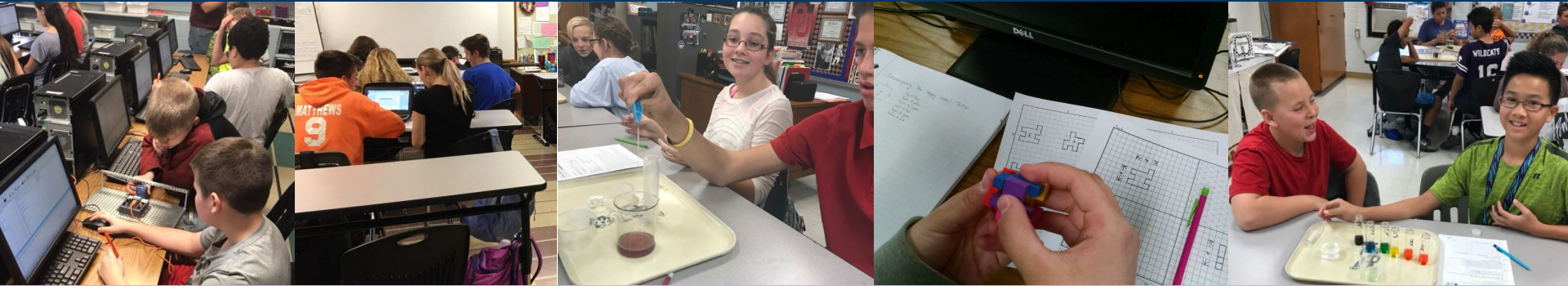


# Supporting Effective Classroom Practice Through Instructional Rounds



Session 3A - June 20 from 10:45 am - 12:00 pm



# Presenters Today



**Dr. Chris Hubbuch**

Director of Secondary Education  
St. Joseph School District



**Derek Colburn**

Vice Principal  
Truman Middle School



**Tanya Dalrymple**

8th Grade Science  
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Principal  
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8th Grade ELA  
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Physical Education  
Truman Middle School

# Session Agenda

- **Instructional Rounds Project**
  - Purpose & Project Design
  - Profile of Truman Middle School
  - Intended Outcomes
- **Engaging in Reculturing at Truman**
  - Mid-Year Formative Assessment
- **Instructional Rounds Process**
  - Data-Based Decision Making
  - Professional Development
  - Big Ideas from Year 1
  - Next Steps for 2018-19

# Instructional Rounds Project

- Truman Middle School was invited to participate in a teacher-led instructional round project to support their reculturing process while building capacity related to the 8 Effective Classroom Practices (MO SW-PBS, 2017).
- Truman's staff had previously started the implementation of SW-PBS, but discontinued following administrative change and high rates of staff turnover.

# TRUMAN MIDDLE SCHOOL

## Grades:

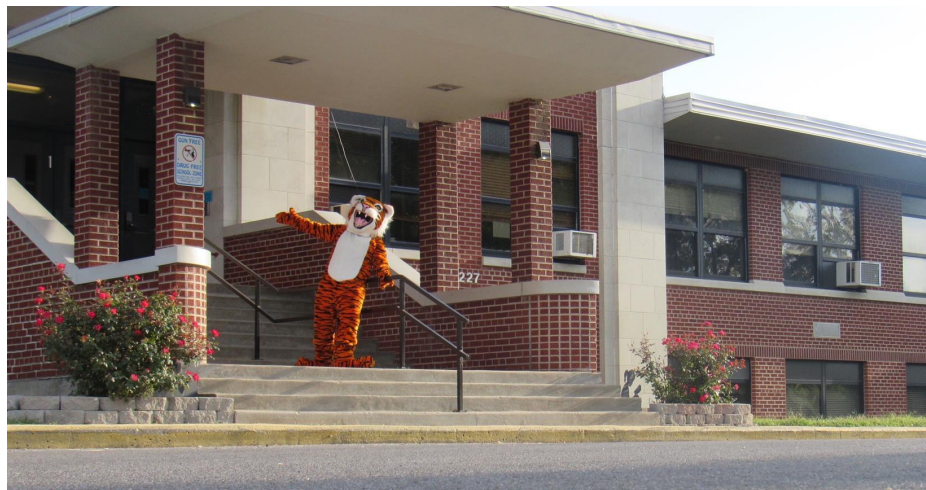
7-8

## Enrollment:

500

## Community:

Urban



## Demographics:

74% White, 9% Hispanic, 8% Black  
100% free or reduced lunch eligible

## Faculty:

36 teachers, 2 administrators,  
1 counselor, and 1 social worker

# Readiness for Implementation

Fixsen et al. (2005) identified seven stages of community or cultural readiness for implementation:

