

## **Behavior Engineering Model**

**Look around at your workplace. Select and describe a specific task that performers are/were asked to accomplish** (DO NOT focus on *behavior*, focus on *performance*): At the middle school in which I teach, teachers are evaluated four times a year on Effective Teacher Preparation (Planning and Preparation, Learning Climate, and Instruction); Professionalism, and Achievement Outcomes; in total for each of these topics, there are 21 specific objectives that need to be met. Teachers are supposed to maintain a "satisfactory" rating in order to maintain good standing with the school. "Satisfactory" would be met if the teacher received at least 80% satisfactory ratings on the evaluation. "Needs improvement" would be marked if the teacher is between 70-80% proficient, and "unsatisfactory" would be noted if the teacher falls at less than 70% on the evaluation.

**2. Gap analysis - Observe a typical performer and an exemplary performer in terms of accomplishing the specific task (i.e., performance). How different are they? Compare the exemplary performer's performance and the typical performer's performance** (DO NOT focus on *behavior*, focus on *performance*):

Exemplary performer = What Ms. L, the highest performing teacher, is doing is passing the evaluation at a 100% satisfactory rating.

Typical performer = what Ms. M is doing now is failing the evaluation at a 60% satisfactory rating.

\*ESOL - English for Speakers of Other Languages

Variables	Questions (come up with appropriate questions to ask)	Exemplary Performer	Typical Performer
<b>Environment</b>			
1. Information	<p>Are the evaluation expectation clearly presented?</p> <p>Is the feedback provided in a timely manner?</p> <p>Is there frequent feedback?</p>	<ol style="list-style-type: none"> <li>1. Yes, the evaluation is handed out at the beginning of the year for review by all teachers, and it is available to review when the teacher is notified that he/she will be observed.</li> <li>2. The feedback is emailed to the teacher within two days of the evaluation. Informal evaluations are also emailed back within two days.</li> <li>3. The feedback is infrequent and only happens when there is a scheduled observation for evaluation or on the rare occasion that the principal is able to informally observe.</li> </ol>	<ol style="list-style-type: none"> <li>1. Yes, the evaluation is handed out at the beginning of the year for review by all teachers, and it is available to review when the teacher is notified that he/she will be observed.</li> <li>2. The feedback is emailed to the teacher within two days of the evaluation. Informal evaluations are also emailed back within two days.</li> <li>3. The feedback is infrequent and only happens when there is a scheduled observation for evaluation or on the rare occasion that the principal is able to informally observe.</li> </ol>
2. Resources	<ol style="list-style-type: none"> <li>1. Is the teacher receiving necessary support? (i.e. ESOL, Sp. Ed. teachers, aides)</li> <li>2. Are the class sizes manageable (not too many students per teacher)?</li> <li>3. Is there time for the teacher to prepare for his/her daily lessons?</li> <li>4. Are there clear procedures to follow if the teacher is lacking resources?</li> <li>5. Is the environment safe and conducive to teaching?</li> </ol>	<ol style="list-style-type: none"> <li>1. The teacher has a Special Education teacher that co-teaches 2 classes that have over 10 Special Education students.</li> <li>2. The teacher has class sizes that are manageable (25 students without a co-teacher) and 30-35 with a co-teacher.</li> <li>3. One of the periods throughout the day allows the teacher to prepare for her daily lessons.</li> <li>4. The explicit procedures are written in the handbook.</li> <li>5. The environment is safe and conducive to learning.</li> </ol>	<ol style="list-style-type: none"> <li>1. The teacher does not have the necessary support. She has at least 8 Special Education students and 2 ESOL students with no support from either the ESOL or Special Education departments.</li> <li>2. The class sizes are manageable (20-25 kids in a class).</li> <li>3. One of the periods throughout the day allows the teacher to prepare for her daily lessons.</li> <li>4. The procedures are written in the handbook, but whenever Ms. M attempts to follow the procedure, she is told that there are no available Special Education or ESOL teachers.</li> <li>5. The environment is safe and</li> </ol>

