

## From Classroom Moments to Disproportionate Outcomes Addressing inequity through SW-PBIS

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On-line  
SW-PBIS Coaching  
Certificate

New Cohort Beginning  
this Summer

[www.pdx.edu/sped/MTSS](http://www.pdx.edu/sped/MTSS)



## Teacher and Principal School Report: Equity in Education (2016)

Teachers' & Principals' Agreement with Statement: Equity in education for all children should be a national priority



<http://www.scholastic.com/teacherprincipalreport/>

## Bias: One Barrier to Equity

- **Overt Bias** - Conscious belief in superiority of a group
- **Explicit Bias** - Conscious beliefs that some groups aspire to desirable traits more than others
- **Implicit Bias** - Unconscious associations regarding some groups

Slide Credit: Kent McIntosh

## Implicit Bias

- Implicit bias is the bias in judgment and/or behavior that results from **subtle cognitive processes** (implicit attitudes and implicit stereotypes) that often operate at a level **below conscious awareness and without intentional control**.
- Dovidio, Gaertner, Kawakami, & Hudson, 2002 (p. 94); Banaji & Heiphetz, 2010

red blue orange purple  
orange blue green red  
blue purple green red  
orange blue red green  
purple orange red blue  
green red blue purple  
orange blue red green  
green purple orange red

## Implicit Bias Assessment

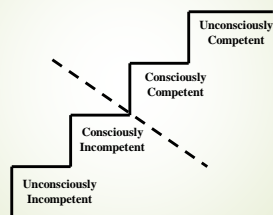
- Implicit Associations Test
  - <https://implicit.harvard.edu/implicit/takeatest.html>
- **Important disclaimer:** "If you are unprepared to encounter interpretations that you might find objectionable, please do not proceed further."

## Implicit Bias

- We are all impacted by implicit biases...
- Implicit bias probably impacts each of us and our interactions with students in the classroom...and beyond
- But to varying degrees



## Hierarchy of Cultural Competency

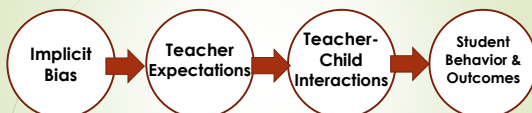


Slide Credit: John Lensen

## Addressing Implicit Bias

- Although automatic, implicit biases are not completely inflexible. They are malleable to some degree and manifest in ways that are responsive to the perceiver's motives and environment (Blair, 2002).
- It's important to:
  - learn about implicit bias and the potential role it might play in our classroom
  - try to understand and identify your own implicit biases
- However... changing thoughts and beliefs, particularly implicit beliefs – is not easy

One way implicit bias translates into different classroom experiences for students that can contribute to disproportionate outcomes?



## Implicit Bias Impacts Teacher Expectations

Gershenson, Holt, & Papageorge, (2015).



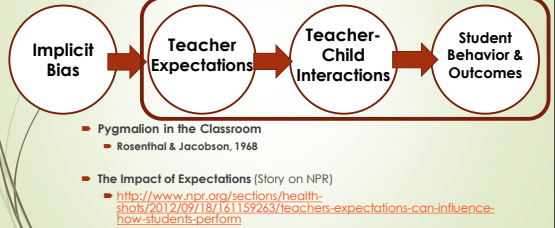
- Interviewed 16,000 U.S. HS teachers
- Black and non-Black teachers were asked to predict their 10th-graders' future educational attainment. Would she graduate from high school? How about college?

- When asked about any specific Black student, White teachers were about 30 percent less likely than Black teachers to predict he or she would someday earn a college degree.
- For White students, the teachers' predictions, or expectations, were about the same.

