team members (e.g., asking team members to restate things in a positive versus a negative manner).

Questionnaire to Use When Visiting an ESD School

Program Name: ___________________ Date: _______________

1. What’s working particularly well in your schoolwide discipline program?

2. What’s not working well in your schoolwide discipline program?

3. What do you think must be included in a program to ensure success?

4. What barriers have you experienced in planning for and providing a schoolwide discipline program?

5. How have you addressed the barriers?

6. What training did you have prior to beginning the program?

7. What training do you think is essential for anyone beginning a schoolwide discipline program?
Sample Office Referral Data Collection Form

Month/Year________________ Number of Days in Session for the Month____

<table>
<thead>
<tr>
<th>Name/Grade</th>
<th>Date</th>
<th>Behavior</th>
<th>Location</th>
<th>Teacher Referring</th>
<th>Administrator Decision</th>
<th>Number of Days OSS or ISS</th>
</tr>
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</table>
Assessing Behavioral Support in Schools*

Name of school: __________________________________ Date: ___ / ___ / ___

Names of team members completing this survey: __________________________________
________________________________________________________________________
________________________________________________________________________

Number of students in the school: _________ Grade levels: ______________________

Estimate number of students with chronic behavior problems (i.e., those students who require extensive individualized support): ______________________

This survey was developed for use by school staff to assess the behavioral support in their school. The information from this survey can be used to assess what is in place, what works, and what needs to be modified. The goal is to use the survey to identify features that would be most functional for meeting the unique needs of your school, staff, and students.

This version of the survey examines the extent to which behavioral support “systems” are in place across the school as a whole (“schoolwide”) and within and across individual classrooms.

To complete the survey, as a team consider the following:

1. The degree to which each system feature is currently being implemented (i.e., in place, partially in place, not in place) in your building or classroom. Then, for each item, place a check mark in the appropriate column on the left-hand side of the form.

2. After you have evaluated implementation, look at each feature that was rated as partially in place or not in place and rate the degree to which you believe improvements need to be made (i.e., high, medium, low). Then, place a check mark in the appropriate column on the right-hand side of the form.

3. As a team, review and discuss your results and use the information you have obtained to develop an action plan with behavioral support goals for your school.

*Adapted from EBS Team, University of Oregon (Sugai, Horner, Lewis, Lewis-Palmer, & Todd) by the VDOE T/TAC at VCU
### Universal/Schoolwide Strategies for Behavioral Support

<table>
<thead>
<tr>
<th>Level of Implementation</th>
<th>Feature</th>
<th>Priority for Improvement</th>
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</thead>
<tbody>
<tr>
<td>In Place</td>
<td>Partially in Place</td>
<td>Not in Place</td>
</tr>
<tr>
<td><strong>1.</strong> Rules and expected student behaviors for all settings in the school are clearly defined.</td>
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<tr>
<td><strong>2.</strong> Rules and expected student behaviors for each school setting are taught directly.</td>
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<td><strong>3.</strong> A continuum of procedures is in place for encouraging expected behaviors in all settings.</td>
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<td><strong>4.</strong> There is consistency <strong>across staff</strong> in implementing procedures for encouraging expected behaviors.</td>
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<tr>
<td><strong>5.</strong> There is consistency <strong>between staff and administration</strong> in implementing procedures for encouraging expected student behavior.</td>
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<tr>
<td><strong>6.</strong> A continuum of clear consequences exists for discouraging or correcting problem behaviors.</td>
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<tr>
<td><strong>7.</strong> There is consistency <strong>across staff</strong> in implementing procedures for discouraging or correcting problem behaviors.</td>
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<tr>
<td><strong>8.</strong> There is consistency <strong>between staff and administration</strong> in implementing procedures for discouraging or correcting problem behavior.</td>
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<td><strong>9.</strong> Clear definitions and distinctions are made between office-managed and staff-managed problem behaviors.</td>
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<td><strong>10.</strong> Teachers have clear options that allow classroom instruction to continue when a student is disruptive.</td>
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<td><strong>11.</strong> There is a systematic process in place for monitoring student behavior and collecting, recording, and analyzing student behavioral data.</td>
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<td><strong>12.</strong> Staff receive regular (e.g., monthly, quarterly) feedback or reports on student behavioral outcomes.</td>
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<td><strong>13.</strong> A team is responsible for addressing behavior support problems.</td>
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<td><strong>14.</strong> When problems are identified, solutions are implemented within 20 days.</td>
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</table>

**Summary:** (Note major strengths and identify areas most in need of improvement.)
### Targeted Strategies for Behavioral Support

<table>
<thead>
<tr>
<th>Level of Implementation</th>
<th>Feature</th>
<th>Priority for Improvement</th>
</tr>
</thead>
<tbody>
<tr>
<td>In Place</td>
<td>A classroom is an instructional setting in which teacher(s) supervise and teach groups of students.</td>
<td>High</td>
</tr>
<tr>
<td>Partially in Place</td>
<td>1. Each classroom has clearly defined rules and expected student behaviors.</td>
<td>Medium</td>
</tr>
<tr>
<td>Not in Place</td>
<td>2. The rules and expected student behaviors are taught directly in every classroom.</td>
<td>Low</td>
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<td>3. Rules and expected student behaviors for each classroom reflect schoolwide expectations.</td>
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<td>4. Each classroom has a continuum of procedures in place to encourage expected behaviors.</td>
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<td>5. Procedures for encouraging expected behavior are implemented consistently within each classroom.</td>
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<td>6. Procedures for encouraging expected behavior are implemented consistently across classrooms.</td>
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<td>7. Classroom procedures for encouraging expected behaviors are consistent with schoolwide procedures.</td>
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<td>8. There are clear definitions and distinctions between behaviors to be managed in the classroom and those that result in an office/discipline referral.</td>
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<td>9. Each classroom has a continuum of clear consequences in place to discourage or correct problem behaviors.</td>
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<td>10. Procedures for discouraging or correcting problem behaviors are implemented consistently within the classroom.</td>
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<td></td>
<td>11. Procedures for discouraging or correcting problem behaviors are implemented consistently across classrooms.</td>
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<tr>
<td></td>
<td>12. Classroom procedures for discouraging or correcting problem behaviors are consistent with schoolwide procedures.</td>
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<td>13. Teachers have regular opportunities to get assistance for behavioral support in the classroom (e.g., observation, instruction, and coaching).</td>
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</table>

**Summary:** (Note major strengths and identify areas most in need of improvement.)
Agenda for Introducing ESD Team to Stakeholders

Name of School
Name of Model
Date
Cheat Sheet

Who is on the ESD Team? (introduce team members)

Why a ESD Team?

