Building Community Among Staff and Fostering Teacher Buy-in

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Establishing Community Amongst Staff and Fostering Teacher Buy-in

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About Fowler Drive

- Located in Athens, GA
- 473 Students in grades Pre-K through 5th
- Title 1 School with about 43% Latino, 47% Black, 6% Caucasian, and 3% bi-racial or Native American.
- Of our 40 teachers, 1 is Latino, 1 is Asian, 11 are African American, and 27 are Caucasian.
- Disconnect between students and teachers based on culture, race, and class.
Establishing Teacher Buy-in
Importance of Establishing Buy-In

- More than half of school reform efforts fail, many as a result of poor implementation. Without buy-in from critical actors such as teachers, administrators and parents, any reform effort – no matter how well-intentioned and conceived – is sunk.

- “The best-planned reforms cannot achieve success without teachers committed to altering their practices and learning new approaches.” (Examining Comprehensive School Reform, Daniel K. Aladjem, Kathryn M. Borman, 2006).
Importance of Establishing Buy-In (cont’d)

Kathryn Borman and her co-authors (2004) report that current literature suggests three critical elements to promote teacher buy-in and commitment:

1) The process by which teacher support for reform is obtained

2) Alignment of teacher’s perceptions of the school’s main problems and the strategies proposed to address them

3) The amount of professional development and technical support provided by the developer
How We Established Buy-In at Fowler Drive Elementary

- **Element 1 – The process by which teacher support for reform is obtained**
  
  We looked at our discipline data over the past few years and noticed the problem areas. We shared this information with teachers along with some ways to address it. Teachers shared their ideas and we took those ideas back to our newly-created PBIS team to ponder. We developed a draft of the school-wide discipline plan which we presented to the staff.
Element 2: Alignment of teacher’s perceptions of the school’s main problems and the strategies proposed to address them

We took our staff on a one-day retreat and had a candid discussion with our them about what they see as the main problems with school discipline. We shared with them components of the book *Teaching with Poverty in Mind* by Eric Jensen. We did several learning and team-building activities to foster understanding and collegiality amongst our staff members.
Element 3: The amount of professional development and technical support provided by the developer

Our teachers received the initial PBIS training at our retreat, but every year we provide training on PBIS for our teachers and staff. Also, as we see the need, we provide helpful tips and reminders during faculty meetings. Teachers who need additional support may attend a training (such as Gary Alderman) or they may receive support from an administrator, behavior interventionist, or behavior specialist.
Fowler Drive’s
PBIS Program
Number of Referrals for Past 10 Years

<table>
<thead>
<tr>
<th>Year</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>2005-2006</td>
<td>1349</td>
</tr>
<tr>
<td>2006-2007</td>
<td>393</td>
</tr>
<tr>
<td>2007-2008</td>
<td>579</td>
</tr>
<tr>
<td>2008-2009</td>
<td>172</td>
</tr>
<tr>
<td>2009-2010</td>
<td>310</td>
</tr>
<tr>
<td>2010-2011</td>
<td>407</td>
</tr>
<tr>
<td>2011-2012</td>
<td>221</td>
</tr>
<tr>
<td>2012-2013</td>
<td>144</td>
</tr>
<tr>
<td>2013-2014</td>
<td>162</td>
</tr>
<tr>
<td>2014-2015</td>
<td>189</td>
</tr>
</tbody>
</table>
Fowler Drive Expectations

What do Fowler Falcons do?

F – Follow instructions.
D – Demonstrate self-control.
E – Exercise your brain and body.
S – Show respect.
PBIS: How It Works at Fowler Drive

1. Establishing teacher buy-in
2. Explicitly teaching and modeling expected behavior and establishing rituals and routines early with reminders throughout the year
3. Having clear and succinct school and classroom rules
4. Establishing a student recognition program for positive behavior
5. Comprehensive School-wide Behavior Model at Fowler Drive Elementary School
6. Implementing behavior plans for “frequent flyers”
7. Training teachers on PBIS and effective classroom management skills
8. Establishing a PBIS Team that oversees PBIS program and regularly reviews discipline data
9. Constantly communicating student behavior with parents and establishing a family rewards program
Components of a School-wide PBIS Plan

For Students
- Common & consistent approach
- Set of expected positive behaviors across environments
- Procedures for teaching expectations
- Continuum of procedures to encourage expected behaviors & discourage inappropriate behaviors
- On-going monitoring of the plans effectiveness
Components of a School-wide PBIS Plan

For Parents
- Share information on school’s PBIS Plan
- Daily communication through agenda
- Rewards program for families
Components of a School-wide PBIS Plan

For Teachers
- Teacher buy-in
- Training teachers on classroom management, individually and as a whole
- Training on how to deal with specific types of students (e.g., children from poverty) and behavior
- Teacher recognition program
- P.B.I.S. Team to monitor plan and discipline data
Common & Consistent Approach

- Discipline procedures are implemented consistently by staff and administration
- Practices move away from over reliance on punishers
Appropriate student behavior is taught.

