Promoting Positive Classroom Environments Through Effective Instruction

Session 3A
Promoting Positive Classroom Environments Through Effective Instruction

Presenters:
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Learning Objectives
1. Learn key features of effective instructional strategies
2. Understand impact of instruction on promoting positive student behavior
3. Understand how environments are related to effective instruction

Positive Classroom Environments
1. Effective Instruction
   - Explicit
   - Engaging
   - Positive Feedback
2. Environment
   - Schedules
   - Arrangements
   - Interactions

High Probability Instruction Involves:
1. Teacher is explicit with lesson content and thoughtfully considers what is necessary to facilitate success with learning (examples)
2. Teacher takes responsibility for maximizing active student engagement within the content
3. Students get multiple opportunities to practice success at high rates with high rates of positive teacher acknowledgement

Instruction is Prevention
Rules
What do we want the students to do to predict success?
- Teach when, where, why of skill
- Use authentic examples
- Be explicit

Routines and Arrangements
What will we do to increase likelihood of student success?
- Be consistent with schedules and procedures
- Engage students
- Consider proximity and arrangements to predict student success
- Actively supervise
- Provide consistent feedback
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Poor Instruction

- Guided explicit instruction with repetition and varied examples enhances storage in long-term memory
- Unstructured learning places a heavy load on working memory -- information not stored in long-term memory is lost in 30 seconds
- Students with deficits can actually lose ground when instruction is not structured and explicit
- Especially important for novice learners

What Science Tells Us About Teaching and Learning

Keys to Teachable Rules

1. Anchor all rules to 3-5 big ideas
   - School-Wide
2. All rules are taught as examples of the big ideas
3. Organize by location
   - Try for max 5 rules per location
4. Teach to students directly and explicitly
5. Revisit instruction throughout the year -- acknowledge compliance

Instructional Coding

National Norms for Effective Instructional Practices

- 15-minute observations
- Only watch instruction
- See every teacher in the school
- Randomly select target student
- Code gender and ethnicity of teacher and student

OTR Rates

N= 6,730 Elementary, 1,544 Middle, 1,983 High

OTR Types as a Percentage of All OTRs

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High Poverty Schools & Engagement

22 Title One Eligible Elementary Schools in Kentucky
- 11 “Distinguished” in reading on state assessment
- 11 “Needs Improvement” in reading on state assessment
  - Matched Sample (size, location, demographics)
  - Hierarchical Linear Modeling
    - Group OTR predictive of academic achievement
      - High achieving receive 260+ more OTR each week
    - Negative feedback predictive of suspension
    - Differences are at the teacher level

Opportunities to Respond

An interaction between a teacher’s academic prompt (i.e., verbal, visual, or written) and student(s) verbal, written, or gestural responses.

Significantly higher active engagement and significantly lower disruptions when OTRs at 3 or more per minute

Feedback

- Simple feedback on performance – formative and summative – is one of the most effective components of instruction
  - This means nothing more than simply acknowledging student success when you see it
  - Affirmation!

Feedback Rates

N= 6,730 Elementary, 1,544 Middle, 1,983 High

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Instructional Practices and Student Success/Failure

Consider the degree to which teachers provide:
- Focus on students (active teaching)
- Opportunities to respond (OTR)
- Positive feedback (verbal or other affirmation)

Latent-class analysis reveals 3 clusters of teachers in terms of using these practices

Teachers in the lowest cluster have:
- 27% more likely to be off task
- 67% more likely to be disruptive


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Schedule

- Consistency!!
  - Explain changes
- Expectations for all items on schedule
  - Take advantage of schedule to also give reminders
- Consider sequencing and length of activities

9:00 - 9:30 spelling - page 23
9:30 - 9:50 math - workbook - pages 19-20
9:50 - 10:10 restroom break
10:10 - 11:05 math - workbook
11:05 - 11:20 wash hands
11:25 - 11:30 lunch and recess
11:35 - 11:45 independent work
11:45 - 1:15 language arts - textbook pages 224-225

Physical Arrangements

- Proactive Proximity
  - Sight lines
    KEY: Student Eye Contact
  - Teacher movement
    KEY: Consider Prevention
- Furniture
  - Teacher's desk
  - Students' desks
  - Assigned Seating

Reactive Proximity

- Start with eye contact
  - Stop and look directly
  - Don't yell across room
- Approach and eye contact
- Praise others while moving
- Hover and eye contact
  - ~4 seconds
- Hover and question
  - Must be genuine question
    - What should we be doing?

Window Sill / Bookcase

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