- Top three concerns of the staff (share survey results)
- Office referral and suspension data for last year (share data, do month to month average per day per month)

What will the ESD team do?

- Overview of ESD process (share article, explain model)
- Benefits of implementing ESD process (share data from other schools)

Next Steps:

- Share how ESD is incorporated in the School Improvement Plan
History of Events in Developing ROAR

Schoolwide Positive Behavioral Support at Amelia Elementary School

September 1998 - June 1999

- Formed a planning team made up of school administrators, teachers, and parents to learn about schoolwide positive behavior support and plan for a program at Amelia Elementary School
- Attended a series of workshops and attended monthly planning meetings to discuss what occurred in the workshops
- Surveyed the faculty to identify their top concerns in the school (Behavior was one of them)
- Applied for and was accepted to receive long term technical assistance from VCU T/TAC to plan for a schoolwide positive behavior support program
- Introduced “Talk it Out”, a class-wide problem solving approach, to the school
- Collected data on office referrals and suspensions for 1998-1999

September 1999 - July 2000

- Surveyed faculty regarding how “Talk it Out” is used in their classrooms
- Decided social skills instruction was needed as a prerequisite to children being successful in using “Talk it Out”
- Attended a workshop by two school teams currently using schoolwide positive behavioral support approaches
- Decided on the schoolwide approach to use at Amelia
- Began planning the program
- Had a faculty meeting to introduce schoolwide expectations, asked faculty to add to/change the list of expectations
- Decided on a theme (ROAR stands for be responsible, be organized, be appropriate and be respectful), a mascot (ACE the tiger) and a tangible reinforcement system (tiger paws, Paws store, surprise events)
- Introduced faculty to philosophy of Booster Sessions (educational sessions where students who did not earn enough paws to attend surprise events would go and have opportunities to earn paws)
- Collected data on office referrals and suspensions for 1999-2000

August 2000

- Developed ROAR materials to use in faculty workshops
- Had a faculty meeting to develop the ROAR reinforcement program to use when students displayed the school expectations
• Had a faculty meeting to develop the ROAR training week for the students
• Shared information with parents about the ROAR program during the Open House and by sending brochures home

September 2000 – July 2001

• Shared information about the ROAR program at the PTA meeting
• Presented to the School Board about the ROAR program
• Provided training to students on the ROAR program during a training week, asked students to sign a pledge card
• Presented information about the ROAR program to grandparents on Grandparents Day
• Held first Special Event for students (669 attended)
• Held first Booster Session for students who did not earn enough paws to attend the surprise event (146 attended)
• Shared information about the ROAR program with the Governor’s Best Practice Center
• Developed a fund raising letter explaining the ROAR program to distribute to local businesses
• Obtained a monetary grant from Phi Delta Kappan, the VCU chapter, to support the ROAR program
• Invited to present information about the ROAR program to a neighboring elementary school
• Met with faculty to review/revise the guidelines for the second surprise event and booster session
• Held second Special Event for students (716 attended)
• Held second Booster Session for students (99 attended)
• Began accepting visitors from other schools who wanted to learn about the ROAR program
• Expanded the ROAR team to include two new general education teachers
• Distributed letters to local businesses to raise funds for ROAR
• Shared information about ROAR with the PTA
• Developed and surveyed teachers, parents and students regarding their satisfaction with PAWS
• Developed visitor packet for visitors from other schools who want to learn about the PAWS program
• Distributed Teacher, Parent and Student Satisfaction Surveys (Results were very positive)
• Held third Special Event (attended)
• Held third Booster Session (attended)
• Held “Magic Man” fundraiser for ROAR. (Made $450)
• Revised Paws Guidelines
• Developed grant continuation proposal for the VCU T/TAC
• Obtained funding from the VCU T/TAC to continue working with them to enhance ROAR
• Analyzed referral data and determined problem locations

August 2001

• Developed Classroom Conduct Form and Discipline Referral Form
• Prepared introductory workshops for new staff and students
• Prepared workshops to update faculty on changes to the ROAR program, including use of Classroom Conduct Form and Discipline Referral Form
• Prepared workshop for bus drivers (to have them develop bus expectations)
• Invited Supervisor of Transportation to join ROAR team

September 2002 – July 2003

• Evaluated ROAR (staff satisfaction, student satisfaction, parent satisfaction, office referrals and suspension rates)
• Met with faculty to refine ROAR
• Developed process for faculty planning of special events and booster sessions
• Met with faculty to develop special events and booster sessions
• Identified and conducted several fund raisers to do across the year to support ROAR
• Kept record of attendance at Special Events and Booster Sessions
• Kept inventory of purchased items from the school store
• Expanded the PAWS team to include general education teacher representatives from all grade levels
• Updated the Superintendent, PTA, School Board about ROAR
• Developed data base system to analyze office referral and suspension data
• Developed process for reviewing office referral and suspension data with ROAR team
• Analyzed referral data and determined problematic locations and repeat offenders
• Developed introductory workshops for new staff and students
• Had Supervisor of Transportation join PAWS team
• Reviewed bus referral data and developed plan to include bus drivers in ROAR program
• Prepared workshop for bus drivers (to have them develop bus expectations)
• Prepared for Level 3 of model: individualized supports
• Trained ROAR team in how to conduct functional behavioral assessments and develop behavioral intervention plans
• Conducted FBAs and developed BIPs for students who had been suspended more than three times
• Developed cover letter for families explaining what an FBA is and why family involvement is critical
• Introduced faculty to plan to support students who are suspended more than three times (e.g., by conducting FBAs/developing BIPs)
• Implemented and met with teachers to revise BIPS
• Planned to provide training on effective instructional strategies and use of recognition in “Tuesday Academies”
History of Events in Developing GATORS

School-Wide Positive Behavioral Support at
Ginter Park Elementary School

A History of Events

August 2002 – August 2003

- Applied for and was accepted to receive long term technical assistance from VCU T/TAC to plan for a school-wide positive behavior support program
- Formed a planning team made up of school administrators, teachers, and parents to learn about school-wide positive behavior support and plan for a program at Ginter Park.
- Attended a series of workshops and attended monthly planning meetings to discuss what occurred in the workshops
- Surveyed the faculty to identify their top concerns in the school (Behavior was one of them)
- Collected data on office referrals and suspensions for 2002-2003
- Attended a workshop by two school teams currently using school-wide positive behavioral support approaches
- Decided on the school-wide approach to use at Ginter Park
- Began planning the program
- Shared information on school-wide program with faculty
- Had a faculty meeting to introduce school-wide expectations, asked faculty to add to/change the list of expectations
- Decided on a theme (GATORS) Give respect, Always here, always ready, Be thinking, be organized, be responsible and be successful.
- Developed expectations for locations in the building (halls, cafeteria, office, bathrooms, assemblies, playground and bus area)
- Developed policies and procedures for giving out GATORS and providing reinforcement to students
- Developed schedule and skits for training students in the expectations during the first week of school
- Introduced faculty to changes to their current school-wide program, and schedule for training week
- Introduced philosophy of Booster Sessions (educational sessions where students who did not earn enough paws to attend surprise events would go and have opportunities to earn paws)
- Trained students in expectations