- Procedures for teaching expectations (e.g. During morning meeting, at beginning of year, after every break)

Note: Telling is not teaching and being told is not the same as being taught.
On-going monitoring of the plan’s effectiveness

Student behavior is monitored by administrators and the PBIS team, and staff receive regular feedback.
The Student Support Team will develop an individualized behavior plan for the student (such as check-in/check-out or individual counseling sessions) that will be implemented 4-5 times per week.

TIER 1

All students

Standards-based classroom learning, differentiated instruction, research-based practices, Renzoulli

RTI

TIER 2

Small group interventions, Ex. EIP, Small reading groups, Successmaker, 2-4 times a week

SST

TIER 3

SST

BEP/SST

_possible referral to SPED

TIER 4

The Student Support Team meets to develop an individualized academic plan for the student that will be implemented 4-5 times a week for at least 30 minutes.

All students

Explicit teaching of expected behavior, FDES expectations, Counseling curriculum

PBIS

Possible referral to SPED
<table>
<thead>
<tr>
<th>Classroom</th>
<th>Hallway</th>
<th>Restroom</th>
<th>Cafeteria</th>
<th>Playground</th>
<th>Bus</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Follow Instructions</strong></td>
<td>- Listen to directions.</td>
<td>- Stay in a single file line.</td>
<td>- Flush toilet after use.</td>
<td>- Enter and exit quietly.</td>
<td>- Stay in seats.</td>
</tr>
<tr>
<td></td>
<td>- Complete assignments as asked.</td>
<td>- Walk instead of run.</td>
<td>- Use the restroom quickly and quietly.</td>
<td>- Get what you need while you are in line.</td>
<td>- Keep in seats.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>- Line up at the wall before the aquarium.</td>
<td>- Keep aisles clear.</td>
</tr>
<tr>
<td><strong>Demonstrate Self-Control</strong></td>
<td>- Be quiet while teacher is talking.</td>
<td>- Keep your mouth closed.</td>
<td>- Wait your turn.</td>
<td>- Stay in your seat.</td>
<td>- Face forward on bus.</td>
</tr>
<tr>
<td></td>
<td>- Keep hands, feet, and objects to yourself.</td>
<td>- Keep your hands and feet off the walls as you walk down the hall.</td>
<td>- Use the facilities correctly.</td>
<td>- Keep food on your tray.</td>
<td>- Arrive at bus stop on time.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>- Talk quietly at your table.</td>
<td>- Keep pens and pencils put away.</td>
</tr>
<tr>
<td><strong>Exercise your brain and body</strong></td>
<td>- Think before you speak</td>
<td>- Keep proper distance between you and others.</td>
<td>- Wash your hands.</td>
<td>- Sit with good posture.</td>
<td>- Use your mind and not your fist. Talk to your teacher to solve problems.</td>
</tr>
<tr>
<td></td>
<td>- Think before you act.</td>
<td></td>
<td>- Use the supplies correctly.</td>
<td>- Eat all of your lunch.</td>
<td>- Use the equipment correctly and safely.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>- Chew your food thoroughly.</td>
<td>- Use low voice when talking.</td>
</tr>
<tr>
<td><strong>Show Respect</strong></td>
<td>- Talk nicely to teachers and classmates</td>
<td>- Walk quietly without disturbing other classes</td>
<td>- Keep the restroom clean.</td>
<td>- Chew with your mouth closed.</td>
<td>- Play gently.</td>
</tr>
<tr>
<td></td>
<td>- Be supportive of others</td>
<td></td>
<td>- Respect the privacy of others.</td>
<td>- Listen to adult instruction.</td>
<td>- Take turns.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>- Share equipment.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>- Use low voice when talking.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>- Keep bus clean.</td>
</tr>
</tbody>
</table>
## Fowler Drive’s School Wide Behavior Management Plan

<table>
<thead>
<tr>
<th>Points</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>+3 pts</td>
<td>Blue: (Continuously demonstrating exceptional behavior, such as random acts of kindness towards students and adults)</td>
</tr>
<tr>
<td>+2 pts</td>
<td>Orange: (A demonstration of excellent behavior over and above what is expected)</td>
</tr>
<tr>
<td>+1 pt</td>
<td>Green: (Meeting expectations. Follows all rules correctly.)</td>
</tr>
<tr>
<td>+0 pts</td>
<td>Yellow: (Student does not meet behavioral expectations once or twice.)</td>
</tr>
<tr>
<td>+0 pts</td>
<td>Red: (Multiple times of not meeting behavioral expectations)</td>
</tr>
</tbody>
</table>

## Overview

1. All teachers will receive the 5 color tiered yardstick.

2. Students’ names will be written on clothespins and will begin in the Green section of the yardstick each day.

3. Based on students’ behavior, their clothespins will move up and down the tiers.

4. The classroom yardstick will move with the students to specials, lunch, etc.

5. Students will earn points for meeting or exceeding behavioral standards. These students will earn a classroom privilege after a predetermined number of points have been earned.

