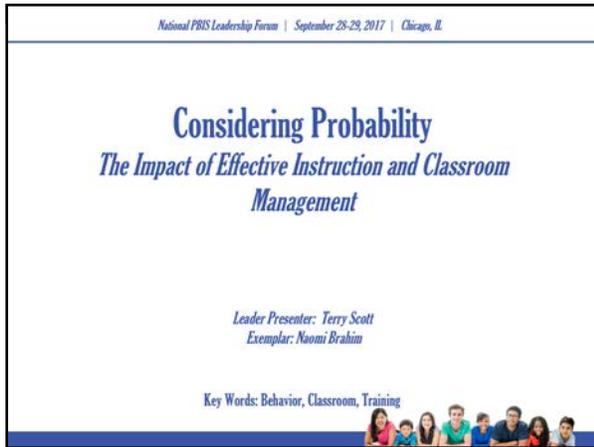


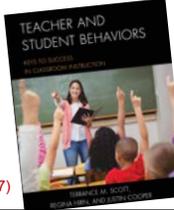
Considering Probability

The Impact of Effective Instruction and Classroom Management



Challenges

- Disadvantaged students get less teacher attention and instruction
- Students with identified behavioral challenges Receive less instruction and more negative feedback from teachers
- Minority students (males) receive more negative feedback from teachers



(Scott, Hirn, & Cooper, 2017)

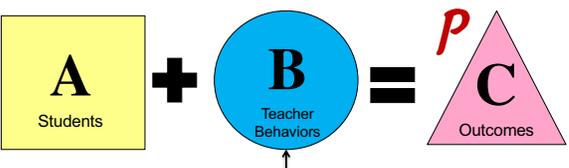
What is an Effective Teacher?

- Anyone can tell students something or tell students what to do
- A teacher creates a set of circumstances that increase the probability of the student being successful now and in the future

We have strong empirical evidence that these general teacher behaviors are associated with student success

Instruction	Environment	Relationships
<ul style="list-style-type: none"> • Teacher facilitated • Direct and explicit • Authentic examples • Multiple opportunities • Engages students 	<ul style="list-style-type: none"> • Arranges physical space • Develops routines • Develops Procedures • Consistent across time and students 	<ul style="list-style-type: none"> • Communicates often • Conveys genuine interest in students • Maintains role of encouraging teacher

Considering the Logic of Probability for Instruction and Management



Provide the Highest Probability of Positive Outcomes

- **Explicit curriculum** • **Modeling** • **Engagement** • **Goals**
- Consistent routines** • **Guided practice** • **Proximity**
- Spaced authentic practice** • **Formative assessment**
- High rates of positive to negative feedback**

To What Degree do Teachers Use High Probability Strategies?

Classroom Observations Study

- Observe how teachers and students interact during typical classroom instructional periods
- 15 minute observations of individual student in context of classroom
- 8000 classroom observations around the world



Engagement

Teacher provided opportunities for student response during instruction (OTR) is associated with higher active student engagement and increased achievement

- Effective Teachers find ways to engage all students
 - Verbal responses
 - Raise hand to indicate agreement
 - Create and share
 - Demonstrate
 - Talk to neighbor
- Keys
 - High rates of success
 - Used as vehicles for delivering positive feedback



Considering Probability

The Impact of Effective Instruction and Classroom Management

High Poverty Schools & Engagement Using Instruction to Predict Student Success



22 Elementary Schools
All Rural
All Title One Eligible



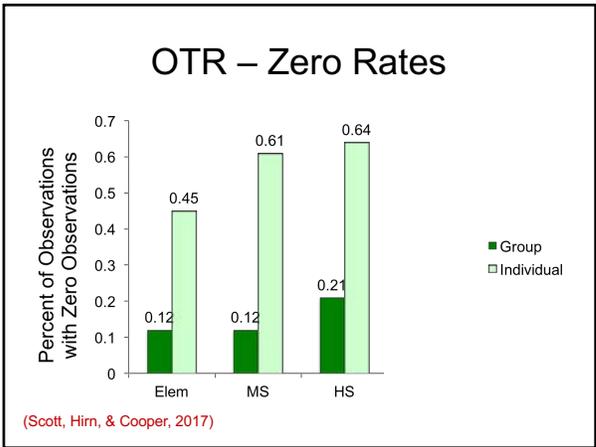
11 Highest State Achievement
11 Lowest State Achievement

	τ_{00} Between-school variance	σ^2 Within-school variance	$\tau_{00}/(\tau_{00} + \sigma^2)$ ICC	Reliability estimate
Group OTR	0.033***	0.603	0.051	.557
Individual OTR	0.001	0.134	0.009	.182
Positive feedback	0.000	0.028	0.008	.16
Negative feedback	0.000**	0.004	0.033	.443

Note. ICC = Intraclass Correlation Coefficient.
** $p < .05$. *** $p < .01$. **** $p < .001$.

