

## PROFESSIONAL EFFICACY STANDING COMMITTEE

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For the 2023-2024 school year, the OEA Board of Directors charged the Professional Efficacy Committee with the following:

1. Review available feedback from members related to student behavior challenges and existing research on why there has been an increase in those challenges, particularly since the onset of the COVID-19 pandemic. The committee will focus on what is working and not working related to district- and school-level implementation of behavior programs such as PBIS and Restorative Practices. Based on this review, the committee will recommend evidence-based strategies and resources for OEA to use in supporting members in their own practices that will lead to improved learning conditions for students and improved member well-being.

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### CHARGE 1:

Teachers need assistance with discipline issues in their classrooms/buildings. Schools have attempted to implement PBIS strategies and Restorative practices. However, the challenge is what does this look like in each building and classroom?

**The Professional Efficacy Committee’s deliberations relative to Charge 1 resulted in the following strategic recommendations and proposed changes to Legislative Policy:**

- Add PBIS bullet points to address state-mandated behavior interventions.
  - Possibly called - ‘When implementing state mandated behavior interventions and supports programs such as PBIS...

- Propose appropriate training intervals, including yearly for new staff, potentially during staff hours or with supplemental pay.
- Advocate for systemwide support with team structures involving collaborative committees of teachers, ESPs (Education Support Professionals), and administrators at all levels.
- Promote accountability with regular check-ins to assess effectiveness, emphasizing data collection and responsiveness to changing needs.
- Ensure equity of resources and avoid overburdening staff with additional responsibilities.

### **Rationale for Charge #1 Recommendations:**

The committee was tasked with addressing student behavior challenges and providing professional support for members. This involves reviewing member feedback on behavior challenges, examining research on the increase in challenges post-COVID-19, and evaluating the effectiveness of district- and school-level implementation of behavior programs like PBIS and Restorative Practices. The goal is to recommend evidence-based strategies and resources to enhance member practices, leading to improved learning conditions for students and better member well-being.