1. No awareness
2. Denial
3. Vague awareness
4. Preplanning
5. Preparation
6. Initiation
7. Stabilization

# Stages of the Implementation Process

Fixsen et al. (2005) identified six distinct stages of the implementation process:

1. Exploration and adoption
2. Program installation
3. Initial implementation
4. Full operation
5. Innovation
6. Sustainability

## Stage 3: Initial Implementation

“During the initial stage of implementation the compelling forces of fear of change, inertia, and investment in the status quo combine with the inherently difficult and complex work of implementing something new. And, all of this occurs at a time when the program is struggling to begin and when confidence in the decision to adopt the program is being tested” (Fixsen et al., 2005, p. 16)



# Refreshing the School Culture and SW-PBS Structure



1. Differentiated between Major/Minor problem behaviors
2. Developed a Ladder of Consequences school wide
3. Developed acknowledgement systems
4. Discussed philosophies and worked together for staff buy-in
5. Began developing lessons and teaching/reteaching

# 1. Differentiating Between Major and Minor Problem Behaviors

*“Building a Shared Understanding”*

## Truman Middle School PBS Major/Minor

Teacher-Managed	Office-Managed
Inappropriate language not directed at others	Malicious aggressive behavior (physical and verbal)
Tardy	Stealing
Classroom disruption	Defacing or destroying school or others' property
Throwing things within the building	Physical or verbal threat
Refusal to do work	Substance abuse
Improper electronics usage	Gambling
Tone/Attitude Disrespect (including put downs)	Sexual touching or speech - harassment
Lying to a staff member	Chronic minor infractions that have exhausted the ladder of consequences
Student unprepared for class	Weapons
Dress code infraction	Bullying
Food or drink other than water in the classroom	Truancy
Inappropriate touching (PDA or horseplay)	Major misuse of technology (pornography, weapons, etc)
Cheating	Verbal/Non-verbal noncompliance/refusal to obey redirection on minor offense
Sleeping in class	

## 2. Developing a Ladder of Consequences

*Reflections  
and  
Resource:*

<http://www.pbisworld.com>

Truman Middle School					
3227 Olive St. - St. Joseph, MO 64507 - (816) 671-4400					
Ladder of Consequences and Interventions					
Student	Grade	Teacher		Date	Period
<b>Level 1</b>	<b>Reminder</b>	Removal of Object Verbal Cue		Proximity	Other
		Non-Verbal or Visual Signal		Verbal Pause or Change of Tone	
		Specific Non-Verbal Signal		Material Signal (i.e. Sticky Note)	
<b>Level 2</b>	<b>Problem Solve</b>	Specific Verbal Cue		Problem solve with Teacher	
		Change Seat	Problem solve with Counselor	Reflection	At least two of these need to be attempted before advancing to level 3.
		Brief Time Out	Verbal Reprimand	Other	
<b>Level 3</b>	<b>Teacher Intervention</b>	Team Chair/Safe Space	Parent/Teacher/Student conference	At least two of these need to be attempted before advancing to level 4 OR level 5.	
		Lunch Detention	Refer to Counselor		Detention for resolution
		Location Change	Time after class resolution		Other
<b>Level 4</b>	<b>Team Intervention</b>	Team Contract (Attach Document)		Team Specific Intervention	This step may be passed or postponed if the behavior requires more immediate attention.
		Student/Team Conference		Other	
		Parent/Team Conference			
<b>Level 5</b>	<b>Office</b>	Academic Reassignment		Referral To:	After an office referral is submitted, refer back to level two for subsequent behaviors within the ladder.
		Conference	Out of School Suspension	Other	
		Detention	In School Suspension	Restitution	



