

# Supporting Classroom Practices

Partridge Elementary, Waynesville R-VI School



Partridge Elementary, Waynesville R-VI School  
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Counselor; Lisa O'Donnell, Special Education; Lisa  
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& MO SW-PBS: Nanci Johnson Data/Web Consultant

# Outcomes

- Identify ***effective classroom practices*** and the components of ***classroom support***
- Outline support for ***effective classroom practices*** in a Missouri elementary school
- Describe the role of administrators in strategic ***effective classroom practices*** implementation
- Explain how MO SW-PBS aligns with a strategic ***effective classroom practices*** implementation process
- Identify outcomes correlated to a strategic ***effective classroom practices*** implementation

# School Demographics

- Partridge Elementary
- 440 +/- students
- 51% Free/Reduced
- 35% Mobility
- 50% Racial/Ethnic Diversity
- 42 Staff Members
- Located on Ft Leonard Wood Base



Identify ***effective classroom practices***  
& the components of  
***classroom support***

- Reviewing MO SW-PBS Effective Classroom Practices
- Identifying research based components of an ***effective classroom practices*** implementation process



# Missouri SW-PBS

## Effective Classroom Practices

- Classroom Expectations
- Classroom Procedures & Routines
- **Classroom Encouraging**
- Classroom Discouraging
- Classroom Active Supervision
- Classroom Opportunities to Respond
- Classroom Activity Sequencing & Choice
- **Classroom Task Difficulty**

<http://pbissmissouri.org/educators/effective-class-practice>

Identifying research based components  
of an ***effective classroom practices***  
implementation support process

- **Teachers typically receive little pre- or in-service training in classroom management<sup>1</sup>**
- **Multi-component training packages**  
(“didactic” or direct training + coaching + performance feedback + etc.) **result in desired behavior change**, especially when trained skills are effective<sup>2</sup>

# What we know about teachers...

- Experienced teachers who receive explicit, intense, and direct training in discrete skills (OTRs, prompts, and specific praise) **required performance feedback before increasing skill use.**<sup>3</sup>
- **Bottom line: “training by itself does not result in positive implementation ...or intervention outcomes”**<sup>4</sup>

## Emerging research on self-management interventions...

- are related to desired behavior changes in adults who are obese, have asthma, have depression, and experience insomnia<sup>5</sup>
- result in better instructional decisions<sup>6</sup>
- result in increases in praise<sup>7</sup>

# Recent Research in Teacher Change

- **Self-monitoring** may lead to increases in **monitored behaviors** (i.e., specific praise), and frequency counts may be the preferred self-monitoring strategy.<sup>8</sup>
- **Self-monitoring may work for some, but it may not be sufficient for all teachers.**<sup>9</sup>
- **Self-management** with coaching prompts **resulted in desired increases in specific praise** across teachers, but effects did not maintain for all teachers during follow-up.<sup>10</sup>
- **Consultation** approaches may provide intensive supports for new or in-service teachers.<sup>11</sup>



# Partridge Elementary's Plan for ***Effective Classroom Practices Implementation***

- Establishing components of an ***Effective Classroom Practices Implementation***
- Planning for ***Effective Classroom Practices Implementation Support***

# Establishing components of an ***Effective Classroom Practices Implementation Support***

- Professional Development
- Coaching
- Observation
  - Learning Walk Form (District Tool, iPad)
- Feedback sessions
- Self-monitoring
  - This is something we are working on!

