**A13 - Beginning Implementation in High School: District and Building**

**Leader Presenter:** K. Brigid Flannery, University of Oregon  
brigidf@uoregon.edu

**Exemplars:** Kimberly Ingram, Springfield Public Schools  
kimberly.ingram@springfield.k12.or.us

**Key Words:** High School, Tier I

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### Stages of Implementation

<table>
<thead>
<tr>
<th>Focus</th>
<th>Stage</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Should we do it!</td>
<td>Exploration/Adoption</td>
<td>Decision regarding commitment to adopting the program/practices and supporting successful implementation.</td>
</tr>
<tr>
<td>Work to do it right!</td>
<td>Installation</td>
<td>Set up infrastructure so that successful implementation can take place and be supported. Establish team and data systems, conduct audit, develop plan.</td>
</tr>
<tr>
<td>Initial Implementation</td>
<td></td>
<td>Try out the practices, work out details, learn and improve before expanding to other contexts.</td>
</tr>
<tr>
<td>Work to do it better!</td>
<td>Full Implementation/Continuous Improvement</td>
<td>Expand the program/practices to other locations, individuals, times- adjust from learning in initial implementation. Make it easier, more efficient. Embed within current practices.</td>
</tr>
</tbody>
</table>

*Fixsen, Naoom, Blase, Friedman, & Wallace, 2005*
Springfield Public Schools (Oregon)

- 12 elementary schools
- 4 middle schools
- 2 comprehensive high schools
- 3 charters/alternatives
- 16% of students with disabilities
- 66% students qualify for FRL

PBIS Capacity

- District Leadership Team
  - 9 members that meet monthly to plan and a coordinator for district-wide implementation
- District level coaches
  - 5 Coaches totaling 2.3 FTE for 19 schools
- 2 training days per building, plus 2 half-day work days with coaching support
<table>
<thead>
<tr>
<th>Cohort 1</th>
<th>13-14</th>
<th>14-15</th>
<th>15-16</th>
<th>16-17</th>
<th>17-18</th>
</tr>
</thead>
<tbody>
<tr>
<td>5 schools</td>
<td>Train</td>
<td>Sustain</td>
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<td></td>
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<td>Train</td>
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<tr>
<td>Cohort 2</td>
<td>13-14</td>
<td>14-15</td>
<td>15-16</td>
<td>16-17</td>
<td>17-18</td>
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<tr>
<td>4 schools</td>
<td>Train</td>
<td>Sustain</td>
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<td>Train</td>
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<td></td>
<td>Train</td>
<td>Sustain</td>
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<tr>
<td>Cohort 3</td>
<td>13-14</td>
<td>14-15</td>
<td>15-16</td>
<td>16-17</td>
<td>17-18</td>
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<tr>
<td>3 schools</td>
<td>Train</td>
<td>Sustain</td>
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<tr>
<td></td>
<td>Train</td>
<td>Implement</td>
<td>Sustain</td>
<td>Sustain</td>
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<td></td>
<td>Train</td>
<td>Sustain</td>
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<tr>
<td>Cohort 4</td>
<td>13-14</td>
<td>14-15</td>
<td>15-16</td>
<td>16-17</td>
<td>17-18</td>
</tr>
<tr>
<td>4 schools</td>
<td>Train</td>
<td>Sustain</td>
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<td></td>
<td>Train</td>
<td>Sustain</td>
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</tr>
<tr>
<td>High Schools</td>
<td>13-14</td>
<td>14-15</td>
<td>15-16</td>
<td>16-17</td>
<td>17-18</td>
</tr>
<tr>
<td></td>
<td>Explore</td>
<td>Train</td>
<td>Sustain</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Systems Of Support</td>
<td>3 Coaches</td>
<td>Add 2 coaches = 5</td>
<td>Add time to coaches FTE (total FTE 17-18=2.3)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

District Leadership Team Planning and Coordinating Efforts

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**Closer look at SPS High School Fidelity**

![Graph showing school-wide PISI (SMPHS) targeted fidelity inventory data for Springfield High School from 1Q/16/2016 to 6Q/6/2017.](image_url)
Schools Using PBIS by Year 2000-2018 (July)

SWPBIS is...

a data-driven decision making framework to make schools more effective, efficient and equitable learning environments.
High School is Different: The Challenges to PBIS Implementation

- **Size and Organizational Structure**
  - Many adults, many students - building layout
  - High staff/student ratio (1:150)