Next Steps 2003-2004

- Implement GATORS program
- Pursue fund raising activities to support GATORS store
- Develop an office referral form indicating which behaviors are sent to the office and which are addressed in the classroom
- Analyze data on behaviors and develop a system of support to small groups and individual students
Align Discipline Definitions with *Code of Conduct*

**Directions:** First, compare your school division’s *Code of Conduct* to your school’s current office referral form. List the behaviors from the *Code of Conduct* on flip chart paper. Review the current office referral form and reach consensus on the behaviors and definitions of those behaviors to include on your office referral form so that the content is consistent with information in *Code of Conduct*.

Before making a new office referral form, guide faculty to distinguish between minor behavioral incidents and major behavioral incidents referred to the office.

**Review the Draft Charles City Middle School Office Referral Form and revise by including the behaviors you have identified as office issues from the *Code of Conduct*.**

Compile the information the groups agreed upon onto a student intervention form and an office referral form. Also make a list of areas of disagreement to review at a later time. When the group reaches consensus, make two versions of the forms and print on NCR paper (with three copies—teacher, parent, and office).

Plan for student intervention forms to be sent to parents from the office. This way, when office referrals are made, there will be a high likelihood that parents will have had previous communication from the school (e.g., via student intervention forms) and seen positive approaches utilized to address their children’s challenging behavior.
Sample Elementary Office Referral Form
Amelia County Elementary School

Name: _______________________________ Grade: K 1 2 3 4 5
Date: ______________________________ Location: ___Playground___ Library___ Office
Homeroom Teacher: _______________ Bathroom___ Bus___ Gym___ Hall
Referring Teacher: ____________________ Cafeteria___ Other

Problem Behavior

Check specific problem behavior
- Possession of dangerous objects, firearms, explosives, arson
- Disruptive behavior (violation of dress code, gambling, possession of obscene literature, possession of electronic device that impedes instruction, abusive or obscene language, insubordination, etc.)
- Fighting/assault/threat
- Extortion
- Cheating, plagiarism, falsification, theft
- Substance abuse
- Possession alcohol, drugs, drug paraphernalia, tobacco
- Trespassing
- Vandalism

Administrative Decision

Check decision

- Loss of privilege
- Time in office
- Conference with student
- Parent contact
- Behavioral instruction
- In-school suspension
  (___ hours/___ days)
- Out of school suspension (___ days)
- Other (e.g., multiple violations of problem behavior)

Comments: ____________________________

Administrator’s Initials: _______________

Others involved in incident:
- None
- Peers
- Staff
- Teacher
- Substitute
- Unknown
- Other

Number of students involved: ______

Comments:

Referring staff: ___I need to talk to the student’s teacher ___I need to talk to the administrator

Sent to parent on (date): __________________________

June 2007
Follow Up Agreement

Name: ______________________                   Date:___________________

1. What expectations did you forget? (Circle)
   Respectful  Organized  Appropriate  Responsible

2. What did you want?

3. Did you get what you wanted?
   ____yes  ____no

4. What will you do differently next time?
   I will ____________________________
   ___ by ____________________________

5. Student signature: ____________________________

6. Administrator signature: ____________________________
### Sample Secondary Office Referral Form

**Name:** __________________________  **Grade:** 6 7 8  
**Date:** __________________________  **Referring Staff:** _____________________________________

**Location of Student Behavior:** Classroom___ Halls___ Library/Auditorium___ Office/Clinic___  
Cafeteria___ Bathroom___ Gym/Locker Room___ Special Event/Field Trip___ Other___

**Check teacher interventions previously done:**
- Reminded of PAWS expectations  
- Developed specific behavior plan  
- Individualized behavior instruction  
- Had conference with guidance counselor  
- Had conference with student and parent  
- Gave a warning  
- Peer mediation  
- Self-monitoring  
- Lost privilege  
- Changed seating  
- Parent contacted  
- Time out/Break  
- Had conference with student

**Is this an FYI or is further action needed?** ___________________________________________

<table>
<thead>
<tr>
<th>Problem Behavior</th>
<th>Administrative Decision</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Check specific problem behavior:</strong></td>
<td><strong>Check decision:</strong></td>
</tr>
<tr>
<td>- Possession of dangerous objects, firearms, explosives, arson</td>
<td>- Loss of privilege</td>
</tr>
<tr>
<td>- Fighting/assault/threatening</td>
<td>- Time in office</td>
</tr>
<tr>
<td>- Extortion</td>
<td>- Conference with student</td>
</tr>
<tr>
<td>- Cheating, plagiarism, falsification, theft</td>
<td>- Parent contact</td>
</tr>
<tr>
<td>- Chemical abuse</td>
<td>- Conference with student and parent</td>
</tr>
<tr>
<td>- Possession alcohol, drugs, drug paraphernalia, tobacco, medication</td>
<td>- Behavioral instruction</td>
</tr>
<tr>
<td>- Trespassing</td>
<td>- In-school suspension</td>
</tr>
<tr>
<td>- Vandalism</td>
<td>(___ hours/___ days)</td>
</tr>
<tr>
<td>- Reckless vehicle use</td>
<td>- Out of school suspension (___days)</td>
</tr>
<tr>
<td>- Refusal to participate in ISS</td>
<td>- Other</td>
</tr>
<tr>
<td>- Initiating riot</td>
<td></td>
</tr>
<tr>
<td>- Computer crimes</td>
<td></td>
</tr>
<tr>
<td>- Hazing</td>
<td></td>
</tr>
<tr>
<td>- False alarm/fire alarm</td>
<td></td>
</tr>
<tr>
<td>- Sexual offenses</td>
<td></td>
</tr>
<tr>
<td>- Robbery/Burglary</td>
<td></td>
</tr>
<tr>
<td>- Dress code</td>
<td></td>
</tr>
<tr>
<td>- Leaving class without permission</td>
<td></td>
</tr>
<tr>
<td>- Class/school cutting</td>
<td></td>
</tr>
<tr>
<td>- Other/Specify:</td>
<td></td>
</tr>
</tbody>
</table>

**Others involved in incident:**  
None  Peers  Staff  Teacher  Substitute  Unknown  Other

**Number of students involved:** ______

**Comments:**

Sent to parent on (date): __________________________  
For Office Use Only:  DOE Required/Optional Code: ______;  Case Number: ____________

White copy to office  Pink copy to teacher

---

June 2007  Section 8
Distinguish between Minor Behavioral Incidents and Major Behavioral Incidents

**Purpose:** To keep students in class so they have opportunities to achieve; To have a unified approach to discipline; To have a communication system between home and school focusing on what happened and how it was dealt with positively (so that when a child gets sent to the office and a call is made to the child’s home, it’s not the first contact with the home). Also note that the office consequences include a range of positive approaches so faculty/staff understand that an office referral doesn’t necessarily mean a punitive consequence.