### 3. Development of Acknowledgement Systems:

## “Tiger Tickets”

Tiger Ticket Incentives/Cost		
Incentive Idea:	Number of Tickets:	Adjustment to
Candy Bar/Bag of chips	10 Tickets	
Pop	10 Tickets	
Gel Pen	5 Tickets	
Pencil	2 Tickets	
T-shirt	50 Tickets	
Sweatshirt/pants	100 Tickets	
Ear buds	10 Tickets	
Water bottle	20 Tickets	15 Tickets?
15 minute break in the library	30 Tickets	
Wearing hat/hood for a day (with a sticker like our United Way jeans days)	20 tickets	
Lunch in the library (one day a month designated for this for anyone who wants to buy it)	30 tickets	
Hot chocolate/cappuccino	15 tickets	
Pledge/announcements in morning or afternoon	20 tickets	
Librarian for a day or class period	50 tickets for the whole day/20 tickets	
<p>Here are two links to web sites that contain incentive ideas. Please check them out and list any that stand out to you that would be good for Trumbull  <a href="http://theprairieplanner.com/31-whole-class-incentives-and-rewards-that-arent-food/">http://theprairieplanner.com/31-whole-class-incentives-and-rewards-that-arent-food/</a>    <a href="https://www.pbisrewards.com/pbis-incentives/">https://www.pbisrewards.com/pbis-incentives/</a></p>		
<p>***Tiger Drawings will be every 3 weeks</p>		

## 4. Discussion of How Philosophy about Discipline Impacts Outcomes.

*“Pursuit of Buy-In”*

Studies have shown that the predominant teacher response to disruptive student behaviour is reactive and punitive, rather than proactive and positive. The reactive approach does little to decrease disruptive student behaviour (Clunies-Ross et al., 2008; Kameenui & Sugai, 1993).

<https://thehighlyeffectiveteacher.com/why-punishment-is-ineffective-behaviour-management/>

# 5. Development of Social Skill Lessons with a Schedule for Teaching School Expectations

*“Instruction”*

<p><b>Expectation</b></p>	<p>Hands, Feet, Object, PDA  <b>“Keep yourself to yourself”</b>                  Truman has a No Touch/ Hands Off Policy</p>
<p><b>Specific Behavior(s) and/or Procedures</b>  <i>List behavior and steps to complete</i></p>	<p>Be Respectful</p> <ul style="list-style-type: none"> <li>● Follow staff directions first time</li> </ul> <p>Be Responsible</p> <ul style="list-style-type: none"> <li>● Keep, hands, feet and other objects to yourself</li> </ul> <p>Be Safe</p> <ul style="list-style-type: none"> <li>● Keep, hands, feet and other objects to yourself</li> <li>● Walk on the right side of the hallways and stairways</li> </ul>
<p><b>Context</b></p> <p><i>Identify the locations(s) where behavior is expected</i></p>	<p>Locations:</p> <ul style="list-style-type: none"> <li>● Classroom</li> <li>● Hallway</li> <li>● Cafeteria</li> <li>● Library</li> <li>● Bathrooms</li> <li>● Bus</li> <li>● Gym (Bus Loop)</li> </ul>

<https://tinyurl.com/trumankyty>

# What We Found

*Our new reality was not as favorable as we hoped...*

- **This is still not working consistently**
  - Lessons in progress
  - Changing a culture is a slow process
- **Staff buy-in is not at 80%**
  - Just because everyone knew change was necessary didn't mean it was easy.

# What We Found

*Our new reality was not as favorable as we hoped...*

- **What we think we are doing is not what we are doing**
  - I told him that I didn't have to like him, and he didn't have to like me.
  - I gave them a Tiger Ticket for sharpening all of the MAP pencils for me!
- **We need clarification on what it looks like in practice**
  - What do you mean by active supervision?
  - How can you give choice and maintain control?



