

HARRISBURG SCHOOL DISTRICT

REPORTING FORM FOR MONTHLY PATHS IMPLEMENTATION RATINGS

MONTH OF RATING YEAR

GRADE TEACHER ID

CONSULTATION MODEL 1 = 1st year PATHS 2 = 2nd year PATHS 3 = 3 or more years of PATHS
 Weekly visits 1 to 2 visits/month Monthly visits

- # of lessons from manual taught by teacher this month
- # of lessons from manual taught by coordinator this month
- Number of generalization activities from manual taught this month (i.e. PKD, Problem Solving Meeting)
- Number of supplemental/integration activities taught this month (i.e. integration into academic lesson, reading a book to illustrate PATHS lesson, etc.)
- Please rate the extent to which you feel the teacher is going beyond the use of PATHS lessons and generalization techniques provided with the manual to integrate PATHS into the academic curriculum.
 1 - has considerable difficulty 2 - has some difficulty 3 - does pretty well 4 - highly skilled

- # of planned observations for month
- # of direct observations completed for month
- # of observation cancellations for month

- Reason code for cancellation **A:** Unscheduled school closing (weather)
- Reason code for cancellation **B:** Special activity (assembly, specials, field trip)
- Reason code for cancellation **C:** Teacher absent due to illness, training, etc.
- Reason code for cancellation **D:** Classroom schedule change
- Reason code for cancellation **E:** Unscheduled emergency (i.e. disaster drill, child emergency)
- Reason code for cancellation **F:** Classroom visitor/observer
- Reason code for cancellation **G:** Consultant absent due to illness, training, etc.
- Reason code for cancellation **H:** Coordinator had to cancel
- Reason code for cancellation **I:** Miscellaneous reason for cancellation

Were parent materials from curriculum sent home? Yes No N/A

Were HOPE parent activities sent home? Yes No N/A

Were supplemental teacher-created PATHS materials sent home? Yes No N/A

RATINGS:

- ITEM 1 ITEM 3 ITEM 5
- ITEM 2 ITEM 4 ITEM 6

PATHS COORDINATOR MANUAL FOR MONTHLY PATHS REPORTING

There are two aspects of the PATHS Curriculum Implementation on which the PATHS Coordinator should keep regular records. The first is documentation of lessons accomplished and teacher contact. The second is ratings of quality of implementation.

The following procedure is suggested:

- The PATHS Coordinator would hand in one form once per month on each teacher
- Each form would cover one teacher for the month (4 weeks)
- It would include two sections
 - A. Documentation of Lessons and Contact
 - B. Ratings of Quality of Implementation

2. Lessons and Teacher contact

- A. # of PATHS sessions taught this month
- B. # of Highest Lesson Completed this month
- C. # of direct observations this month

The PATHS Coordinator would keep records of lessons and contact with them during the month and complete the information after meeting with the teachers (either weekly or bi-weekly). We want to make sure it is not done once/month retrospectively.

Ratings of Quality of Implementation

Attached are the descriptions of the ratings that PATHS Coordinator completes for each classroom for which they serve as the consultant. These ratings are completed monthly. These ratings should be completed on the attached rating sheet (Answer Form for End-Of-Term PATHS Ratings).

1. Teaching of PATHS Concepts

- 1 - Has considerable difficulty - Teacher does a general substandard job in teaching the PATHS Lessons. They are done without adequate preparation, they are presented inflexibly. Key concepts are not well-defined and confusion is sometimes present. There has been little progress over the fall.
- 2 - Has some difficulty - Teacher does a less than adequate job of presenting the lessons. The teacher appears somewhat prepared, but there is sometimes confusion, lack of

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flexibility in problem-solving, or in the appropriate teaching of emotion concepts. There is some progress apparent, but much more is needed.

3 - **Does pretty well** - The teacher is usually well-prepared, flexible and presents material to the class in a way that is clear and interesting. The teacher is able to clearly understand and present concepts in problem-solving and emotions. Over the course of the fall, the teacher has become more relaxed and PATHS lessons are becoming more natural.

4 - **Highly skilled** - The teacher is well-prepared, flexible and interesting. Although an occasional lesson may go just OK, the teacher is an excellent presenter of PATHS material. The teacher feels very comfortable with the material and this is apparent in the lesson presentations.

2. Modeling and generalization of PATHS Concepts

1 - **Has considerable difficulty** - Teacher rarely models the discussion of emotions or the use of problem-solving strategies. There is almost no use of the materials (feeling faces, CSP, Feelings Chart) outside of the PATHS lessons. When interpersonal conflicts arise, teachers do not use problem-solving approaches for resolution.

2 - **Has some difficulty** - Teacher very occasionally uses PATHS concepts outside of the lessons. There occasional reference to the PATHS Materials (CSP, etc). The teacher does not often engage in questioning, dialoguing, or eliciting children's emotions. There is little priority placed on active problem-solving. There is some generalization, but much more is needed.

3 - **Does pretty well** - The teacher pretty regularly uses PATHS concepts outside of the lessons. A clear goal of the classroom is to better utilize PATHS concepts throughout the day. When interpersonal conflicts arise, teachers and children often attempt to solve the problem.

4 - **Highly skilled** - The teacher has naturally incorporated PATHS concepts throughout the classroom day. The teacher clearly promotes the discussion of feelings and the use of problem-solving in a variety of situations. The children clearly seen the connection between what happens in PATHS and the remainder of the school day.

3. Teacher Management Skills (this should be done considering all observations of teacher, both during PATHS lessons and during the remainder of the day).

1 - **Has considerable difficulty** - Teacher is poor at managing the classroom. There is little effective structuring of the environment, infrequent enforcement of classroom rules, infrequent use of preventive techniques (including effective praise) to promote appropriate behavior. Teacher frustration leads to either outbursts of temper or withdrawal.

