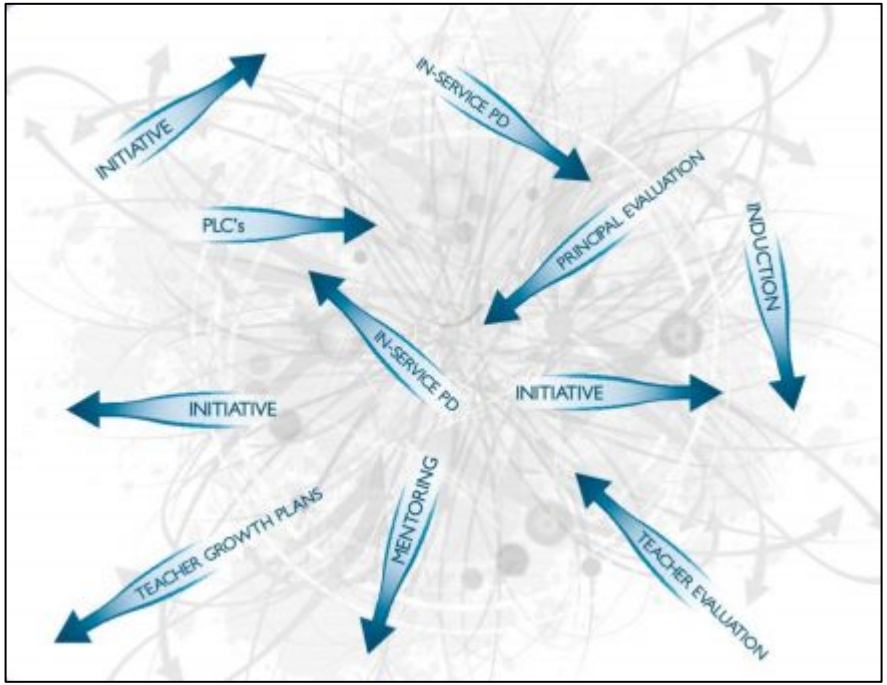
SW-PBS Leadership Series

Weaving the Eight Effective Classroom Practices into Effective Teacher Evaluation

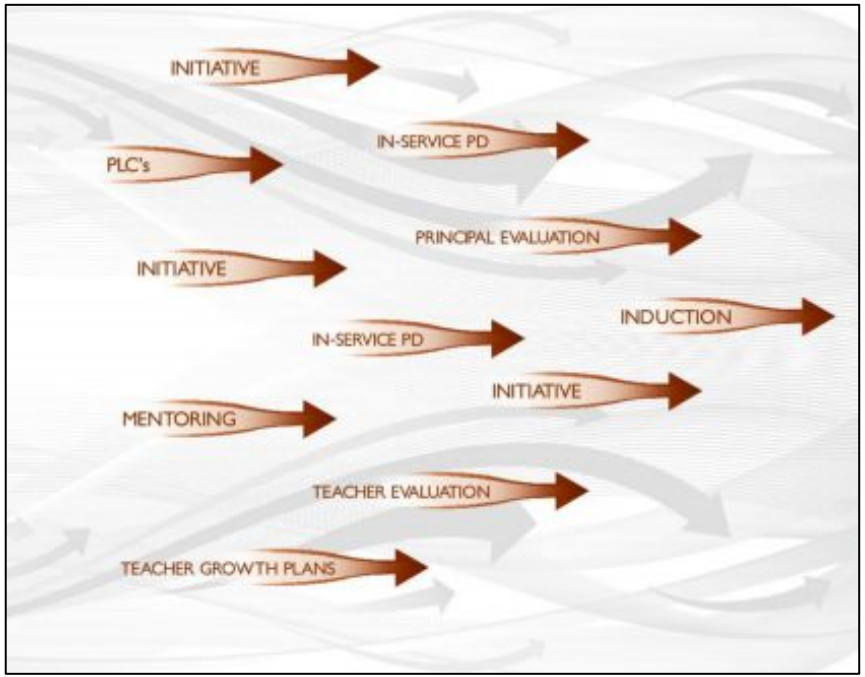
Dr. Katie Andreasen

Session Outcomes

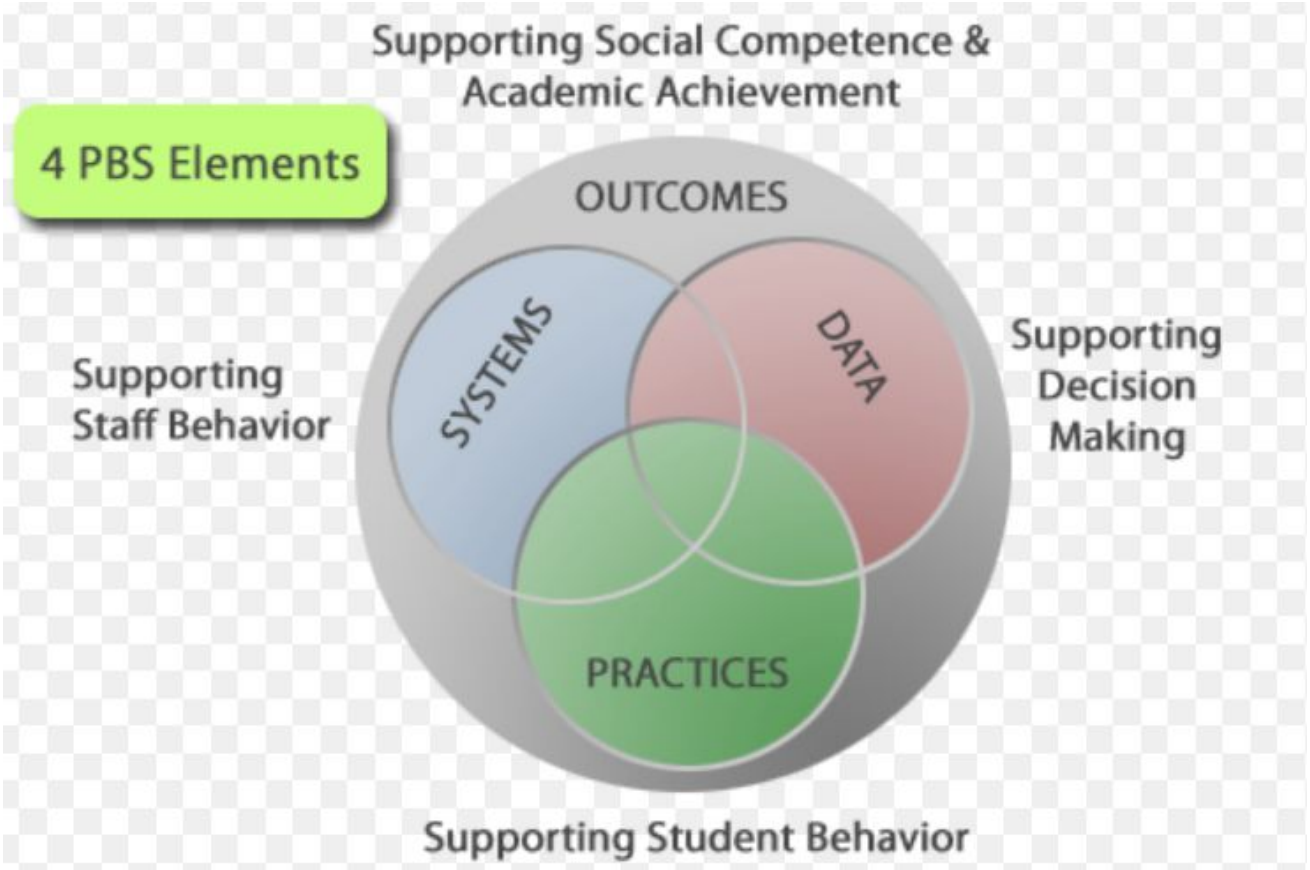
- Learn how the 8 effective classroom practices and a district's teacher evaluation and growth system correlate
- Become proactive in identifying these elements in an observation
- Create teacher and student evidence of the elements in the observation
- Gain knowledge on how to provide professional development to facilitate growth



MISALIGNED SYSTEM
No Common Language or Model of Instruction



ALIGNED SYSTEM Common Language or Model of Instruction


Supporting Social Competence &
Academic Achievement
4 PBS Elements
OUTCOMES
SYSTEMS
DATA
PRACTICES
Supporting
Staff Behavior
Supporting
Decision
Making
Supporting Student Behavior

How do we get from PBS to Evaluation?

