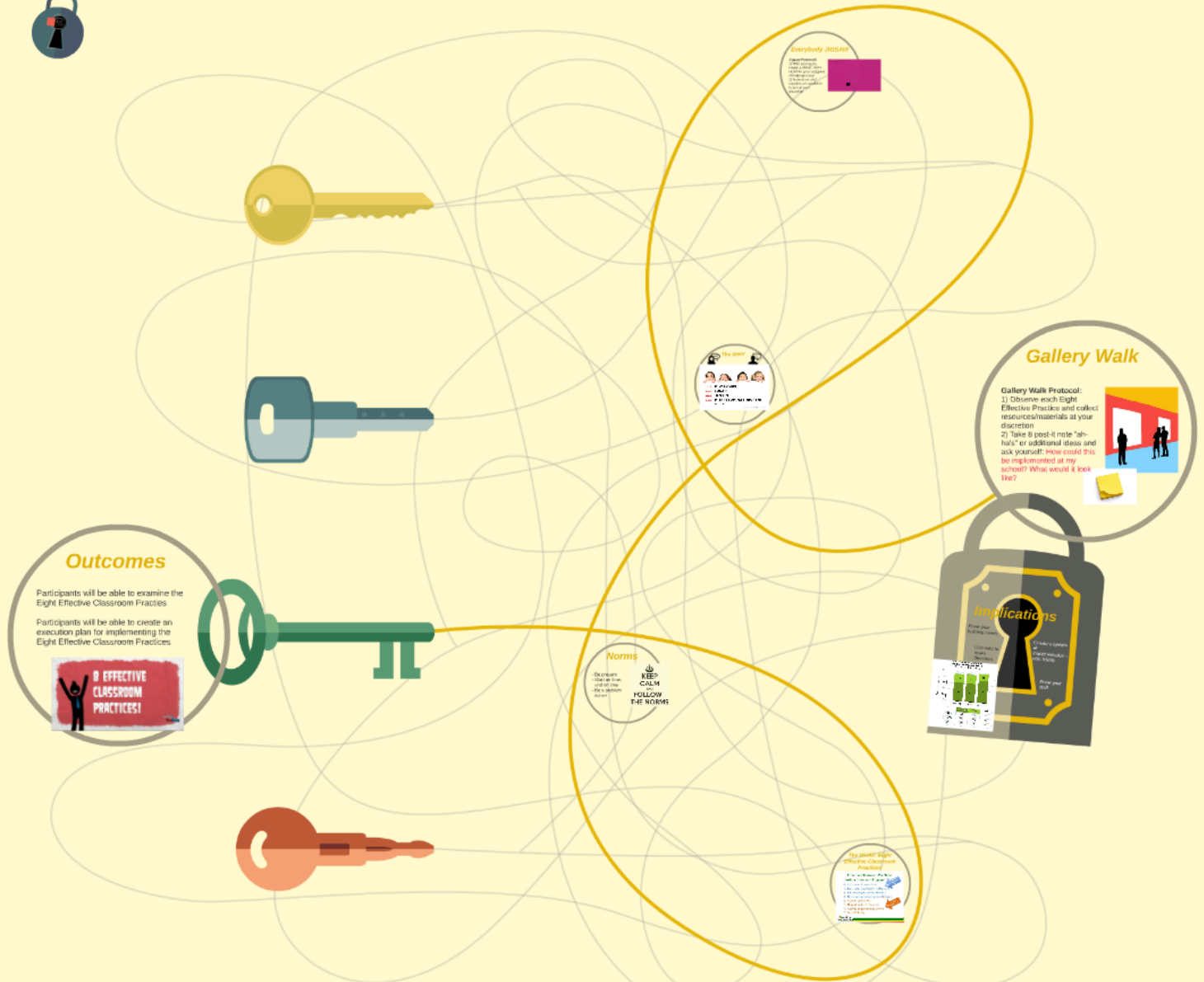


Classroom What? Using the Eight Effective Classroom Practices to Transform Classroom Systems