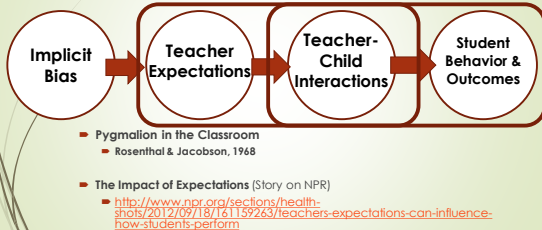
## Implicit Bias impacts Teacher Expectations



## One way implicit bias translates into different classroom experiences for students that can contribute to disproportionate outcomes?



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## Pygmalion in the Classroom (Rosenthal & Jacobson, 1968)

- Elementary School in South San Francisco
- Gave a *fake* test to 1<sup>st</sup> – 6<sup>th</sup> grade students, the "*Harvard Test of Inflected Acquisition*" to identify kids who were ready to go through a learning "growth spurt"
- Randomly chose students and identified them as students who scored well and were on the brink of an academic achievement "growth spurt"
- Students whom teachers expected to have an intellectual "growth spurt" made significantly higher gains than their classmates by the end of the year

## Many studies since demonstrate similar effects of teacher expectations on student outcomes

- Rubie-Davies, C., Hattie, C., & Hamilton, R., (2006). Expecting the best for students: Teacher expectations and academic outcomes. *British Journal of Educational Psychology*, 76, 3, 429-444.
- McKown, C., & Weinstein, R. (2008). Teacher expectations, classroom context and the achievement gap. *Journal of School Psychology*, 46, 3, 235-261.
- van den Bergh, L., Denessen, E., Hornstra, L., Voeten, M., & Holland, R.W., (2010). The implicit prejudiced attitudes of teachers: Relations to teacher expectations and the ethnic achievement gap. *American Educational Research Journal*, 47, 2, 497-527.

## Impact of Teacher Expectations on the Individual Student's Classroom Experience

- Teacher Expectations have been found to influence:
    - More/less opportunities to respond
    - Warmer/cooler interactions
    - More/less wait time for some students
    - More/less encouragement
    - Quicker or slower to move on to another student
    - Interpreting behavior consistent with expectations v. tendency to jump to conclusions & escalate behavior
- (Brophy & Good, 1970; Cotton, 1989)

### Implicit Bias/Expectations leading to different Classroom Interactions

- Expectation/Belief = "boys are disruptive and need to be managed"
- Impacts interactions in classrooms
  - Student jumps up and wants to respond to a question – due to this belief student gets redirected and we call on the next student – boy escalates and confirms the belief

### Implicit Bias/Expectations leading to different Classroom Interactions

- Ask a question of a student
  - **w/ low expectations** = if student doesn't answer quickly, the student doesn't know the answer and the teacher will more quickly call on someone else
  - **w/ high expectations** = longer pause to wait for the answers; might think "what a thoughtful student"
    - Student will receive more approval, more specific effective feedback
    - "Almost right", "Not quite" and then taught the correct answer

### The Student Experience Low Expectations v. High Expectations

- [https://youtu.be/\\_wn572l9ZM](https://youtu.be/_wn572l9ZM)



### Impact of Expectations on Student Behavior

- High expectations students:
  - seek out the teacher and initiate interactions with the teacher more frequently than the lows
  - much more frequently show their work to the teacher
  - much more frequently ask questions about their work
  - Initiate many more response opportunities

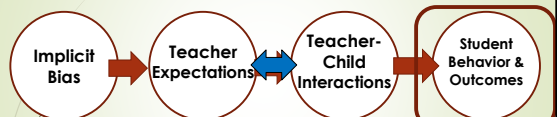
(Brophy & Good, 1970)

### Student Impact Implicit Bias & Expectations

- Implicit Bias and varied expectations are expressed almost invisibly in 1000s of moments in the classroom

- Differences in teacher behavior convey expectations to students which can significantly affect their own behavior in ways that impede academic achievement.
- These negative teacher effects are estimated to account for 5-10% of the variance in student achievement. (Brophy, 1983)

### One way implicit bias translates into different classroom experiences for students that can contribute to disproportionate outcomes?