- Group OTR predictive of academic achievement
- Differences across schools are at the teacher level

(Hirn, Hollo, & Scott, in press)



Frequent Feedback

Positive acknowledgement is associated with positive relationships and increased student achievement

- Feedback is a Teacher Behavior

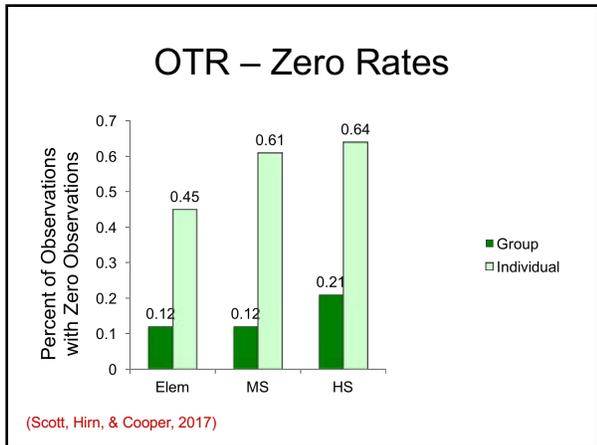


Responding to Misbehavior/Errors

- We have **zero** evidence that removing a student from the classroom or school results in a decrease in problem behavior
 - More likely to be used with minorities and students with disabilities
- Correction is a more positive and effective response
- Consider the Restorative Practices language



(Hirn & Scott, 2014; Scott, Gage, & Hirn, in review)



Effective Instructional Practices and Student Success/Failure

Consider the degree to which teachers provide:

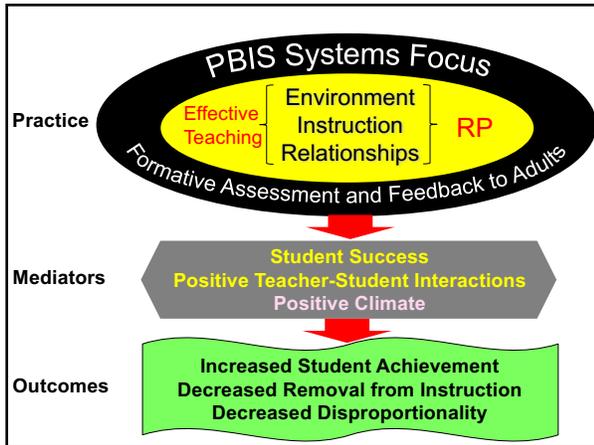
- Focus on students (time spent teaching)
- Opportunities to respond (OTR)
- Positive feedback

- Teachers using the least amount of these practices have students that are 27% more likely to be off task and 67% more likely to be disruptive**

(Gage, Scott, & Hirn, in press)

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The Impact of Effective Instruction and Classroom Management



Instructional Coding

- 3 Times per year
- Data Graphed and reported by school
- Schools to set goals for continuous improvement



School Instruction, Practice, & Assessment *Systemic PD and Danielson*

	Increase Knowledge	Skill Demonstration	Use in the Classroom
Presentation/Discussion	10%	5%	0%
+Demonstration	30%	20%	0%
+Practice and Feedback	60%	60%	5%
+Coaching in Classroom	95%	95%	95%

Joyce and Showers, 2002

Teachers need to have regular classroom-based consideration, coaching, and feedback regarding effective practices



Jefferson County Public Schools

We Are JCPS:

- 27th largest school district in U.S.
- 101,119 students (2017)
 - (~81% of market share)
 - 1/7 of all students in KY
 - 45% White
 - 36% African American
 - 18% Other
- 175 School Sites
 - Preschool
 - K-5 (Elementary)
 - 6-8 (Middle)
 - 9-12 (High)
 - Special Education
 - Alternative/Other



Jefferson County Public Schools

We Are JCPS:

- Diverse Community, with Diverse Challenges
 - 5.3% of JCPS students participate in the English as a Second Language program
 - 109 different languages spoken
 - Approximately 12,338 JCPS students, ages 3-21 years, receive ECE (Exceptional Child Education) services
 - 6.1% of JCPS students (pre-K – 12th grade) are homeless
 - 66.3% of students receive free/reduced lunch
- Bus Ridership
 - 70,000 students – nearly 3 of every 4 students – ride the bus every day
- Meals
 - JCPS provides 109,000 meals, including breakfast and lunch, every day



