

Measuring and Supporting Classroom Management: Focus on Outcomes, Systems and Data



Mary Richter
Nanci Johnson
Linda Bradley
Karen Westhoff

Outcomes

- Identify Effective Classroom Practice training modules that have proven effective
- Learn about differing types of technical support to enhance effective classroom practices
- Understand key responsibilities to assure effective classroom practices are used
- Review types of outcome data that can be utilized at school, district and state levels to inform practices and systems building

Importance of Classroom Effective Practices

- Support all students
- Increase *Instructional Time*—the amount of the ***allocated time*** that actually results in teaching.
- Increase *Engaged Time*—the amount of *instructional time* where students are **actively engaged in learning**.
- Helps to maximize classroom support for students “at risk” and may decrease need for Tier 2 supports.

Effective Classroom Practices

- Expectations & Rules
- Procedures & Routines
- Continuum of Strategies to Acknowledge Appropriate Behavior
- Continuum of Strategies to Respond to Inappropriate Behavior
- Active Supervision
- Multiple Opportunities to Respond
- Activity Sequence & Offering Choice
- Academic Success & Task Difficulty

A Continuum of Support for All

Academic Systems

Tier Three

- Individual Students
- Assessment-based
- High Intensity

Tier Two

- Some students (at-risk)
- High efficiency
- Rapid response

Tier One

- All students
- Preventive, proactive

Behavioral Systems

Tier Three

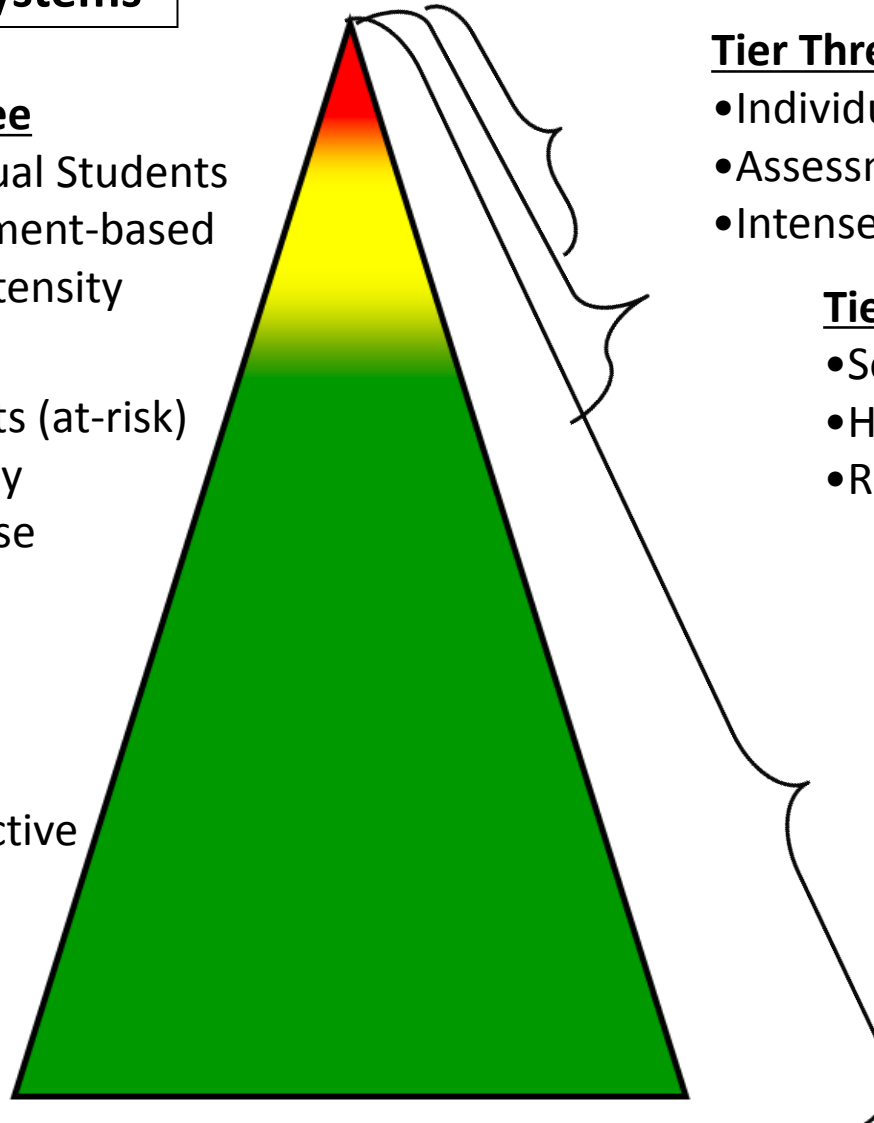
- Individual Students
- Assessment-based
- Intense, durable procedures