2 - **Has some difficulty** - Teacher has some difficulty in managing the classroom. There is less consistent follow-thru on enforcement of rules than is desirable. There is less use of preventive, proactive techniques to encourage good behavior. The teacher is often frustrated and overwhelmed by student behavior. There is clear need for improvement.

- 3 - **Does pretty well** - Although everyone has bad days, this teacher usually has very good to excellent management skills. The teacher is good at structuring the environment, clearly enforces rules, and is proactive.
- 4 - **Highly skilled** - The teacher is excellent as a classroom manager. The teacher provides clear structure, good follow-through, and effective use of preventive techniques. **A teacher cannot receive a "4" on this scale if they use a high rate of punitive or shaming disciplinary techniques** (See rating of #4 below).

4. Teacher Disciplinary Style

- 1 - **Uses a very high rate of punitive and/or shaming techniques** - Teacher uses a high rate of authoritarian, highly-controlling techniques as the central discipline strategy. These techniques often include shaming or humiliating students who misbehave. There is frequent use of yelling or threatening the students attempt to get classroom control. The teacher is primarily reactive, rather than proactive in discipline.
- 2 - **Uses a moderate rate of punitive and/or shaming techniques** - Teacher uses a moderate rate of authoritarian, highly-controlling techniques; it is a primary discipline strategy. These techniques often include shaming or humiliating students who misbehave. There is moderate use of yelling or threatening the students as was to attempt to get classroom control.
- 3 - **Uses a low rate of punitive and/or shaming techniques** - Teacher uses a low rate of authoritarian, highly-controlling techniques; it is a secondary discipline strategy. Teacher very occasionally uses techniques that include shaming or humiliating students who misbehave. There is a low rate of yelling or threatening the students as was to attempt to get classroom control.
- 4 - **Does not use punitive and/or shaming techniques** - Teacher does not or very rarely use authoritarian, highly-controlling techniques; it is very rare.

5. Teachers openness to consultation

- 1 - **Low** - Teacher is usually not very open to consultation and behaves in an avoidant, superior, or superficial manner. Due to resistance or denial, the teacher is not benefitting much from the process at present. The teacher shows little interest in improving the teaching of PATHS.
- 2 - **Some** - The teacher is somewhat open to consultation, but is either wary of the process or acts like it is mostly unnecessary. There is some sharing of issues and it appears that the teacher is somewhat open to suggestions and receptive to feedback. The teacher shows some interest in improving the teaching of PATHS lessons and in providing generalization. There is some progress apparent, but much more is needed.
- 3 - **Above Average** - The teacher is usually open to consultation and appears to find the process useful. The teacher is interested in improving PATHS and its teaching and appears committed to the process. The teacher openly shares issues regarding the lessons and her children and is open to suggestions and receptive to feedback. There is a good working relationship and a sense of partnership.
- 4 - **High** - The teacher is open to consultation and finds the process useful. The teacher is committed to improving PATHS and its teaching and sees this as a central aspect of teaching. The teacher openly shares issues regarding the lessons and her children and is open to suggestions and receptive to feedback. There is an excellent working relationship and sense of partnership.

6. Level of disruption during PATHS lessons

- 1 - **Low** (Students usually comply with teacher requests and inappropriate noise, arguing, and horseplay are seldom a problem). Things may occasionally become noisy or excited, but these are appropriate and expected concomitants of the ongoing activity, and thus are not "disruptive."
- 2 - **Some** - Students are usually compliant, but sometimes get out of control and the teacher sometimes has a difficult time in managing such situations.
- 3 - **Above average** - Students are unpredictable - their rate of compliance is not very high. There are about an equal number of good days and bad days in terms of the teachers ability to control disruption and gain compliance from students.
- 4 - **High** - Students are showing high levels of loud arguing, loud speaking, horseplay, noise, non-compliance, complaining, and these behaviors clearly interfere with the ongoing activity of the classroom (individualized seatwork, small group or whole class didactic sessions).

7. Level of disruption during other academic time

- 1 - **Low** (Students usually comply with teacher requests and inappropriate noise, arguing, and horseplay are seldom a problem). Things may occasionally become noisy or excited, but these are appropriate and expected concomitants of the ongoing activity, and thus are not "disruptive."
- 2 - **Some** - Students are usually compliant, but sometimes get out of control and the teacher has a difficult time in managing such situations.
- 3 - **Above average** - Students are unpredictable - their rate of compliance is not very high. There are about an equal number of good days and bad days in terms of the teachers ability to control disruption and gain compliance from students.
- 4 - **High** - Students are showing high levels of loud arguing, loud speaking, horseplay, noise, non-compliance, complaining, and these behaviors clearly interfere with the ongoing activity of the classroom (individualized seatwork, small group or whole class didactic sessions).

8. Level of general cooperation across the school day

- 1 - **Low** - Students show a low level of cooperation with each other and with adults during activities throughout the school day (class, lunch, recess, etc.). This is shown in lack of sharing of materials, an atmosphere that focuses on individuality rather than working together. There are frequent arguments/conflicts regarding materials, play equipment, sharing of resources, etc.
- 2 - **Some** - Students occasionally show cooperation, but mostly are concerned about their own needs and desires. There are often arguments over resources and equipment.
- 3 - **Above average** - The class shows a relatively high degree of cooperation and the teacher actively promotes an atmosphere of cooperation and sharing.
- 4 - **High** - Students frequently and actively share materials, games, activities, and resources with each other so as to reach common goals or to assist each other. Children regularly provide praise and positive feedback to one another. The teacher actively works to promote this kind of atmosphere throughout the day.