12th Annual New England PBIS Forum:
The Importance of School Administrator’s Leadership when Implementing PBIS

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scp-pbis.com
Presentation plan

• Quebec educational context
• Our area of research
• PBIS Implementation
• SET Results
• Effective schools
• Results
• School principal Leadership
• Next steps
Quebec Educational Context
Quebec education context: stakes and challenges
Towards a unified mobilization

The Quebec education system went through different transformations over time. Those transformations were inspired, on one side by sociological ideologies of the twentieth and twenty-first century, and on the other side by research findings in Quebec as well as around the world. Many researchers focused their efforts on academic perseverance and achievement. Recommendations stemming from their work are guiding the elaboration of the Quebec government action planning. Three recommendations are unanimous:

• The recognition of the importance of the roles played by parents and members of the community in valorizing education as well as guiding youth.

• Early identification of potential issues throughout school attendance years as well as adapted interventions for every student and environment.

• Actions influencing reading and math learning, and on those influencing behaviour, interpersonal relations and life habits, and, finally, academic and non-academic student involvement (engagement).

In order to engage in this direction, the Quebec Ministry of Education proposes a concerted mobilization of all involved in the world of education in order to have concrete actions in classrooms, schools, with families and with communities.
Classe ordinaire et cheminement particulier de formation temporaire

Analyse du cheminement scolaire des élèves en difficulté d'adaptation ou d'apprentissage à leur arrivée au secondaire

Québec
« After five years in High School, students 12 and 13 years old integrated with an identified EBD at admission are 2 times less likely to obtain a High School diploma than the students identified as having mild to severe learning disabilities. Not withstanding the services provided to them when they integrated High School, students with an EBD do abandon school before getting a diploma in higher numbers (Table 10 and 11) ». (MELS, 2006, p. 20)
Context

• Students experiencing learning difficulties very often experience behavioral difficulties and vice versa (Lane et al., 2002; Nelson et al., 2004).

A few interesting facts:

• 38% of students with an emotional and behavioral disorder (EBD) repeated at least one grade before they get to High School (Wagner, Kutash, Duchnowski, Epstein, & Sumi, 2005);
• The majority of students with EBD are academically behind by 1.5 to 3 years in comparison with students the same age (Coutinho, 1986, Trout, Nordness, Pierce, & Epstein, 2003);
• Nelson, Benner, Lane and Smith (2004) report that 83% of students with EBD demonstrate reading difficulties (when they are evaluated with standardized reading tests).
Contextual fit

At-risk student

↓

Behaviour → Learning

Address behaviour – YES – but also address learning


Our area of research

• Effective teaching

• Effective schools
Implantation du Soutien au comportement positif (SCP) dans les écoles québécoises: Influence des directions d'écoles

Steve Bissonnette and Normand St-Georges

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The online version of this article can be found at:
http://cjs.sagepub.com/content/29/3/177
Our PBIS implementation process for the province of Quebec
System sustainability

- Agreement with school boards we work with to designate individuals and free up time in their schedule to train with the external coach (trainer) in order to become self-sufficient

- All training activities are provided by the external coach and shadowed by these individuals for the first year.

- Trainees gradually take over coaching responsibilities within the first 2 years.
Introduction and initial training of new PBIS schools

• New PBIS schools
  ✓ PBIS presentation to school principals
    • Need to advise us of interest to have the system presented to school team for the purpose of establishing commitment
  ✓ PBIS presentation to school personnel
    • Secret vote of commitment (need 80%)
    • School principal leadership evaluation from school personnel (need 3,2 out of 4)
Introduction and initial training of new PBIS schools (cont.)

✔ 4 to 5 days of training with PBIS committee members of each new PBIS school in April
  • Presentation of the PBIS system
  • Create all components of the school system
    • Choose values to be promoted
    • Create list of expected behaviours in line with values
    • Create lesson plans for teaching expected behaviours
    • Create reward system
    • Create system to manage misbehaviour
    • Create communication and data collection tools
  • Create guide for school personnel
PBIS team sustainability

- Monthly PBIS committee meetings with external coach present.
- Team Implementation Checklist used monthly
- School-Wide Evaluation Tool (SET) and other evaluation tools used yearly
- Addition to the SET used yearly
Our Early School-Wide Evaluation Tool (SET) Results
Positive Behavioral Interventions and Supports (PBIS)

• A first assessment of the implementation of PBIS in French schools (6 elementary schools and 2 secondary schools);

• Assessment tools used were:
  1. The School-Wide Evaluation Tool (SET),
  2. Monthly reports completed by PBIS team,
  3. An interview with the PBIS coach.
U.S. Implementation Data

Frank and colleagues (2009), who analyzed data from 890 U.S. schools, shows that on average 61 % of schools, trained in the PBIS, have implemented the system successfully during their first year of application (tool used: SET).