Tier Two

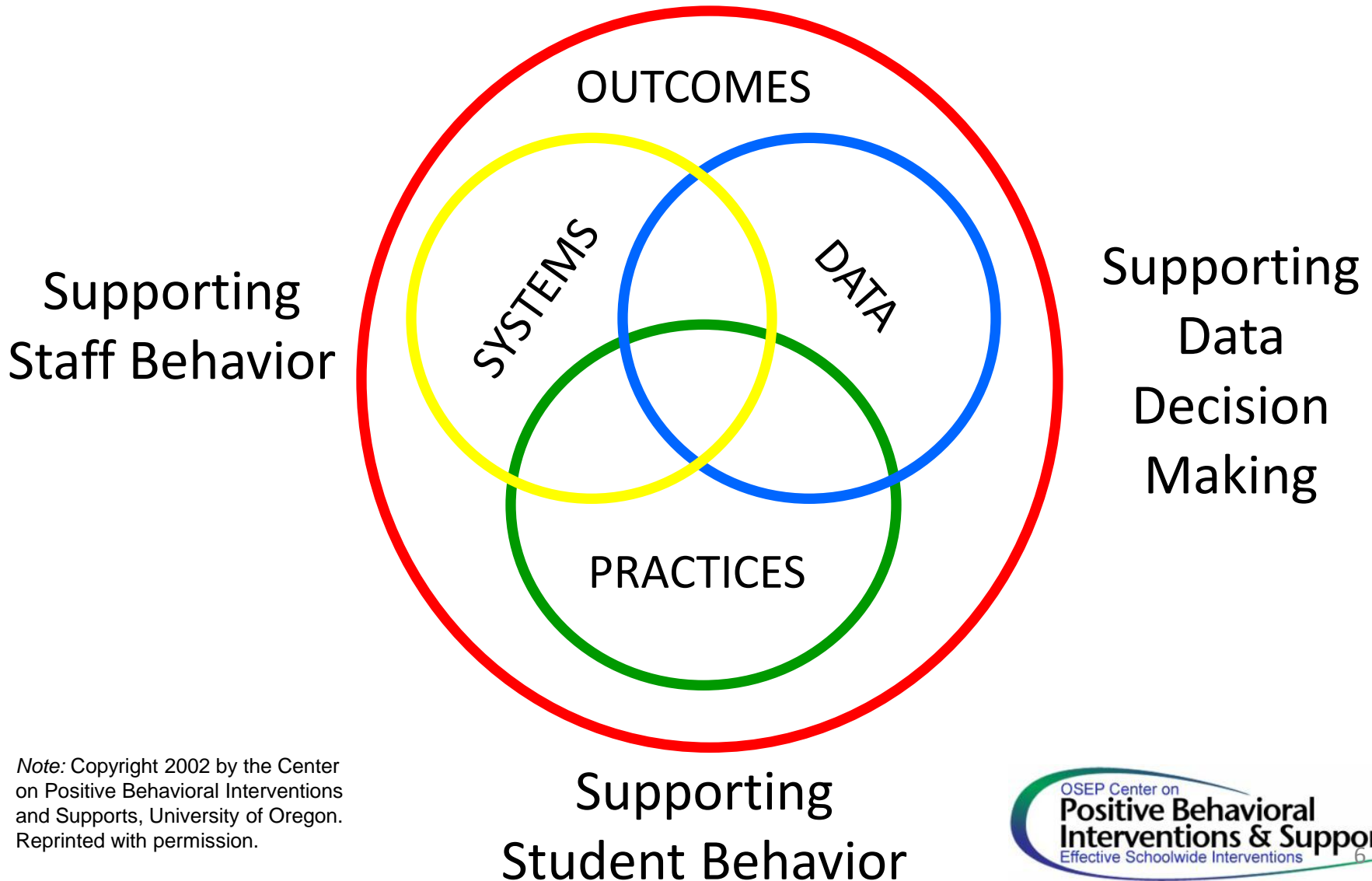
- Some students (at-risk)
- High efficiency
- Rapid response

