Georgia’s PBIS Endorsement: Standards and Coursework

Kymberly Harris, Ph.D.
Georgia Southern University

Rob Sumowski, Ed.D.
Georgia College & State University
THE GEORGIA STORY....

GEORGIA

...on my mind
Why is it so important that Georgia teachers have PBIS training?

Sixty percent (60%) of Georgia’s 181 LEA’s now have active PBIS district teams.
Schools Trained: Georgia is a national leader in both the number of schools trained in PBIS and those implementing with fidelity.
680,000+ students (39%) live and breath in PBIS schools, an increase of over 400,000 students since 2015.
STEPS THE PARTNERSHIP TOOK: It began with mutual appreciation

You're the best. No, you're the best.
Early Years of Partnership

● FIRST MEETING: DECEMBER, 2015

● Meeting between stakeholders from the Georgia Department of Education, Georgia College & State University, and Georgia Southern University

● SECOND MEETING: OCTOBER 2016

● Purpose: Conversation about next steps toward a certificate and a PSC ENDORSEMENT
Key Questions for Each University

- What is our purpose, vision, and target audience?
- What would a multi-course series look like?
- What are ways in which necessary content could be divided among the three courses?
Different Sets of Needs: GSU’s and GCSU’s Targeted Audiences

- The partners agreed from the outset that each university would design a course series to best suit its unique targeted audience.

- **Carnegie Classification**
  - Georgia Southern is classified as an R2: Doctoral Universities – High research activity.
  - Georgia College and State is classified as Master's Colleges & Universities: Larger Programs.

- **Georgia Southern University** focused on aspiring teacher-leaders and those interested in becoming coaches and district coordinators.

- **Georgia College & State University** focused on masters-level students planning to teach in PK-12 classrooms.
Georgia Professional Standards Commission
Teaching Certificate Endorsement

Timeline December 2015-January 2019

- Planning
- Course Debuts
- Submitted to GaPSC
- GaPSC Declines
- GaDOE PBIS Reengagement
- GaPSC Subcommittee
- GaPSC Task Force
- GaPSC Rules
- GaPSC Approval

- Dec 2015
- June 2016
- Oct. 2017
- Feb. 2018
- March 2018
- April 2018
- June 2018
- Oct. 2018
- Jan 2019
Trailblazing: Standards? What Standards?

- **JUNE 2018:** Task Force Subcommittee of PSC created set of proposed standards
- Challenges of being the first entity in the U.S. to create a PBIS Teaching Certificate Endorsement
- Standards created based on existing research, DOE professional development and practices found within schools
Guidance for Standards

Along with the creation of standards, a guidance document would be needed to assist all statewide entities who were interested in providing endorsement

- Guidance Document Task Force created to address guidance document
- Regional Education Support Association (RESA) to created professional development for CEU
- Other universities to offer coursework to create “add on” within existing programs of study
- Stand alone and embedded in graduate programs
Georgia PBIS Endorsement Standards

Category 1- Foundations of PBIS

- Competencies
  - Understanding the role of school culture and climate in student success and effective behavior management;
  - Knowledge of interconnected systems framework (e.g., mental health, trauma-induced care, suicide prevention).
  - Understanding of behavioral principles, including schedules of reinforcement and punishment, operant conditioning, and teaching strategies of proactive behavior management;
  - Knowledge of the origins of the tiered public health prevention model and the connection to a tiered behavior supports framework
Category 2 - School Wide Positive Behavior Support (SWPBIS)

- Competencies
  - Team-based implementation in the context of tertiary systems;
  - Discipline through the PBIS lens
  - Identification of critical features of School-Wide Positive Behavior Interventions and Supports through the universally-recognized Critical Elements of PBIS
  - Assessment of Critical Elements at the SW Level (e.g., TFI, BoQ, SAS, SET)
Category 3 – Data-Based Decision-Making

- Competencies
  - Development of an understanding of data collection systems and/or use of current student information systems (e.g., SWIS, Infinite Campus, PowerSchool, etc.)
  - Use of data to determine evidence-based practice for behavioral interventions;
  - Understanding of behavior in context, including the development of precision statements based upon classroom, school-wide and district data
  - Knowledge of discipline data (office referrals, OSS, ISS) to address disproportionality.
Category 4 - Multi-Tiered Systems of Support (MTSS)

● Competencies
  ○ Universal
    ■ Development of skills required for positive school-wide, classroom, and individual behavior management
    ■ Definition and rationale
    ■ Evidence-based practices
    ■ Assessment practices
  ○ Targeted
    ■ Definition and rationale
    ■ Evidence-based practices
    ■ Assessment and screening
  ○ Intensive
    ■ Students will demonstrate the application of “functional behavioral assessment” and “behavior support planning” in the context of Intensive Systems
    ■ Definition and rationale
    ■ Evidence-based practices
    ■ Assessment practices
Category 5 - Creating Positive Learning Environments

- Competencies
  - PBIS classroom management
    - Maximize structure
    - Teach expectations, rules and procedures
    - Actively engage students
    - Acknowledge appropriate behavior
    - Respond to inappropriate behavior
  - Culturally responsive practices
    - Using students’ cultures and experiences to enhance their participation in the classroom culture;
    - Provide all students with access to effective instruction and adequate resources for learning.
The Importance of Collaboration

- The components that moved this original idea into a concrete set of standards is an example of:
  - The importance of PBIS to the state
  - The willingness to examine how partnerships can work toward improving school climate for all Georgia schools
  - The connectedness of PBIS stakeholders in P-12, IHE, the GaDOE, and the state organization (GAPBS) across Georgia
GCSU’s Three-Course Series in PBIS
Targeting PK-12 Classroom Teachers:

- Course I- EDEX 6123 Introduction to Positive Behavioral Interventions and Supports
- Course II- EDEX 6124 Positive Behavioral Interventions and Supports in the Classroom
- Course III- EDEX 6125 Implementation of Positive Behavioral Interventions and Supports at the Tier III Level
Content of GCSU courses

Major Course Assessments:

Course I: PBIS School-Wide Program Design Project in which students design a pilot school-wide PBIS program from scratch

Course II: PBIS Classroom Design Project in which students will design a PBIS-based classroom from top to bottom

Course III: Tier III Intervention Project in which students choose a real-world student, identify a target behavior, collect data, and then complete an FBA and BIP
Georgia Southern’s Multi-Course Series in PBIS

- Course I - PBIS 8130 Critical Issues in PBIS
- Course II - PBIS 8839 Data Collection in PBIS
- Course III - PBIS 8838 Administration in PBIS
Content of GSU courses

**Major Course Assessments:**

**Course I: Student Health Survey analysis** of data collected by GaDOE and Georgia Appleseed for design of tiered interventions.

**Course II: Data Collection** for both class-wide and school wide PBIS; specific analysis of district, school and class data

**Course III: Ethics Case study:** students provided ethical dilemma involving discipline; use of PBIS Standards, Georgia Code of Ethics for Educators for resolution options.
Cohort Characteristics

Georgia College:

● Initial Stand-Alone Endorsement Cohort: 4 students
● As a component of Middle Grades MAT program: 40 students have taken Course I
● Endorsement integrated into Special Education M. Ed. Program beginning Summer 2020: 15-20 students projected

Georgia Southern:

● 20+ teachers who have completed coursework required for PBIS endorsement (three courses).
  ○ Majority of teachers serve on school PBIS team
  ○ Several course sections contain entire school PBIS team seeking endorsement
THANKS FOR DROPPING IN ON GEORGIA!
Here’s the day the endorsement passed!

Dr. Kymberly Harris

Dr. Rob Sumowski