

## **Positive Behavioral Structures and Intervention Strategies K-12**

### **Evaluation Strategy**

The unit will exercise both formative and summative evaluations to provide an analysis of educators' perception, sense of understanding and applicability of the behavioral structure as incorporated as a part of the current curriculum. Formative evaluations will be given to educators to gain a better understanding of current practices to manage students, how one creates a positive environment, and each existing subunit's outcomes. This will dictate assessments of educator needs, societal needs and the content/knowledge needs that must be addressed. Another formative assessment, at the inception of the curriculum will include input from students, parents and administrators.

During the subunits, pre-assessments will be used to evaluate prior knowledge about positive behavioral structures and intervention strategies; and the depth at which it may already be a part of the daily curriculum. Post-assessments will be used to interpret data about what educators want to know more about, what they've learned, and how it will be effectively applied to daily classroom activities. Formative evaluation will be completed after the completion of all subunits, and when possible up to two years later. Changes in societal, educator and student needs should reflect a positive change in the curricular design, as new data and research continues to grow. A summative evaluation will be given to educators, students, parents and administrators to determine the applicability of the curricular design to daily classroom activities, and its impact on student achievement and student and parent satisfaction.