The Classroom 8

Discouraging

Active Supervision

Encouraging

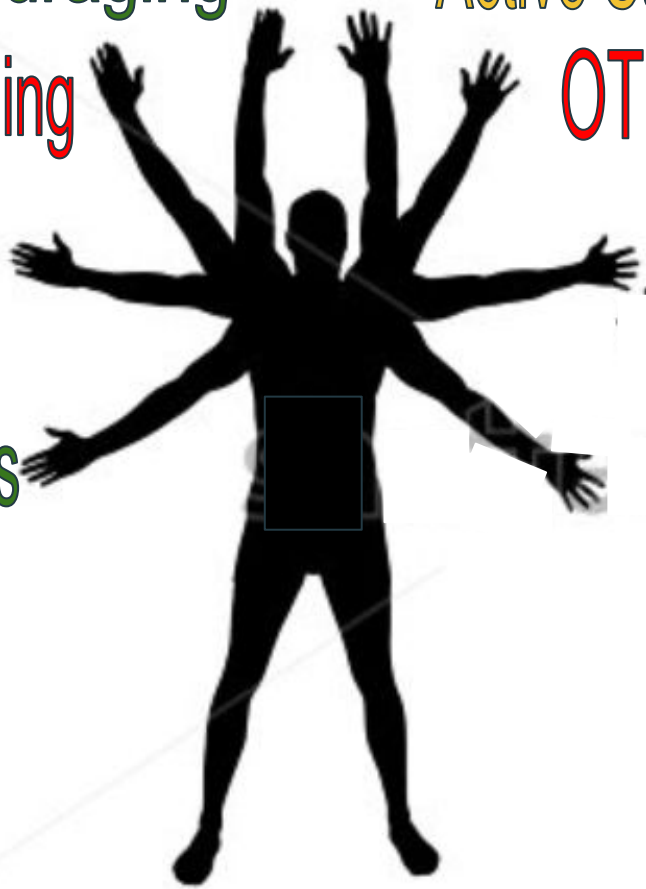
OTR

Procedures and Routines

Activity Sequencing and Choice

Expectations

Task Difficulty



8 Ball Personal Record!!!

Effective Classroom Practices

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

Effective Classroom Practices

Instructional and Engaged Tim

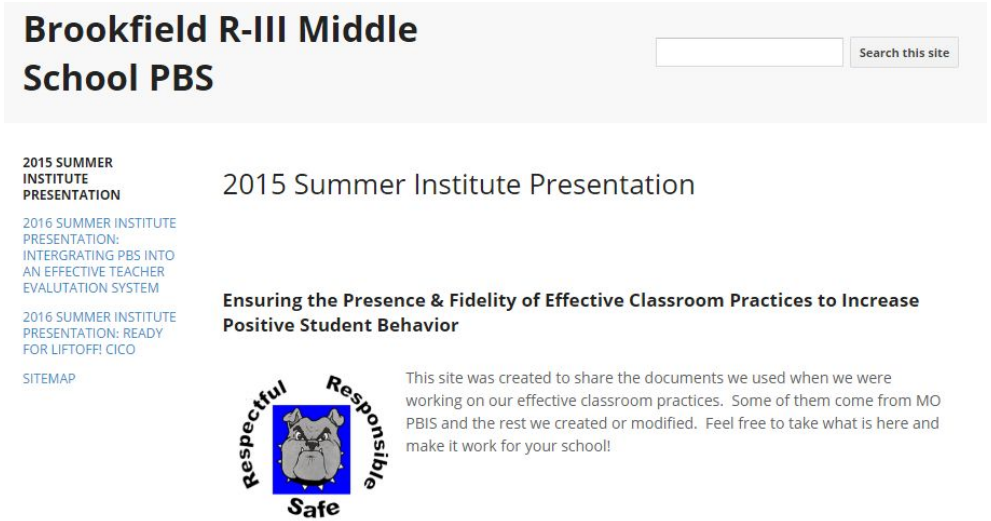
1. Classroom Expectations
2. Classroom Procedures & Routines
3. Encouraging Expected Behavior
4. Discouraging Inappropriate Behavior
5. Active Supervision
6. Opportunities to Respond
7. Activity Sequencing & Choice
8. Task Difficulty

making connections
MO SW-PBS, MULTI-TIERED SUPPORT SYSTEMS AND STUDENT SUCCESS

Walk Through or Brief Observation

Strategies to Enhance Academic and/or Social/Behavior Instruction

Strategy Used 1 = somewhat 2 = moderate 3 = extensive	0-Strategy was called for but was not exhibited	1	2	3	Strategy was not observed and was not applicable
Precorrect: Reminder of Classroom Procedure/Routine Does the teacher precorrect procedures/routines?					
Precorrect: Reminder of Classroom Expectations? Are Precorrects used to set students up for success in being respectful, responsible, and safe?					
Class begins Promptly					
Students **Actively Engaged** / Minimal Down Time Do students have multiple opportunities to respond and be engaged in the lesson? Are transitions smooth with little time lost in instruction?					
Classroom **Procedures/Routines/Rules** Actively Taught Does the teacher redirect/reteach students the procedures/routines when they are not done correctly? Is it evident that procedures and routines are taught?					
Active Supervision (move, scan, interact) Does the teacher move throughout the room during instruction? Do they scan student work to make sure all students are on track academically and behaviorally? Does the teacher interact with individual or groups of students during instruction and/or independent work?					
Provide Choices (where, when, how work is done, materials used)					



Modified Classroom Walkthrough

https://tinyurl.com/pn9c7ku

* Visit http://pbismissouri.org/sti-video/ to see the 2015 presentation at the SI

Link PD to Teacher Evaluation

The Classroom 8 and the Marzano Model

Expectations & Rules:

- #4: Establishing Classroom Routines

Procedures & Routines:

- #4: Establishing Classroom Routines
- #5: Organizing the Physical Layout of the Classroom

Continuum of Strategies to Acknowledge Appropriate Behavior:

- #33: Demonstrating "Withitness"
- #35: Acknowledging Adherence to Rules & Procedures
- #37: Using Verbal & Nonverbal Behaviors that Indicate Affection for Students
- # 38: Displaying Objectivity & Control

Continuum of Strategies to Acknowledge Inappropriate Behavior:

- #33: Demonstrating "Withitness"
- #34: Applying Consequences for Lack of Adherence to Rules & Procedures
- # 38: Displaying Objectivity & Control

Active Supervision:

- #5: Organizing the Physical Layout of the Classroom
- #24: Noticing When Students are not Engaged
- #33: Demonstrating "Withitness"
- #34: Applying Consequences for Lack of Adherence to Rules & Procedures
- #35: Acknowledging Adherence to Rules & Procedures

Multiple Opportunities to Respond:

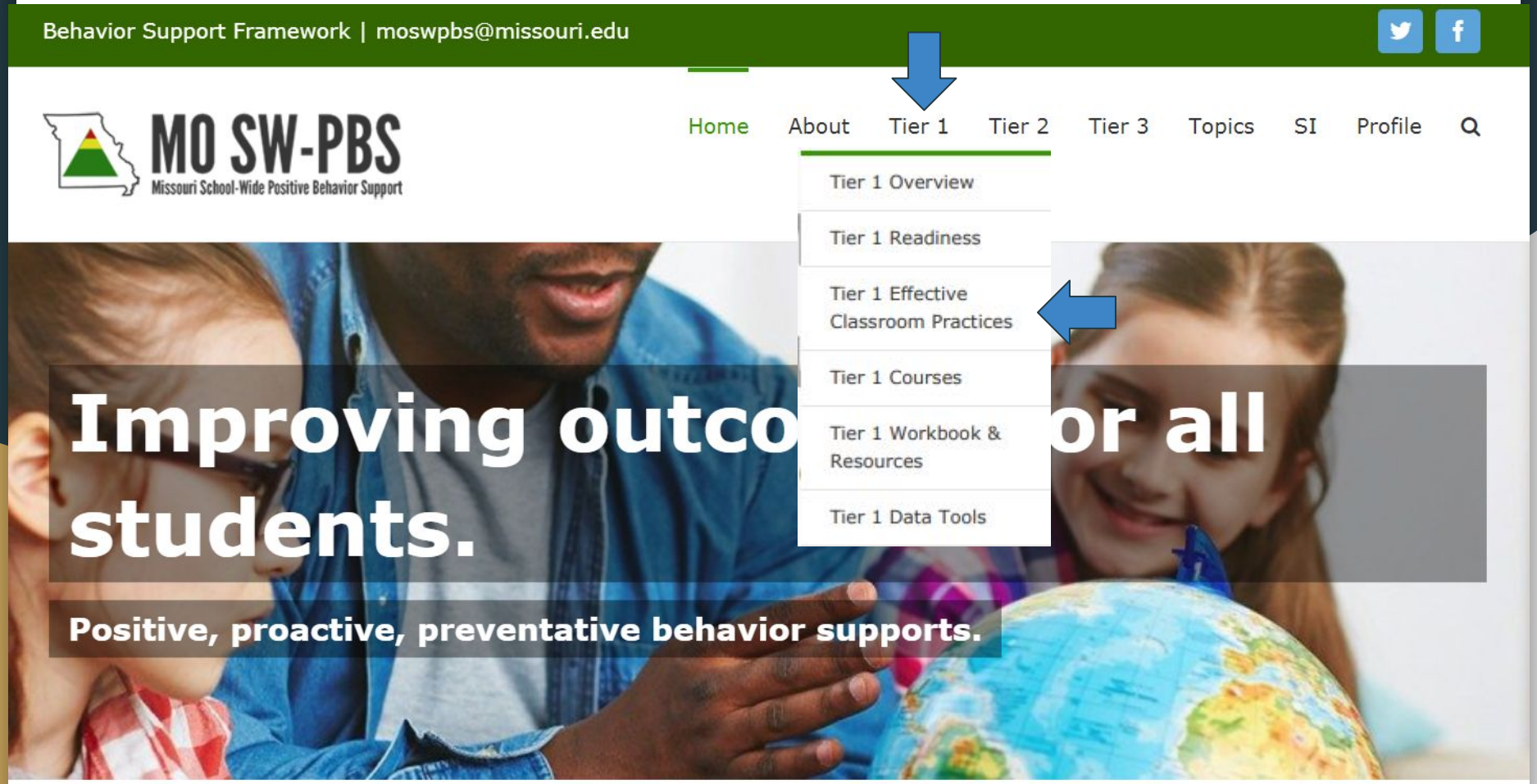
- #25: Using Academic Games
- #26: Managing Response Rates
- #40: Asking Questions of Low Expectancy Students

Activity Sequence & Offering Choice:

- #24: Noticing When Students are not Engaged

Task Difficulty

- Lesson Segment: Addressing Content


Behavior Support Framework | moswpbs@missouri.edu
MO SW-PBS
Missouri School-Wide Positive Behavior Support
Home
About
Tier 1
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Topics
SI
Profile
Tier 1 Overview
Tier 1 Readiness
Tier 1 Effective Classroom Practices
Tier 1 Courses
Tier 1 Workbook & Resources
Tier 1 Data Tools
Improving outco or all students.
Positive, proactive, preventative behavior supports.

MO SW-PBS Eight Effective Classroom Practices

Together, these eight practices impact academic learning time and ultimately student achievement while ensuring a positive learning environment. Implementing these evidence-based practices has been shown to maximize learning for all students while minimizing discipline problems.

- Effective Classroom Practices
- Classroom Expectations and Rules
- Classroom Procedures and Routines
- Classroom Encouraging Expected Behavior
- Classroom Discouraging Inappropriate Behavior
- Classroom Active Supervision
- Classroom Opportunities to Respond
- Classroom Activity Sequencing and Offering Choice
- Classroom Task Difficulty
- Intensifying Classroom Practices at Tiers 2 and 3

Classroom Expectations and Rules

Tool	Description
ECP1.1 Classroom Expectations and Rules Content Acquisition Podcast	Introductory video on Classroom Expectations and Rules.
ECP1.2 Classroom Expectations and Rules Training Video	Training video on Classroom Expectations and Rules that includes classroom implementation examples and interviews with teachers.
ECP1.3 Teacher Tool – Classroom Expectations and Rules	Teacher Tool for Classroom Expectations and Rules that includes a summary of the practice, research, implementation examples, and a self-assessment.
ECP1.4 Classroom Module Expectations and Rules	Training PowerPoint – Classroom Expectations and Rules
ECP1.5 Rules Writing Worksheet Example	Example completed worksheet for writing classroom rules that follow OMPUA.
ECP1.6 Rules Writing Activity Classroom Rules Worksheet	Worksheet for writing classroom rules that follow OMPUA.
ECP1.7 Classroom Rules Self-Assessment	Teacher self-assessment to review existing classroom expectations and rules to ensure they meet the OMPUA guidelines.
ECP1.8 Plan to Create and Teach Classroom Rules	Worksheet to develop a plan to create and teach classroom expectations and rules.

MO SW-PBS TEACHER TOOL
CLASSROOM EXPECTATIONS AND RULES

PRACTICE: Classroom rules/expectations are aligned with school-wide expectations, posted, and referred to regularly.

RESEARCH STATES:

- A dependable system of rules and procedures provides structure for students and helps them to be engaged with instructional tasks (Brophy, 1998).
- Teaching rules and routines to students at the beginning of the year and enforcing them consistently across time increases student academic achievement and task engagement (Evertson & Emmer, 1982; Johnson, Stoner, & Green, 1996).
- Clearly stating expectations and consistently supporting them lends credibility to a teacher's authority (Good & Brophy, 2000).

What are they?

- Expectations are valued behaviors and attitude for success.
- Rules are specific criteria for achieving expectations.
- Rules meet these 5 guidelines.