- **Adult Roles/Expectations and Organizational Culture**
  - Administrative structure
  - Organization by discipline
  - Team development, communication with faculty
  - Multiple teachers, multiple classes, open times
  - Adult role is to teach, not support
  - Expectation is that students enter with certain academic and social competence
  - There is someplace else
  - Academic focus; discipline zero tolerance/exclusionary

- **Student Developmental Level/Academic Variability**
  - Impulse vs planning
  - Peer vs adult influence
  - Emerging self-regulation and autonomy
  - Ability to respond to challenges, “set-backs”
  - Variability in social support
  - Large variability in academic competence
  - Large variability in organizational competence

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**Remember when implementing SWPBIS in high schools ...**

**PRACTICES**

**OUTCOMES**

**DATA**

**SYSTEMS**

**Communication**

**Data**

**Leadership**

**Culture**

**Developmental Level**

**Size**

---

**Exploration Discussion:**
Think of one practice or system you have begun implementing and how it was impacted by these?

What advantages exist for implementation of PBIS in high schools?
Tier I PBIS Core Features

Leadership Team

- Team has people with multiple perspectives and skills to implement SWPBIS
  - Representation: Targeted Recruitment, "Go to Pool"; multiple subcommittees
  - Facilitators: add'l planning period, common planning for co-facilitators, Supported by stipends, FTE, etc.

- Clear role for students and families
  - Active student involvement and input
  - Re-engage families

- Clear line of communication and decision making between team and administration
  - This is what we are thinking; This is what we are struggling with; Can we . . . ?

- Meetings are scheduled at predictable times and at least monthly
  - Two 45 or one 90 minute meeting; Use common planning time
  - Additional Planning time: Mid year and summer planning days

- Meetings are effective for action planning and tracking progress
  - Use agenda and distribute minutes within 3 days
  - If admin does not attend responds to items in the minutes within 2 days

Check: What do you have in place now?
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Check: What do you have in place now?
Building Level Leadership Team

• SHS = 12 members meet monthly for 1hr 15 minutes

• THS = 9 members meet twice per month for 1 hour

Student Driven Leadership Team
SHS MOB Squad (Millers on Board)

Designed to promote the school climate and advise the teachers on the PBIS team
MOB Squad ‘School Improvement’ Activities

- Create and Define Expectations
- Miller Mart line
- Hallway organizer-teacher/rooms/need to be upgraded
- Bathrooms (locks, mirrors, stalls, lighting, paint)

School-wide Behavioral Expectations

___ 3-5 behavioral expectations selected
  • Ensure that there is only ONE set of behavioral expectations
  • Ensure addresses academic and social behavior

___ Develop routines and rules, especially in the classroom

___ Teach the expectations and routines
  • Teaching matrix developed (across locations- assemblies, athletics, open lunch)
  • Plans built by all faculty & students for each major location, including classroom
  • Schedule defined for how to deliver the teaching plans (student role; across locations)