Tier One

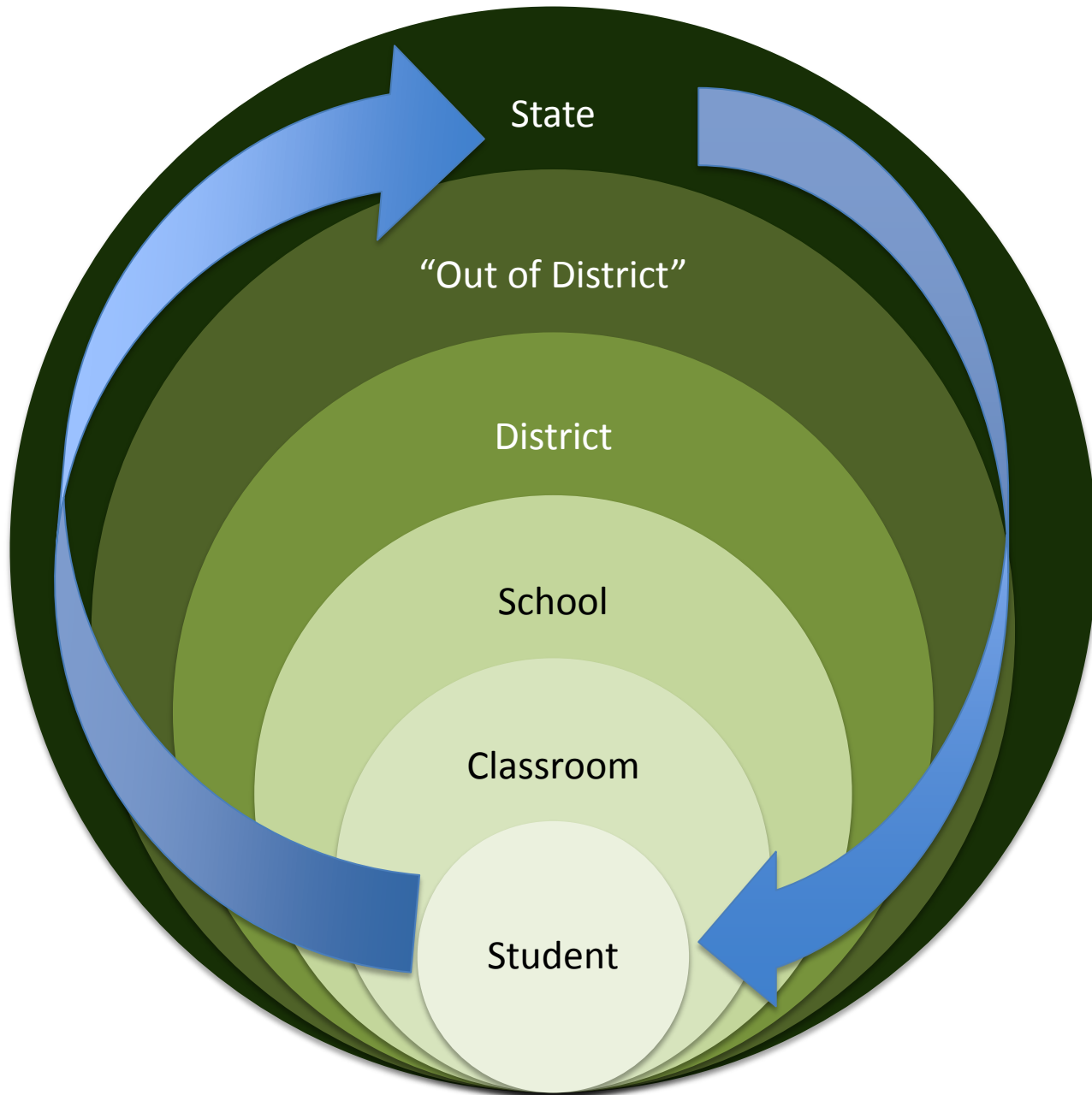
- All settings, all students
- Preventive, proactive