Decide which behaviors can be taken off the office referral form. Do this by reviewing the newly proposed behaviors and definitions to include on your new office referral form (based on the activity where you aligned the office referral form to the school’s *Code of Conduct*) and reach consensus on which behaviors the faculty/staff will respond to versus which behaviors the administration will respond to.

**Process:** Have faculty/staff break into small groups. Each group decides which behaviors can be dealt with by faculty/staff and which will be dealt with by administration. For minor behavioral incidents, faculty/staff identify a continuum of positive approaches to use (beginning with reminder of school expectations). Compile information groups agreed upon onto one form for review by faculty/staff.

**Review the Draft Charles City Middle School Student Intervention Form and revise by including the behaviors you have identified from the Code of Conduct as issues addressed by faculty/staff.**

For minor incident behaviors, identify a continuum of positive approaches to use in response to challenging behavior (beginning with remind of expectations). See Appendix: Classroom Management Observation Form for ideas.

Students who are repeatedly referred to the office (e.g., 3 or more times) may need individualized behavioral intervention plans. Decide how many times students must be referred to the office before referring students to the ESD team. The ESD team may coordinate functional behavioral assessments for these students.

For major incident behaviors (those referred to the office), plan to identify alternatives to suspension. See Appendix—Alternatives to Suspension.
# Sample Secondary Student Intervention Form

<table>
<thead>
<tr>
<th>Student: ___________________________________</th>
<th>Staff: ___________________________________</th>
<th>Grade:__</th>
</tr>
</thead>
<tbody>
<tr>
<td>Date: ____________________</td>
<td>Block: ________________</td>
<td></td>
</tr>
</tbody>
</table>

### Location (please check)
- Classroom
- Hall
- Bathroom
- Cafeteria
- Gym/Locker Room
- Office/Clinic
- Library/Auditorium
- Bus
- Special event/Field trip

### Challenging Behaviors (please check)
- Abusive or inappropriate language
- Defiance/insubordination/non-compliant
- Harassment/tease/taunt
- Disruption/Disruptive Behavior
- Tardy
- Dress code violation
- Property damage
- Misrepresentation
- Threatening
- Disrespect
- Theft
- Other/Specify:

### Possible Motivation
- Obtain peer attention
- Obtain adult attention
- Obtain items/activities
- Avoid tasks/activities
- Avoid peer(s)
- Avoid adult(s)
- Revenge
- Don’t Know

### Others Involved
- None
- Peers
- Teacher
- Substitute
- Unknown
- Other

### Teacher Decision
- Remind of PAWS expectations
- Develop specific behavior plan instruction
- Conference with guidance counselor
- Self-monitoring
- Conference with student and parent
- Give a warning
- Peer mediation
- Loss of privilege
- Parent contact
- Change seating
- Individualized behavior
- Conference with student
- Time out/Break

### Teacher Comments:

---

**PARENTS:**
Please review and sign this form. Keep the top portion for your records and return comments and signature section below by the next block period. You and your child will receive Paws for returning this form on time.

**Parent comments/suggestions/questions:**

**Parent signature:**

**Date:**

White copy to office
Yellow copy to parents
Pink Copy in teacher file
Procedures for Dealing with Discipline

Charles City Middle School

Teachers complete student intervention forms or office referral forms each time students engage in challenging behavior. Copies of the student intervention forms go to parents and the office “Discipline Drawer”. Copies of the office referral form go to the principal.

Filing the form in the office involves two steps:

1) putting the completed form in the front office “Discipline Drawer” in the appropriate student file (e.g., every student will have a blank file in this drawer) and

2) completing the student summary form (located in the front of the drawer) by dating the entry by the corresponding student’s name on the student summary.

Teachers will complete office referral forms each time students engage in more problematic behavior. They may choose to simply do an “FYI” to the principal or they may request that the principal take action. The principal will file the office referral form in the “Discipline Drawer”. The principal will use a continuum of strategies to address the problem (with the goal being to keep the student in school).

Each month, the behavior support team will review the student summary form from the Discipline Drawer and office referral forms and compile the data. This data will be reviewed at faculty meetings and the faculty will develop schoolwide interventions to address the issues.

Students with excessive class conduct forms will be identified and the behavior support team will coordinate functional behavioral assessments and develop behavior intervention plans with faculty who work directly with these students. The goal is to develop a unified plan for each student.

Note: Faculty will receive training in proactive approaches to challenging behavior and using recognition and rewards with effective instructional strategies soon. Training and follow up in how to conduct an FBA and develop a BIP will occur later in the year (or at the beginning of next year depending on how we’re progressing with the model).
Designing Effective Professional Development

This Considerations Packet provides essential information to educators interested in improving professional development practices. Topics include standards for designing professional development activities and programs that lead to improved learning for all students. An overview of basic information about the major models of professional development and their effectiveness is followed by specific strategies for determining if a school or school division is a learning organization. Finally, key questions for identifying indicators of effective professional development are also offered.

The Changing View of Professional Development

The field of education is constantly evolving and is rapidly expanding its knowledge base. New content knowledge and information about how students learn best is continually being discovered. In addition, the No Child Left Behind (NCLB) Act of 2001 is requiring schools and school divisions to close the achievement gap between traditionally low-performing student groups, such as economically disadvantaged students, minority students, limited-English proficient students, and students with disabilities, and their peers. If education professionals are to keep pace with the knowledge needed to ensure that all students will achieve at high levels, they must be continuous learners throughout their careers (Guskey, 2000).