# Planning for *Effective Classroom Practices* Implementation

- **Professional Development** >
  - Whole staff > staff meetings, before/after school, district level training
  - Provided by > Instructional Coach, Building level “peer experts”, Other
- **Coaching** >
  - Provided as requested; pre-instructional cues, co-teaching, debriefing
- **Observation** > “Learning Walks” Instructional Coaches, Administrator, Peers
- **Feedback** > During or immediately after lessons
- **Scheduling** > Substitutes

# Learning Walks: District Form iPads

**Learning Walk Form**


**Learning Objective(s):**

What is posted?  Objective  Activity  Neither  NA

Is the objective(s) in student friendly terms?  Yes  No

Does the objective(s) match the current lesson?  Yes  No

Can the student identify the learning objective?  Yes  No  NA



**Marzano Instructional Strategies**

	O	Pre	E
<b>Creating the Environment for Learning</b>			
Setting Objectives and/or Providing Feedback			
Reinforcing Effort and Providing Recognition			
Cooperative Learning			
<b>Helping Students Develop Understanding</b>			
Cues, Questions, and Advance Organizers			
Nonlinguistic Representation			
Summarizing and Note Taking			
Providing Practice			
<b>Helping Students Extend and Apply Knowledge</b>			
Identifying Similarities and Differences			
Generating and Testing Hypotheses			
None observed			

**I-STEM-21**

	Yes	No
Project	<input type="checkbox"/>	<input type="checkbox"/>
Problem-Based Learning	<input type="checkbox"/>	<input type="checkbox"/>
Meaningful Question to Explore	<input type="checkbox"/>	<input type="checkbox"/>
Engaging Real-World Problem to Solve	<input type="checkbox"/>	<input type="checkbox"/>
Design Challenge to Meet	<input type="checkbox"/>	<input type="checkbox"/>

**PBL**

	O	Pre	E
Entry event			
Driving question			
Priority standards/Content objectives			
Student voice & choice			
Inquiry & Innovation			
Feedback & revision			
Public Presentation			
None observed			

**Seven Strategies of Assessment for Learning**

	O	Pre	E
<b>Where Am I Going?</b>			
Provide students with a clear and understandable vision of the learning target			
Use examples and models of strong and/or weak work			
<b>Where Am I Now?</b>			
Offer regular descriptive feedback			
Teach students to self assess and set goals			
<b>How Can I Close the Gap?</b>			
Design lessons to focus on one learning target or aspect of quality at a time			
Teach students focused revision			
Engage students in self-reflection and let them keep track of and share their learning			
None observed			

**Learning & Innovation Skills (part of 21st Century Skills)**

	O	Pre	E
Communication & Collaboration			
Critical Thinking & Problem Solving			
Creativity & Innovation			
None observed			

\*O-Observed, Pre-Prevailing, E- Evidence of

**Teacher/Student Engagement**

<input type="checkbox"/>	6- (HOT) Stnt Active Engaged
<input type="checkbox"/>	5- (HOT) Stnt Conversations
<input type="checkbox"/>	4- Teacher-Led Instruction
<input type="checkbox"/>	3- Stnt Work w/Teacher Engaged
<input type="checkbox"/>	2- Stnt Work w/Teacher Not Engaged
<input type="checkbox"/>	1- Complete Disengagement

**Scoring guide displayed with work:**

<input type="checkbox"/>	Yes
<input type="checkbox"/>	No
<input type="checkbox"/>	Work Not Displayed
<input type="checkbox"/>	NA

**Was differentiated instruction observed?**

<input type="checkbox"/>	Yes
<input type="checkbox"/>	No

**Differentiated how:**

<input type="checkbox"/>	Content
<input type="checkbox"/>	Process
<input type="checkbox"/>	Product
<input type="checkbox"/>	Multiple

**Predominate use of technology:**

<input type="checkbox"/>	Advanced-students are leading their own learning
<input type="checkbox"/>	Progressive-students using under teacher direction
<input type="checkbox"/>	Basic-drill and practice, testing, visual aid
<input type="checkbox"/>	Not Used
<input type="checkbox"/>	Evidence of

Select "\*" in the box that reflects observation

DOK Level	DOK Description	Prevailing	Highest Reached
Level 4	Extended Thinking		
Level 3	Strategic Thinking		
Level 2	Skill/Concept		
Level 1	Recall		
NONE	Not Observed		