___ Follow-up activities (e.g., 4-weeks before Winter and Spring breaks, prom, testing)

___ Orientation plan for new students, substitutes and new faculty

___ Strategy for informing families

Check: What do you have in place now?
<table>
<thead>
<tr>
<th>Grizzly Power In</th>
<th>Learning Environments (Classrooms, Gym, Labs, Auditorium, and Library)</th>
<th>Common Areas (Hallways, Commons, Buses, Parking, Offices, Bathrooms, and Locker Rooms)</th>
<th>Activities/ Athletics (Assemblies, Dances, Field Trips, Sporting Events, Competitions, and Artistic Performances,)</th>
</tr>
</thead>
<tbody>
<tr>
<td>PURPOSE</td>
<td>Set goals</td>
<td>Treat it like your own</td>
<td>Contribute support to MHS Community</td>
</tr>
<tr>
<td></td>
<td>Explore possibilities</td>
<td>Showcase talents</td>
<td>Appreciate the efforts of others</td>
</tr>
<tr>
<td></td>
<td>Promote accomplishments</td>
<td>Stay focused, know where and why you are going</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Your work and grooming reflect your self-esteem</td>
<td></td>
<td></td>
</tr>
<tr>
<td>OWNERSHIP</td>
<td>Value your own work</td>
<td>Take responsibility for your actions</td>
<td>Dispose of your litter</td>
</tr>
<tr>
<td></td>
<td>Seek motivation to learn</td>
<td>Leave things cleaner than you found them</td>
<td>Own our team or event</td>
</tr>
<tr>
<td></td>
<td>Practice academic honesty</td>
<td>Show that safety is #1.</td>
<td>Support our teams no matter the outcome</td>
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<tr>
<td></td>
<td>Be on time and prepared</td>
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<tr>
<td></td>
<td>Find opportunities for input</td>
<td></td>
<td></td>
</tr>
<tr>
<td>WORK ETHIC</td>
<td>Consistently strive to give your best effort to each task</td>
<td>Do your best to be on time</td>
<td>Use your strengths</td>
</tr>
<tr>
<td></td>
<td>Be prepared every day</td>
<td>Be patient; the halls are crowded</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Look for opportunities to learn</td>
<td>Have pride in your surroundings and try to make them even better</td>
<td></td>
</tr>
<tr>
<td>EMPATHY</td>
<td>Value everyone’s perspective</td>
<td>Invite others into your group</td>
<td>Pay attention – know what is going on</td>
</tr>
<tr>
<td></td>
<td>Look beyond stereotypes</td>
<td>Express gratitude and respect</td>
<td>Get involved, show you care</td>
</tr>
<tr>
<td></td>
<td>Show appreciation of others’ strengths and contributions</td>
<td>Be aware of the impact of non-verbal communication</td>
<td>Offer encouragement and support</td>
</tr>
<tr>
<td></td>
<td>Focus on the positives</td>
<td></td>
<td></td>
</tr>
<tr>
<td>RESPECT</td>
<td>Look and listen to your teacher and other speakers</td>
<td>Use appropriate voice &amp; language</td>
<td>Be positive, praise others efforts</td>
</tr>
<tr>
<td></td>
<td>Follow directions the first time</td>
<td>Clean up after yourself</td>
<td>Identify ways to provide assistance without expecting anything in return</td>
</tr>
<tr>
<td></td>
<td>Use supplies &amp; equipment safely</td>
<td>Keep your locker worthy of pride</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Be on time – meet deadlines</td>
<td>Gather and step to the side to talk</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Conform to personal electronics policies</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Treat yourself and others with respect</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Cafeteria</th>
<th>Hallway</th>
<th>Bus</th>
<th>Classrooms</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Respect</strong></td>
<td>Keep you locker locked</td>
<td>Complete assignments with a</td>
<td>Use appropriate voice &amp; language</td>
</tr>
<tr>
<td></td>
<td>Honor others personal</td>
<td>professional appearance</td>
<td>Cheer don’t boo</td>
</tr>
<tr>
<td></td>
<td>space</td>
<td>keep goals and a plan to achieve</td>
<td>Respectfully listen to the National</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Anthem</td>
</tr>
<tr>
<td><strong>Responsibility</strong></td>
<td>Monitor your lunch</td>
<td>Be attentive and ready to learn</td>
<td>Appreciate the effort of presenters</td>
</tr>
<tr>
<td></td>
<td>account</td>
<td>Keep track of missed assignments</td>
<td>Bring your Grizzly spirit</td>
</tr>
<tr>
<td></td>
<td></td>
<td>and have a plan to make them up</td>
<td>Observe the proper protocol for each</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>specific occasion</td>
</tr>
<tr>
<td><strong>Be Informed</strong></td>
<td>Know and use safety</td>
<td></td>
<td>Your course/reading</td>
</tr>
<tr>
<td></td>
<td>procedures</td>
<td></td>
<td>content to answer questions</td>
</tr>
<tr>
<td><strong>Ready to Succeed</strong></td>
<td>Stay monitored</td>
<td></td>
<td>Staff monitor your</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>learning by asking</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>clarifying questions</td>
</tr>
</tbody>
</table>
Communication: PRIDE Stories

TFI: Walkthrough

• Team “walk through” at multiple times
  • At least 90% of a sample of staff can list 2/3 of the expectations
  • Taught by 50% of a sample of teachers
  • At least 70% of a sample of students can list 2/3 of the expectations
Define and Teach Expectations

- Both schools engaged in a process to revise school-wide expectations to better fit current context.

Thurston High – R.E.A.L. Colts on Campus
# Student-generated SHARP Behavior Matrix

