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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.

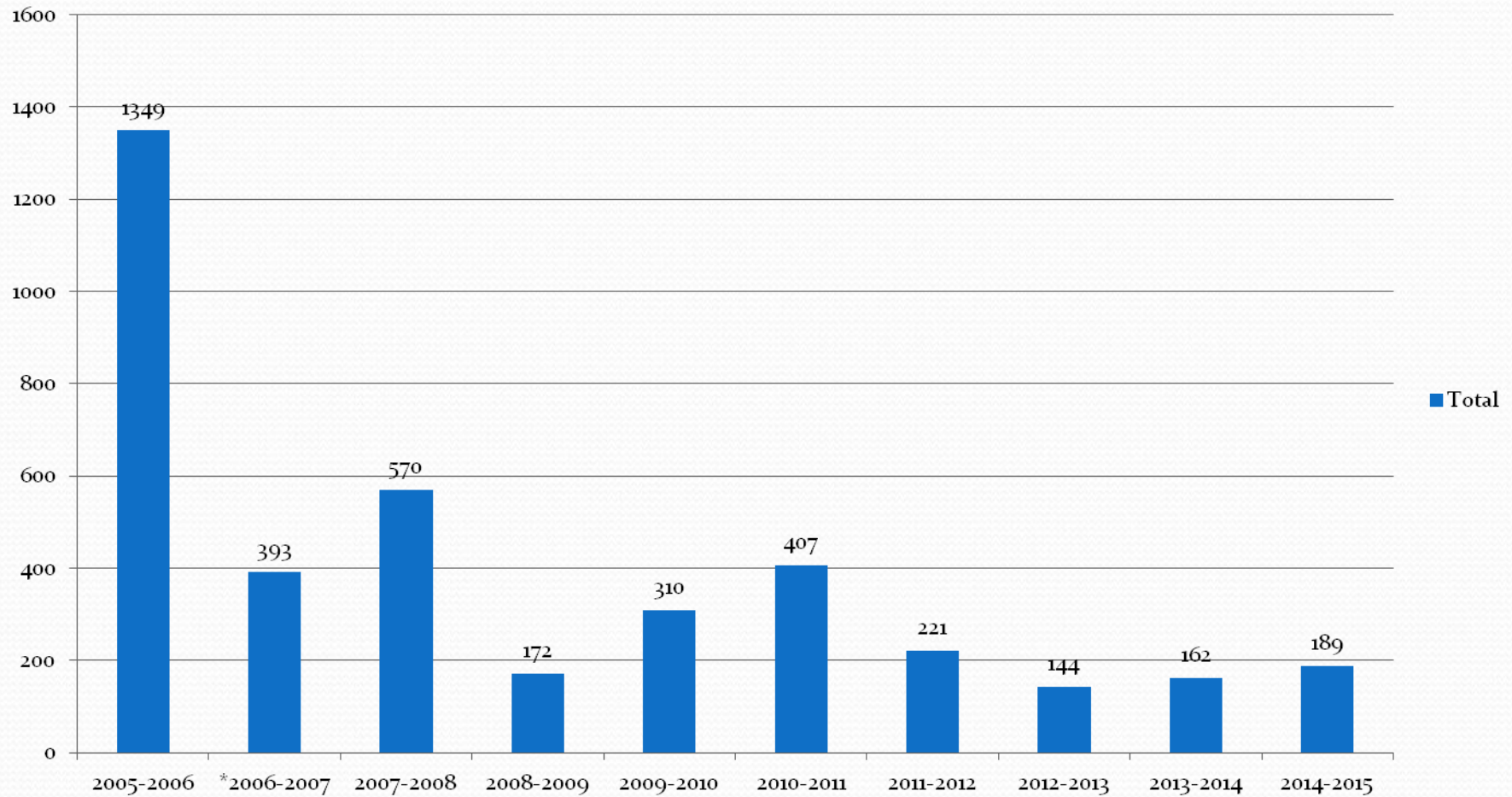
- **Element 3: The amount of professional development and technical support provided by the developer**

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





Fowler Drive Expectations

What do Fowler Falcons do?