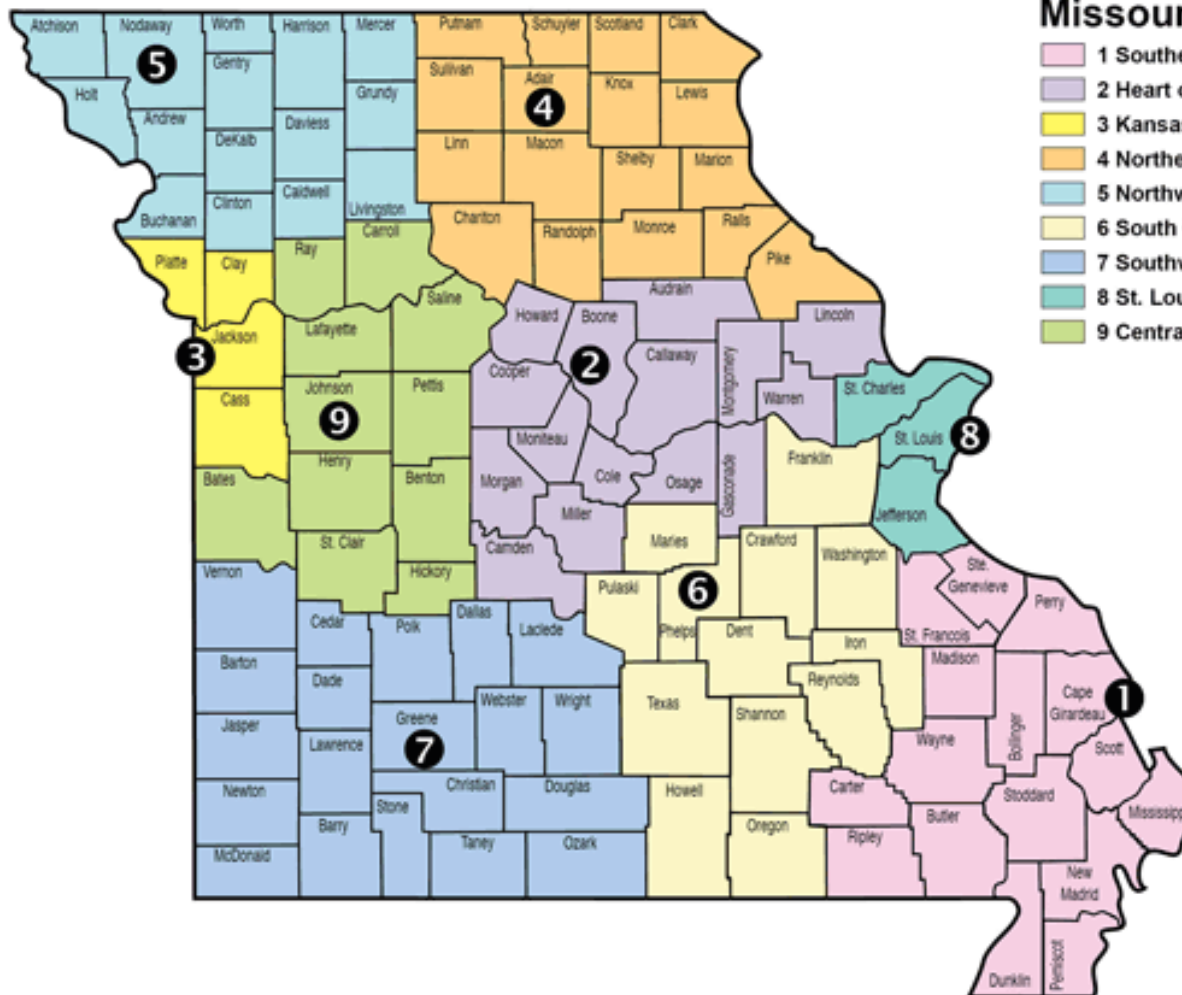


Social Competence & Academic Achievement

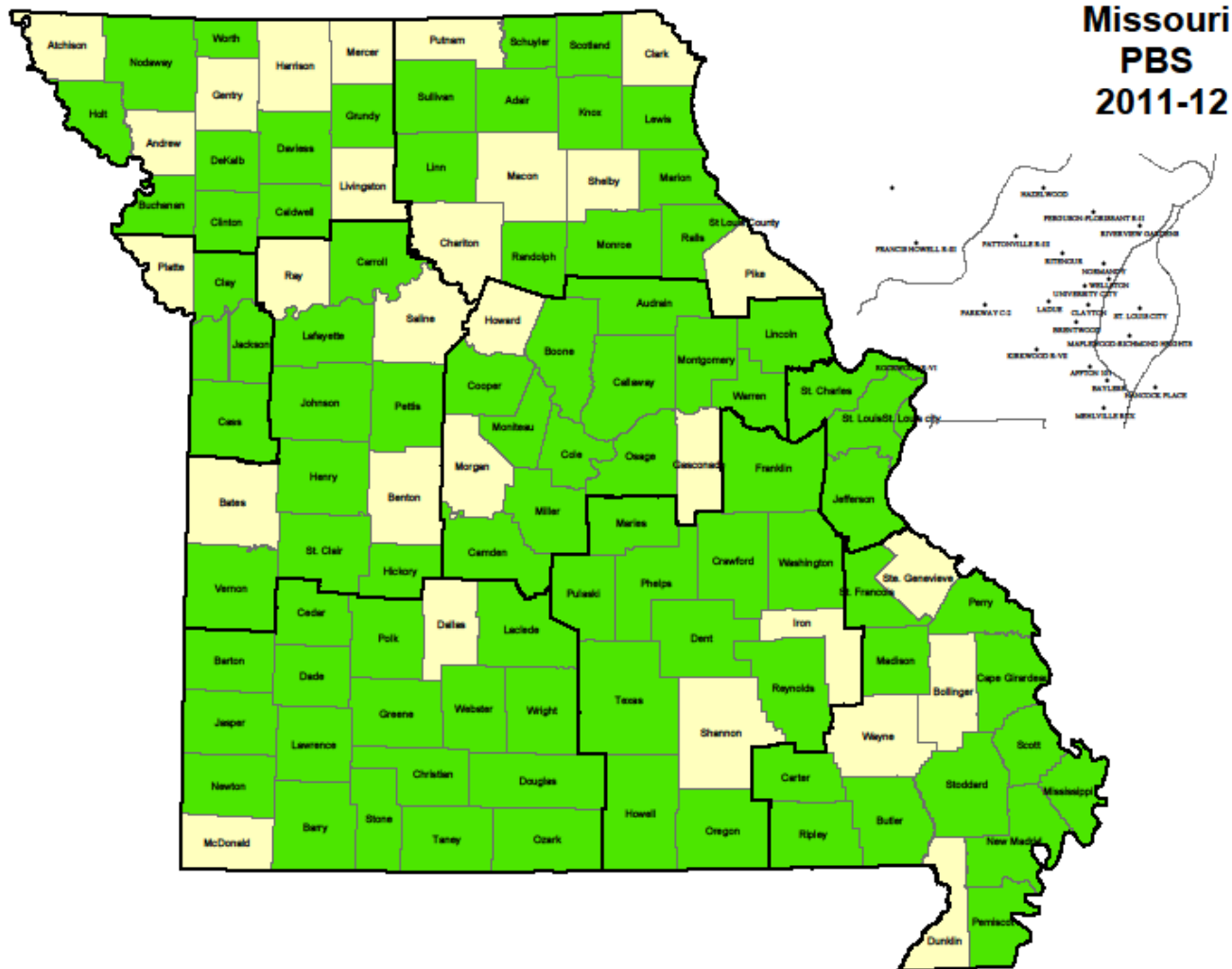


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Missouri Participation in SW-PBS



Counties with at least one school participating in PBS

5/15/2012

MO SW-PBS Initiative 2005 – Present

- 753 Schools (32%), 197 Districts (35%) and Growing...
 - Recommend district-level Adoption
- State-level Training through...
 - Regionally-based Summer Trainings
 - RPDC-based trainings throughout the year
 - State-level Summer Institute
- Technical Assistance Provided by...
 - Coordinator
 - 6 Tier 2/3 Consultants
 - Data/Web Consultant
 - 24 Regional Consultants in RPDCs

MO SW-PBS Personnel:

- Identified the Classroom 8
 - Selected if research-based
- Created training modules for each
- Provided a set of administrator walk-through and teacher self-reflection tools to support the 8

Out-Of-District (Regional) Support

Provided through:

- Professional Development
- Resources: (i.e. Classroom Modules, Walk-Throughs...)
- Technical Assistance

Provided to:

- SW-PBS Teams
- Administrators
- Classroom Teachers
- District Administrators



Professional Development Timeline

- Preparation Phase (preparing to implement with students)
 - Expectations & Rules
 - Procedures & Routines
 - Acknowledge Appropriate Behavior
 - Respond to Inappropriate Behavior
- Emerging Phase (actively implementing with students)
 - Active Supervision
 - Multiple Opportunities to Respond
 - Activity Sequence & Offering Choice
 - Academic Success & Task Difficulty

Training Format (Direct Instruction)

- Tell
- Show (Model)
- Provide ample practice
- Give feedback
- Provide time for participant's to ask clarifying questions
- Provide opportunity for independent practice

Utilizing Classroom Modules

- School SW-PBS team provides staff training
- Timelines are set for when the practice will be established in all classroom settings
- Provide the Classroom Practice Action Plan Checklist as an organizational tool
- Collegial observations are conducted and feedback is provided regarding specified effective classroom practice
- Administrative Walk Through includes 8 effective classroom practices and feedback is provided on evidence of use in daily classroom routines

Action Planning Questions to Consider

How will you...

