

Wise Ways

All teachers invite valid and reliable Learning Supports identified by their school leadership into their classrooms including but not limited to programs/strategies, co-teaching opportunities, and consultation. (CL9)

Evidence Review:

Researchers have identified core implementation components that support practitioners, such as teachers, in high-fidelity behavior. These components (also called “implementation drivers”) include but are not limited to: in-service training, ongoing coaching and consultation. In a meta-analysis of research on training and coaching, Joyce and Showers (2002) found that training with or without demonstration, practice and feedback had little to no impact on teacher behavior. However, when on-the-job coaching was also present, 95% of participants demonstrated increases in knowledge, skill demonstration, and implementation of the innovation in the classroom with students. Joyce & Showers also found that full support and participation of school administrators is necessary for successful implementation. In addition, implementation also works best with teachers who are willing and able to be fully involved.

Source: Fixsen, D. et. al (2005), Implementation Research: A Synthesis of the Literature

Evidence Review:

Relational trust is foundational for school professionals, parents, and community leaders to initiate and sustain efforts at building the essential supports for school improvement. When relational trust is present and school personnel feel supported, they feel safe to try new practices and reach out to parents. A longitudinal study of over 400 elementary schools in Chicago found that relational trust can be established through respectful interactions, personal regard for others, and the demonstration of competence in core role responsibilities and personal integrity. The following behaviors were present in schools with high levels of relational trust:

- genuine listening to what each person has to say and taking other people’s views into account in subsequent actions;
- when disagreements occur, opinions were respected;
- people extending themselves beyond the formal requirements of a job definition or a union contract;
- transparency;
- reaching out to others;
- competency in core role responsibilities; and
- follow through on commitments.

Source: Anthony S. Bryk and Barbara Schneider, Trust in Schools: A Core Resource for School Reform. March 2003 | Volume 60 | Number

Evidence Review:

Collegiality

As Christine Villani (1996) notes:

Collegial behavior is demonstrated by teachers who are supportive of one another. They openly enjoy professional interactions, are respectful and courteous of each other’s needs. (p. 44)

Fullan and Hargreaves (1996) warn that collegiality cannot be “contrived” by requiring teachers to plan together or consult together, to engage in peer coaching, or the like. Rather, collegiality is characterized by authentic interactions that are professional in nature. According to Fullan and Hargreaves, these behaviors include:

- openly sharing failures and mistakes,

- demonstrating respect for each other, and
- constructively analyzing and criticizing practices and procedures.

In effect, collegiality is characterized by tacit norms of professional behavior (Deal & Peterson, 1990; Lortie, 1975).

Source: Marzano, *What Works in Schools*, pp. 61-62, 2003

Evidence Review:

Researchers have found that teachers who develop relationships with professional colleagues for guidance and support are more likely to implement new practices and successfully address behavior problems in the classroom. Trusting peer relationships can occur through informal interactions, collaborative learning teams, mentoring, and peer coaching. Mentors and peer coaches often assist their colleagues by conducting observations, suggesting innovative strategies and techniques, and providing an environment conducive to trying new approaches. Studies have shown the positive impact mentoring and coaching have on attrition, teachers' attitudes and perceptions, procedural changes, student engagement, and students' social relationships. Collaborative learning teams have contributed to positive student social and behavioral outcomes.

Consultation with behavioral experts has also had a positive impact on student achievement and behavior. In a randomized controlled trial, Dunson et al., (1994) confirmed the effectiveness of teachers' consulting with behavioral experts in altering teachers' perceptions of student's disruptive behavior and in reducing behavior problems among students who exhibit inattentive and disruptive behaviors.

Source- IES Practice Guide for Reducing Behavior Problems in the Elementary School Classroom

References and Other Resources

- Dunson, R., Hughes, J., & Jackson, T. (1994). Effect of behavioral consultation on student and teacher behavior. *Journal of School Psychology, 32*, 247–66.
- Joyce, B., & Showers, B. (2002). *Student Achievement Through Staff Development (3rd ed.)*. Alexandria, VA: Association for Supervision and Curriculum Development.