6. Parents will be called/contacted for students who end the day on Red or Yellow. Teachers are also encouraged to call make positive calls if students end on orange or blue.
Steps to Promote Classroom Management

• Plan rules and procedures in advance.
• Establish clear rules and procedures when needed.
• Allow students to assume responsibility for behavior.
• Encourage teacher/student cooperation.
• Minimize disruptions and delays.
• Plan independent lessons and group lessons.

Essential Beliefs

Student behavior
• Has a function
• Is communication
• Occurs in patterns

But…
The only behavior teachers can truly control is their own.

## Punishment v. Discipline

<table>
<thead>
<tr>
<th>Purpose</th>
<th>PUNISHMENT</th>
<th>DISCIPLINE</th>
</tr>
</thead>
<tbody>
<tr>
<td>To inflict penalty for an offense</td>
<td></td>
<td>To train for correction and maturity</td>
</tr>
<tr>
<td>Focus</td>
<td>Past misdeeds</td>
<td>Future correct acts</td>
</tr>
<tr>
<td>Attitude</td>
<td>Hostility and frustration on the part of the parent</td>
<td>Love and concern on the part of the parent</td>
</tr>
<tr>
<td>Resulting emotion in the child</td>
<td>Fear and guilt</td>
<td>Security</td>
</tr>
</tbody>
</table>

Source: www.focusonthefamily.com
Take Home Message

- PBIS school-wide discipline targets 80% of the school population.
- PBIS has a focus on teaching.
- PBIS is a prevention based model.
- When fully implemented, PBIS saves time for everyone!
- Imbed PBIS in all activities and in every area of the school as well as on the bus.
Building Community
Yearly Mantras
B.R.E.A.T.H.E.

- Best practices
- Remediation/Re-teaching
- Energy
- Artifacts
- Team work
- Helping Each Other
- Enriching the academic environment instructionally.
S.M.I.L.E.

S tay positive and supportive.
M ake the most of every moment.
I nteract with everyone.
L isten to and learn from others.
E xpect and achieve more!
S.M.I.L.E. coupons!
We are superheroes!
Teacher Recognition
Golden Feather Award

Each month, we recognize an outstanding teacher or staff member at Fowler Drive and highlight his or her achievements. The FDES Golden Feather award has been established to recognize teachers for their dedication, professionalism and work in the classroom.
Criteria

• Excellence in the Classroom
• Motivation
• Leadership
• Creativity and Imagination
• Dedication
• Communication
• Incorporation of one of Dr. Chris Edmin’s 5 C’s
Golden Feather Award

Individual teachers will receive a certificate, a pass to leave work early one day, park in the Employee of the Month spot in the front parking lot.

If a grade level or group of teachers is recognized, each teacher will receive a certificate, have the opportunity to leave work early, and will take turns parking in the Employee of the Month spot (like one teacher each week).
Perfect Attendance Awards

Teachers who have perfect attendance each semester are recognized at our end-of-semester assemblies. They receive certificates and a treat. The students love this, and it makes the teachers feel special.
Fowler Friends
Friday Munchies
Celebrations at Faculty Meetings

- Engagements
- Expecting a child
- Completion of degrees
- Personal accomplishments
- Accomplishments of family members
- Accomplishments of students
Sources

• *Examining Comprehensive School Reform*, Daniel K. Aladjem, Kathryn M. Borman, 2006
• *The Importance of Staff “Buy-in” in the Selection of Proven Programs*, American Federation of Teachers, AFL-CIO, March 1999.
• Positive Behavioral Interventions & Supports
  www.pbis.org
Online Resources

- Center for Evidence-Based Practice: Young Children with Challenging Behavior
  http://challengingbehavior.fmhi.usf.edu/resources.html
- Center on the Social and Emotional Foundations for Early Learning
  http://csefel.uiuc.edu
- Association for Positive Behavior Support
  http://apbs.org
- Positive Behavioral Interventions & Supports
  www.pbis.org
- U S Department of Education
  http://www.n cela.gwu.edu/pathways/safeschoo ls/
- www.interventioncentral.org
- www.PBISgeorgia.org (school examples)
- www.pbis.org
- www.apbs.org
- Student Assistance Programs www.sapaoofga.org
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