<table>
<thead>
<tr>
<th>Location</th>
<th>Behavior Expectations</th>
</tr>
</thead>
</table>
| Miller Mart    | - Maintain appropriate personal space  
                  - Use appropriate voice volume and language  
                  - Walk at all times  
                  - Keep doorways clear  
                  - Customers in line only  
                  - Keep your place in line and wait your turn  
                  - Return lost and found items to office  
                  - Use own money  
                  - Take responsibility for own actions  
                  - Go during appropriate times  
                  - Keep areas clean (pick up trash)  
                  - Express gratitude to custodians and other staff  
                  - Report spills or messes to staff  
                  - Use appropriate language at all times  
                  - Positively greet and associate with other students  
                  - Respect school property  
                  - Keep hands/property to self  
                  - Return to class promptly  
                  - Clean up entire spill |
| Hallways/Stairways | - Always have a hall pass  
                        - Use appropriate doors (in/out)  
                        - Keep passing areas clear  
                        - Walk on right, at a decent pace  
                        - Appropriate PDA  
                        - Eyes up (not on phone)  
                        - Use hall passes for what they are intended  
                        - Take responsibility for own actions  
                        - Thank custodial staff for their hard work  
                        - Clean and/or report any spills  
                        - Use manners  
                        - Hands off bulletins and displays  
                        - Use appropriate language and volume  
                        - Hold doors open for others  
                        - Avoid distracting classes in session  
                        - Keep hall/stair path clear for others  
                        - Move to side to talk  
                        - Walk swiftly to your destination and avoid boltering |
SPS Define and Teach Expectations

Excellence.

R.E.A.L. Colts...

- Attend class on time.
- Attend class everyday.
- Encourage peers to attend class.
- Remind parents/guardians to excuse absences.
Data-Based Decision Making

___ Team has “instantaneous” access to summarized reports
  • Graphed data
  • Problem behavior includes frequency by behavior, location, time of day and student.

___ Data is reviewed by Team monthly for decision making
  • Behavior & Academic Engagement
  • Use of an efficient problem solving process

___ Faculty are shown school-wide data regularly?
  • at least every 12 months
  • provides input on universal foundations (e.g., expectations, acknowledgements, definitions, consequences)

___ Team uses fidelity data to gauge implementation of practices at least annually

___ Team conducts an evaluation of fidelity and effectiveness
  • Annually
  • Year by Year comparisons
  • Shared with key stakeholders

Data System

• What Data?
  • Outcome - ABCs
  • Fidelity
    • SET, TIC, BoQ, etc.
  • Implementation
    • Acknowledgements
    • Surveys

• How Access Data?
  • Point person
  • Start simple

• What to Do with it?
  • Team Review and use for Decision Making
  • Share with Staff and Students
  • Action Plan: Make Decisions, Set Goals, Work toward them
What is a consequence system?

A consequence system is a **universal set of procedures**, arranged along a **continuum**, for **acknowledging** students for meeting **and** exceeding expectations and **disciplining and reteaching** students for violating these expectations.
Consequence System

- Formal discipline policy and logic
- Clear definitions for problem behaviors

- Guidelines for responding to problem behaviors
  - Incident referral form with relevant information
  - One-page flowchart outlining staff-managed vs. office-managed behaviors
  - Matrix to clarify warning, minor... expected behaviors
  - Clarification of subjective or major/minor items (e.g., disruptive, disrespect, tardy)

- Professional development plan for orienting all staff and students to the discipline system

- Data-based decision making practices using discipline data
  - Consistency of implementation by staff (Tally by teacher names, Teacher distribution quota)
  - Rate of problem behavior (Tally by grade, ethnicity, subject, etc.)

- School policies and procedures describe and emphasize proactive, instructive, and/or restorative approaches
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<table>
<thead>
<tr>
<th>Warning/Re-teach</th>
<th>Minor Offense</th>
<th>Major Offense</th>
<th>Expected Behaviors</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>LANGUAGE</strong></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Offensive remarks or gestures in a casual manner</td>
<td>Repeated pattern of any inappropriate language</td>
<td>Swearing used to harass, intimidate, show defiance, create an unsafe climate</td>
<td>Language that is socially appropriate</td>
</tr>
<tr>
<td>inappropriate sexual connotations; putdowns to a</td>
<td></td>
<td></td>
<td>- I am frustrated.</td>
</tr>
<tr>
<td>particular subgroup</td>
<td></td>
<td></td>
<td>- I don’t like that.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>- I hate it when that happens.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>- That’s different.</td>
</tr>
<tr>
<td><strong>DISRUPTION</strong></td>
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<tr>
<td>Noise making; talk-outs/side-talk;</td>
<td>Repeated pattern of any disruptive behaviors; misuse of cell phone/electronic</td>
<td>Behavior that stops the learning in class; defiant repetition of behavior</td>
<td>Cooperative behaviors</td>
</tr>
<tr>
<td>attention-getting behaviors (silly answers, class</td>
<td>devices in class</td>
<td>electronic devices to be confiscated and</td>
<td>- Turn taking</td>
</tr>
<tr>
<td>clowns)</td>
<td></td>
<td></td>
<td>- Contributing appropriately to class</td>
</tr>
<tr>
<td>bugging others</td>
<td></td>
<td></td>
<td>discussions and activities</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>- Cell phones off &amp; away during</td>
</tr>
</tbody>
</table>
## Behavioral Examples