Jefferson County Public Schools

Highlights:

- **6 High Schools** on U.S News & World Report list of **Best U.S. High Schools**
- **\$182.7 million** in **scholarships** for the Class of 2017
- **55** National Merit semifinalists in 2017
- **18** JCPS teachers who received or renewed their **National Board Certification** in 2015; JCPS now has a total of **406** teachers with this certification
- Our teachers and administrators are regularly recognized by peers including
 - 2016 Kentucky Administrator of the Year
 - Valvoline Teacher Achievement Award winners
 - Presidential Award for Excellence in Mathematics and Science Teaching.
- According to a 2016 survey, **92%** of **parents** report that they are **satisfied** with their child's school
- **18 magnet schools and 52 magnet/optional programs** in schools at all levels
- **All 21** JCPS high schools offer college credit courses

Considering Probability

The Impact of Effective Instruction and Classroom Management



Jefferson County Public Schools

Our Vision

- All Jefferson County Public Schools students graduate prepared, empowered, and inspired to reach their full potential and contribute as thoughtful, responsible citizens of our diverse, shared world

Our Mission

- To challenge and engage each learner to grow through effective teaching and meaningful experiences within caring, supportive environments

JCBoE School Climate Transformation Grant

- Worked with the PBIS TA Center to revise the plan/budget for the SCT grant in March 2017
- Added funding for the **instructional classroom management modules**
- Included Instructional Coding for 18 identified schools
- Incorporated additional support for behavior PLC work

10 Monthly Modules

- Student Engagement
- Effective Feedback
- Positive Teacher-Student Relationships
- Teaching School and Classroom Expectations
- Creating a Positive Learning Environment
- What is Effective Instruction
- Prompts, Cues, and Reminders
- Basic Strategies
- Escalating Behaviors
- Effective Response to Challenging Behavior

Focus Groups

- #1: Middle/High School
 - Teachers, administrators, instructors
- #2: Elementary School
 - Teachers and administrators
- Purpose:
 - Voice of school staff to build buy-in and support for this work
 - Descriptors of real situations to use as examples
 - Define/refine the module content and order of use

Focus Group Video



Modules

- Sessions involve a description of logic followed by modeling of key skills (why these key skills are important)
- Teachers are engaged with video and other practical examples
- Teachers participate in a facilitated discussion to provide context specific to each school
- After activities are completed, participants are asked to monitor their own behavior prior to the next session
- New session begins with debrief, then new content is introduced following the same framework

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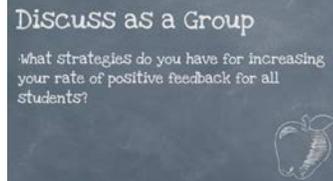
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Logic



Opportunities to Discuss

- During the session, teachers are asked to discuss questions related to the content (during and after the video)



Homework

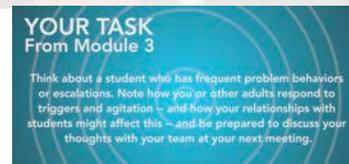
- After reviewing the video and the facilitated discussion, teachers use strategies in the classroom for designated timeframe



Beginning of New Module

- At the beginning of the next video, teachers start with a discussion about the previous module and practical application

HOW TO BEGIN:
Use time at the beginning of this session to review what you learned from your last meeting and how you practiced it in your classroom.



How are the modules used?

- Professional Learning Communities (PLCs)
- Faculty Meetings (teachers grouped by content, grade, or team)
- Embedded Professional Development
- After School Professional Development
- New Teacher Trainings

Walk-Through Instruments

- Climate Walk-Through Assessment
 - School Entrance
 - Physical Environment
 - Student/Staff Interaction
 - Transitions
 - PBIS (expectations, flow chart, recognition)

Considering Probability

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Walk-Through Instruments

- Restorative Practices Classroom Observation Tool
 - Climate
 - Engagement
 - Relationships
 - Elements of RP
- Restorative Practices Circles Observation Tool
 - Universal circle elements
 - Proactive circles
 - Reactive circles
 - Academic circles

Finding the Modules



CIBRS: CENTER FOR INSTRUCTIONAL AND BEHAVIORAL RESEARCH IN SCHOOLS

<http://www.cibrs.com/jcps-modules/#>

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