- All of these teacher behaviors, when repeated day in, day out, over the course of a year or multiple school years, can negatively impact student performance and ultimately perpetuate the achievement gaps that plague the American education system. (Workman, 2012)

## So..... What can we do?

### How can we address implicit bias & teacher expectations?

#### CHALLENGE:

- It's very difficult for any of us to change our implicit biases and expectations
- Now try to keep your implicit biases and expectations in check in a high demand classroom context with 25 kids (Pianta, 2012)



### How can we address implicit bias & teacher expectations?

- How do you get teachers to have the right expectations?
  - It's very difficult to convince them by talking to them about it
  - "to change beliefs, the best thing to do is change behavior." (Pianta, 2012)
- SUGGESTION:** Training & Coaching in specific teacher-child interaction practices (Hamre et al., 2012)

### Suggestions for Implementation

- 1) Commit to a recurring, year-long focus** (not a One & Done training)
- 2) Have a team lead implementation** (SW-PBIS team)
- 3) Through PD and recurring focus:** Raise awareness & educate staff about Implicit Bias, Expectations and the link to student outcomes (Achievement Gap & Disproportionate Discipline)
  - Show local data; make this a recurring theme & topic throughout the year; connect with SW-PBIS efforts

### Suggestions for Implementation

- 4) Identify specific teacher-student interaction practices of focus and Provide PD**
  - Provide brief professional development that focuses specifically on classroom implementation
  - Staff should leave with an individualized implementation plan to use the next day
  - Set up a form of staff self-monitoring to support implementation
  - Identify ways to actively follow-up training (e.g. daily check-in survey w/ opportunity to share successes and ask for suggestions; revisit in grade level or PLC meetings)
  - Actively encourage implementation through regular prompting (e.g. signage, announcements, reminders in staff meetings)
  - Recognize and celebrate success

### Supporting Effective Instructional Strategies

- Identify teacher-child interactions that are susceptible to implicit bias and variable student expectations & make those behaviors a focus of ongoing Professional Development:**
  - Clearly define and explicitly teach behavior expectations and routines:**
    - Seek out participation from a range of diverse stakeholders when defining behavioral expectations (e.g. parents, students)
    - The more clear you are about what you want your classroom to look like the more consistent you are likely to be in responding consistently to student behavior
    - Reduce tendency to jump to conclusions & escalate behavior
  - Increase the frequency and quality of positive interactions:**
    - Greet students at the door by name
    - Increase use of Specific Praise and Acknowledgment

## Supporting Effective Instructional Strategies

- Increase opportunities to respond & active engagement strategies
  - More chorale responding, partner responding, random selection of students
  - Reduce bias by responding through volunteer responding or arbitrarily choosing respondents
- Focus on "Think Time" before student responses to provide all students more opportunities to respond
  - With focus on providing equal time across students

## Supporting Effective Instructional Strategies

- Have a plan for Responding to Problem Behavior
  - Develop a classroom plan for responding to problem behavior
    - Identify and describe problem behaviors with plan for responding (verbal redirection/ classroom consequence / sent to office)
    - Develop a Routine for responding to problem behavior

## Defining & Teaching Behavioral Expectations & Routines

## Classroom Expectations Matrix

Mapping School Wide Rules to Classroom Behavioral Expectations

Teacher _____		Grade/Subject _____	
School Rules	Be Safe	Be Respectful	Be Responsible
Expected Student Behaviors			
Classroom Routine Behavioral Expectations			
Entering the Classroom			
Working the Day			
Attention Signal			
Working Independently			
Working in Groups			
Working for Help			
Transition Procedures: Leaving the Room			
Classroom Materials/ Supplies			
Completing & Storing Work			