A Menu of Classroom Reinforcers - Example

Guideline:	This Means:	Example:	Non-example:
Observable	I can see it.	Raise hand and wait to be called on.	Be your best.
Measurable	I can count it.	Bring materials.	Be ready to learn.
Positively Stated	I tell students what TO do.	Hands and feet to self.	No fighting.
Understandable	The vocabulary is appropriate for age/ grade level.	Hands and feet to self.	Maintain personal space. (K-1 rule) **Children this age do not have a concept of "personal space."*
Always Applicable	I am able to consistently enforce.	Stay in assigned area.	Remain seated until given permission to leave.

Implementation

- Involve students in developing rules.
- Have students commit to rules.
- Teach classroom rules by demonstrating examples and nonexamples.
- Monitor and give frequent feedback when students follow rules.
- Share rules with families and others.

Teacher Self-Assessment Tool

Self-Assessment Features	Yes	No	In Progress
1. My classroom rules are aligned with schoolwide expectations (i.e. Safe, Respectful, Responsible, Ready)			
2. My classroom rules are observable, measureable, positively stated, understandable and always apply.			
3. I have 5 or fewer rules for each schoolwide expectation.			
4. My classroom rules are prominently posted.			
5. I have developed lessons to teach classroom rules.			
6. I refer to rules regularly when interacting with students.			
7. A teaching schedule that includes classroom rule lessons is developed and on file in the office.			
8. 80% of my students can tell the classroom expectations and rules.			

MO SW-PBS Effective Classroom Practice

Adapted from: Virginia Department of Education, (2011); MO SW-PBS (2008)
This Effective Classroom Practice addresses MO Teacher Standards 2:1, 2:6, 3:1, 5:1, 5:2, 5:3, 6:1, 6:2, 8:1

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This Effective Classroom Practice addresses MO Teacher Standards

2:1, 2:6, 3:1, 5:1, 5:2, 5:3, 6:1, 6:2, 8:1

Network for Educator Effectiveness
University of Missouri

What if our district doesn't use the state model?

LearningSciencesInternational
LEARNING AND PERFORMANCE MANAGEMENT

The Marzano Teacher Evaluation Model Alignment to the Missouri Teacher Educator Standards

Marzano Evaluation Model Domains 1, 2, 3, and 4	Missouri Teacher Educator Standards
DOMAIN 1: CLASSROOM STRATEGIES AND BEHAVIORS	
I. Lesson Segments Involving Routine Events	
Design Question #1: What will I do to establish and communicate learning goals, track student progress, and celebrate success?	
1. Providing Clear Learning Goals and Scales (Rubrics)	Standard 1: QI 1, QI 2 Standard 3: QI 3
2. Tracking Student Progress	Standard 2: QI 2 Standard 7: QI 1, QI 2, QI 3, QI 6
3. Celebrating Success	Standard 7: QI 5
Design Question #6: What will I do to establish and maintain classroom rules and procedures?	
4. Establishing Classroom Routines	Standard 5: QI 1, QI 2, QI 3
5. Organizing the Physical Layout of the Classroom	Standard 5: QI 1, QI 2, QI 3
II. Lesson Segments Addressing Content	
Design Question #2: What will I do to help students effectively interact with new knowledge?	
6. Identifying Critical Information	Standard 1: QI 1, QI 3 Standard 2: QI 1, QI 3, QI 4 Standard 3: QI 1, QI 3
7. Organizing Students to Interact with New Knowledge	Standard 1: QI 1, QI 2 Standard 2: QI 1, QI 3, QI 4 Standard 3: QI 2
8. Previewing New Content	Standard 1: QI 1, QI 2 Standard 2: QI 1, QI 3, QI 4
9. Chunking Content into "Digestible Bites"	Standard 1: QI 1, QI 2, QI 3 Standard 2: QI 1, QI 3, QI 4 Standard 3: QI 2

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4. Establishing Classroom Routines OTR CRE CPR EEB AS ASC TD	Standard 5: QI 1, QI 2, QI 3
5. Organizing the Physical Layout of the Classroom OTR EEB AS ASC TD	Standard 5: QI 1, QI 2, QI 3
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9. Chunking Content into "Digestible Bites" OTR CRE CPR EEB DIB AS ASC TD	Standard 1: QI 1, QI 2, QI 3 Standard 2: QI 1, QI 3, QI 4 Standard 3: QI 2
10. Processing of New Information OTR CRE CPR EEB DIB AS ASC TD	Standard 1: QI 1, QI 2, QI 3 Standard 2: QI 1, QI 3, QI 4 Standard 3: QI 2
11. Elaborating on New Information OTR CRE CPR EEB DIB AS ASC TD	Standard 1: QI 1 Standard 2: QI 1, QI 3, QI 4 Standard 3: QI 2
12. Recording and Representing Knowledge OTR CRE CPR EEB DIB AS ASC TD	Standard 1: QI 1 Standard 2: QI 1, QI 3, QI 4, QI 5 Standard 3: QI 2
13. Reflecting on Learning OTR CRE CPR EEB DIB AS ASC TD	Standard 1: QI 1, QI 2, QI 3

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LEARNING AND PERFORMANCE MANAGEMENT

	Standard 2: QI 1, QI 3, QI 4, QI 5 Standard 3: QI 2, QI 4
Design Question #3: What will I do to help student practice and deepen their understanding of new knowledge?	
14. Reviewing Content CRE CPR EEB DIB AS ASC TD	Standard 1: QI 1, QI 2 Standard 2: QI 1, QI 3, QI 4, QI 5 Standard 4: QI 1
15. Organizing Students to Practice and Deepen Knowledge CRE CPR EEB DIB AS ASC TD	Standard 1: QI 1, QI 2, QI 3 Standard 2: QI 1, QI 3, QI 4, QI 5 Standard 4: QI 1
16. Using Homework	Standard 1: QI 2 Standard 4: QI 1, QI 3
17. Examining Similarities and Differences CRE CPR EEB DIB AS ASC TD	Standard 1: QI 2 Standard 2: QI 1, QI 3, QI 4, QI 5 Standard 3: QI 3
18. Examining Errors in Reasoning CRE CPR EEB DIB AS ASC TD	Standard 1: QI 2 Standard 2: QI 1, QI 3, QI 4, QI 5
19. Practicing Skills, Strategies, and Processes OTR CRE CPR EEB DIB AS ASC TD	Standard 1: QI 1, QI 2, QI 3 Standard 2: QI 1, QI 3, QI 4, QI 5 Standard 3: QI 2, QI 3 Standard 4: QI 1, QI 3
20. Revising Knowledge	Standard 1: QI 1
Design Question #4: What will I do to help students generate and test hypotheses about new knowledge?	
21. Organizing Students for Cognitively Complex Tasks OTR	Standard 1: QI 2, QI 3 Standard 3: QI 2, QI 3 Standard 4: QI 1, QI 3
22. Engaging Students in Cognitively Complex Tasks Involving Hypothesis Generation and Testing OTR	Standard 1: QI 2, QI 3 Standard 3: QI 2, QI 3 Standard 4: QI 1
23. Providing Resources and Guidance	Standard 1: QI 1, QI 2, QI 3 Standard 4: QI 1, QI 2 Standard 6: QI 4
III. Lesson Segments Enacted on the Spot	
Design Question #5: What will I do to engage students?	
24. Noticing When Students are Not Engaged OTR CRE CPR EEB DIB AS ASC TD	Standard 1: QI 1, QI 2, QI4 Standard 2: QI 1, QI 4 Standard 4: QI 3 Standard 5: QI 1, QI 2
25. Using Academic Games	Standard 1: QI 1, QI 2 Standard 4: QI 3
26. Managing Response Rates OTR CRE CPR EEB DIB AS ASC TD	Standard 1: QI 1, QI 2 Standard 3: QI 3