**Dominant type of feedback:**

<input type="checkbox"/>	Descriptive
<input type="checkbox"/>	Judgmental
<input type="checkbox"/>	Evaluative
<input type="checkbox"/>	Non Observed

**Subject**

**Time**

## Learning Walk Form

Learning Objective(s):

What is posted?	<input type="checkbox"/>	Objective	<input type="checkbox"/>	Activity	<input type="checkbox"/>	Neither	<input type="checkbox"/>	NA
Is the objective(s) in student friendly terms?	<input type="checkbox"/>	Yes	<input type="checkbox"/>	No				
Does the objective(s) match the current lesson?	<input type="checkbox"/>	Yes	<input type="checkbox"/>	No				
Can the student identify the learning objective?	<input type="checkbox"/>	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>	NA		



<b>Marzano Instructional Strategies</b>	<b>O</b>	<b>Pre</b>	<b>E</b>
<b><i>Creating the Environment for Learning</i></b>			
Setting Objectives and/or Providing Feedback	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Reinforcing Effort and Providing Recognition	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Cooperative Learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b><i>Helping Students Develop Understanding</i></b>			
Cues, Questions, and Advance Organizers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Nonlinguistic Representation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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Providing Practice	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b><i>Helping Students Extend and Apply Knowledge</i></b>			
Identifying Similarities and Differences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Generating and Testing Hypotheses	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
None observed	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



## I-STEM-21

Project	<input type="checkbox"/>	Yes	<input type="checkbox"/>	No
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Student voice & choice	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Inquiry & Innovation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Feedback & revision	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Public Presentation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
None observed	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### Seven Strategies of Assessment for Learning

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<b>Where Am I Going?</b>			
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Use examples and models of strong and/or weak work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Where Am I Now?</b>			
Offer regular descriptive feedback	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teach students to self assess and set goals	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>How Can I Close the Gap?</b>			
Design lessons to focus on one learning target or aspect of quality at a time	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teach students focused revision	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Engage students in self-reflection and let them keep track of and share their learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
None observed	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Select "1" in the box that reflects observation

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Time

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Was differentiated instruction observed?

<input type="text"/>	Yes
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Differentiated how:

<input type="text"/>	Content
<input type="text"/>	Process
<input type="text"/>	Product
<input type="text"/>	Multiple

# Administrative Planning for ***Effective Classroom Practices*** Implementation

- Identifying Purpose and Outcome Goals
- Allocating resources
- Selecting ***Effective Classroom Practices***
  - How
  - What
- Aligning strategic work (e.g., SW-PBS, RTI, MO Teacher Standards, etc) with ***Effective Classroom Practices*** Implementation

# Identifying Purpose and Outcome Goals

## Purpose

- Implementation of effective practices with fidelity

## Outcome Goals

- Increased academic instructional time
- Improved schoolwide climate
- Improved behavioral and academic outcomes for students



# Allocating Resources

*Administrative role is to create a systematic structure that supports the foundation of the school culture including:*

- Data Teams by Grade Level
- High Expectations of Staff
- High Expectations of Students
- Daily Walk Throughs
- New Teacher Induction
- Steering Committee



# Selecting *Effective Classroom Practice(s)*: **How**

## Data Teams >

- Quarterly process for identifying where we can improve
- Each grade level relieved by substitutes for ½ day
- Excel Spreadsheet for each Classroom with Student level data
  - Grade level academic expectations
  - Attendance, Nurse, ODRs, Classroom Managed