School Rule	Be Safe	Be Respectful	Be Responsible
<b>Expected Student Behaviors</b>	Walk facing forward Keep hands, feet & objects to self Get adult help for accidents & spills Use all equipment & materials appropriately	Use kind words & actions Wait for your turn Clean up after self Follow adult directions Be silent with lights are turned off	Follow school rules Remind others to follow school rules Take proper care of all personal belongings & school equipment Be honest Follow game rules
<b>Classroom Routines</b>			
<b>Starting the day</b>	<ul style="list-style-type: none"> <li>put personal belongings in designated areas</li> <li>turn in homework</li> <li>put instructional materials in desks</li> <li>sharpen pencils &amp; gather necessary material for class</li> <li>be seated &amp; ready to start class by 8:30</li> <li>enter the room quietly</li> </ul>		
<b>Entering the classroom</b>	<ul style="list-style-type: none"> <li>use a conversational or 'inside voice'</li> <li>keep hands, feet, objects to self</li> <li>walk</li> <li>move directly to desk or assigned area</li> <li>sit quietly &amp; be ready for class</li> <li>select area to work</li> </ul>		

## Teaching Expectations & Routines

- Develop a Lesson Plan to teach that includes:
  - Model & provide rationale
  - Guided practice
  - Monitor & assess
  - Give positive feedback
    - Give corrective feedback – initial focus on prompting expected behavior
  - Prompt/Pre-correct for Expected Behavior
  - Frequent Teaching & Review until class is fluent

## Video Demonstration of Teaching Routines & Expectations

- Watch video on teaching Expectations & Routines
  - [http://explicitinstruction.org/?page\\_id=75](http://explicitinstruction.org/?page_id=75)
- Identify teaching strategies used to teach
  - Behavioral Expectations & Classroom Routines
- Provide a lesson plan format to use as a guide

## Responding to Misbehavior

## Promoting Simple Routines

- Make it your school Mantra
  - Post it (posters)
  - Say it
  - Encourage it, Prompt it
  - Praise it


**KEEP CALM**  
BRIEF REDIRECT  
**AND TEACH ON**

## Use Alpha Commands when responding to problem behavior

- |   |  |
|---|--|
| <ul style="list-style-type: none"> <li><b>Alpha Commands</b> <ul style="list-style-type: none"> <li>Minimal # of words</li> <li>Clear, concrete &amp; specific</li> <li>Give a reasonable amount of time for behavior to occur</li> </ul> </li> </ul> | <ul style="list-style-type: none"> <li><b>Beta Commands</b> <ul style="list-style-type: none"> <li>Wordy</li> <li>Vague</li> <li>Often convey feelings of frustration or anger</li> <li>May contain many sets of directions</li> </ul> </li> </ul> |
|---|--|

## Alpha v Beta Commands

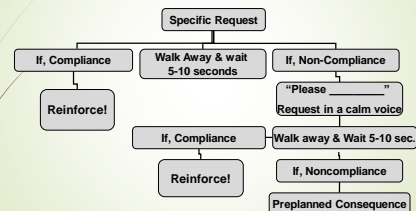
Alpha Commands are Clear & Positive

- "Pick up your chair, sit down, and draw a picture of your favorite animal"

instead of

- "How many times have I told you not to get up out of your seat. Don't you know how to act in this class? I'm getting tired of telling you what to do a hundred times. Now, get to work."

## Have a Routine for Responding to Minor Problem Behavior



## Classroom Systems

### School-wide PBIS

#### Increasing Specific Praise (5 to 1 Ratio)

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→ Classroom Systems

## PBIS Classroom System: Next Steps

- 1) Brief presentation of practice
- 2) Time to individualize practice to fit your classroom, context & needs
- 3) Brief presentation of Self-Monitoring use of your targeted practice
- 4) Time to develop an individualized Self-Monitoring Plan