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Standard 5: Creates a Positive Classroom Learning Environment

5.3) Indicator 5.3: Uses strategies that promote social competence in the classroom, school, and community and between students

	7	5	3	1	0
Observation Statement	The teacher is highly sensitive to students' social needs and frequently applies research-based strategies to promote students' positive social interaction, almost all the time or for almost all of the students. Strong positive relationships exist among the students	The teacher occasionally applies research-based strategies to promote students' positive social interaction and to build a classroom community more than half of the time or for more than half of the students	The teacher occasionally applies research-based strategies to promote students' social competence and to build a classroom less than half of the time or for less than half of the students	The teacher seldom applies research-based strategies to promote students' social competence and to build a classroom community	The teacher does not apply research-based strategies to promote students' social competence and to build a classroom community
Look-fors +Strategies may include advocating pro-social values, praising kindness, providing opportunities for student to help others, making sure that everyone is included in activities, pointing out individual's strengths, coaching friendship skills, valuing diverse personalities, and coaching compromise during conflicts	Uses several research-based strategies+ * Seizes every opportunity to promote social competence in students * Students almost always interact in positive ways and demonstrate kindness to one another	Uses more than a few research-based strategies+ to promote social competence of students * Student interactions are positive and demonstrate kindness to one another	Uses a few research-based strategies+ to promote social competence of students	Uses few research-based strategies+ to a limited extent to promote positive social interaction among students * Interactions between students are mostly neutral	Students appear disconnected to one another * Interactions between students are mostly neutral or negative

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7. Organizing Students to Interact with New Content

The teacher organizes students into appropriate groups to facilitate the processing of new content.

Example Teacher Evidence

- ❒ Teacher has established routines for student grouping and student interaction for the expressed purpose of processing new content
- ❒ Teacher provides guidance on one or more conative skills
  - Becoming aware of the power of interpretations
  - Avoiding negative thinking
  - Taking various perspectives
  - Interacting responsibly
  - Handling controversy and conflict resolution
- ❒ Teacher organizes students into ad hoc groups for the lesson
- ❒ Teacher provides guidance on one or more cognitive skills appropriate for the lesson

Example Student Evidence

- ❒ Students move and work within groups with an organized purpose
- ❒ Students have an awareness of the power of interpretations
- ❒ Students avoid negative thinking
- ❒ Students take various perspectives
- ❒ Students interact responsibly
- ❒ Students appear to know how to handle controversy and conflict resolution
- ❒ Students actively ask and answer questions about the content
- ❒ Students add their perspectives to discussions
- ❒ Students attend to the cognitive skill(s)

Scale

	Not Using	Beginning	Developing	Applying	Innovating
Organizing students to interact with new content	Strategy was called for but not exhibited.	Uses strategy incorrectly or with parts missing.	Organizes students into small groups to facilitate the processing of new content.	Organizes students into small groups to facilitate the processing of new content and monitors group processing.	Adapts and creates new strategies for unique student needs and situations.

Reflection Questions

	Not Using	Beginning	Developing	Applying	Innovating
Organizing students to interact with new content	How can you begin to incorporate some aspects of this strategy into your instruction?	How can you organize students into small groups to facilitate the processing of new content?	In addition to organizing students into small groups to facilitate the processing of new content, how can you monitor group processes?	How might you adapt and create new strategies for organizing students to interact with new content that address unique student needs and situations?	What are you learning about your students as you adapt and create new strategies?

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	UNSATISFACTORY • LEVEL 1	BASIC • LEVEL 2	PROFICIENT • LEVEL 3	DISTINGUISHED • LEVEL 4
	Much instructional time is lost due to inefficient classroom routines and procedures. There is little or no evidence of the teacher's management of instructional groups and transitions and/or handling of materials and supplies effectively. There is little evidence that students know or follow established routines, or that volunteers and paraprofessionals have clearly defined tasks.	Some instructional time is lost due to partially effective classroom routines and procedures. The teacher's management of instructional groups and transitions, or handling of materials and supplies, or both, are inconsistent, leading to some disruption of learning. With regular guidance and prompting, students follow established routines, and volunteers and paraprofessionals perform their duties.	There is little loss of instructional time due to effective classroom routines and procedures. The teacher's management of instructional groups and transitions, or handling of materials and supplies, or both, are consistently successful. With minimal guidance and prompting, students follow established classroom routines, and volunteers and paraprofessionals contribute to the class.	Instructional time is maximized due to efficient and seamless classroom routines and procedures. Students take initiative in the management of instructional groups and transitions, and/or the handling of materials and supplies. Routines are well understood and may be initiated by students. Volunteers and paraprofessionals make an independent contribution to the class.
CRITICAL ATTRIBUTES	• Students not working with the teacher are not productively engaged. • Transitions are disorganized, with much loss of instructional time. • There do not appear to be any established procedures for distributing and collecting materials. • A considerable amount of time is spent off task because of unclear procedures. • Volunteers and paraprofessionals have no defined role and/or are idle much of the time.	• Students not working directly with the teacher are only partially engaged. • Procedures for transitions seem to have been established, but their operation is not smooth. • There appear to be established routines for distribution and collection of materials, but students are confused about how to carry them out. • Classroom routines function unevenly. • Volunteers and paraprofessionals require frequent supervision.	• Students are productively engaged during small-group or independent work. • Transitions between large- and small-group activities are smooth. • Routines for distribution and collection of materials and supplies work efficiently. • Classroom routines function smoothly. • Volunteers and paraprofessionals work with minimal supervision.	• With minimal prompting by the teacher, students ensure that their time is used productively. • Students take initiative in distributing and collecting materials efficiently. • Students themselves ensure that transitions and other routines are accomplished smoothly. • Volunteers and paraprofessionals take initiative in their work in the class.
POSSIBLE EXAMPLES	• *When moving into small groups, students ask questions about where they are supposed to go, whether they should take their chairs, etc.* • *There are long lines for materials and supplies.* • *Distributing or collecting supplies is time consuming.* • *Students bump into one another when lining up or sharpening pencils.* • *At the beginning of the lesson, roll-taking consumes much time and students are not working on anything.* • *And others...*	• *Some students not working with the teacher are off task.* • *Transition between large- and small-group activities requires five minutes but is accomplished.* • *Students ask what they are to do when materials are being distributed or collected.* • *Students ask clarifying questions about procedures.* • *Taking attendance is not fully routinized; students are idle while the teacher fills out the attendance form.* • *And others...*	• *In small-group work, students have established roles; they listen to one another, summarizing different views, etc.* • *Students move directly between large- and small-group activities.* • *Students get started on an activity while the teacher takes attendance.* • *The teacher has an established timing device, such as counting down, to signal students to return to their desks.* • *The teacher has an established attention signal, such as raising a hand or dimming the lights.* • *One member of each small group collects materials for the table.* • *There is an established color-coded system indicating where materials should be stored.* • *Cleanup at the end of a lesson is fast and efficient.* • *And others...*	• *Students redirect classmates in small groups not working directly with the teacher to be more efficient in their work.* • *A student reminds classmates of the roles that they are to play within the group.* • *A student redirects a classmate to the table he should be at following a transition.* • *Students propose an improved attention signal.* • *Students independently check themselves into class on the attendance board.* • *And others...*