SET results for 2011-2012

SET Results for 11-12 / Leadership not evaluated

1 2 3 4 5 6 1a 2b

Global 12
Specific 12
PBIS in 8 Quebec French schools for 2011-2012

The SET results

50% School % which did not meet baseline
50% School % which met baseline
PBIS in 8 Quebec French schools

Implementation results in Quebec schools, as per SET scores, are lower than those obtained in schools in the United-States, **despite a level of coaching and support far greater than usually in place in the USA!**

**Why?**
Effective Schools
Effective schools characteristics

School principal strong leadership capacity (shared leadership)

High expectations for all students

Safe, predictable, organized environment and positive school climate

Teaching time prioritized and preserved

Priority on core subject matters

Parents’ involvement

Established goals and consistent regulation

Celebrate academic success

Reading difficulties and behavioural problems prevention program in pre-school and first cycle of elementary school

Harmonized teaching practices
Effective schools characteristics

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Safe, predictable, organized environment and positive school climate

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Celebrate academic success

Reading difficulties and behavioural problems prevention program in pre-school and first cycle of elementary school
When we analyzed the monthly reports and did the interview with the PBIS coach, we found:

PBIS implementation level is directly linked with the strength of the school principal leadership or his or her management team’s!

1. High school principal leadership capacity which is recognised by staff members = high quality of PBIS implementation!

2. Poor school principal leadership capacity which is recognized by staff members = low level of quality of PBIS implementation.
School Turnarounds: Evidence from the 2009 Stimulus
Thomas Dee
NBER Working Paper No. 17990
April 2012
JEL No. H52.12

ABSTRACT

The American Recovery and Reinvestment Act of 2009 (ARRA) targeted substantial School Improvement Grants (SIGs) to the nation’s “persistently lowest achieving” public schools (i.e., up to $2 million per school annually over 3 years) but required schools accepting these awards to implement a federally prescribed school-reform model. Schools that met the “lowest-achieving” and “lack of progress” thresholds within their state had prioritized eligibility for these SIG-funded interventions. Using data from California, this study leverages these two discontinuous eligibility rules to identify the effects of SIG-funded whole-school reforms. The results based on these “fuzzy” regression-discontinuity designs indicate that there were significant improvements in the test-based performance of schools on the “lowest-achieving” margin but not among schools on the “lack of progress” margin. Complementary panel-based estimates suggest that these improvements were largely concentrated among schools adopting the federal “turnaround” model, which compels more drastic staff turnover.

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Proposed measures

• « Specific strategies for “turning around” chronically low-performing schools have become prominent, with the U.S. Department of Education enacting policies to promote four school improvement models that include “fundamental, comprehensive changes in leadership, staffing, and governance” (State Fiscal Stabilization Fund Program: Final Rule, 2009, p. 58462). Spurred by federal grants and incentive programs, states and districts are attempting to catalyze rapid improvement in the lowest-performing schools through efforts that range from replacing principals, to firing the entire staff, to closing schools entirely. »
Efficient schools characteristics

School principal’s strong leadership
Recueil de pratiques des directions d’écoles secondaires favorisant la réussite des élèves

Pierre Colerette, professeur associé
Daniel Pelletier, professeur
Gilles Turcotte, consultant de recherche

http://www.ctreq.qc.ca/wp-content/uploads/2013/10/Recueil-Pratiques-de-gestion-favorisant-la-r%C3%A9ussite-des-élèves.pdf
Recueil de pratiques des directions d'écoles secondaires favorisant la réussite des élèves

Globalement, les grands constats suivants ressortent :