Whittier Elementary School,
Tier I Team
Kansas City, Missouri



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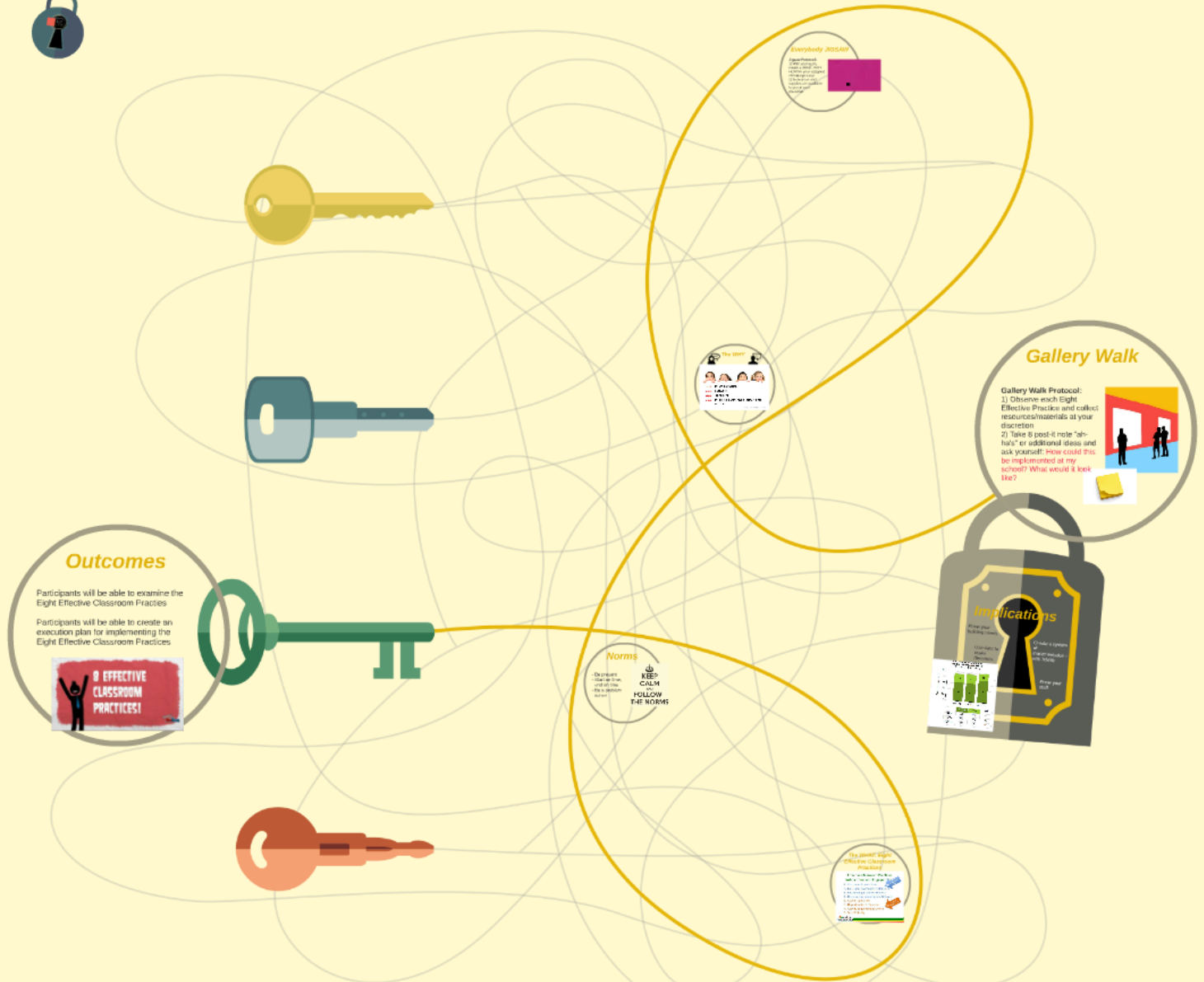
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Whittier Elementary Fast Facts:

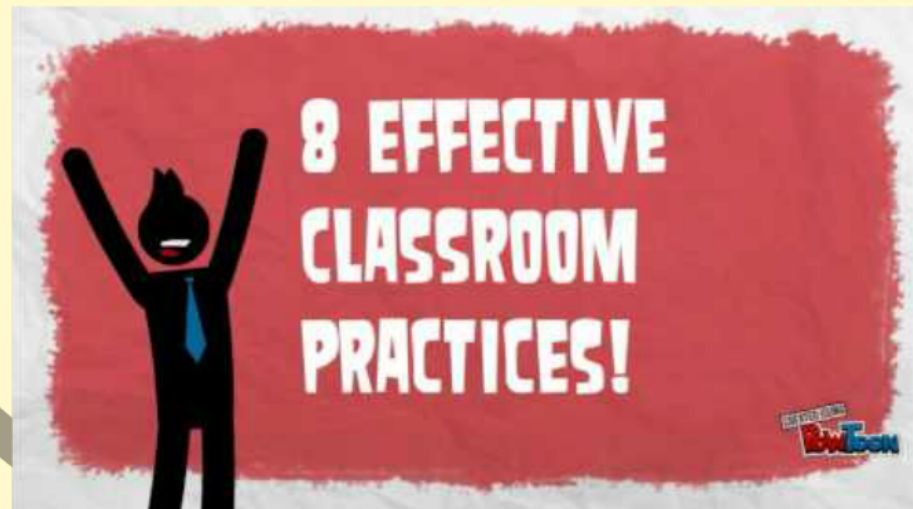
- K-6 Elementary School located in East Kansas City
- Average population of 475 students
 - 10% Asian, 40% African American, 37% Hispanic, and 13% Caucasian
 - All students receive free lunch and breakfast
- 40 teachers and staff