# Are Behaviors Changing?

## *Building Baseline Data*

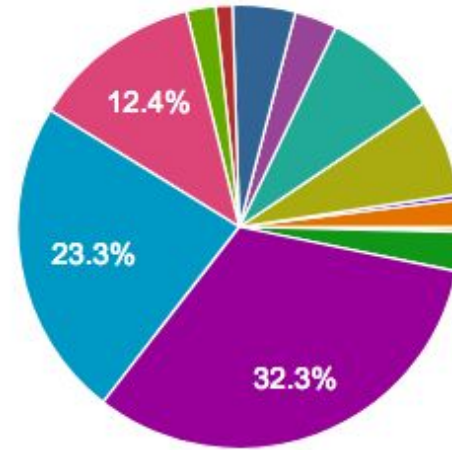
As we addressed school culture and pushed to make positive change, there was a 175% increase in office discipline referrals from the previous year.

<b>Year</b>	<b>ODRS</b>
2016-17	450
2017-18	1241

The recommitment process to SW-PBS helped our staff take stock of the actual problem behaviors being demonstrated.

# Major Problem Behaviors

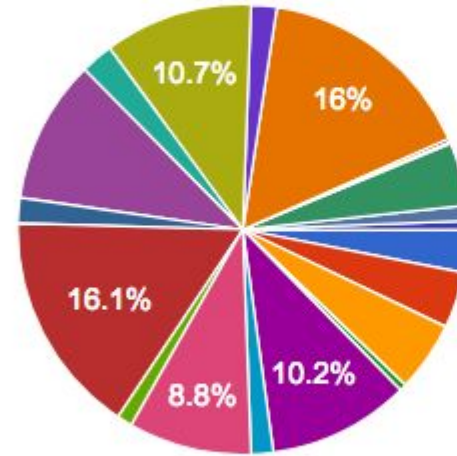
*Building Baseline Data  
for 2017-18*



- Alcohol/Drugs/Tobacco
- Arson
- Bathroom Incident
- Bullying
- Chronic Repeat of Minor Problem Behavior
- Disruptive/Disrespectful Behavior
- Physical Assault
- Sexual Harassment

# Time of Day

*Building Baseline Data  
for 2017-18*



- Before School
- Advisement
- 1st Period
- Passing between 1st/2nd Period
- 2nd Period
- Passing between 2nd/3rd Period
- 3rd Period
- Passing Between 3rd/4th Period

# In Response

- 1. Staff Survey:**
  - a. Self Assessment Survey - Directions and Decision Making
- 2. Reflection**
  - a. Leadership and faculty meetings - post it activity
- 3. Instructional Rounds**
  - a. Let's get an idea of where we're at as a whole.
  - b. Let's use this process to build capacity and move forward.

# Instructional Rounds

1. Why?
2. Who?
3. When?
4. How?
5. Potential Hazards?

# Why Instructional Rounds?

- There were obviously some elements of PBS missing but what?
- We needed direction for further staff development
- Rounds were a safe and efficient process to focus on how schoolwide classroom practices were producing behavioral or academic outcomes
- We had to catch the negative turn before it burned throughout the school

# Why Instructional Rounds?

- We had access to the walk-through form from SW-PBS:  
<http://pbissmissouri.org/tier-1-effective-classroom-practices/>
- We knew that we had some teachers that were using most of the elements and some others that needed to see what that looked like...still others needed to feel pressure to try.

Who would do  
the rounds?

Who would be  
observed?

## EVERYONE

Everyone needed to see good examples of implementation and everyone needed to feel a part of the SW-PBS process.



# When?

# How Often?

- 4 observations were completed during the 3rd Quarter
- REFLECTIONS
- 1 observation was completed during the 4th Quarter
- Done in pairs during job-embedded plan time

# How did we conduct the rounds?

# How did we disseminate the data?

Teachers were naturally divided into 3 Teams of 10-12 teachers due to scheduling.

Each teacher paired up with one other teacher and the pair was tasked with visiting four other teachers for 10 minutes each.

Teams divided the remaining 20 teachers so that each teacher was visited at least 2 times by a pair from that team..

Each teacher would end up with data from 8 different teachers (4 visits).

