

The *PBIS* Integrity of Implementation Rubric

Integrity of implementation takes place when teachers remain true to the instructional strategies and delivery of core ideas as designed by the curriculum developers. Integrity of implementation of a research-based curriculum is critical to achieving the same results as were achieved during the research.

Achieving the goal of implementing the curriculum with high integrity is a growth process for teachers and students. The “*PBIS* Integrity of Implementation Rubric” was developed to describe the possible stages of this process. It articulates what integrity means in an observable and a measurable way.

The rubric identifies and describes seven key components of the *PBIS* approach to teaching and learning. It describes variations for each component of *PBIS* in terms of the actions and behaviors, observable in the classroom, that are Highly Proficient (Ideal), Proficient, Emerging/Beginning, and Needs Improvement.

The seven components of the rubric are:

1. Use of the *Project Board*
2. Small-Group Work and Discussion
3. Whole-Class Presentations (*PBIS* Social Practices) and Discussions
4. Creating Explanations and Arguing from Evidence
5. Teacher as Facilitator
6. Pacing and Sequencing of Classroom Experiences and Unit
7. Accuracy of Content

There are several possible uses that the developers envisioned for this rubric:

- an informational resource to outline what *PBIS* could look like across classrooms, schools, and districts,
- as part of a professional-development program to illustrate how *PBIS* could look like enacted in the classroom,
- a self-assessment for a teacher in the classroom to periodically reflect on the stage of development she/he thinks she/he is at and to identify and set goals to achieve the next stage of development,
- a framework to assess practice via classroom observation by peer observers, coaches, and administrators to identify and prioritize next steps for professional development and implementation.