



Georgia Professional Standards Commission

Positive Behavior Intervention and Supports (PBIS) Endorsement Guidance

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Introduction

The purpose of this document is to provide an overview of course content and guidance for educator preparation providers (EPPs) as they work toward earning and maintaining GaPSC approval to offer the Positive Behavior Intervention and Supports (PBIS) Endorsement. The PBIS endorsement program is intended to provide educators with deep and broad knowledge of content, pedagogy, assessment, and implementation science related to Positive Behavior Intervention and Supports (PBIS). EPPs that deliver course content based upon the Georgia PBIS Endorsement Standards will prepare educators who wish to effectively integrate PBIS into their own field-based practice and to assist other educators in utilizing PBIS for the improvement of climate and culture of districts, schools, and classrooms.

As no national standards were recognized at the time of their development, the Georgia PBIS Endorsement Standards were drawn from a combination of sources. Along with information from the Association of Positive Behavior Supports (APBS) and the training protocols developed by the Georgia Department of Education's PBIS Division, the standards were vetted through a cross-section of providers across the state of Georgia, including stakeholders from Regional Educational Service Agencies (RESAs), P-12 administrators and teachers, institutions of higher learning, the Department of Juvenile Justice (DJJ), mental health providers, and the Georgia Department of Education (GaDOE).

The following glossary is included in GaPSC Educator Preparation [Rule 505-3-109 PBIS Endorsement](#) and is included here to support better understanding of content-specific terminology.

Interconnected Systems Framework - represents a proposed and developing interconnection of Positive Behavior Intervention and Supports (PBIS) and School Mental Health (SMH) systems to improve educational outcomes for all students, especially those with or at risk of developing mental health challenges.

Multi-Tiered Systems of Support (MTSS) - the practice of providing high-quality instruction and interventions matched to student need, monitoring progress frequently to make decisions about changes in instruction or goals, and data to important educational decisions.

Self-Assessment Survey (SAS) - a survey used by school staff to examine the status and need for improvement of four behavior support systems: (a) school-wide discipline systems, (b) non-classroom management systems (e.g., cafeteria, hallway, playground), (c) classroom management systems, and (d) systems for individual students engaging in chronic problem behaviors.

School-wide Evaluation Tool (SET) - is designed to assess and evaluate the critical features of school-wide effective behavior support across each academic school year.

Tiered Fidelity Inventory (TFI) - a checklist used by school staff engaged in School-Wide PBIS to determine how well the PBIS framework is being implemented by the school staff.

The following guidelines are provided to assist in the development of content for an endorsement in Positive Behavior Intervention and Supports which may be implemented as a stand-alone endorsement or embedded in a program at the initial certification, Masters, Education Specialist, and/or Doctoral levels. Guidelines are provided to clarify the content or content pedagogy for the implementation of PBIS Endorsement programs.

There are multiple ways that an EPP may demonstrate that a candidate has mastered the required competencies for the standards aligned with that particular certification area. The suggestions here are certainly not exhaustive, but merely provide examples of how standards might be met. While these are guidelines and not mandated, variances should be justifiable.

Guideline 1: Content and Content Pedagogy

Teachers who implement PBIS effectively are able to address behavioral principles that are aligned with best practices for creating and improving climate and culture of school systems and processes.

Based upon the requirements of GaPSC Educator Preparation [Rule 505-3-.01 Requirements and Standards for Approving Educator Preparation Providers and Educator Preparation Programs](#), EPPs must be able to demonstrate that teachers and teacher candidates have mastered the competencies in the standards.

Examples of attainment of mastery of the competencies in the standards may include:

- Alignment of course content assignments with specific standards;
- Providing a matrix demonstrating alignment of a portfolio or other artifacts giving evidence of competencies as indicated in the standards; or
- Evidence provided from field experience or teaching evaluation forms/assessment.

Guideline 2: Stand-alone or Embedded PBIS Endorsement

This endorsement may be achieved through a stand-alone or embedded program. The stand-alone program is a planned sequence of courses and field experiences offered independently of another program that lead to a certified educator meeting all Georgia PBIS Standards for certification. An embedded program is a planned sequence of courses and field experiences that lead to a candidate meeting all of the PBIS standards for certification while simultaneously enrolled in a degree-granting program. When an endorsement is embedded, there must be evidence of one of the following: Additional coursework or additional key assessment(s) (see [Rule 505-3-.01](#), paragraph (3) (e) 4. (ix)).