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Walk Through or Brief Observation
Strategies to Enhance Academic and/or Social/Behavior Instruction

Strategy Used 1 = somewhat 2 = moderate 3 = extensive	0-Strategy was called for but was not exhibited	1	2	3	Strategy was not observed and was not applicable
#4 **Precorrect:** Reminder of Classroom Procedure/Routine Does the teacher precorrect procedures/routines?			X		
#4 **Precorrect:** Reminder of Classroom Expectations? Are Precorrects used to set students up for success in being respectful, responsible, and safe?				X	
#4 Class begins Promptly				X	
#26 Students **Actively Engaged** / Minimal Down Time Do students have multiple opportunities to respond and be engaged in the lesson? Are transitions smooth with little time lost in instruction?				X	
#4 Classroom **Procedures/Routines/Rules** Actively Taught Does the teacher redirect/reteach students the procedures/routines when they are not done correctly? Is it evident that procedures and routines are taught?				X	
#33 **Active Supervision** (move, scan, interact) Does the teacher move throughout the room during instruction? Do they scan student work to make sure all students are on track academically and behaviorally? Does the teacher interact with individual or groups of students during instruction and/or independent work?				X	
#4 #33 **Provide Choices** (where, when, how work is done, materials used)					X
#26 Multiple **Opportunities to Respond** Does the teacher give a majority of students the chance to respond (i.e. group choral response, partner work, responding with writing at the same time)				X	
#40 **Task Difficulty** aligns with Student(s) Ability Did the teacher shorten an assignment, highlight, break the assignment up, provide a break, give a shorter work period?			X		
#40 **Activity/Task Sequence** Clearly Stated and Demonstrated Does the teacher sequence work for success? (short/long problems, easy/difficult problems)			X		
#35 **Positive Specific Feedback for Behavior** Does the teacher give students feedback that is positive and specific on their behavior(s)?				X	
#35 **Positive Feedback** (Adult Attention) Ratio 4:1 Does the teacher give 4 positive pieces of feedback for behavior to every 1 negative or corrective piece of feedback?			X		
#34 A **Continuum of Corrective Feedback** is Clearly Defined and Utilized Does the teacher use the Guiding Hand when dealing with problem behaviors (minors)?					X
#34 **Respectful Redirect/Error Correction** • **Prompt** (identify error) • **Reteach** (skill, rule, routine, procedure, done privately) • **Reinforce** (recognize with praise/ticket when done correct)					X

Comments:

NEE

Walk Through or Brief Observation
Strategies to Enhance Academic and/or Social/Behavior Instruction

Strategy Used 1 = somewhat 2 = moderate 3 = extensive	0-Strategy was called for but was not exhibited	1	2	3	Strategy was not observed and was not applicable
NEE 0-2 **Precorrect:** Reminder of Classroom Procedure/Routine Does the teacher precorrect procedures/routines?					
NEE 5.2 **Precorrect:** Reminder of Classroom Expectations? Are Precorrects used to set students up for success in being respectful, responsible, and safe?					
NEE 1.2 Class begins Promptly					
NEE 5.2 Students **Actively Engaged** / Minimal Down Time Do students have multiple opportunities to respond and be engaged in the lesson? Are transitions smooth with little time lost in instruction?					
NEE 5.2 Classroom **Procedures/Routines/Rules** Actively Taught Does the teacher redirect/reteach students the procedures/routines when they are not done correctly? Is it evident that procedures and routines are taught?					
NEE 5.2 **Active Supervision** (move, scan, interact) Does the teacher move throughout the room during instruction? Do they scan student work to make sure all students are on track academically and behaviorally? Does the teacher interact with individual or groups of students during instruction and/or independent work?					
NEE 2.4 **Provide Choices** (where, when, how work is done, materials used)					
NEE 4.2 Multiple **Opportunities to Respond** Does the teacher give a majority of students the chance to respond (i.e. group choral response, partner work, responding with writing at the same time)					
NEE 2.1 2.3 2.4.1 **Task Difficulty** aligns with Student(s) Ability Did the teacher shorten an assignment, highlight, break the assignment up, provide a break, give a shorter work period?					
NEE 2.1 2.3 2.4.1 **Activity/Task Sequence** Clearly Stated and Demonstrated Does the teacher sequence work for success? (short/long problems, easy/difficult problems)					
NEE 5.1 **Positive Specific Feedback for Behavior** Does the teacher give students feedback that is positive and specific on their behavior(s)?					
NEE 5.1 **Positive Feedback** (Adult Attention) Ratio 4:1 Does the teacher give 4 positive pieces of feedback for behavior to every 1 negative or corrective piece of feedback?					
NEE 5.2B A **Continuum of Corrective Feedback** is Clearly Defined and Utilized Does the teacher use the Guiding Hand when dealing with problem behaviors (minors)?					
NEE 5.2 **Respectful Redirect/Error Correction** • **Prompt** (identify error) • **Reteach** (skill, rule, routine, procedure, done privately) • **Reinforce** (recognize with praise/ticket when done correct)					

Charlotte Danielson's FRAMEWORK FOR TEACHING

DOMAIN 1: Planning and Preparation

1a Demonstrating Knowledge of Content and Pedagogy
- Content knowledge • Prerequisite relationships • Content pedagogy

1b Demonstrating Knowledge of Students
- Child development • Learning process • Special needs
- Student skills, knowledge, and proficiency
- Interests and cultural heritage

1c Setting Instructional Outcomes
- Value, sequence, and alignment • Clarity • Balance
- Suitability for diverse learners

1d Demonstrating Knowledge of Resources
- For classroom • To extend content knowledge • For students

1e Designing Coherent Instruction
- Learning activities • Instructional materials and resources
- Instructional groups • Lesson and unit structure

1f Designing Student Assessments
- Congruence with outcomes • Criteria and standards
- Formative assessments • Use for planning

DOMAIN 2: The Classroom Environment

2a Creating an Environment of Respect and Rapport
- Teacher interaction with students • Student interaction with students

2b Establishing a Culture for Learning
- Importance of content • Expectations for learning and behavior
- Student pride in work

2c Managing Classroom Procedures
- Instructional groups • Transitions
- Materials and supplies • Non-instructional duties
- Supervision of volunteers and paraprofessionals

2d Managing Student Behavior
- Expectations • Monitoring behavior • Response to misbehavior

2e Organizing Physical Space
- Safety and accessibility • Arrangement of furniture and resources

DOMAIN 4: Professional Responsibilities

4a Reflecting on Teaching
- Accuracy • Use in future teaching

4b Maintaining Accurate Records
- Student completion of assignments
- Student progress in learning • Non-instructional records

4c Communicating with Families
- About instructional program • About individual students
- Engagement of families in instructional program

4d Participating in a Professional Community
- Relationships with colleagues • Participation in school projects
- Involvement in culture of professional inquiry • Service to school

4e Growing and Developing Professionally
- Enhancement of content knowledge and pedagogical skill
- Service to the profession

4f Showing Professionalism
- Integrity/ethical conduct • Service to students • Advocacy
- Decision-making • Compliance with school/district regulations

DOMAIN 3: Instruction

3a Communicating With Students
- Expectations for learning • Directions and procedures
- Explanations of content • Use of oral and written language

3b Using Questioning and Discussion Techniques
- Quality of questions • Discussion techniques • Student participation

3c Engaging Students in Learning
- Activities and assignments • Student groups
- Instructional materials and resources • Structure and pacing

3d Using Assessment in Instruction
- Assessment criteria • Monitoring of student learning
- Feedback to students • Student self-assessment and monitoring

3e Demonstrating Flexibility and Responsiveness
- Lesson adjustment • Response to students • Persistence

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This seems like it might be complicated... where do I start?