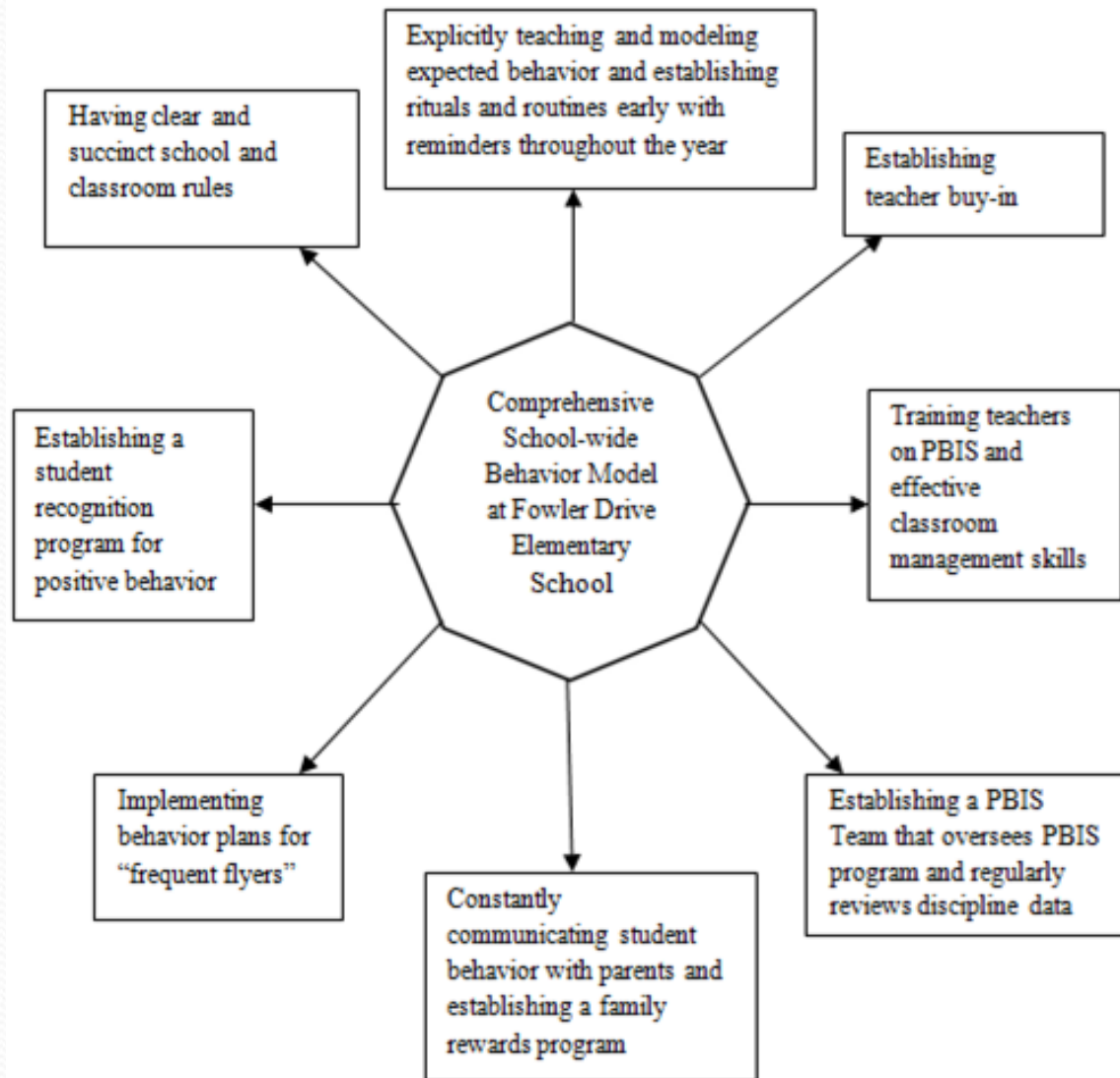
F – Follow instructions.

D – Demonstrate self-control.

E – Exercise your brain and body.

S – Show respect.