Guideline 3: Essential Content Components

This guideline is intended to provide an overview of those content-specific areas which may be addressed in coursework. Effective teachers with a PBIS Endorsement are able to plan for initial rollout of PBIS programs at the district, school, and classroom level and are able to implement with fidelity the basic tenets of PBIS that are aligned with the state standards. Candidates design and select learning activities, instructional settings, and resources--including technology, to achieve those goals. Additionally, they are equipped

with the knowledge to support assessment processes to determine the fidelity of the implementation of PBIS within a classroom, school or district.

Standard 1: Foundations of PBIS

Examples of acceptable evidence may include assignments, portfolios, assessments, or field-based projects that allow students to demonstrate an understanding of the following:

- The importance of school culture and climate, and its relationship to student success and effective behavior management;
- The relationship of PBIS to other interconnected systems such as mental health resources, trauma care, and suicide prevention, as well as its origins in epidemiology; and
- Behavioral principles of positive and negative reinforcement, punishment, conditioning, and proactive (rather than reactive) behavior management.

Standard 2: School-Wide Positive Behavior Support (SWPBIS)

Examples of acceptable evidence may include assignments, portfolios, assessments, or field-based projects that allow students to demonstrate an understanding of the following:

- Key components of the successful implementation of School-Wide Positive Behavior Intervention and Supports, including an understanding of the roles of the principal, PBIS Team, faculty and staff, development of school-wide expectations, behavior matrices, and acknowledgement systems;
- The Critical Elements of PBIS and examples of various tools and instruments used to assess school-based implementation;
- The role of school-based discipline within the PBIS model; and
- The importance of team-based implementation in the context of tertiary systems such as Response to Intervention.

Standard 3: Data-Based Decision-Making

Examples of acceptable evidence may include assignments, portfolios, assessments, or field-based projects that allow students to demonstrate an understanding of the following:

- Various data collection systems used to document, track, and predict student behavior (e.g., SWIS, Infinite Campus, PowerSchool, etc.);
- Identification and use of evidence-based behavioral interventions;
- The development of precision statements based upon classroom, school-wide, and district data; and
- Utilizing discipline data (office referrals, OSS, ISS) to address disproportionality.

Standard 4: Multi-Tiered Systems of Support (MTSS)

Examples of acceptable evidence may include assignments, portfolios, assessments, or field-based projects that allow students to demonstrate an understanding of the following:

- Three-tiered systems of behavior support and intervention at the Universal (Tier I), Targeted (Tier II), and Intensive (Tier III) levels;
- The use of positive behavior management, strategies, and interventions at school-based, classroom-based, and individualized levels;
- Identification of evidence-based practices; and
- Methods of behavior assessment.

Standard 5: Creating Positive Learning Environments

Examples of acceptable evidence may include assignments, portfolios, assessments, or field-based projects that allow students to demonstrate an understanding of the following:

- Elements of the PBIS-based classroom, including an emphasis on structure, expectations, procedures, and routines;
- Positive student engagement;
- Classroom-based behavior acknowledgement systems;
- The use of low-profile interventions in responding to inappropriate behavior;
- Activating and validating students' cultures and experiences; and
- Strategies for the inclusion of all students in learning experience.

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Task Force Members

Kymberly Harris	Educator Preparation Provider
Mimi Gudenwrath	Georgia Department of Education
Robert Sumowski	Educator Preparation Provider
Justin Hill	Georgia Department of Education
Brian Campbell	P-12 representative
Christopher Tullis	Educator Preparation Provider
Lara Ellis	RESA Representative
Lara Sims	RESA Representative
Horace Buckley	P-12 representative
Robbie Vincent	P-12 representative
Valeisha Ellis	Educator Preparation Provider
Kathy Wooten	RESA Representative
Kevin Bradley	GaPSC certification
Sandy DeMuth	Georgia Department of Education
Jim Finch	P-12 representative
Tristan Glenn	Educator Preparation Provider
Sandra Demuth	Georgia Department of Education
Cindy Vail	Educator Preparation Provider
Susan Lynn	Educator Preparation Provider
Heather George	National Consultant