			conducive to learning.
3. Incentives	<ol style="list-style-type: none"> <li>1. Are there financial incentives (promotions, pay raises, etc) for performing at the satisfactory level?</li> <li>2. Is there a positive work environment?</li> </ol>	<ol style="list-style-type: none"> <li>1. Teacher's contracts in Prince George's county have been on hold for the past 4 years, so there is no pay raise or promotion for performing well, although you do get to keep your job.</li> <li>2. There is a positive work environment because of the available support.</li> </ol>	<ol style="list-style-type: none"> <li>1. Teacher's contracts in Prince George's county have been on hold for the past 4 years, so there is no pay raise or promotion for performing well, although you do get to keep your job.</li> <li>2. There is not a positive work environment because Ms, M has a stressful environment with too many needy students and not enough help in teaching them.</li> </ol>
<b>Individual</b>			
4. Motives	<ol style="list-style-type: none"> <li>1. Is the teacher willing to work at meeting the "satisfaction" rating?</li> <li>2. Does the teacher feel that the expectations are attainable?</li> <li>3. Does the teacher feel that they are able to practice teaching in a way that aligns with the school's so that they can excel?</li> </ol>	<ol style="list-style-type: none"> <li>1. Ms. L constantly strives to exceed the "satisfaction" rating by attending professional development workshops.</li> <li>2. Ms. L. feels that she is able to meet the expectations.</li> <li>3. Ms. L. is allowed to use creativity and engagement with her classes while still following the state standards and the common core standards.</li> </ol>	<ol style="list-style-type: none"> <li>1. Ms. M. is willing to work at meeting the "satisfaction" rating.</li> <li>2. Ms. M feels that the expectations are overwhelming because many of her students do not understand English well, and many struggle with reading and writing at the eighth grade level.</li> <li>3. Ms. M. has to modify her teaching style significantly to work with many of the needier students. She struggles at creating engaging and structured lessons.</li> </ol>
5. Capacity	<ol style="list-style-type: none"> <li>1. Is the teacher capable of doing what is needed to achieve a "satisfactory" rating?</li> <li>2. Is the teacher asking for help from the right people (tech assistance, special education, etc)?</li> </ol>	<ol style="list-style-type: none"> <li>1. Ms. L. is clearly gifted at teaching and is perfectly capable of achieving a "satisfactory" rating.</li> <li>2. Ms. L asks for help from the right people when she needs it. She does not always receive</li> </ol>	<ol style="list-style-type: none"> <li>1. Ms, M. is not capable of doing what she needs to achieve a "satisfactory" rating because of the high needs of her students and the lack of resources on the school's behalf.</li> <li>2. Ms. M. is asking the right people for help, but she is not</li> </ol>

		the help , but she will ask for it.	always receiving the help that she needs.
6. Knowledge/Skills	<ol style="list-style-type: none"> <li>2. Does the teacher possess the content knowledge to teach at a satisfactory level?</li> <li>3. Does the teacher possess sound pedagogical practices and knowledge to teach at the satisfactory level?</li> <li>4. Does the teacher have enough knowledge to work with ESOL and Special Education students on his/her own?</li> <li>5. Is the teacher placed in the proper position within the school?</li> </ol>	<ol style="list-style-type: none"> <li>1. Ms. L possesses the content knowledge and strives to stay abreast of the latest education trends.</li> <li>2. Ms. L. uses sound pedagogical practices (utilizing Bloom's taxonomy for lesson plans!) that allow her to stay at the satisfactory rating.</li> <li>3. Ms. L. does not have enough knowledge to teach her Special Education students without the help from a trained Special Education teacher.</li> <li>4. Ms. L. is placed in the proper position as a seventh grade English teacher.</li> </ol>	<ol style="list-style-type: none"> <li>1. Ms. M. has the content knowledge to teach at a satisfactory level.</li> <li>2. Ms. M's pedagogical practices are not working in the classroom with her special education and ESOL students. She does possess them in a mainstream classroom but not in a mixed class.</li> <li>3. Ms. M. does not have enough experience to work with ESOL and Special Education students.</li> <li>4. Ms. M. is not placed in the proper position to fulfill her duties.</li> </ol>

**4. Based on the analysis above, what would you do to help the typical performer produce 'worthy performance' (using Gilbert's definition of worthy performance)? If possible, you may point out specific intervention(s) that you would select to implement (Your interventions don't have to be limited to the ones listed in the HPT model diagram)**

The identifiable contributing factor to Ms. M's struggling is at the Environmental level. This is affecting the Individual level, but it could be rectified by either hiring a new Special Educator/ESOL teacher, or sending Ms. M. to professional development classes on working with ESOL and Special Education students. According to Gilbert's model, the most efficient and cost effective strategy would be to improve Ms. M's knowledge of ESOL and Special Education. The rate for a new Special Education teacher would be between \$45,000-\$50,000 **annually** whereas the Professional Development training would cost, on average, less than \$5,000 for **one** year.

**5. Gilbert thinks that it is important for performance technologists to be aware of and to take advantage of the diffusion of effect. Were you, or will you be, able to take advantage of the diffusion of effect in your intervention(s)? If so, how?**

I considered the diffusion of effect in my answer, but I still think that the answer I chose is the most viable. It is possible that once she receives these new skills, she will want the incentives to increase so that she can be compensated for the two positions that she now fills.