- ★ Learn about the 8 Effective Classroom Practices
- ★ Make sure your staff is educated on the 8 Effective Classroom Practices
- ★ Take a look at your rubrics that go with your Teacher Evaluation System
- ★ Take both of them and put them side by side and find the correlation
  - Recommendation: Do this with a teacher- you will gain a lot of insight!
- ★ Work with your Tier 1 team to schedule non-evaluative walkthrough observations
  - You can start with the Modified Classroom Walkthrough after alignment
  - You can just choose one Effective Classroom Practice to look for
  - Follow up with all stakeholders to provide and receive feedback
- ★ Once you feel comfortable present a plan to the staff- you have to show them the correlation and let them know the value of the plan
- ★ Get busy!

MO SW-PBS TEACHER TOOL
MULTIPLE OPPORTUNITIES TO RESPOND

PRACTICE: Multiple Opportunities to Respond (OTR)

RESEARCH STATES:
The research supports the use of providing multiple opportunities to respond to:

- Decrease in disruptive behavior
- Increase in on-task behavior
- Increase in academic engagement with instruction
- Increase in rates of positive, specific feedback (Carnine, 1976; Heward, 1994; Sutherland, Alder, & Gunter, 2003; Sutherland & Wehby, 2001; West & Sloane, 1986)
- Increase in number of correct responses
- Limit student time for engaging in inappropriate behavior
- Increase efficiency in use of instructional time
- Improved Reading Performance:
  - Increased percentage of reading responses,
  - Mastery of reading words,
  - Rates of words read correctly and decreased rates of words read incorrectly (Skinner, Belfior, Mace, Williams-Wilson, & Johns, 1997).
- Improved Math Performance:
  - Percentage of problems calculated correctly per minutes,
  - Number of problems completed and correct responses. (Carnine, 1976; Skinner, Smith & McLean, 1994)

What is it?

- An instructional question, statement or gesture made by the teacher seeking an academic response from students (Sprick, Knight, Reinke, & McKale 2006)

What are the guidelines?

- Teacher talk should be no more than 40-50% of instructional time.
- New material–minimum of 4-6 responses per minute with 80% accuracy.
- Review of learned material–8-12 responses per minute with 90% accuracy.
- Wait time equals 5 seconds.

Practice

- Identify opportunities within your lesson plans to increase opportunitis for students to respond. Identify opportunities to replace single student responding through hand-raising with multiple student responding through strategies such as: use of response cards, dry erase boards, Smart Boards, white boards, response clickers, choral response, guided notes, computer assisted instruction, classwide peer tutoring and direct instruction

Examples of Opportunities to Respond

Antecedent	Behavior	Consequence
Teacher provides: Verbal Questions, Prompts, Cues	*Student Responses:* Written, Choral Verbal, Motor	*Teacher Provides:* Specific, Positive Feedback
Teacher says, "When I give the signal everyone answer this question: What is 5 times 6?" Teacher waits a few seconds and gives signal.	Students chorally respond, "30" Repeat 3 times.	Teacher says, "Yes! The correct answer is 30." Teacher ignores error responses, gives correct response. Asks same question again.

Teacher Self-Assessment Tool

Self-Assessment Features	Yes	No	In Progress
1. Strategy: Providing Multiple Opportunities to Respond			
2. I use a variety of strategies to increase student opportunities to respond.			
3. I have a strategy to track students being called on.			
4. I use wait time to increase student opportunity for metacognition.			
5. I plan instructional questions and response methods prior to the lesson.			
Measureable goal to increase opportunities to respond:			

Missouri Schoolwide Positive Behavior Support

MO SW-PBS Effective Classroom Practice May, 2014

Adapted from: Virginia Department of Education, (2011); MO SW-PBS (2008)
This Effective Classroom Practice addresses MO Teacher Standards 2:2, 3:1, 3:2, 5:1, 5:2, 8:1

What is it?

- An instructional question, statement or gesture made by the teacher seeking an academic response from students (Sprick, Knight, Reinke, & McKale 2006)

What are the guidelines?

- Teacher talk should be no more than 40-50% of instructional time.
- New material–minimum of 4-6 responses per minute with 80% accuracy.
- Review of learned material–8-12 responses per minute with 90% accuracy.
- Wait time equals 5 seconds.

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4. I use wait time to increase student opportunity for metacognition.			
5. I plan instructional questions and response methods prior to the lesson.			
Measureable goal to increase opportunities to respond:			

26. Managing Response Rates

The teacher uses response rate techniques to maintain student engagement in questions.

Teacher Evidence

- ❒ Teacher uses wait time
- ❒ Teacher uses response cards
- ❒ Teacher has students use hand signals to respond to questions
- ❒ Teacher uses choral response
- ❒ Teacher uses technology to keep track of students' responses
- ❒ Teacher uses response chaining

Student Evidence

- ❒ Multiple students or the entire class responds to questions posed by the teacher
- ❒ When asked, students can describe their thinking about specific questions posed by the teacher

Scale

	Not Using	Beginning	Developing	Applying	Innovating
Managing response rates	Strategy was called for but not exhibited.	Uses strategy incorrectly or with parts missing.	Uses response rate techniques to maintain student engagement in questions, but the majority of students are not monitored for the desired effect of the strategy.	Uses response rate techniques to maintain student engagement in questions and monitors for evidence of the extent to which the techniques keep the majority of students engaged.	Adapts and creates new strategies for unique student needs and situations in order for the desired effect to be evident in all students.

MO SW-PBS TEACHER TOOL
DISCOURAGING INAPPROPRIATE BEHAVIOR IN THE CLASSROOM

PRACTICE: A continuum or menu of strategies to discourage inappropriate behavior has been developed.

RESEARCH STATES:

- Exclusion and punishment are ineffective at producing long-term reduction in problem behavior (Costenbader & Markson, 1998).
- Punishing problem behavior without a positive, proactive, educative approach has been shown to actually increase aggressions, vandalism, truancy, and dropouts (Mayer & Sulzer-Azaroff, 1990; Skiba, Peterson, & Williams, 1997).

What are they?

- A continuum or menu of strategies that use instructional responses to manage minor classroom misbehavior.

Implementation

- Be consistent and respond to misbehaviors each time they occur.
- Increase active supervision
- Increase pre-corrects
- Respond using a calm and professional tone and demeanor
- Respond privately
- Be specific and brief in what you want student to do instead—refer to your posted classroom rules and procedures.
- Refocus the class if needed.

Strategies to Manage Minor Classroom Behavior

Strategy:	Explanation:	Example:
Proximity	The strategic placement/movement by the teacher in order to encourage positive behavior.	Stand next to a struggling student and give her positive specific feedback when she follows rules.
Signal, Nonverbal Cue	Signals the teacher is aware of the behavior and prepared to intervene if it continues.	Sustained eye contact, hand gestures, a handclap, finger snap, or clearing your throat
Ignore, Attend, Praise	Praise an appropriately behaving student in the proximity of a student who is not following expectations while not giving eye contact.	Student is off task, ignore him and tell the student next to him how well he is being on task. When student gets on task, give him praise.
Re-direct	Brief, clear, private verbal reminder of the expected behavior from the classroom rules.	"Please follow the directions and put your book away." Then later, praise her for following directions.
Re-teach	Specifically instruct the student on exactly what should be done to follow the classroom rule.	Model "on task" behavior (have only book, pencil and paper out, start reading or writing right away and raise hand if you need help). Have students practice.
Provide Choice	Stating two alternatives, the desired behavior and a less preferred choice (away from peers, work later during fun activity, etc.)	"You can be respectful and work quietly at your seat or you can move to the private student office. Which do you prefer?" Later, praise student for working quietly.
Student Conference	An individual re-teaching or problem solving opportunity	Reteach the classroom rule(s). Tell why following the rule is better. Have student practice. Provide feedback. Develop a plan to use the rule in the future.