## Implementation Planning Packet

### 5 to 1 Ratio: Increasing Specific Praise

School-wide Classroom Support 5 to 1 Ratio: Increasing Specific Praise	
<p><b>Comprehensive Self-Assessment Item:</b></p> <p>1. Acknowledging student positive behavior at least 4 times more often than 1 acknowledge student problem behavior.</p> <p><b>Definitions of Acknowledgment of Positive &amp; Problem Behavior:</b></p> <p><b>Acknowledgment:</b> responding to student behavior (verbal or gesture) in a way that provides attention for positive/desired behavior or problem/non-desired behavior. The focus of the acknowledgment determines whether it is a positive (response to desired behavior) or problem (acknowledgment response to non-desired behavior), while the tone and verbiage should always maintain respect for the individual, and demonstrating honor in the type of behavior being acknowledged.</p> <p><b>Global Features of Acknowledgment: 5 to 1 Ratio</b></p> <p>Acknowledgment of Positive Behavior (desired) is most effective if it is immediate, specific, sincere, visible, student-referenced.</p> <ul style="list-style-type: none"> <li>• Immediate</li> <li>• Specific: explicitly describe the desired behavior performed</li> <li>• Sincere: credible and voluntary</li> <li>• Visible: visible and clear; visible academic and behavior praise while group, small group and individual.</li> <li>• Student-relevant: recognize student performance to promote performance and does not compare students to others, acknowledging effort</li> </ul> <p><b>Positive Acknowledgment: Praise examples</b></p> <ul style="list-style-type: none"> <li>• "Excellent job listening and following directions the first time."</li> <li>• "You are so nice and your mouth is open. Thanks for the help today."</li> <li>• "When you completed your work today, you were really on top of it."</li> </ul> <p><b>Standardized Item for Acknowledgment of Positive &amp; Problem Behavior:</b></p> <ol style="list-style-type: none"> <li>1. Identify challenging times, routines and behaviors that occur throughout the day.</li> <li>2. Identify desired behaviors to focus on praising, particularly during challenging times.</li> <li>3. Identify a range of phrases, gestures, methods for acknowledging targeted desired behaviors, particularly during challenging times.</li> <li>4. Practice for desired behaviors: acknowledge individuals or group of students immediately following desired behavior.</li> <li>5. Implement personal groups and monitoring to encourage replacement of corrections with acknowledgment.</li> </ol>	

School-wide Classroom Support 5 to 1 Ratio: Increasing Specific Praise	
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## Definitions of Acknowledgment of Positive & Problem Behavior

- **Acknowledgment:** responding to student behavior (verbal or gesture) in a way that **provides attention** for **positive/desired** behavior or **problem/non-desired** behavior.
- The focus of the acknowledgement determines whether it is a positive (response to desired behavior) or problem acknowledgment (response to non-desired behavior), while the tone and verbiage should always maintain respect for the individual, the determining factor is the type (desired v. non-desired) of the behavior being acknowledged.

## Why Acknowledge Desired Behavior?

- Reinforce the teaching of new behaviors
- Behavior is likely to become a habit and recur in the future only if demonstrating it has been beneficial
- Harness the influence of kids who are showing expected behaviors to encourage the kids who are not
- Strengthen positive behaviors that can compete with problem behavior
- Improve school climate
- Create positive interactions and rapport with students

## 5:1 Ratio

- Pay attention to What you Want to See
- Acknowledge positive behavior 5 times more often that you respond to negative behavior
- Keep it genuine; not the same for all kids
- Negative interactions are not wrong and are sometimes necessary; the key is the ratio
- There is a ceiling effect at 13 to 1 – but we are at very little risk of achieving this in schools; more often we are at 1:1 or even more negatives than positives

## Research on Praise & Acknowledging Positive Behavior

Praise has the strongest research, with increases shown in:

- Students' correct responses
- Work productivity and accuracy
- Academic performance
- On-task behavior and attention
- Compliance, positive comments about self
- Cooperative play