The traditional view of professional development as a series of three or four isolated workshop days in the summer, or as scattered events throughout the school year, limits learning opportunities for educators and makes it difficult to stay up-to-date with emerging information. In addition to the shift from isolated and unrelated events to a more comprehensive and strategic approach to delivering professional development, Sparks and Hirsh (1997) have identified the following changes that are occurring related to professional development:

Table 1
*The Changing View of Staff Development*

<table>
<thead>
<tr>
<th>FROM</th>
<th>TO</th>
</tr>
</thead>
<tbody>
<tr>
<td>Individual development</td>
<td>Individual and organizational development</td>
</tr>
<tr>
<td>A focus on adult needs and satisfaction</td>
<td>A focus on student needs and learning outcomes, as well as changes in teaching behaviors</td>
</tr>
<tr>
<td>Training conducted away from the job as the primary delivery model</td>
<td>Many forms of job-embedded learning opportunities</td>
</tr>
<tr>
<td>“Experts” sharing knowledge and skills</td>
<td>Study by teachers of the teaching and learning</td>
</tr>
</tbody>
</table>
A focus on general instructional skills | A combination of generic and content-specific instructional skills
---|---
Staff developers as trainers | Staff developers who provide consultation, planning, and facilitation in addition to training
Staff development provided by one or two departments | Staff development as a major function and responsibility of all administrators and teacher leaders
Staff development targeted primarily towards teachers | Continuous improvement in the performance of all who impact student learning (e.g., school board members, school and central office administrators, instructional and support staff)

(Adapted from Sparks & Hirsch. 1997)

Furthermore, Joyce and Showers (2002) propose that sustained professional development that focuses on student achievement (e.g., curriculum-area topics, teaching strategies) will result in improved student outcomes. Consequently, the first steps toward designing effective professional development are: (a) Adopting a broader view of what types of activities constitute professional development and (b) Making a commitment to focus the content of professional development activities on teaching and learning as it relates to improved student achievement.

**Standards for Professional Development**

The National Staff Development Council (NSDC) has developed a comprehensive set of standards to assist teachers and administrators in designing professional development that improves the learning of all students (National Staff Development Council, 2001). The guiding questions that follow are adapted from the context, process, and content standards developed by NSDC. “Yes” answers to the questions in Table 2 indicate that the professional development program or activity is aligned with the 2001 NSDC Standards for Staff Development.

**Table 2**

<table>
<thead>
<tr>
<th>Context Standards</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Learning Communities</strong>: Does the professional development activity or program organize adults into learning communities whose goals are aligned with those of the school and district?</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Leadership</strong>: Are there skillful school and district leaders who are guiding continuous instructional improvement?</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Resources</strong>: Are there resources to support adult learning and collaboration?</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

(Adapted from Sparks & Hirsch, 1997)
### Process Standards

<table>
<thead>
<tr>
<th>Standard</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Data-Driven:</strong></td>
<td>Is disaggregated student data used to determine adult learning priorities, monitor progress, and help sustain continuous improvement?</td>
</tr>
<tr>
<td><strong>Evaluation:</strong></td>
<td>Does the professional development activity or program prepare educators to apply research to decision making?</td>
</tr>
<tr>
<td><strong>Research-Based:</strong></td>
<td>Are multiple sources of information used to guide improvement and demonstrate the impact of the professional development activity or program?</td>
</tr>
<tr>
<td><strong>Design:</strong></td>
<td>Does the professional development activity or program use learning strategies appropriate to the intended goal?</td>
</tr>
<tr>
<td><strong>Learning:</strong></td>
<td>Does the professional development activity or program apply knowledge about human learning and change?</td>
</tr>
<tr>
<td><strong>Collaboration:</strong></td>
<td>Does the professional development activity or program provide educators with the knowledge and skills to collaborate?</td>
</tr>
</tbody>
</table>

### Content Standards

<table>
<thead>
<tr>
<th>Standard</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Equity:</strong></td>
<td>Does the professional development activity or program prepare educators to understand and appreciate all students, create safe, orderly and supportive learning environments, and hold high expectations for their academic achievement?</td>
</tr>
<tr>
<td><strong>Quality Teaching:</strong></td>
<td>Does the professional development activity or program deepen educators’ content knowledge, provide them with research-based instructional strategies to assist students in meeting rigorous academic standards, and prepare them to use various types of classroom assessments appropriately?</td>
</tr>
<tr>
<td><strong>Family Involvement:</strong></td>
<td>Does the professional development activity or program provide educators with the knowledge and skills to involve families and other stakeholders appropriately?</td>
</tr>
</tbody>
</table>

## Models of Professional Development

Once the standards for effective professional development have been reviewed, administrators and other educators who design professional development experiences for their school or division should consider all of the major models of professional development before determining the most appropriate approach. The following models, adapted from Guskey (2000), are based upon the research of Sparks and Loucks-Horsley (1989) and Drago-Severson (1994) as cited in Guskey (2000).

- **Training:** This model of professional development is the one with which most educators are familiar. Training is typically presented in the form of a workshop, seminar, or some other form of large-group presentation. In order to ensure a meaningful presentation, presenters and those responsible for planning and facilitating the training should collaboratively develop the training objectives that will guide the content of the training.
  - **Keys to Success:** In order for training sessions to have a lasting impact, there must be additional follow up activities or sessions to allow for feedback and coaching as the newly learned skill is
implemented and refined. Such activities may involve peer observations or follow up sessions where participants meet again and assess the impact of the newly learned skill.

- **Observation/Assessment**: This model of professional development is based on the use of collegial observation and feedback to provide educators with information about a specific practice or skill. For teachers, such activities may involve peers observations of lesson design, instructional strategies, or classroom management. Administrators may choose to focus on the skills of master scheduling or instructional leadership. The model allows for both the observer and the person being observed to benefit from the observation and subsequent analysis of strengths and areas for possible improvement.
  - **Keys to Success**: For this model of professional development to be successful, it is important that the observation/assessment process be separate from the teacher evaluation process.

- **Involvement in a Development or Improvement Process**: Educators are often asked to serve on a curriculum committee or school improvement team. Such groups can provide a valuable source of professional growth as educators work collaboratively to solve a specific problem or review relevant research on a particular content area. Individuals working on development or improvement projects gain new knowledge and learn to appreciate different perspectives as they work with various people (e.g., administrators, parents, community members). Typically, educators involved in development or improvement processes have a strong interest in such projects and the work relates directly to their professional responsibilities.
  - **Keys to Success**: Those designing the process should make sure that participants have the information they need in order to make informed decisions. One way to do this is to create a knowledgeable team by including school-university partnerships or other collaborative relationships with representatives from institutions of higher education.

- **Study Groups**: Study groups expand upon the concept of the development and improvement processes by involving an entire school staff in finding solutions to common problems. Small groups of educators focus on different aspects of a problem or issue.
should arise out of a careful study of school data. Study groups may decide to focus on issues such as schoolwide discipline or character education.

- **Keys to Success:** Designers should ensure that the groups are well organized with a clear focus and that group members have plenty of time to complete the tasks at hand.