## 2013-2014 School Year

Student Demographics							Star Math					Star Reading				Fluency						
Gender	Ethnicity	MATH MAP	CA MAP	ESL	R.R.	IEP	BOY 1st qtr.	2nd Qtr.	Winter.	EOY of 3rd qtr.	4th Qtr. EOY	BOY 1st Qtr.	2nd Qtr.	Winter	Spring	End of year	1st Qtr. BOY	1st. Qtr.	End of	2nd Qtr.	3rd Qtr.	4th Qtr. EOY
		663	666				5.5	5.5	6.7	6.7	7	6.3	6.3	6.3	6.2	7	115			159	172	177
		646 P	620 B	ESL			4.6	6	6	5.9	7	4.6	5.3	4.6	5.6	5.3	83			117	134	135
		631 P	636 B	ESL			4.6	4.3	3.7	5.1	5	3.6	3.6	4.2	5.2	4.6	106			116	153	134
		647 P	658 P				5.1	4.5	6.1	5.2	6.1	5.6	6.4	6.6	5.1	6.7	103			122	153	134
		639 P	664 P				4.6	4.8	6.2	6.4	6.6	4.8	4.8	4.7	5.3	5.3	97			116	176	134
		630 P	662 P				4.5	4.4	5.7	5.3	5.8	6.1	5.8	5.8	5.8	6.3	119			140	154	134
		663 P	651 P				4.4	5.7	6.4	4.9	6	5.5	5.4	5.7	6	6.8	99			130	150	143
		625 B	642 B				4.3	4.5	4.6	6.2	4.7	4	4.2	5.3	4.3	4.7	102			134	154	142
		637 P	703 A				4.7	4.6	5.1	6.2	5.8	7.4	6.2	5.8	6.6	8.5	152			178	179	177
		673 A	681 A				6.4	6	6.4	7	7	7.3	7.6	8.2	8.6	12	155			174	185	148

# Selecting Effective Classroom Practice(s): **What**

- District Level
  - Student Engagement (MO Teacher Standard 1.2)
  - Assessment (MO Teacher Standard 7.2)
- Building > Grade Levels Needs
  - **Effective Feedback**
  - Reciprocal Teaching
  - Spaced vs. Massed Practice

# Aligning strategic work with *Effective Classroom Practices* Implementation

- “Integrated SW-PBS, PLC, RTI, CW & MO Teacher Standards are how we do the business of school.”
- Each grade level identifies how multi-tiered support is occurring:
  - **Monitoring of academic and behavior progress of every student on a consistent basis occurs simultaneously (grade level spreadsheets)**

## **Partridge Teacher Knowledge—Effective Teaching at Partridge**

### **Working Knowledge**

1. Live Partridge Vision, Mission, SMART Goals
2. Live Professional Learning Communities Model
3. View Rick Stiggins CD on Assessment
4. Teach Depth of Knowledge (DOK)/Curriculum/MAP/Power Standards/Common Core
5. View Bullying Video, Safer and Smarter Children Video, Technology Safety Video, and Restraint Video
6. Live Partridge Crisis Plan

### **Technology**

1. Complete Technology Level I and II
2. Partridge Technology Practices—Lesson Plan Dropbox, Student Spreadsheet, Smartboard, Lab Procedures, Teacher Webpage, My Learning Plan, Power Teacher, Document Camera, Web Resources, District Provided Curriculum Technology Resources

### **Programs and Resources**

1. Teach with Rigor, Relevance, Relationships and high levels of DOK/instruction/Lesson Plans
2. Professional Learning Communities Expectations
3. Accelerated Reader Program (grades 2-5)
4. District Common Assessments
5. Assessment for Learning
6. DRA's, Oral Reading Fluency, STAR Reading/STAR Math, AIMSweb
7. Classroom Management Systems
8. Study Island
9. Response to Intervention, Pyramid of Intervention, and Special Education
10. Balanced Literacy—Guided Reading—Readers Workshop
11. Writing Programs—Step Up to Writing, 6 Traits, Wee Can Write (K), Writers Workshop
12. Investigations Math—Math Workshop
13. Treasures Communication Arts Program (grades 2-5)—Starfall (grade K)
14. Positive Behavior Intervention Support
15. Complete Masters Degree

### **Housekeeping**

#### **Partridge Requirements**

1. Partridge Teacher Handbook
2. Key Control
3. Data Collection
4. Lunch Accountability
5. Conference Procedures
6. Student Cumulative Folder Requirements
7. Data Days
8. Duties (recess, lunch, dismissal, etc.)