Simonsen, Fairbanks, Briesch, Myers, & Sugai, 2008

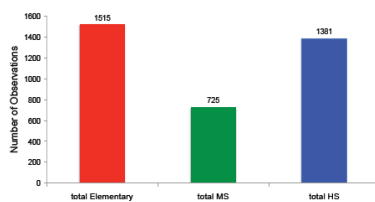
## Critical Features of Acknowledgement

- Acknowledgment of Positive Behavior (praise) is most effective if it is immediate, specific, sincere, varied, student referenced
- **Immediate**
- **Specific:** explicitly describes the desired behavior performed
- **Sincere:** credible and authentic
- **Varied:** varied word choice, varied academic and behavior praise, whole group, small group and individual
- **Student referenced:** compares student performance to previous performance and does not compare students to others; acknowledge effort

## When Acknowledging Positive Behavior

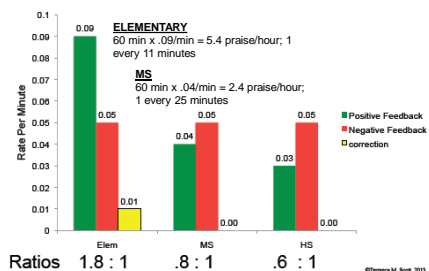
- Identify the **specific behavior** being acknowledged
- Link the behavior to one of the **SW-Rules**
- **GOOD EXAMPLE**
  - "Wow, thank you for **helping to clean up the spill**, that was very **Responsible** of you"
- **NOT AS GOOD**
  - "Thank you, good job!"

## General Education Settings 3621 Observations



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## Feedback



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## Step 1: Identify Challenges & Positive Acknowledgements

**STEP 1:** Identify challenges and positive acknowledgements to replace habitual corrections.  
*As it relates to student behavior – Identify and describe the most challenging part of your day (time/routine/activity) that you would like to improve.*  
 Independent work time at desks, particularly during 6<sup>th</sup> grade Math (2<sup>nd</sup> period)

Describe the behaviors of concern: What are the corrections you usually use?

Describe the preferred behavior: Identify a range of phrases, gestures, methods for

Are there additional steps (e.g. re-teach expectations, PreCorrection, clearer directions) you could take to support student success (increasing your chances for positive responses)?

## FLIP THE RATIO: Trading Negative Acknowledgements for Positive

**STEP 2:** LOOK! Actively scan & monitor setting looking for preferred behaviors & acknowledge  
 Identify specific strategies for acknowledging behavior (particularly as replacements for corrections to FLIP THE RATIO)

**FLIP THE RATIO:**  
 Instead of correcting a student by saying:

I can acknowledge positive behavior of another student (or the group) by saying:

Then if the student turns around their behavior I can acknowledge by:

## Set up Systems to Increase Positive Acknowledgement

- **Good Behavior Game**

Students	Teacher

  - T-chart
  - Teach behavioral expectations
  - Students earn points for positive behavior
  - Teacher gets points for negative behavior
  - Total points at end to determine if "reward" is earned
- Hand out Acknowledgement Tokens or Tallies for positive behavior
  - Individuals or Pre-arranged Groups in the classroom

## PLAN FOR SUPPORTING IMPLEMENTATION

## Ways to Encourage & Monitor your Ratio

- Post a visual reminder to praise students in area viewed frequently
- Praise in Pairs: After praising one student, find another student exhibiting similar behavior to praise
- Acknowledge creatively – use gestures (thumbs up, OK sign, clapping, nod, high five) tangibles (stickers, stars), points toward whole class or individual reward, calling parent to report student success

## Strategies for Self Monitoring

- Index Card Tearing (long side for positive, short side for negative)
- Hash marks on tape on your arm or pant leg
- Golf Counter
- Move Pennies or paperclips from one pocket to other based positive & negative acknowledgements

## Step 3: Self-Monitoring Plan

**STEP 3:** Develop a plan for Self-Monitoring to build your habit of using specific praise and acknowledgement. It is important these strategies work for you personally.