PBIS: How It Works at Fowler Drive



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 (eg. 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 the over reliance on punishers

Appropriate student behavior is taught.

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

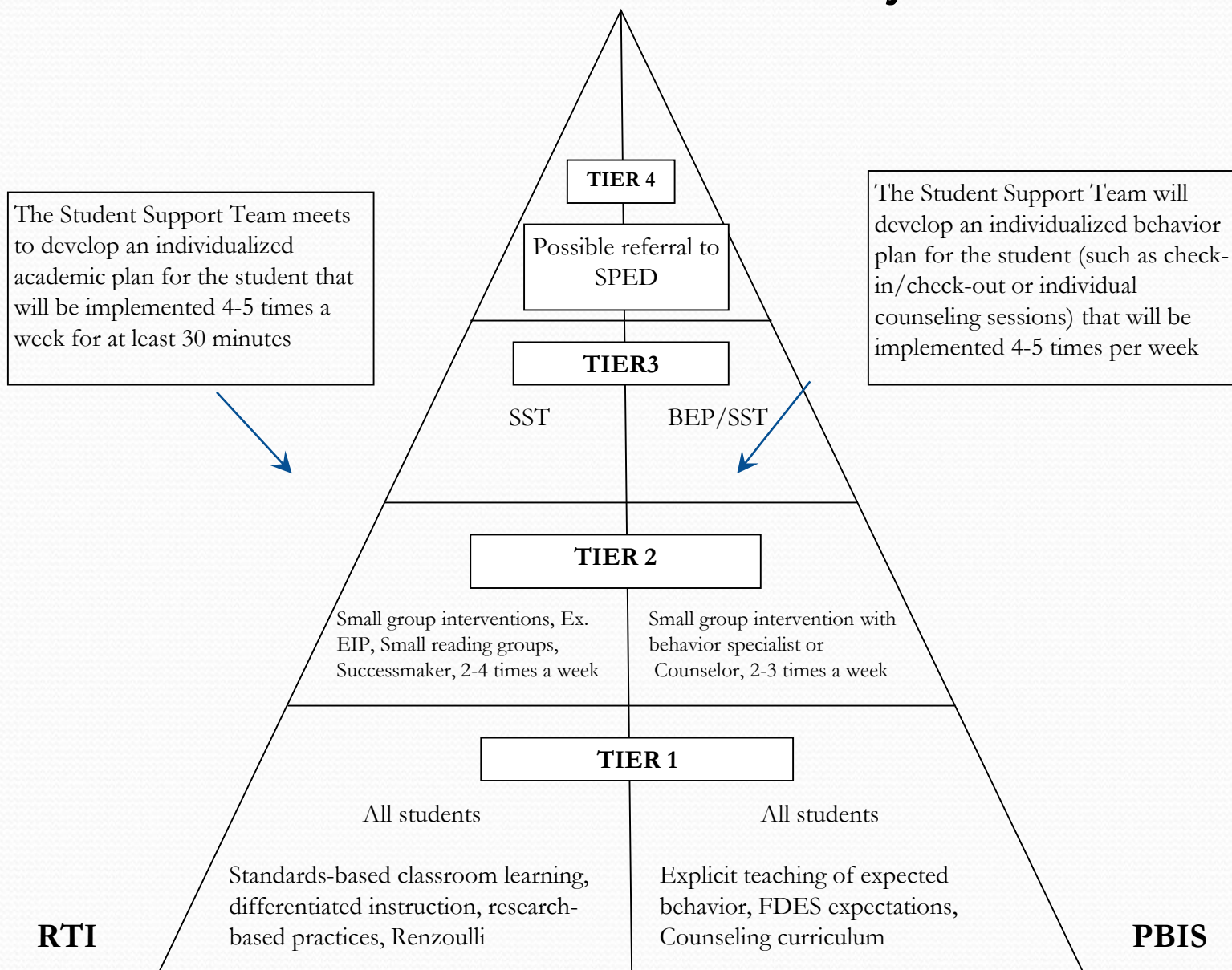
Note: Telling is not teaching and being told is not the same as being taught.



On-going monitoring of the plan's effectiveness

Student behavior is monitored by administrators and the PBIS team, and staff receive regular feedback.