Outcomes

Participants will be able to examine the Eight Effective Classroom Practices

Participants will be able to create an execution plan for implementing the Eight Effective Classroom Practices



Norms

- Be present
- Start on time, end on time
- Be a problem solver



**KEEP
CALM
AND
FOLLOW
THE NORMS**

The WHAT: Eight Effective Classroom Practices

Effective Classroom Practices Instructional and Engaged Time

1. Classroom Expectations
2. Classroom Procedures & Routines
3. Encouraging Expected Behavior
4. Discouraging Inappropriate Behavior
5. Active Supervision
6. Opportunities to Respond
7. Activity Sequencing & Choice
8. Task Difficulty



Academic Learning Time

Instructional Time—diminished by unclear procedures, disruptive student behavior, disciplinary responses, lengthy transitions, etc.

Effective Classroom Practices to Increase Instructional Time:

- Classroom Expectations
- Classroom Procedures & Routines
- Encouraging Expected Behavior
- Discouraging Inappropriate Behavior

Effective Classroom Practices

Instructional and Engaged Time

1. Classroom Expectations
2. Classroom Procedures & Routines
3. Encouraging Expected Behavior
4. Discouraging Inappropriate Behavior
5. Active Supervision
6. Opportunities to Respond
7. Activity Sequencing & Choice
8. Task Difficulty



Academic Learning Time

Engaged Time—diminished by inactive supervision, limited opportunities for students to respond, poor task selection, etc.

Effective Classroom Practices to Increase Time of Student Engagement:

- Active Supervision
- Opportunities to Respond
- Activity Sequencing & Choice
- Task Difficulty

The WHAT: Eight Effective Classroom Practices

Effective Classroom Practices Instructional and Engaged Time

1. Classroom Expectations
2. Classroom Procedures & Routines
3. Encouraging Expected Behavior
4. Discouraging Inappropriate Behavior
5. Active Supervision
6. Opportunities to Respond
7. Activity Sequencing & Choice
8. Task Difficulty



The WHY



- 17%** Direct Instruction
- 33%** Seatwork
- 20%** Transitions
- 30%** Discipline & Other Non-Instructional Activities

Reinke, Herman & Stormont, 2013; Walberg, 1988

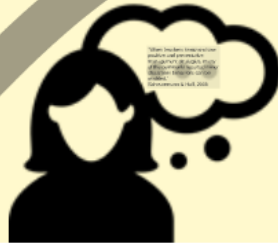
“When teachers know and use positive and preventative management strategies, many of the commonly reported minor classroom behaviors can be avoided.”

Scheuermann & Hall, 2008

“Effective classroom management is a key component of effective instruction, regardless of grade level, subject, pedagogy or curriculum.”

Sprick, Knight, Reinke & McKale, 2006

The WHY



- 17% Direct Instruction
- 33% Seatwork
- 20% Transitions
- 30% Discipline & Other Non-Instructional Activities

Reinke, Herman & Stormont, 2013; Walberg, 1988

Everybody JIGSAW

Jigsaw Protocol:

- 1) With your team, create a WHAT, WHY, HOW for your assigned effective practice
- 2) Resources and supplies are available to you at your discretion



Implications

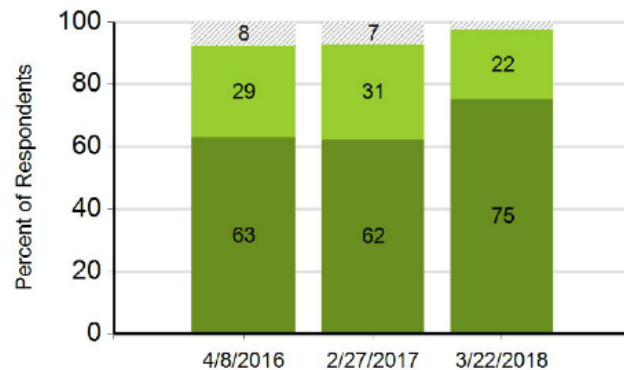
Know your building needs

Use data to make decisions

Create a system of implementation - with fidelity

Know your staff

**Classroom Current Status
Whittier Elementary School
4/8/2016-3/22/2018**



	In Place	Partial	Not
4/8/2016	63%	29%	8%
2/27/2017	62%	31%	7%
3/22/2018	75%	22%	3%

Gallery Walk

Gallery Walk Protocol:

- 1) Observe each Eight Effective Practice and collect resources/materials at your discretion
- 2) Take 8 post-it note "ah-ha's" or additional ideas and ask yourself: **How could this be implemented at my school? What would it look like?**



YOUR Next Steps...