<b>Self-Monitoring:</b>	Counter	Tally on tape bracelet	paperclips in pocket	Tear in 3x5 card
<b>Additional Strategies to prompt use of specific praise:</b>				
	Send out Tickets Taken	Tally systems (e.g. Good Behavior Game)		

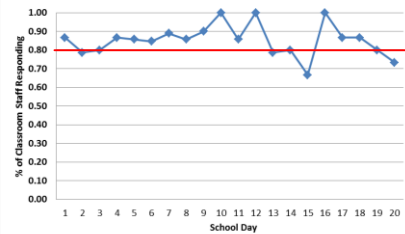
## Team & School-wide Supports

- **Team Supports** (e.g. Dept., Grade Level, PLC)
  - Make Classroom improvement a regular part of meetings and activities
  - Begin meeting w/ 2 minute check:
    - Check-in, share ideas & give feedback to:
    - Encourage implementation
    - Check-in, problem solve, enhance implementation
- **School-wide Supports**
  - Reminder on Morning announcements
  - Regular review/check-in at staff meeting
    - Rewards for implementers
    - Recognize your Buddy
    - Recognize someone you observed engage in the practice
  - Daily or weekly implementation checks
    - via email link
    - Put sticker on staff board to rate implementation

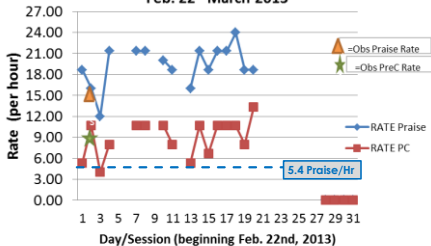
## How are you collecting self-monitoring data?

- Golf counter = 5
- Tally marks = 16
  - Sticky note on arm = 1
  - Sticky note on back of name tag = 4
  - Sticky note on table = 1
  - Tally sheet = 8
  - On the board = 2
- Paper Clip System = 1
- Tears on paper = 1

## Percent of Classroom Teaching Staff Providing Self Monitoring Data (n=15 classroom staff GenEd & SPED)



## Praise & PreCorrection Rates (per hour) 4<sup>th</sup>/5<sup>th</sup> Teacher 1 Feb. 22 - March 2013



**4/25/2017**

From: [Redacted]  
To: [Redacted]  
Subject: [Redacted]

Let's recognize the staff members with both 80% and 100% data collection for this data period. Please feel free to get super excited to keep this work going.

**100% Participation**

Best Team Participation

80% - 8th Grade Team  
70% - 3rd Grade Team  
10% - Second Grade Team

Important Note: I would still recognize with some sort of praise, gift card, prize for those teams who had 70% participation. That is still awesome. Let's consider setting a building goal of 75%. Our current school-wide participation is 40%.

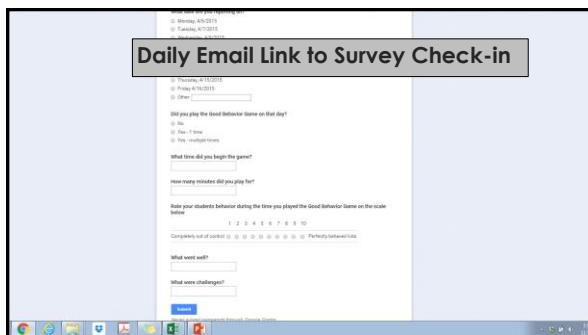
Remember to collect observational feedback. I would like to come in on the last week of March to join some observations. Please let me know a day that works for you.

Thank you very much,  
[Redacted]



## Self-Monitoring & Goal Setting in PLCs

- Collect 2-3 days of baseline data before setting a goal



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- Banaji, M., & Helpletz, L. (2010). Attitudes. In S. Fiske, D. Gilbert, & G. Lindzey (Eds.), *Handbook of social psychology*, 5th edition (pp. 348-388). New York: Wiley.
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