- **Inquiry or Action Research:** In the inquiry or action research model, participants use a structured method to investigate how a change in a particular practice impacts teaching and learning. The inquiry/action research model characteristically includes five stages:
  - Identification of a problem or question of interest to all participants; meeting the needs of all learners by differentiating instruction for example.
  - Collection and analysis of information related to the problem or question, such as collecting student performance data in the classroom.
  - Reviewing the pertinent professional literature and research results for the problem or topic.
  - Determining action steps.
  - Implementing the action steps and evaluating the results.

- **Keys to Success:** Individuals participating in this type of professional development must be willing to take initiative and commit time to the research. Knowledge of data-collection and analysis techniques, or guidance in the processes, also contribute to the success of this model of professional development.

- **Individually Guided Activities:** Educators involved in this model of professional development determine their own professional learning goals and select the activities they believe will lead them to successfully meet those goals. Steps in this process include:
  - Identification of a particular need or interest, such as improving integration of technology into instruction.
  - Development of a plan to address the identified need or interest.
  - Completion of learning activities.
  - Assessment of whether the learning fulfilled the identified needs or activities.
This model of professional development provides for a variety of flexible options that enable educators to individualize their professional growth experiences. Activities such as professional portfolios, reflective journaling, and video/audio self-assessment are examples of individually guided activities.

○ **Keys to Success:** Educators involved with this model must make sure that they select challenging goals that are related to improving teaching and learning. They should also make sure that plans for specific opportunities for professional sharing are included.

- **Mentoring:** Mentoring as a model of professional development pairs experienced, successful educators with colleagues who are less experienced.

  ○ **Keys to Success:** Careful thought needs to be given to the mentor pair. Mentor teachers should be viewed as experts in their field and should have the ability and time to demonstrate, observe, and consult with new teachers regarding instructional issues. Finally, effective interpersonal and collaborative skills are also selection criteria that will help ensure a successful mentoring relationship (Virginia Department of Education, 2000).

Certain delivery models are more appropriate than others for a given professional development outcome. Collins (2000) estimated the effectiveness of five different models of professional development as they relate to desired outcomes. For example, training with follow up activities has the highest level of effectiveness if it is selected as a delivery model when the desired outcomes are mastery of a simple, specific teaching skill, implementation of a complex set of teaching strategies, or mastery of new classroom management skills. Similarly, inquiry is preferred when the desired outcome is gaining insight into how students learn or when solving a complex problem dealing with improving student achievement. Table 3 outlines a variety of outcomes for professional learning and their estimated effectiveness.
### Table 3

<table>
<thead>
<tr>
<th>Desired Outcome</th>
<th>Training</th>
<th>Observation/Assessment</th>
<th>Development/Improvement Processes</th>
<th>Inquiry</th>
<th>Individually Guided Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Mastery of a simple, specific teaching skill</strong></td>
<td>Highest: Recommended components make it very effective</td>
<td>High: Adding peer coaching can increase application to 90%</td>
<td>Low: Better suited for broader outcomes</td>
<td>Medium: Less efficient than other models</td>
<td>Medium: Requires more time to plan than other models</td>
</tr>
<tr>
<td><strong>Implementation of a complex set of teaching strategies</strong></td>
<td>Highest: More complex outcomes make follow up more important</td>
<td>Medium: Harder to observe complex strategies</td>
<td>Medium: Less efficient than other models</td>
<td>High: Adding peer coaching can increase application to 90%</td>
<td>Medium: Less efficient than other models</td>
</tr>
<tr>
<td><strong>Gaining insight into how students learn</strong></td>
<td>Medium: Less efficient than other models</td>
<td>Low: Focuses on observing teachers’ behavior, not students’</td>
<td>Medium: Less efficient than other models</td>
<td>Highest: Effective in testing hypotheses</td>
<td>Medium: Includes professional reading, observation of students</td>
</tr>
<tr>
<td><strong>Mastery of new classroom management skills</strong></td>
<td>Highest: Recommended components make it very effective</td>
<td>High: Adding peer coaching can increase application to 90%</td>
<td>Low: Better suited for broader outcomes</td>
<td>High: Adding peer coaching can increase application to 90%</td>
<td>Medium: Less efficient than other models</td>
</tr>
<tr>
<td><strong>Implementation of new assessment procedures</strong></td>
<td>Highest: Recommended components make it very effective</td>
<td>Medium: Assessment procedures are not always observable</td>
<td>Medium: Less efficient than other models</td>
<td>High: Effective, but time-consuming</td>
<td>Medium: Includes collaboration with others</td>
</tr>
<tr>
<td><strong>Solving a complex problem dealing with improving student achievement</strong></td>
<td>Low: Better suited for supporting implementation than creating new knowledge</td>
<td>Low: Better suited for giving feedback than problem solving</td>
<td>Medium: Can be adapted to problem-solving tasks</td>
<td>Highest: Effective in solving complex problems; generates a great deal of learning</td>
<td>High: Flexibility allows activities to be designed specifically for this outcome</td>
</tr>
<tr>
<td><strong>Acquiring group leadership skills/working as a team to solve a problem</strong></td>
<td>Low: Better suited for supporting implementation than building leadership skills</td>
<td>Low: These skills developed outside the classroom, less observable</td>
<td>Highest: Leadership opportunities abound in this model</td>
<td>Medium: Less efficient than other models</td>
<td>Medium: Allows group members to learn what they need, when they need to know it</td>
</tr>
<tr>
<td><strong>Increasing knowledge of content or subject matter</strong></td>
<td>High: Effective in helping teachers acquire new knowledge, especially in applying it</td>
<td>Low: Focuses on teachers’ behavior, not content knowledge</td>
<td>Highest: Important element is acquiring new knowledge to solve a problem or meet a specific need</td>
<td>Medium: Less efficient than other models</td>
<td>Medium: Include professional reading and contact with subject matter experts</td>
</tr>
</tbody>
</table>

*Effectiveness Estimates for Five Models of Professional Development*  
(Adapted from Collins, 2000)
The Importance of Learning Organizations

Professional learning communities offer promise for initiating and maintaining the structures and culture needed to support effective professional development (DuFour & Eaker, 1998). Professional learning communities have at their core:

- Shared mission, vision, and values
- Collective inquiry
- Collaborative teams
- Action orientation
- Willingness to experiment
- Commitment to continuous improvement
- Focus on results

Guskey’s (2000) four principles of effective professional development—focus on learning and learners, an emphasis on individual and organizational change, small changes guided by grand vision, and ongoing, embedded professional learning—can all be met through the creation of professional learning communities.