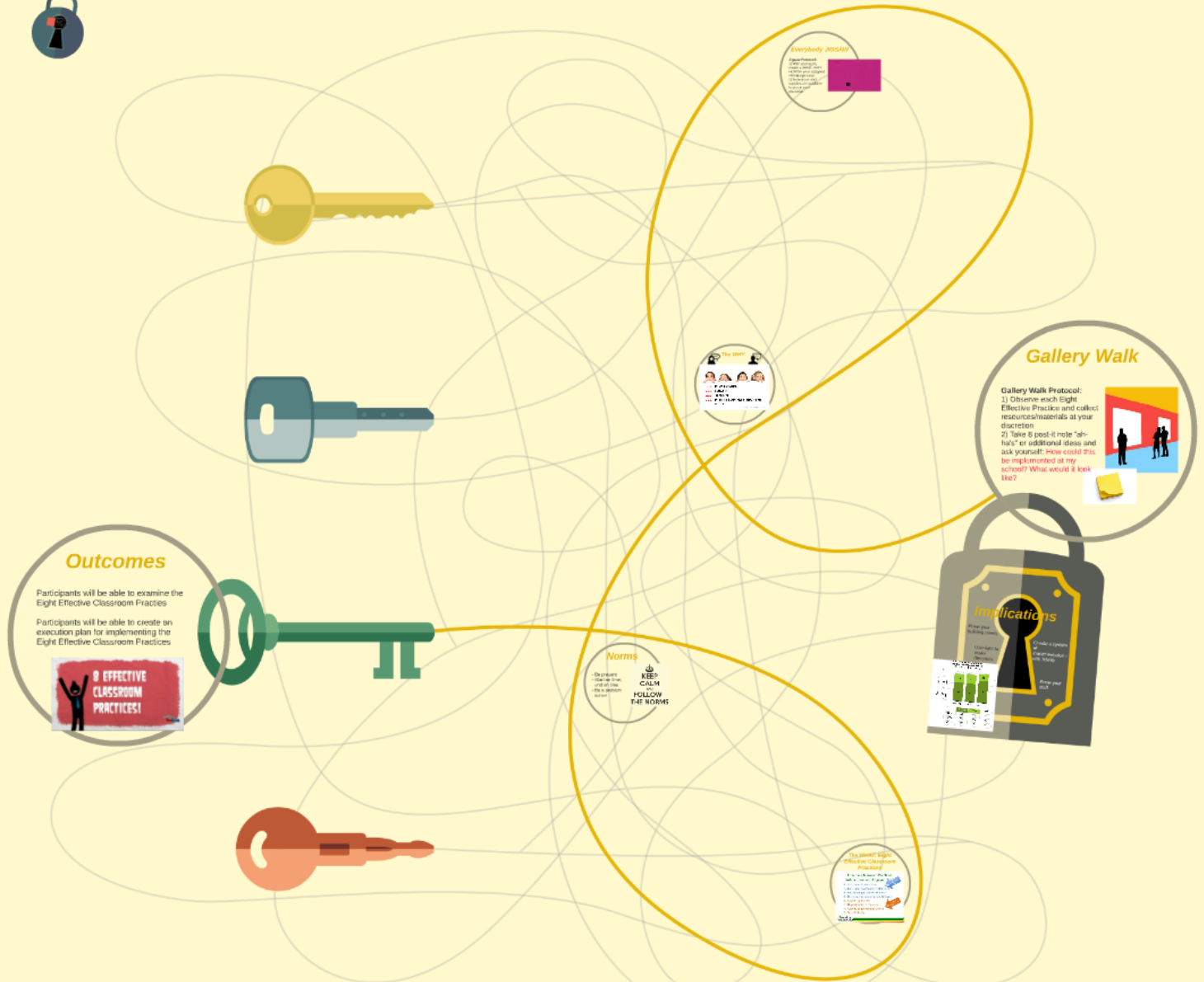


- What are my school's next steps?
- What impact would the Eight Effective Practices have on my school?
- How would we use monitor implementation?
- How do we ensure teachers are using these practices with fidelity? How does this impact our Tier II systems?

<http://pbissmissouri.org/tier-1-overview/>

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