<table>
<thead>
<tr>
<th>Classroom-managed (minor)</th>
<th>Office Managed (major)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Involve opportunities for teachable moments and minimizing interruption to instruction</strong></td>
<td><strong>Involve school and student physical and emotional safety</strong></td>
</tr>
<tr>
<td>• tardiness</td>
<td>• physical fights</td>
</tr>
<tr>
<td>• running in hallway</td>
<td>• property damage</td>
</tr>
<tr>
<td>• missing materials</td>
<td>• drugs, tobacco</td>
</tr>
<tr>
<td>• gum chewing</td>
<td>• weapons</td>
</tr>
<tr>
<td>• wearing hat</td>
<td>• leaving the school grounds without permission</td>
</tr>
<tr>
<td>• incomplete classroom assignments, etc.</td>
<td>• chronic behaviors not responding to teacher intervention</td>
</tr>
<tr>
<td>• disrespect</td>
<td>• disrespect</td>
</tr>
<tr>
<td>• disruption</td>
<td>• disruption</td>
</tr>
<tr>
<td>• defiance</td>
<td>• defiance</td>
</tr>
</tbody>
</table>

What about these examples?

## Acknowledgement System

- Guidelines for organizing and communicating about acknowledgement system for staff and students
  - Linked to SW expectations
  - Includes all students across all settings (consider off campus; differentiate across grades)
  - Determine the criteria and frequency ...layered: daily, weekly, monthly, quarterly, etc.
  - Group, individual, competition... drawings, large events
  - Age appropriate acknowledgements – social, tangible, things need,...
  - Consider BOTH students and staff

- Professional development plan for orienting all staff and students to the acknowledgement system
  - Document systems and practices

- Data-based decision making practices using acknowledgement data
  - Rate receive acknowledgements (Tally by grade, ethnicity, subject, etc.)
  - Selection of acknowledgements (what selected; what left over)
  - Consistency of implementation by staff (Tally by teacher names, Teacher distribution quota)
  - Examine fidelity of implementation
Acknowledgements

**Staff**
- Special parking spot (tangible)
- Recognition at faculty meetings (social recognition)
- Administrator covers a class (privilege)
- Boosters donated schoolwear (shirts, lanyards) (tangible)
- Gift cards to local restaurants (tangible)
- Massage (parent masseuse donate) (tangible)
- Delivery of lunch (tangible)

**Students**
- Money for yearbook, graduation (tangible)
- Special parking privileges (privilege)
- Fast pass at lunch (privilege)
- Recognition at an assembly (social recognition)
- Breakfast bars for attendance benchmark (group; tangible)
- Reserved seating at play (privilege)
- Celebrations (tangible)

TFI Walk Through

- Team “walk through” multiple times by team
  - Used by at least 90% of a sample of staff
  - Used by 50% of a sample of students
Consequence: Acknowledgement

- SHS student of the month
- Every teacher chooses a student, each month.
- PBIS team gave certificates to every teacher to just fill in name.
Classroom System

___ Establish Tier I features in all classrooms consistent with SW expectations
   • School-wide expectations
   • Routines
   • Acknowledgements
   • In-class continuum of discipline consequences

___ Support implementation of classroom PBIS practices that may
   • Decrease disruption/increase instructional time
   • Effectively implemented with all students in a classroom
   • Intensified to support small groups or a few individual students

___ Professional development plan for orienting all staff to expectations re: classrooms and classroom practices

https://www.pbis.org/school/pbis-in-the-classroom

Consistency: It’s about the adults

what do \hspace{1cm} \textbf{YOU} \hspace{1cm} expect ?

what do \hspace{1cm} \textbf{YOU} \hspace{1cm} teach ?

Check: Which do we have in place now?
Classroom - SHS

- Each teacher was asked to create a classroom specific SHARP matrix and post it in their classroom.

- Building admin gave them time to work on it during a staff meeting with samples and support from the instructional coach

- Instructional Coach –
  - 2017-18 Focus: support with new teachers (31% new teachers over last 3 years). Observations of positive : negative interactions, helped teacher create and teach classroom expectations based on routines
  - 2018-19 Focus: support veteran teachers with classroom routines/expectations, particularly with independent work time
Please Complete the Session Evaluation to Tell Us What You Thought of This Session

K. Brigid Flannery, University of Oregon
brigidf@uoregon.edu

Kimberly Ingram, Springfield Public Schools
kimberly.ingram@springfield.k12.or.us