- Inform staff of the components of the module?
- Demonstrate new strategies?
- Provide staff with practice and feedback?
- Provide ongoing coaching as staff implements new strategies?
- Acknowledge staff who demonstrate strategies?
- Know the strategies are being utilized by all staff?



School Support



- Provide SW-PBS Team Professional development
- Assist in developing a building action plan based on the needs of their building
- Attend Team Meetings (as schedule permits)
- Provide Professional Development to all staff at faculty meetings on as needed bases(optional)

Administrator Support

1. Administrator Professional Development 2 per year (required as part of commitment)
 - Overview of 8 Effective Classroom Practices
 - Tools to assist with evaluating staff in classroom practices
 - Staff Assessment
 - Classroom Walk- Through form (pbissmissouri.org)
2. Provide Technical Assistance via email, phone conference, face to face
3. Provide opportunity for Networking
 - District Leadership meetings
 - Administrative Networking meetings



Degree to which Teachers are Utilizing the Essential Classroom Features

Rank the utilization of each of the eight essential classroom features according to the following scale:

0 = N/A; 1 = feature has been taught to staff; 2 = beginning to implement; 3 = in place, but not consistent; 4 = in place and utilized most of the time; 5 = in place and utilized consistently

Teacher Name	Classroom Expectations & rules are identified, taught and acknowledged	Classroom routine & procedures are identified, taught & acknowledged	Teachers use high rates of positive , specific feedback	A continuum of strategies for responding to inappropriate behavior is established	Classrooms are arranged to allow for active supervision	Teacher provides multiple opportunities to respond	Lesson Plans are designed to encourage student engagement	Academic success /task difficulty match student ability



Classroom Observation

Classroom Walk Through / Brief Observation / Observation

School: _____ Teacher Observed: _____
 Observer: _____
 Date: ____/____/____ Time In: _____ Time Out: _____

Artifacts and/or Materials

Rules Provide Clear Meaning of Expectations in Classroom

	Yes	No	N/A
Align with Schoolwide Expectations (i.e. Be Safe, Be Respectful, Be Responsible)			
Rules are observable, measurable, and positively stated			
Prominently Posted in Classroom/Instructional Space			
5 or Fewer for each Schoolwide Expectation			
Lessons to teach Classroom Rules have been developed (Elementary, 6 th and 9 th grade orientation/academy) OR Classroom Rules Review plan developed (upper elementary, middle and high school levels)			
Teaching or Review Schedule of Classroom Rules Lessons is developed			

Procedures/ Routines to Teach and Reinforce Expectations

	Yes	No	N/A
Align with Rules			
Prominently Posted in Appropriate Classroom Area(s)			
Stated in Observable, Measurable, Positively Stated Language			
Classroom Schedule Posted			

Comments:



Direct Classroom Support



Coach and Support

- Peer observations for feedback
- Demonstration Lessons
- Peer/ Administrative Walkthroughs with Feedback
- Videotaped Lessons (self and demonstrations)
- Self Evaluations



Coaching Example

Teacher Name: Wanda B. Better

Grade Level/Content Area: 3rd grade

Circle the School SIP Goal/Instructional Strategy that you are focusing on:

Classroom Rules

4:1 Recognition

Activity sequence and
Choice

Academic success and
Task Difficulty

Classroom Routines
and Procedures

Response to error
correction

Opportunities to
respond

Active Supervision

☒ I would like to observe a teacher Tammy D. Wunderteacher
(Observed Teacher's Name)

☐ I would like to be observed for feedback by _____
(Observer's Name)

☐ I will need someone to cover my class on January 9, 2012 during 4th hour.

