

Introduction

Review of Literature

Research shows that teachers who receive individualized performance feedback demonstrate increased rates of treatment integrity, resulting in positive outcomes for students (DiGennaro, Martens, & Kleinmann, 2007; DiGennaro, Martens, & McIntyre, 2005). Because schools are often strapped for resources, including both staff (e.g., coaches) and time (e.g., to provide individualized feedback to all teachers observed), a team-based feedback approach may be a potentially effective alternative to individual performance feedback. The current literature on team-based performance feedback in educational settings is scarce; however, there is some evidence to show that team-based performance feedback can be effective for improving staff performance in other “helping” professions (Perrin, Fredrick, & Klick, 2016).

Purpose:

❖ The purpose of this research was to examine the effect of a team-based public posting approach to performance feedback on classroom staff’s implementation of evidence-based classroom management skills.

Research Questions:

- 1) Following an initial training, will the use of team-based publically posted feedback improve classroom staff’s implementation of classroom management skills compared to baseline?
- 2) If so, will classroom staff maintain acceptable levels of implementation over time?

Method

Setting & Participants

- ❖ Alternative high school educational setting for students with emotional and behavioral disorders
- ❖ Coaches included five teachers
- ❖ Coachees included classroom teachers in behavior program ($N = 10$) and their instructional assistants

Measures

Devereux Classroom Observation Tool (DCOT):

- ❖ Used to assess staff implementation of effective classroom management skills
- ❖ Skills observed included:
 1. Using a Lesson Agenda
 2. Processing Students’ Point Cards
 3. Conducting Effective Transitions
- ❖ Coaches used the tool to observe all skills in all classrooms weekly during both baseline and intervention phases

Procedures

Training of Coaches

- ❖ Coaches were trained on the classroom management skills, the DCOT, and feedback procedures
- ❖ Reliability training was conducted until each coach scored a minimum of 80% agreement on each skill

Training of Classroom Staff

- ❖ Three separate trainings for each of the target skills were staggered over time, each lasting about 20 min
- ❖ Trainings included: steps for implementation, examples, and self-assessments of current implementation
- ❖ Classroom Agreements were completed for each skill, clarifying staff members’ respective roles

Performance Feedback

- ❖ Team-Based Public Posting Phase
 - A graph displaying percentage of steps completed, aggregated by team, was posted in the staff lounge each week for four weeks (one graph for each team)
- ❖ Maintenance & Individual Feedback Phase
 - Pre-determined decision rules outlined criteria for “mastery,” which identified classroom teams in need of more individualized performance feedback

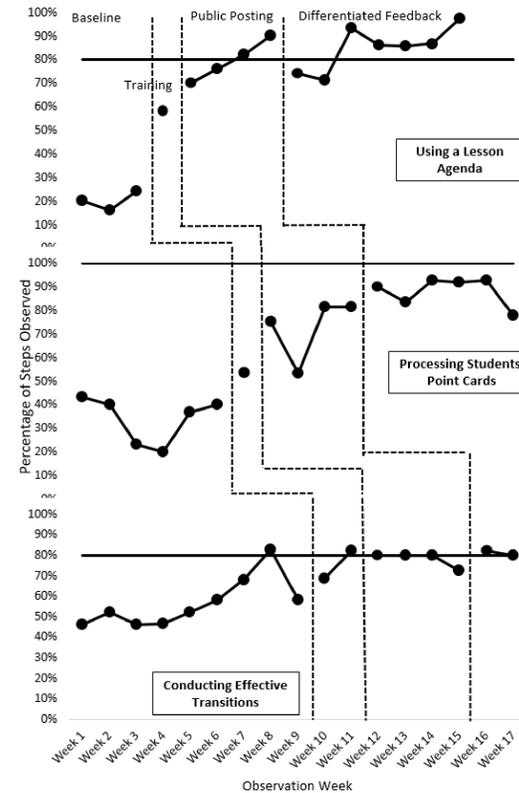
Intervention Acceptability

- ❖ Intervention acceptability was completed by coaches and classroom staff at the completion of the study using a modified version of the Treatment Evaluation Inventory (Kelley, Heffer, Gresham, & Elliott, 1989)

