**Classroom What? Using the Eight Effective**

**Classroom Practices to Transform Classroom Systems**

*Whittier Elementary School PBIS Tier I Team*

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| **Time** | **Activity** | **Materials** |
| 2 minutes*2:47PM* | Welcome and Introduction to today’s topic* Maintaining the same umbrella of DOK through the lens of Phonics/Phonemic Awareness
 | * Prezi: Slide 1-2
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| 8 minutes*2:55PM* | School and Tier I Team Introduction and naming our WHY* Whittier Elementary is a neighborhood K-6 school located in the Lykins neighborhood of Kansas City. We serve a diverse student population of nearly 475 students. The student population is 10% Asian, 40% African American, 37% Hispanic, and 13% Caucasian. All students receive free lunch and breakfast.
* The original Whittier Elementary was founded in 1889 and named after the American poet and writer John Greenleaf Whittier. Between 1958 and 1959, demolition began to replace the old Whittier with a new building. The new Whittier building location was moved from 1101 Indiana Street to 1012 Bales Avenue in East Kansas City
* Whittier has a teaching staff of 40 and just completed its first year as a Tier II PBIS school
* The WHY: In terms of PBIS, some changes were imminent. We were stuck at the Tier I level for more than five years. While our SET was always pretty high, it was our SAS results that were troubling. Both the SET and the SAS revealed that the systems at the classroom level were not yet in place. Our office referrals supported this too—our classroom ODRs were and have always been the highest. In fact, we made Tier II status but barely. We were pushed forward only under the stipulation that our Tier I team would work with our incredible regional consultant. At the beginning of this school year, we had a big task at hand: we needed to examine classroom systems through the lens of the Eight Effective Practices in order to pin-point the big beast—school climate and culture
 | * Prezi: Slide 3
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| 2 minutes*2:57PM* | Outcomes* Ask for participants to read aloud
* (Referencing first objective) While we will be grounding ourselves in the eight effective practices, please know that is just to re-norm ourselves in what they are
* (Referencing second objective) The primary motive for this session is NOT about what the Eight Effective are but rather HOW our team planned to address the glaring concerns and problems at the classroom level. This being said, the primary motive is to walk with us and examine how we planned, utilized, and implemented these practices to address the climate and culture concerns in our building
	+ This being said, if your Tier I systems are strongly in place particularly at the classroom level for your building, we *highly* encourage you to find a session that meets your exact needs. We will not be offended if you choose to leave if this session does not meet your needs ☺
 | * Prezi: Slide 4
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| 1 minute*2:58PM* | Norms* Silently take the next 30 seconds to identify the one that resonates with you the most
* If there is something that isn’t up there that you would like to include, please feel free to share out
 | * Prezi: Slide 4
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| 12 minutes*3:10PM* | The WHAT: Eight Effective Classroom Practices* Here are the Eight Effective Practices. They should be fairly familiar with you as we all received this training in our Tier I training. As a refresher, the first four practices increase *instructional time* while the last four practices increase *engaged* *time* – let’s briefly look at WHAT we are grounding our conversations around today
* Ask for participant to read the impact of *instructional time* on the first four classroom instructional practices
	+ The first four research-based practices help us gain more instruction time to teach
* Ask for participant to read the impact of *engaged time* on the last four classroom instructional practices
	+ The last four research-based practices help us actively engage students in learning and positively impact engaged time

**CFU: Turn and tell someone next to you the importance of the first four practices.****CFU: Turn and tell a different person next to you the importance of the last four practices.** | * Prezi: Slides 5-9
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| 5 minutes*3:15PM* | The WHY* When the amount of time spent in various classroom activities was researched, only 17% was spent in instruction and 33% in seatwork.
* Transitions take 20% of the school day. The typical elementary classroom loses 7-10 minutes each transition from one subject to another; with a typical day including at least 10 transitions, 70 minutes are lost each day; almost one day per week lost to transitions alone.
* Unfortunately, discipline and other non-instructional activities such as taking attendance, announcements, etc., accounted for 30% of the school day.
* Think about your typical day and the time you spend in various activities. How does it compare to these statistics?
	+ Why is this information relevant to us? (discipline takes away from time to teach academic curriculum)
	+ Questions we asked ourselves: Are teachers using the Eight Effective Practices? What would the impact of the eight Effective Practices have on our classrooms?
* Conclusion: We want to implement effective classroom practices to prevent and decrease interruptions caused by discipline problems and increase the amount of time we have to teach.
* Participants silently read quotes