Ten Ways to Tell If a School Is a Learning Organization

Administrators and teachers in charge of designing effective professional development for their schools can ask the following questions to determine if their school is a learning organization. Presented together, these elements indicate a school that is operating as a learning organization:

1. Does the school have an incentive structure that encourages individuals to adapt their behavior?
2. Does the school have challenging but achievable goals that are shared by the stakeholders?
3. Can members of the school accurately communicate the changes they are trying to make and where they are in the process?
4. Does the school gather, process, and act upon information in a variety of ways that are appropriate for the purpose at hand?
5. Is there an institutional knowledge base at the school and are processes in place for creating new ideas?
6. Does the school share information with parents and community stakeholders?
7. Does the school receive feedback on how it is serving students and parents?
8. Does the school constantly refine its basic processes such as communication, gathering and using data, creating new ideas, etc.?

9. Does the school have a supportive organizational culture in place that includes warm relationships, collaborative opportunities, and the needed tools and support for teachers?

10. Is the school an “open system” that is sensitive to the surrounding environment, including social, political, and economic contexts? (Adapted from Brandt, 2003)

Key Ideas for Effective Professional Development

Educators should keep the following key ideas in mind as they evaluate current professional development activities and pursue new initiatives (adapted from Collins, 2000):

- Adult learners learn best when they work with colleagues to develop solutions to collective concerns. When support is provided after implementation, adult learners are able to achieve at high levels.

- Change is not a one-time event but a process, and individuals progress through change in a predictable sequence. Effective professional development provides support to individuals based upon their immediate concerns. Beninghof and Singer (1998) recommend following the Concerns-Based Adoption Model (CBAM) developed by Hall, Wallace, and Dossett (1973). This tool identifies an individual’s need for staff development from the awareness stage to the refocusing stage, allowing the most appropriate staff development activities to be determined. Following is a list of the stages of concern:

  **Stage 0/Awareness** – Very low level of involvement. This is the staff member who has not heard of the word *inclusion*.

  **Stage 1/Informational** – General awareness and interest, but still relatively uninvolved. This is a staff member who realizes that something to do with inclusion is going on in the building or district, but does not believe it will affect him or her.

  **Stage 2/Personal** – Beginning consideration of the personal impact of the innovation. This is the staff member who is
beginning to worry that he or she may be asked to include students with disabilities in his or her classroom.

**Stage 3/Management** – Concern focuses on efficient and effective methodologies. This is the staff member who has been given a class list that includes several students with disabilities and who now is determined to find out what to do.

**Stage 4/Consequence** – Attention to student outcomes and accountability. This is the staff member who, after including students for a short period, begins to raise questions about outcomes, fairness, progress, evaluation, and/or success.

**Stage 5/Collaboration** – Focus on working with others involved with the change. This is the staff member who recognizes that colleagues, especially those with inclusion experience, may be able to help.

**Stage 6/Refocusing** – Interest in refinement, improvement, and innovation. This is the staff member who, with some successful experience behind him or her, is ready to make the situation even better.

- Content for professional development pursuits should be thoughtfully selected. Selection should be based upon:
  - A proven research base that shows improvement in student learning
  - A review of the program or practice to ensure that it makes sense to teachers
  - The content’s suitability for meeting student and teacher needs
  - The content’s fit with practices, programs, and policies already in place in the school division

- The models of professional development each have strengths and weaknesses. No matter which model is selected, the activities should:
  - Focus on narrowing the gap between actual and desired levels of student achievement
  - Involve stakeholders in identifying content and objectives
  - Help participants understand both the theoretical and the practical aspects of the new learning
  - Integrate follow up and support
  - Be part of a larger change process that focuses on improving student achievement
Effective Schoolwide Discipline

- Effective collaboration is more likely to occur when colleagues share responsibility for major teaching and learning tasks, support one another using coaching strategies, view their work as meaningful and challenging, and accept the fact that groups become more effective over time.

- Educators should use data throughout the process to identify an area of improvement, select a solution, implement it, and assess the results.

- Professional development activities that enhance teacher learning, and in turn student achievement, provide opportunities for teachers to be involved in leadership roles that expand personal responsibility for professional learning and contribute to a collective responsibility for improved student achievement. Activities such as peer coaching, study groups, and action research all provide ways for teachers to act as leaders and contribute to the development of a professional learning community.

- Additional time is needed for participation in high-quality professional development activities. Stakeholders should look for creative ways to build in blocks of uninterrupted time for job-embedded inquiry.

- Teachers, administrators, and school divisions share the responsibility for professional development and should work together to ensure that plans are connected across levels and across initiatives in order to make them more effective and successful.
Conclusion

The strategies shared in this Considerations Packet provide those responsible for designing professional development experiences the means to ensure that teachers and administrators engage in sustained professional learning that specifically focuses on the improvement of the teaching and learning process rather than jumping on the latest educational bandwagon. Schmoker (2002) states that the formula for improving school and student performance is really quite simple. According to Schmoker, positive results are nearly unavoidable when teachers:

- Use the assessed standards as their focal point
- Review student achievement data to set a small number of measurable achievement goals in low-scoring areas
- Regularly work in a collaborative fashion to design, adapt, and assess instructional strategies targeted directly at the low-scoring areas

Effective professional development activities and programs help teachers to learn about effective instructional strategies and then design, adapt, and assess the success of the strategies in their particular setting, thus ensuring that the academic needs of all students are being met.
References


Hall, G., Wallace, R., & Dossett, W. (1973). *A developmental conceptualization of the adoption process within educational institutions.* Austin: University of Texas, Austin Research and Development Center for Teacher Education.


Additional Resources

The following resources on professional development are available for loan through the T/TAC W&M library. Call 1-800-323-4489 and select the Library option to request
material. Visit our web site at http://www.wm.edu/TTAC for a complete listing of all of our materials, which can be requested on-line. Select the Library link off the home page. Enter *Staff Development* or *Administrative Leadership/Reform* as the subject of your search.