Updated September 17, 2012



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Identify outcomes correlated to a strategic ***Effective Classroom Practices*** Implementation

- Teachers Utilization of ***Effective Classroom Practices*** Support
- Instructional Coaches Perspectives on ***Effective Classroom Practices Support***
- Intersection of SW-PBS and ***Effective Classroom Practices*** Implementation
- Communication of Expectations & Outcomes with Stakeholders

# Teachers Utilization of *Effective Classroom Practices* Support

- Data Teams and Collaborative Work Professional Development
- Support is also provided when data team identifies a need for a grade level, a classroom or an individual student
- Partridge PBS Team members provide support as requested or indicated.



# Perspectives on ***Effective Classroom Practices Support***

- Steering Committee
- Instructional Coaches
- Teachers

# Intersection of SW-PBS and *Effective Classroom Practices* Implementation

- SW-PBS creates
  - a foundation for a systematic schoolwide culture
  - a supportive environment with consistent expectation and rules
- SW-PBS promotes and requires the use of data (Classroom Walk Throughs, ODRs, & Classroom Minors) to continually assess the culture, which guides ongoing planning and practice.

# Partridge Elementary Schoolwide Outcomes

- Improved classroom environments (decreased student ODRs and Classroom Minors)
- Increased Parental Involvement
- High Levels of Teacher Retention
- Increased MAP scores

# Quick Review

- Focus on Effective Classroom Practices
- Develop systems of instructional support
- Establish and maintain a trusting learning community with frequent change (e.g., student mobility, changes related to being a “military base” school)



# Questions





# Additional Sessions to Attend

- **5B-6B** *MTSS*
- **7A** *SW-PBS & the MO Learning Standards*
- **8C** *Teacher Evaluation Standards & MO SW-PBS*
- **8D** *Use of a Structured Peer Observation Process to Monitor Classroom Level PBS Implementation*

# References

- <sup>1</sup>(Begeny & Martens, 2006; Freeman, Simonsen, Briere, & MacSuga, in press; Markow, Moessner, & Horowitz, 2006; Special Education Elementary Longitudinal Study, 2001, 2002, 2004; Richter, Lewis & Hagar, 2012; Wei, Darling-Hammond, & Adomson, 2010)
- <sup>2</sup>(e.g., Abbott et al., 1998; Allan & Forman, 1984; Hiralall & Martens, 1998; Madsen, Becker, & Thomas, 1968; The Metropolitan Area Child Study Research Group & Gorman-Smith, 2003; Rollins et al., 1974; Simonsen, MacSuga-Gage, Briere, Freeman, & Sugai, in preparation)
- <sup>3</sup>(Simonsen, Myers, & DeLuca, 2010)
- <sup>4</sup>(Fixen, Naoom, Blasé, Friedman, & Wallace, 2005, pp. 40-41)

# References Continued

- <sup>5</sup>(Caplin & Creer, 2001; Creer, Caplin, & Holroyd, 2005; Creti, Libman, Bailes, & Frichman, 2005; Ngamvitroj & Kang, 2007; Donaldson & Norman, 2009; Rokke, Tomhave, & Jovic, 2000)
- <sup>6</sup>(Allinder, Bolling, Oats, & Gagnon, 2000; Liberty, Heller, & D'Huyvetters, 1986)
- <sup>7</sup>(Keller, Brady, & Taylor, 2005; Sutherland & Wehby, 2001; Workman, Watson, & Helton, 1982).
- <sup>8</sup>(Simonsen, MacSuga, Fallon, & Sugai, 2012).
- <sup>9</sup>(Simonsen, MacSuga, Briere, Freeman, Myers, Scott, & Sugai, in press)
- <sup>10</sup>(Simonsen, Freeman, Dooley, Maddock, & Kern, in preparation)
- <sup>11</sup> (Briere, Simonsen, Myers, & Sugai, under review; MacSuga & Simonsen, 2011)