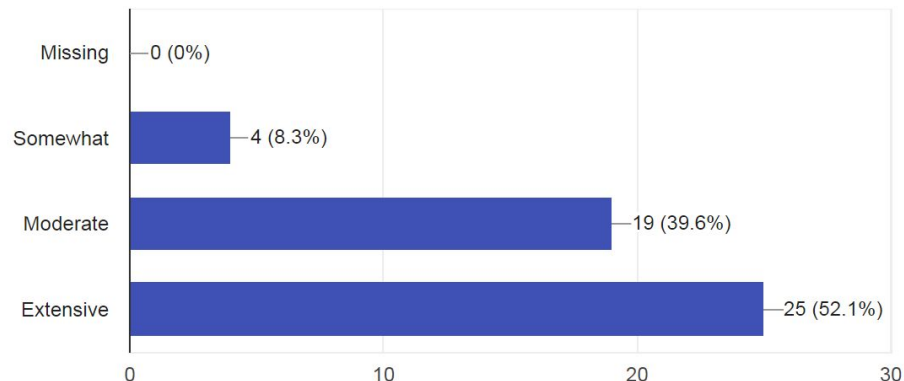
Summary data were examined by the Tier 1 Committee and disseminated in job-embedded time to each team.

Individual data were collected and emailed to each teacher by administration

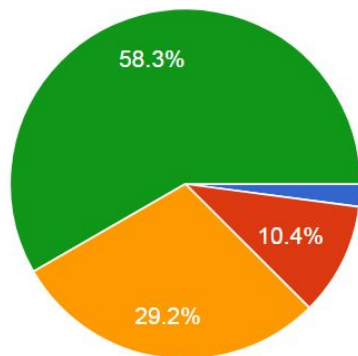
# Dissemination of Summary Data

## Students actively engaged: minimal down time

48 responses



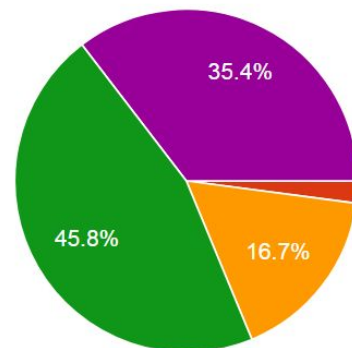
## Active supervision



48 responses

- Missing
- Somewhat
- Moderate
- Extensive

## Activity/Task Sequence: Clear instruction and demonstration of activity sequence



48 responses

- Missing
- Somewhat
- Moderate
- Extreme
- N/A - Not applicable to this portion of the class

# Dissemination of Individual Data

*Sent by email from administrator*

*Copied from responses and pasted.*

1. Name of teacher being observed: not required

**Truman Tiger**

2. Precorrect: Reminder of classroom procedure/routines \*

Missing

Somewhat

Moderate

Extensive

**N/A - Doesn't apply to this portion of the class**

3. Precorrect: Reminder of classroom rule/expectation \*

Missing

**Somewhat**

Moderate

Extensive

# Potential Hazards



1. Would the observers be familiar enough with the 8 Effective Classroom Practices to recognize them effectively?
2. Would the teachers feel threatened by the observers?
3. Would the classes be interrupted by the observers?
4. Would the teachers be objective in their answers?
5. Would the observers be held accountable for doing all of their observations?

# The Essential 8

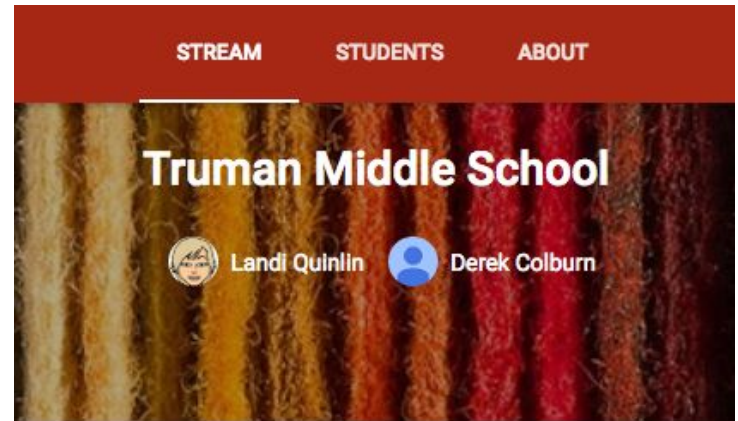
*Tier 1 Committee has only had formal training on 4 of the 8 practices*

## MO SW-PBS Eight Effective Classroom Practices

- Classroom Expectations
- Active Supervision
- Classroom Procedures & Routines
- Opportunities to Respond
- Encouraging Expected Behavior
- Activity Sequencing and Choice
- Discouraging Inappropriate Behavior
- Task Difficulty

# Collecting Observation Data

*Tier 1 Committee took the  
SW-PBS Walk Through Tool  
8.4 and modified it to fit our  
needs in a Google Form.*



Accessed by our Truman  
Middle School Google  
Classroom Class.