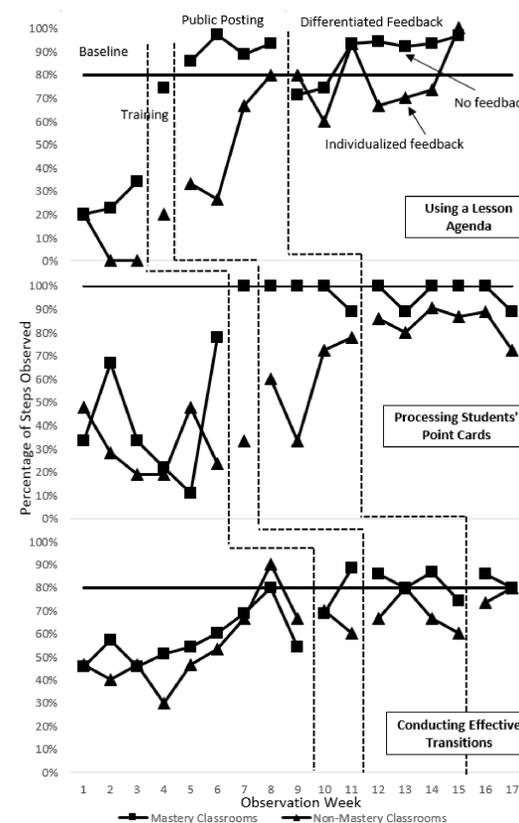
Research Design

- ❖ Single case, multiple baseline design across skills
- ❖ Visual analysis of graphic data was used to analyze the classroom staff’s implementation of effective classroom management skills. These analyses included inspection of the following: level, immediacy of effect, trend, variability, and overlap

Aggregated Results



Mastery vs. Non-Mastery Results



Data by Skill

Using a Lesson Agenda

	N	Training Alone		Public Posting		Maintenance		Ind. Feedback	
		Range	Mean	Range	Mean	Range	Mean	Range	Mean
Mastery	7	20-100%	74%	80-95%	91%	60-97%	88%	NA	NA
Non-Mastery	3	0-60%	20%	40-55%	52%	NA	NA	74-83%	78%

Processing Students’ Point Cards

	N	Training Alone		Public Posting		Maintenance		Ind. Feedback	
		Range	Mean	Range	Mean	Range	Mean	Range	Mean
Mastery	3	100%	100%	92-100%	97%	93-100%	96%	NA	NA
Non-Mastery	7*	0-100%	33%	25-84%	61%	NA	NA	45-100%	84%

Conducting Effective Transitions

	N	Training Alone		Public Posting		Maintenance		Ind. Feedback	
		Range	Mean	Range	Mean	Range	Mean	Range	Mean
Mastery	7	60-100%	79%	70-93%	82%	50-100%	83%	NA	NA
Non-Mastery	3*	40-80%	65%	60-75%	68%	NA	NA	60-90%	77%

Discussion

Overview of the Findings

- ❖ Results suggest a functional relationship between training + publicly-posted performance feedback and increased implementation of evidence-based classroom management strategies
- ❖ Classroom staff demonstrated higher levels of skill implementation during public posting than during baseline and training alone
- ❖ Percentage of non-overlapping data (PND) was 100% for Lesson Agenda and Point Cards
 - Although there was overlap in the Conducting Effective Transitions data, staff maintained higher, more stable levels of responding during public posting than during baseline
- ❖ During the maintenance and individual feedback phase, classroom staff were able to maintain levels of implementation at or above levels demonstrated during public posting with stable or increasing trends

Limitations

- ❖ Student data was not analyzed due to issues with the school’s data collection system
- ❖ Baseline data for Conducting Effective Transitions demonstrated an increasing trend over time
 - ❖ Processing Point Cards and Conducting Effective Transitions may be more similar than originally thought, as classroom staff demonstrated increased responding in transitions around the time when training and feedback began for Processing Point Cards. Processing Point Cards occurs at the end of the class period. It may be that when staff began completing point cards more effectively at the end of the period, their end-of-period transition routines naturally became more effective
- ❖ Limited inter-observer reliability data
- ❖ Inability to control whether coaches and coachees had informal conversations regarding skill implementation during public posting phase

Lessons Learned and Practice Implications

- ❖ Although coaching was specifically focused on the classroom level, there was a larger impact on the whole school as systems were put into place to support implementation of effective classroom management strategies (e.g., installing a white board in the gym; clarifying roles and responsibilities of various staff members in the classroom; etc.)
- ❖ The coaching process also sparked conversations and problem solving around existing components of the building’s PBIS system (e.g., expectations for students carrying point cards; data monitoring; etc.)
- ❖ A tiered approach to coaching and feedback may be an efficient way to allocate resources to best meet the needs of classroom staff. For example, if all staff receive training, data may indicate that some individuals improve from training alone (Tier 1). A subset of staff may need minimal feedback to achieve desired outcomes (Tier 2), while a smaller group may need more intensive coaching supports (Tier 3).