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

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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

Tier One
- All students
- Preventive, proactive

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

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

Academic Systems

Behavioral Systems

OSEP Center on Positive Behavioral Interventions & Supports
Effective Schoolwide Interventions
Social Competence & Academic Achievement

Supporting Staff Behavior

Supporting Data Decision Making

Supporting Student Behavior

Outcomes

Systems

Data

Practices
State

“Out of District”

District

School

Classroom

Student
Missouri RPDCs

1 Southeast – Cape Girardeau
2 Heart of Missouri – Columbia
3 Kansas City
4 Northeast – Kirksville
5 Northwest – Maryville
6 South Central – Rolla
7 Southwest – Springfield
8 St. Louis
9 Central – Warrensburg

Boundary Exceptions
- A school district may choose to utilize services from any RPDC.
- State supervisors are assigned to the RPDC in their respective regions.
Missouri Participation in SW-PBS
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 an as needed basis (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 (pbismissouri.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

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

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

Procedures/ Routines to Teach and Reinforce Expectations

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

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

Wanda B. Better  3rd grade

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

Classroom Rules  4:1 Recognition
Classroom Routines and Procedures  Response to error correction

☑ 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  4th
   during __________ 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.

<table>
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<tr>
<th>Strategy:</th>
<th>Frequency</th>
<th>Comments</th>
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</table>

**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:

<table>
<thead>
<tr>
<th>Strategy</th>
<th>Frequency</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Positive Feedback Ratio</td>
<td>Frequency</td>
<td></td>
</tr>
<tr>
<td>Specific, Positive Feedback</td>
<td>IIIIIIIIIII = 10</td>
<td></td>
</tr>
<tr>
<td>Negative Feedback</td>
<td>IIIIIIIIIIIIIIIIIII = 14</td>
<td>Positive : Negative Ratio = 10/14</td>
</tr>
</tbody>
</table>

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

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<tbody>
<tr>
<td>1. Positively interacts with most students using non-contingent and contingent attention.</td>
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<td>YES</td>
<td>NO</td>
<td></td>
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<tr>
<td>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.</td>
<td></td>
<td>YES</td>
<td>NO!</td>
<td></td>
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<tr>
<td>3. Has/knows classroom expectations and procedures and uses them to pre-correct, setting students up for success</td>
<td></td>
<td>YES</td>
<td>NO!</td>
<td></td>
</tr>
<tr>
<td>4. Continuously moves throughout the area (proximity to all students, random, close supervision of non-compliant students, targets problem areas)</td>
<td></td>
<td>YES</td>
<td>NO</td>
<td></td>
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<tr>
<td>5. Frequently scans (head up, eye contact with many students)</td>
<td></td>
<td>YES</td>
<td>NO</td>
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<tr>
<td>6. Minor or staff-managed behaviors are handled privately, quickly and efficiently and followed with a positive contact.</td>
<td></td>
<td>YES</td>
<td>NO</td>
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<tr>
<td>7. Major or office-managed behaviors are handled calmly, following the school’s procedures.</td>
<td></td>
<td>YES</td>
<td>NO</td>
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</table>

### 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.

Adapted from Breen & March, 2005.
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/](http://www.pbis.org/)

• Missouri SW-PBS website: [http://pbismissouri.org/](http://pbismissouri.org/)

• Columbia Public School’s Website: [http://service.columbia.k12.mo.us/pbs/](http://service.columbia.k12.mo.us/pbs/)