- les pratiques de la direction qui contribuent le plus à réduire le taux d'échec sont celles qui mettent l'accent sur les pratiques pédagogiques et sur le suivi des résultats des élèves;
- celles qui contribuent le plus à hausser les résultats scolaires des élèves, sont celles qui visent à instaurer et à maintenir un milieu de vie harmonieux et respectueux pour les élèves;
- un personnel enseignant qui accorde plus d'importance à la qualité de son cadre de travail qu'à ses pratiques pédagogiques ou au suivi des résultats des élèves tend à nuire aux résultats des élèves ou à accroître le risque d'échec.
Translation

• Globally, the following conclusions are drawn:
  ➢ School principal practices which contributes the most in *reducing student failure rate* are those which emphasize proper educational practices and student grades follow-up.
  ➢ School principal practices which contributes the most in *increasing student's marks* are those aiming at creating and maintaining a respectful and harmonious environment for students.
  ➢ A school teaching staff which pays more attention to their working condition than their teaching practices or the follow-up of students results tends to *affect negatively student’s outcomes* or to *increase student’s failure risk*. 
In our context, PBIS quality of implementation is directly linked with the strength of the school principal leadership and his or her management team’s!

It is therefore necessary to measure the strength of the school principal’s and his or her team’s leadership before we implement PBIS (SCP)!
We are asking you to use the scale provided to give us your personal assessment of each statement contained in this document in order to share your view of the work related behaviours of your school principal and the management team of your school:

<table>
<thead>
<tr>
<th></th>
<th>1 Totally disagree</th>
<th>2 Somewhat disagree</th>
<th>3 Somewhat agree</th>
<th>4 Totally agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>He/she intervenes as soon as a complaint is formulated.</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>2</td>
<td>He/she suggests new ways and strategies to do things.</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>3</td>
<td>He/she respects opinions different from his/her own.</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>4</td>
<td>He/she particularly recognises and values good quality work.</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>5</td>
<td>He/she isolates himself/herself in his/her office.</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>6</td>
<td>He/she is passionate about his/her job.</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>7</td>
<td>He/she makes sure correctives actions are undertaken when he/she observes a team member experiencing difficulties in their work.</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>8</td>
<td>He/she is absent in times of need.</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>9</td>
<td>He/she supports staff team members in need of help.</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>10</td>
<td>He/she postpones decision-making.</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>11</td>
<td>He/she communicates his vision for the school</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>12</td>
<td>He/she involves staff members in the problem resolution process.</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>13</td>
<td>He/she ensures task follow-up in order to detect problems and, if needed, put in place corrective actions.</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>14</td>
<td>He/she intervenes with staff members that are not following organisational rules and procedures.</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>15</td>
<td>He/she considers staff members needs when making decisions.</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
</tbody>
</table>

Leadership evaluation

• All staff member complete the evaluation questionnaire anonymously.
• An average global score of all completed questionnaire is established (x/15).
• We established a minimal global cut-off score of 3.2 out of 4 in order for schools to be considered for PBIS implementation.
Since September of 2012:

• An assessment of the school principal’s leadership is completed in all schools implementing PBIS in the province of Quebec.
• All school, (n=8) which have completed one or two full years of implementation, as well as the leadership evaluation, are deemed to implement PBIS successfully as per their SET evaluation (June 2013 and January 2014).
• Therefore; 100% of new schools implement PBIS successfully.
SET results for 2012-2014

SET Scores for 12-13 and 13-14 / Leadership evaluated

- Global 13
- Specific 13
- Global 14
- Specific 14
Even more interesting!
SET results for 2011-2012

SET Results for 11-12 / Leadership not evaluated

Leadership not evaluated
SET results for 2011-2013

SET Results for 11-12 and 12-13 / Leadership not evaluated

School principal changed in year 2
Conclusion

• We believe so strongly in the importance of evaluating school principal’s leadership that we made it an essential implementation condition and a pre-requisite in every school in Quebec.

• Since then, every school we trained achieved at least 80% on both index of the SET.
Future research:

• Can we determine that the implementation success obtained in school (n=8) since September 2012 are completely tributary to the fact that leadership was evaluated?
  • We can’t make that determination for sure.
  • We can, nevertheless, affirm that available research on effective schools as well as: 1. the positive results obtained in our new schools since 2012 and 2. the fact that implementation fidelity increased in the initial schools (2011) when a new school principal took over, suggest we should continue this type of evaluation process.
  • We will have more schools implementing in the years to come and will be continue accumulating data on SET results.
Information on the PBIS-SCP Canadian Network

http://scp-pbis.com
Informations

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