Teacher Self-Assessment Tool

Self-Assessment Features	Yes	No	In Progress
1. I respond to social errors in a respectful way that reduces the probability of escalating behavior.			
2. I use a menu of strategies that focus on learning appropriate replacement behaviors.			
3. I use appropriate strategies to de-escalate or diffuse intense behavior.			

MO SW-PBS Effective Classroom Practice May, 2014

Adapted from: Virginia Department of Education, (2011); MO SW-PBS (2008)

This Effective Classroom Practice addresses MO Teacher Standards 2:1, 2:6, 3:1, 5:1, 5:2, 5:3, 6:1, 6:2, 8:1

What are they?

- A continuum or menu of strategies that use instructional responses to manage minor classroom misbehavior.

Implementation

- Be consistent and respond to misbehaviors each time they occur.
- Increase active supervision
- Increase pre-corrects
- Respond using a calm and professional tone and demeanor
- Respond privately
- Be specific and brief in what you want student to do instead—refer to your posted classroom rules and procedures.
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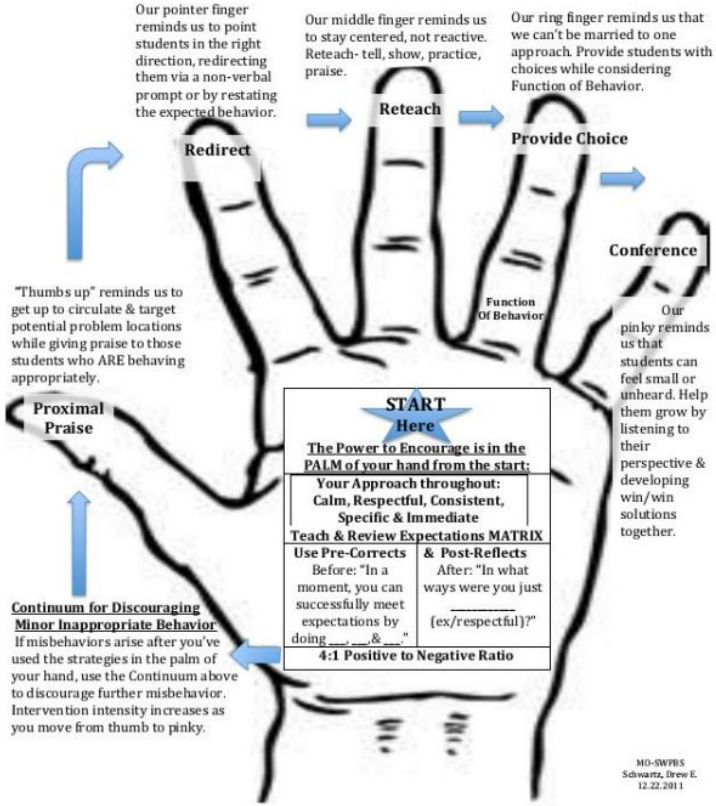
Teacher Self-Assessment Tool

Self-Assessment Features	Yes	No	In Progress
1. I respond to social errors in a respectful way that reduces the probability of escalating behavior.			
2. I use a menu of strategies that focus on learning appropriate replacement behaviors.			
3. I use appropriate strategies to de-escalate or diffuse intense behavior.			

Guiding Hand

For Encouraging Appropriate and Discouraging Inappropriate Behavior



Teacher Growth Guide 5.1

Standard 5: Positive Classroom Environment

The teacher uses an understanding of individual/group motivation and behavior to create a learning environment that encourages active engagement in learning, positive social interaction, and self-motivation.

Quality Indicator 1: Classroom Management Techniques

Emerging	Developing	Proficient	Distinguished
5E1) The emerging teacher… Demonstrates basic classroom management techniques and addresses misbehavior to avoid the disruption of instruction.	5D1) The developing teacher also… Uses effective classroom management techniques including addressing misbehavior promptly and effectively with the least disruption of instruction.	5P1) The proficient teacher also… Adapts and develops classroom management techniques that address all student misbehavior ensuring little or no disruption of instruction.	5S1) The distinguished teacher also… Shares with others effective classroom management techniques that reduce the likelihood of misbehavior ensuring little or no disruptions to instruction.
Professional Frames			
Evidence of Commitment *Classroom artifacts (posted rules and protocols) support effective techniques* ***Evidence of Practice*** *Engages in techniques to manage behavior in the classroom* ***Evidence of Impact*** *Student misbehavior is addressed*	***Evidence of Commitment*** *Artifacts include strategies for addressing misbehavior* ***Evidence of Practice*** *Techniques address misbehavior promptly and positively allowing instruction to continue* ***Evidence of Impact*** *Student misbehavior is addressed promptly and positively allowing instruction to continue*	***Evidence of Commitment*** *Posted management techniques address a wide variety of possible misbehaviors* ***Evidence of Practice*** *Demonstrates adaptations to techniques to address unique student misbehaviors* ***Evidence of Impact*** *Unique misbehaviors are addressed promptly and positively allowing student learning to continue*	***Evidence of Commitment*** *Artifacts for classroom management are shared with colleagues* ***Evidence of Practice*** *Serves as a resource to other colleagues on effective classroom management* ***Evidence of Impact*** *Colleagues improve their use of classroom management techniques*
Score = 0 1 2	**3 4**	**5 6**	**7**

Practice Time!

- ★ If you are able, please access your Teacher Evaluation Model rubrics or overview showing all of the standards if possible. If you do not have one there are some provided on the table that you can utilize.
- ★ Look at the rubric or overview and see if you can align the 8 Effective Classroom Practices to the Teacher Evaluation System.
- ★ Write down what you find so you can reference it later!
- ★ You can work alone or with others, but ultimately you will need to share your findings with a neighbor!

Practice Time! (With Video)

- ★ You will now take your previous work and use it with actual teaching
- ★ Identify any and all teaching practices that fit utilizing the sheet you worked on before
- ★ You will need to be able to identify evidence or artifacts that support the practice
- ★ You are not required to say if they are doing the practice well or if they are not, just identify the practice
- ★ You can work alone or with others, but ultimately you will need to share your findings with a neighbor!

Think * Table * Share

Here is how we will share:

- ★ There are 8 pieces of paper labeled with an effective practice found on your table
- ★ When you have your “Table” time you will need to take the ones that you saw in the video and write what evidence or artifacts you collected to demonstrate
- ★ You can also take it a step further and put what Standard it aligns to in your Teacher Evaluation Model
- ★ Tables will be randomly picked to share what they found

Moving Forward

- What will be the best way for your administration to integrate the Effective Classroom Practices into the current teacher evaluation system?
- Is there value in the administration working with the PBS Tier 1 team to create a system that is valid and reliable?
- How can both the PBS Tier 1 team and the administration work with those being evaluated to ensure they see the connection?
- Would utilizing the method we just used to look for effective classroom practices work in providing professional development for your staff?
- After thinking about the four questions above, what will your first step be in moving forward?

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