Classroom Observation By Frequency

School: _____ Instructor Observed: _____

Observer: _____

Date: ____/____/____ Time In: _____ Time Out: _____

Instructions:

Conduct a 20-minute direct observation of at least one specific instructional strategy related to academic and/or behavioral instruction from the Brief Observation list. Complete a Frequency count to record the number of times within the 10-20 minutes that the identified strategy is observed.

Strategy:	Frequency	Comments

Other Comments:

Classroom Observation Example By Frequency

School: *Best School*

Instructor Observed: *Mr. Work Hard*

Observer: *Ms. Work Hard Too*

Date: 10/11/2009

Time In: 9:30

Time Out: 9:50

Instructions:

Conduct a 20-minute direct observation of at least one specific instructional strategy related to academic and/or behavioral instruction from the Brief Observation list. Complete a Frequency count to record the number of times within the 10-20 minutes that the identified strategy is observed.

Example:

Strategy:	Frequency	Comments
<i>Positive Feedback Ratio</i>	<i>Frequency</i>	
<i>Specific, Positive Feedback</i>	<i>IIIIIIIIII = 10</i>	
<i>Negative Feedback</i>	<i>IIIIIIIIIIIIII = 14</i>	<i>Positive : Negative Ratio = 10/14</i>

Other Comments: *The recommended Positive Feedback Ratio is a minimum of 4:1. It is suggested that the instructor practice increasing the number of times he uses specific, positive feedback and recording it himself. Ms. Work Hard Too will be glad to talk with Mr. Work Hard to come up with some quick and easy ways to do this.*

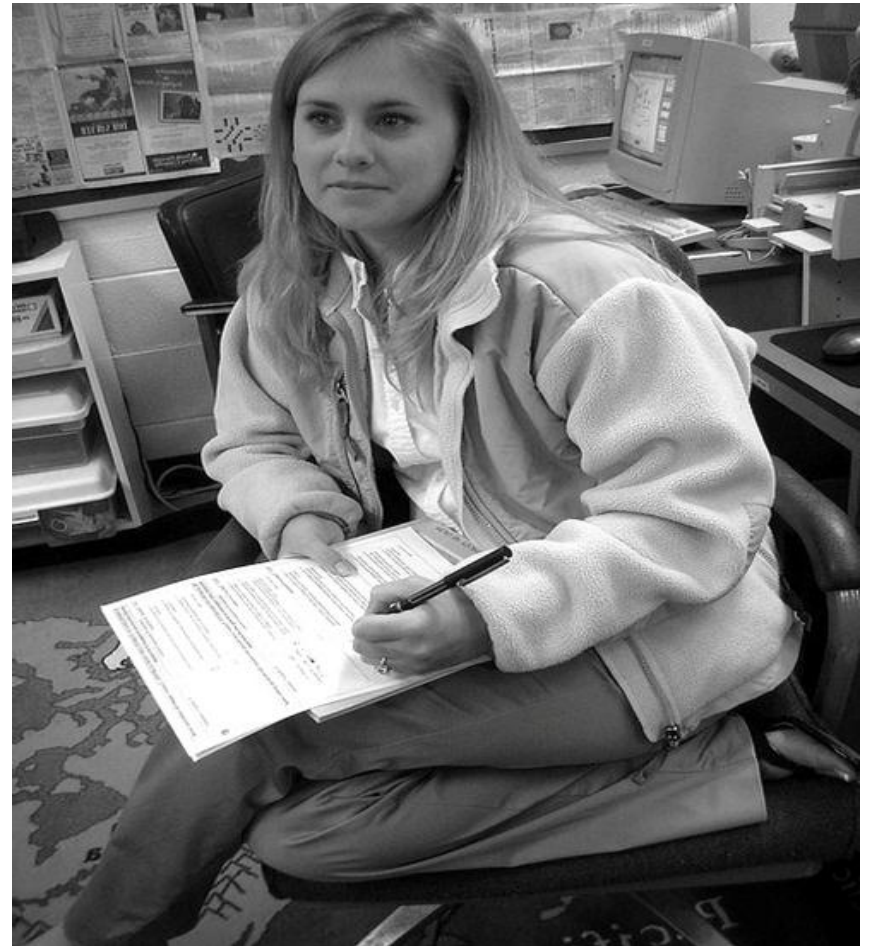
It is recommended that this observation be repeated at an agreed upon time between the observed and the observer.