**CFU: On a post-it note, write down a word or phrase that resonates with you in regards to WHY the Eight Effective Classroom Practices are important (for each quote)** | * Prezi: Slides 10-13
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| 15 minutes*3:30PM* | Jigsaw Activity* Just as we modeled for your, you are going to engage in the planning/implementation process that similarly models what our Tier 1 team did!
* For 15 minutes, your table team will plan for the designated Classroom Practice provided to you. At the end of the timer, you will create a visual representation of your practice that will include the WHAT (is your practice), WHY (it’s important), and HOW (you will implement it at *your* school)
* Can I quickly get someone to share what is happening in the next 15 minutes?
	+ (Participant shares expectations)
	+ Great! By the end of 15 minutes, have your poster hung up on the wall
 | * Prezi: Slide 14
* Our anchor chart (to be cited as reference)
* Anchor chart paper
* Eight Effective Practices resources
* Markers
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| 10 minutes*3:40PM* | Gallery Walk* During this time, you will observe other groups presentation of the Eight Effective Practices, however, your most important job is this: *How could this be implemented at my school? What would it look like?*
	+ Use post-it notes to record any “ah-ha’s” or additional ideas that help you to frame your thinking around this question
 | * Prezi: Slide 15
* Post-it notes
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| 5 minutes*3:45PM* | Implications* In order to make implementation effective, our team had to consider the following:
	1. *Knowing our building needs*: After 5+ years at Tier I with little progress and buy in, we realized we needed to do something about this. Knowing this paired with a fairly high staff turn-over rate, our Tier I team moved forward to address the huge disconnect happening in classrooms in our building
	2. *Use data to make decisions*: As previously and briefly mentioned, our SAS results from the previous school year were alarming. Our classroom systems were nearly failing. Additionally, our ODRs revealed that on average, behaviors were occurring primarily in the classroom; this accounted for over 65% of the office referrals by location. We couldn’t ignore this and be successful at Tier II—our Tier I systems were not in place!
	3. *Creating a system of implementation with fidelity*: our Tier I team decided a few things. Roughly each month, each of these Eight Effective Practices was presented at a monthly staff meeting. Designated members of our Tier I team partnered together to present on 1-2 practices. We would present this information to the staff in a meaningful way (no sit-n-get!). Our regional Tier I consultant, Jody Baker, would come and observe the said practices after each presentation and would report back to our Tier I team. Our Tier I team would then implement changes accordingly and document them on our monthly action plan. Our Tier I team even started an observation cycle in which we would observe each other on a few of the given practices
	4. *Know your staff*: PD was anything BUT “sit-n-get” – this was probably the MOST important component. The *way* we presented each practice was particular and relevant to Whittier Elementary. We have an equal mix of seasoned veteran teachers and new teachers. We planned professional development using the Eight Effective Classroom Practices to meet and address gaps happening in classrooms and in our building.
 | * Prezi: Slide 16
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| 10 minutes*3:55PM* | YOUR Next Steps...* Commit yourself/your team to a plan of action
* Cite questions on Prezi to ask yourself in your planning
	+ Resources we used: find them at the link!
 | * Prezi: Slide 17
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| 5 minutes*4:00PM* | ClosingAs we close out, write ONE thing that you plan to commit yourself to and post it on the “Next Steps” paper before you leave.THANK YOU ☺ | * Butcher paper (to collect next-steps)
* Post-it note
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Electronic Needs:

* Projector with sound
* Donegal to project from Microsoft Surface tablet

Resource Needs:

* Printed Eight Effective Practices Power Points (for participants to use during Jigsaw activity)
* Anchor chart paper
* Markers
* Post-it-notes

Presenter Needs:

* Printed PD notes