<https://tinyurl.com/y8qywah5>

# Reflections and Modifications

## *Building the Airplane While Flying*

### **Reflection after 1st round led to modifications.**

1. Needed to differentiate between missing and not applicable during this portion of the class
2. Teachers needed further examples for clarification on the Google Form to identify effective practices

### **Round 2 was much easier and more useful**

1. We were able to see deficiencies more clearly
2. Teachers were less threatened by results
3. We should have completed it in April rather than letting it drag into May.



# How did it drive Professional Development?

*Developing a SIP plan  
that includes professional  
development on what we  
really need.*

**The positive** - While we have preached the positive, and teachers are making gains, we need to continue to refine the process and keep this at the forefront.

Tier 1 Committee and the teachers need further PD on the Eight Effective Classroom Practices.

Instructional practices needs to be seen as a major component of SW-PBS.

INCREASED STAFF BUY-IN TO 2018-19 PD

# Big Takeaways

*This is our boat. You can be in our boat, or you can stand on the shore, but we cannot allow you to stand on the shore and throw stones at our boat.*

1. SW-PBS is a continuous process that must be nurtured each year.
2. Having the bones and structure is important but not enough.
3. When things get tough people revert to what they know.
4. Changing a culture takes time and continuous energy from shared leadership.
5. Sometimes people need to jump ship for it to sail.
6. Instructional rounds can help us be sure we are moving toward the same destination.

# Next Steps for 2018-19

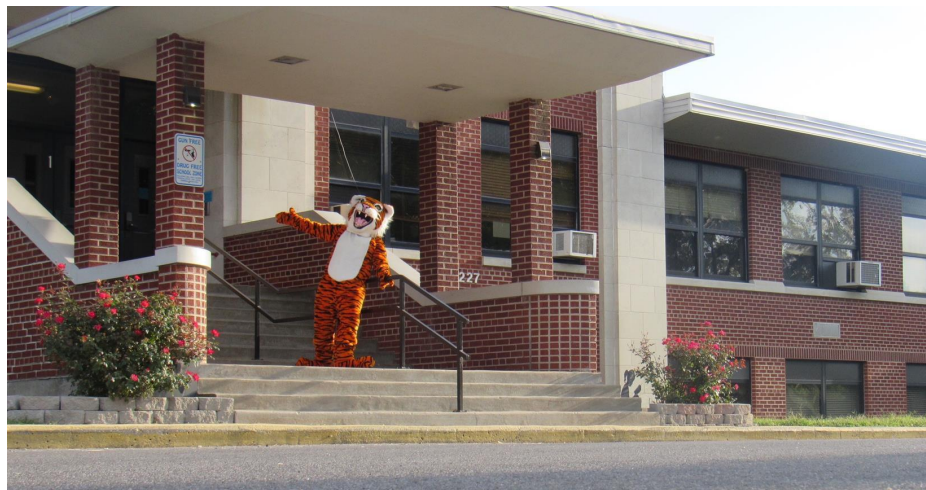
- **Instructional Rounds Continue**
  - 2 each quarter completed in pairs.
- **Instructional Rounds**
  - Eight Effective Classroom Strategies
- **Professional Development in August will be led by the Tier 1 Committee and focus on 4 of the 8 strategies.**
  - These will be the 4 strategies that the Tier 1 Committee have been trained on.

# Next Steps for 2018-19

- **Ongoing Professional Development by Tier 1 Committee will focus on**
  - Continuation of Eight Effective Classroom Strategies
  - Ongoing Professional Learning
  - Tiered Fidelity
  - Developing and Maintaining an Action Plan

# TRUMAN MIDDLE SCHOOL

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