Classroom Active Supervision Assessment

1. Positively interacts with most students using non-contingent and contingent attention.	YES NO
2. Routinely uses preferred adult behaviors (proximity, listening, eye contact, smiles, pleasant voice tone, touch, and use of student's name) when teaching, encouraging or correcting.	YES NO!
3. Has/knows classroom expectations and procedures and uses them to pre-correct, setting students up for success	YES NO!
4. Continuously moves throughout the area (proximity to all students, random, close supervision of non-compliant students, targets problem areas)	YES NO
5. Frequently scans (head up, eye contact with many students)	YES NO
6. Minor or staff-managed behaviors are handled privately, quickly and efficiently and followed with a positive contact.	YES NO
7. Major or office-managed behaviors are handled calmly, following the school's procedures.	YES NO
Overall Active Supervision: 6-7 "YES" = Proactive-Supportive of positive student behavior. 3-5 "YES" = Mixed-Somewhat supportive of positive student behavior. <3 "YES" = Reactive-At risk for high frequency of challenging student behavior.	# YES ____

The Benefits

- Collegial observations can support teachers to develop and routinely use the 8 effective classroom practices
- Especially helpful in fostering relatively simple practices that require awareness and thought to build new habits and implement consistently.



Role of District Leadership Teams

- Support Internal District Coach
 - Provide professional development
 - Provide resources and tools
- Establish trainers to build capacity and provide peer coaching
- Build systems to sustain SW-PBS and classroom support into the district's improvement plan



In-District Support

- Columbia Public Schools Positive Behavior Support Coordinator
 - Offer Training on Effective Classroom Practices
 - Make connections to other district initiatives
 - Special Education – Differentiated Instruction
 - Data teams
 - Professional Learning Communities
 - Provide materials and resources
 - Website

School-Based Support

- Spring workshops with expectation teachers will implement in fall
 - Classroom Expectations and Rules
 - Classroom Procedures and Routines
- Training Effective Classroom Practices as requested by schools
- Weekly grade level collaboration:
 - Classroom practices are a standing agenda item
 - Set grade level goals to improve effective classroom practices
 - Teachers are accountable for working on classroom practices
 - When discussing struggling students
 - Review of classroom practices implementation fidelity

Administrator Roles

- Create a Safe Climate for Honest Collaboration
- Ensure Professional Development is Provided
 - Effective Classroom Practices
 - ABCs of Behavior (Chris Borgmeier, Portland State University)
- Secure Needed Materials and Equipment
 - Cooperative Learning Structure Cards (Spencer Kagan)
 - White Boards
- Have Tough Conversations
 - Set professional goals and follow up
 - Observe and collect data
- Be Present in Classrooms
 - Observations
 - Data collection

Educator Role

- Investigate / participate in PD relating to effective classroom practice
- Request/accept formative feedback to improve consistency of effective classroom practices use:
 - Collegial peer
 - District coach
 - Building administrator
 - Students
- Set personal goals for maintenance or increased use of effective classroom practices



Data Considerations

Fidelity of Implementation Data

Outcome Data

Fidelity of Implementation Data

- Walk-throughs (e.g., classroom, non-classrooms)
- Peer Coaching
 - Grade Level Teams
 - Department Teams
- District Level Coaches & Administrators
 - Conduct Observations
- Self-Reflection
 - Videotaping
- School-Wide Evaluation Tool (SET)
- Self Assessment Survey (EBS/SAS)
- Benchmarks of Quality (BoQ)

Outcome Data

- Attendance
- Office Discipline Referrals (Office Managed)
- Minors (Classroom Managed)
- School Safety Survey
- Missouri Student Survey (Title 4 federal funds)
- Academic
 - Progress Monitoring Data
 - End of Course (EOC) exams
 - State Exams

Where are you in implementation process?

Adapted from Fixsen & Blase, 2005

Exploration & Adoption

- We think we know what we need so we are planning to move forward (evidence-based)

Installation

- Let's make sure we're ready to implement (capacity infrastructure)

Initial Implementation

- Let's give it a try & evaluate (demonstration)

Full Implementation

- That worked, let's do it for real (investment)

Sustainability & Continuous Regeneration

- Let's make it our way of doing business (institutionalized use)



Questions to consider when I share with my team

- What action steps do we need to take to successfully implement systems, practices and data that support implementation of effective classroom practices?
- What might be some barriers?
- What are some strengths to build on?

Resources

- National PBIS website: <http://www.pbis.org/>
- Missouri SW-PBS website:
<http://pbismissouri.org/>
- Columbia Public School's Website:
<http://service.columbia.k12.mo.us/pbs/>