<table>
<thead>
<tr>
<th>Title</th>
<th>Author</th>
<th>Call Letters</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learning Circles: Creating Conditions for Professional Development</td>
<td>Collay, M., Dunlap, D., Enloe, W., &amp; Gagnon, G.</td>
<td>ST95.1</td>
</tr>
<tr>
<td>Planning Together: Professional Development for Teachers of ALL Students</td>
<td>Bull, B., &amp; Bueschler, M.</td>
<td>ST51</td>
</tr>
<tr>
<td>The Best of Dennis Sparks</td>
<td>Sparks, D.</td>
<td>ST88</td>
</tr>
<tr>
<td>The Dance of Change</td>
<td>Senge, P., et al.</td>
<td>ST94</td>
</tr>
<tr>
<td>Tools for Growing the NSDC Standards</td>
<td>Richardson, J., &amp; Hirsh, S. (Eds.)</td>
<td>ST75</td>
</tr>
<tr>
<td>What Works in the Elementary Grades</td>
<td>Killion, J.</td>
<td>ST117</td>
</tr>
<tr>
<td>What Works in the High School Grades</td>
<td>Killion, J.</td>
<td>ST118</td>
</tr>
<tr>
<td>What Works in the Middle</td>
<td>Killion, J.</td>
<td>ST101.1</td>
</tr>
<tr>
<td>Why Can’t We Get it Right?</td>
<td>Speck, M., &amp; Knipe, C.</td>
<td>ST100</td>
</tr>
</tbody>
</table>

This *Considerations Packet* was prepared by Lee Anne Sulzberger, July 2003
How to Interpret Schoolwide Behavioral Data

1. Consider collecting discipline data from the following sources:
   - Office referral forms (e.g., location of referral, teacher making referral, student referred, type of incident) and type of consequence
   - Suspensions
   - Classroom conduct forms
   - Out of class time outs

2. Consider summarizing your data monthly by:
   - number of referrals
   - number of referrals by location
   - number of referrals by type of infraction
   - number of referrals by consequence
   - number of students representing the total referrals
   - number of referrals by teacher (note: not by teacher name but rather by number of teachers with low referrals and number of teachers with high referrals)
   - number of referrals per student
   - number of classroom conduct forms per student

Summarize the information on simple bar graphs. To make the data comparable from month to month when there are different days in each month, determine the average number of incidents per day per month. In order to determine the average rate of referrals and/or suspensions for each day compile the data for each month and identify the number of days students attended school in each month. Divide the number of incidents by the number of days. Also keep a running record so that you may identify the total number of referrals and suspensions at the end of the year.

3. Consider sharing and responding to behavioral data monthly with faculty.
   - If the data indicates high office referrals rates are coming from a schoolwide location (e.g., hall, cafeteria, restroom) other than the classroom then plan to guide the faculty to develop a schoolwide intervention.
   - If the data indicates high office referral rates are coming from multiple classrooms then plan to guide the faculty to develop classroom supports.
   - If the data indicates high office referrals are coming from a few teachers then plan professional development for these teachers.
   - If the data indicates high office referrals are coming from a few students then plan to provide individual supports.

4. Consider evaluating the effectiveness of your interventions in the following way:
   - Outcomes of schoolwide interventions (e.g., pre and post office referrals by location)
   - Outcomes of classroom interventions (e.g., pre and post office referrals by teacher, type of incident)
• Outcomes of individual interventions (e.g., acquisition of replacement skills, decreases in challenging behavior, pre and post office referrals by student)
## Alternatives to Suspension In School Suspension Form

**NAME____________________________ DATE________________**

<table>
<thead>
<tr>
<th>WORK TO DO NOW</th>
<th>CHECK IT OFF!</th>
</tr>
</thead>
<tbody>
<tr>
<td>*Entered the ISS room in a controlled fashion.</td>
<td></td>
</tr>
<tr>
<td>Gave the ISS documentation to teacher.</td>
<td></td>
</tr>
<tr>
<td>Proceeded quickly to the designated desk when directed to do so by the teacher.</td>
<td></td>
</tr>
<tr>
<td>Accepted assignment and materials appropriately from teacher.</td>
<td></td>
</tr>
<tr>
<td>*Worked quietly for ___ minutes.</td>
<td></td>
</tr>
<tr>
<td>Raised hand for teacher to accept completed work.</td>
<td></td>
</tr>
<tr>
<td>Appropriately accepted Behavior Debriefing Form.</td>
<td></td>
</tr>
<tr>
<td>*Completed Behavior Debriefing Form.</td>
<td></td>
</tr>
<tr>
<td>Raised hand and give Behavior form to teacher.</td>
<td></td>
</tr>
<tr>
<td>*Discussed Behavior Debriefing Form with teacher in a calm manner.</td>
<td></td>
</tr>
<tr>
<td>Returned to the classroom in a controlled manner with “Work to Do” form and gave to teacher.</td>
<td></td>
</tr>
<tr>
<td>Points Earned in ISS (Maximum of 5)</td>
<td></td>
</tr>
</tbody>
</table>
Developing Schoolwide Interventions

1. In an ESD team meeting, analyze the office referral data and prepare to meet with the faculty to develop a schoolwide behavioral intervention plan.

- Review the discipline data (e.g., number of referrals per day per month; number of referrals by location; number of referrals by type of infraction; number of referrals by consequence; number of students by number of referrals).

- Look for patterns in the data resulting in high referrals to the office.

- Summarize the information on a graph to reveal patterns regarding high referrals to the office.

- Pick one location to focus on first. Identify the setting events, antecedents and consequences surrounding the behavior occurring in that location.

  NOTE: If needed, gather more information. Decide who will collect the information and when it will be collected. Identify the setting events that set the stage for the behavior of concern to occur. Ask about the broader context that sets the stage for behavior. Ask people about the problem and what currently is and is not working (e.g., during the time of month/day, in the location). If relevant, do a direct observation of students (e.g., in the location) to identify the antecedents, behavior and consequences.

- Complete the Schoolwide intervention summary form and make an overhead or copies for the faculty meeting.

2. Have a faculty meeting to analyze the results, identify the functions of the behavior of concern, and develop a schoolwide behavior intervention plan.

Using a structured meeting process:

- Review the completed schoolwide intervention summary form.

- Gain consensus in the faculty meeting as to why the students are using the behavior and identify the functions (e.g., purposes) of that behavior.

- Brainstorm ways to prevent the behavior from recurring and give students’ replacement behaviors to use that serve the same functions as the behavior.

- Reach consensus on a schoolwide intervention plan.

- Complete the Schoolwide Intervention plan and determine who will do what and by when to implement the plan.

- Add an agenda item to the next faculty meeting: Review how the plan is working.
## SAMPLE SCHOOLWIDE INTERVENTION

<table>
<thead>
<tr>
<th>Setting Event Changes</th>
<th>Antecedent Changes</th>
<th>Replacement Skills</th>
<th>Reinforcement Skills</th>
<th>People Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>4th and 5th grade teams to submit bathroom décor designs. Students vote on best design. Winning team designs/implements plan. Team gets budget, materials, and time to work during lunchtimes.</td>
<td>White board on wall in bathroom. Poster by design team with bathroom expectations, etc.</td>
<td>Write notes on the white board in the bathroom. Keep the bathroom clean.</td>
<td>Design teams gets Gators for participating. Winning team gets additional Gators. Students get gators for respecting the newly decorated bathroom.</td>
<td>Competition announcement and voting/4th and 5th grade level chairs; all 4th and 5th grade teachers to give time for teams to make design entries, schoolwide PBS team to provide a budget/materials.</td>
</tr>
</tbody>
</table>