Fowler Drive Student Success Pyramid



Fowler Drive Elementary School Behavior Matrix

At Fowler Drive we...

	Classroom	Hallway	Restroom	Cafeteria	Playground	Bus
Follow Instructions	<ul style="list-style-type: none"> Listen to directions. Complete assignments as asked. 	<ul style="list-style-type: none"> Stay in a single file line. Walk instead of run. 	<ul style="list-style-type: none"> Flush toilet after use. Use the restroom quickly and quietly. 	<ul style="list-style-type: none"> Enter and exit quietly. Get what you need while you are in line. Line up at the wall before the aquarium. 	<ul style="list-style-type: none"> Exit the building and enter the playground safely. Stay in designated play area. 	<ul style="list-style-type: none"> Stay in seats. Keep aisles clear.
Demonstrate Self-Control	<ul style="list-style-type: none"> Be quiet while teacher is talking. Keep hands, feet, and objects to yourself. 	<ul style="list-style-type: none"> Keep your mouth closed. Keep your hands and feet off the walls as you walk down the hall. 	<ul style="list-style-type: none"> Wait your turn. Use the facilities correctly. 	<ul style="list-style-type: none"> Stay in your seat. Keep food on your tray. Talk quietly at your table. 	<ul style="list-style-type: none"> Show good sportsmanship. Keep hands, feet, and objects to yourself. 	<ul style="list-style-type: none"> Keep body parts inside bus. Be patient when entering and leaving bus.
Exercise your brain and body	<ul style="list-style-type: none"> Think before you speak Think before you act. 	<ul style="list-style-type: none"> Keep proper distance between you and others. 	<ul style="list-style-type: none"> Wash your hands. Use the supplies correctly. 	<ul style="list-style-type: none"> Sit with good posture. Eat all of your lunch. Chew your food thoroughly. 	<ul style="list-style-type: none"> Use your mind and not your fist. Talk to your teacher to solve problems. Use the equipment correctly and safely. 	<ul style="list-style-type: none"> Face forward on bus. Arrive at bus stop on time. Keep pens and pencils put away.
Show Respect	<ul style="list-style-type: none"> Talk nicely to teachers and classmates Be supportive of others 	<ul style="list-style-type: none"> Walk quietly without disturbing other classes 	<ul style="list-style-type: none"> Keep the restroom clean. Respect the privacy of others. 	<ul style="list-style-type: none"> Chew with your mouth closed. Listen to adult instruction. 	<ul style="list-style-type: none"> Play gently. Take turns. Share equipment. 	<ul style="list-style-type: none"> Use low voice when talking. Keep bus clean.

Fowler Drive's School Wide Behavior Management Plan



Overview

1. All teachers will receive the 5 color tiered yard stick.
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 pre-determined 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.

Source: “Steps to Promote Classroom Management” by M. Lee Manning, Ph.D., http://go.hrw.com/resources/go_sc/gen/HSTPRO54.PDF

Essential Beliefs

Student behavior

- Has a function
- Is communication
- Occurs in patterns

But...

The only behavior teachers can truly control is their own.

Source: <http://www.questar.org/services/rse-tasc-ii/presentations/behavior/Motivating-the-Difficult-to-Reach-Student.pdf>

Punishment v. Discipline

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

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.

- **B**est practices
- **R**emediation/Re-teaching
- **E**nergy
- **A**rtifacts
- **T**eam work
- **H**elping Each Other
- **E**nriching the academic environment instructionally.



S.M.I.L.E.

Stay positive and supportive.

Make the most of every moment.

Interact with everyone.

Listen to and learn from others.

Expect 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.ncela.gwu.edu/pathways/safeschools/>
- www.interventioncentral.org

- www.PBISgeorgia.org
(school examples)
- www.pbis.org
- www.apbs.org
- On Line Facilitator's Guide (PBS) USF
<http://www.fmhi.usf.edu/cfs/dares/flpbs>
- School Safety
www.keepschoolssafe.org
www.nssci.org
www.safetyzone.org
- Student Assistance Programs
www.sapaofga.org

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