



Classroom Practices
refresher for Educators

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Nowlin Middle School

- 6th - 8th Grades
- 910 Students
- 90% Free and Reduced Lunch
- Silver Status (2 years)
- Tier 2 Implementation



Who is Here With Us?

- Early/Elementary Just Beginning or Learning
- Early/Elementary Implementing
- Early/Elementary School of Recognition
- Middle/High Just Beginning or Learning
- Middle/High Implementing
- Middle/High School of Recognition
- Other



Attendees Will:

- Refresh on the 8 classroom practices
- Experience a sample PD session
- Brainstorm additional ideas for implementation

Summer institute expectation

Be Responsible Be Respectful Show Self Control

Share your idea and thinking with others
Be an active listener.
Be focused and on task.

Treat materials with care.

BIG 5 Data

Many times we would begin by looking at our Big help identify a problem. This could be done by:

- PBIS Team
- Administrative/Student Services Team
- Staff as a Whole

Sharing a data protocol in **Sign Me Up** on Thursday



HS/MS Draw a typical passing time

Elementary Draw a typical recess

Use “X” for adults and “O” for students



Students, draw anywhere on this slide!

5. Active Supervision

Classroom Setting Non-Classroom Setting

- Teacher Directed
- **Instructionally** focused
- Small number of **predictable students**
- Student focused
- **Socially** focused
- Large number of **unpredictable students**

Active Supervision

yes	no

Think in general terms, when supervising hallways:

- Do I have at least **4 positive, to 1 negative** interaction?
- Am I **obvious, positive, interactive, and unpredictable**
- Do I have **my head up, make eye contact, an overt body position**
- Do I interact with a **variety of students and have quick/noticeable interactions**

ACTIVE Supervision PD...Reader's Di

Version

yes	no

Think in general terms, when supervising

- Do I handle minor infractions **quickly, privately, neutrally,** and follow-up with positive interactions?
- Do I handle major infractions, quickly, **by the book, business like, disengage,** correct?
- Do I refer to **SW Expectations**?
- Do I **positively acknowledge 5 or more** for displays of SW expectations? Am I **sincere and informative**?

Active Supervision Planning Guide and Building

7-8 "Yes"

Super Supervisor

5-6 "Yes"

SoSo Supervisor

<5 "Yes"

Improvement Needed

- Analyze your self-assessment
- Work together (hallway neighbors) to create a plan
 - Is there one or two strategies that your group can commit to using in the halls?
 - Once this goal is being fully implemented, then can begin working on a new goal

Everyone is Needed

Staff is

Adult Presence

Good Citizen

Outnumbered

We are all needed during each of our passing times many more of our students than there are of us

We help to prompt desired behavior and discourage problem behavior.

Shows our colleagues and students that we are all in this together.

Provides a comfort.

How does active supervision provide a comfort to students?

Students, write your response!

1. Clear Expectations - based off schoolwide exp

Guideline	This Means:	Example:	Nonexample:
Observable	I can see it.	Raise hand and wait to be called	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 self.	No fighting.
Understandable	The vocabulary is appropriate for age/grade level	Hands and feet self.	Maintain personal space *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.

2. Procedures, Routines, and Rules

Devil's in **lack of** details

Expectation: Be Responsible

- Procedure: Clean up after lunch
 - Definition: Cleaning up after lunch is when students dispose of all the remains of their lunch in the correct bins once they are done.
 - Steps:
 - When the teacher signals, stand up, look at where you were sitting and gather up the remains of lunch, wrappers, peelings, and other stuff
 - Move quietly, keeping hands, feet, and lunch remains to yourself, to the recycling and trash bins.
 - Put recyclables into the recycling bin and the other stuff into the trash
 - Proceed quietly and quickly to your line to meet your teacher



List the steps for a procedure of your choice.

Ideas: Getting materials for class, walking in the hallway during class time, transitioning stations or from rug to rug.



Students, write your response!

Possible PD Opportunities for Pract

Beginning of Year Refresher

- Sharing building schoolwide expectations
- Guidelines for developing rules
 - Must follow the 5 guidelines
- Teacher Self Assessment
- Identify 1-2 areas for improvement (if necessary) develop a plan

Individual

- Struggling teacher works with mentor teacher or administrator to enhance classroom expectations and implementation

3. Encouraging Expected Behavior

“You catch more flies with honey than with

Noncontingent This does not depend on specific things the student does, but it does reinforce student feelings of trust and confidence in the adult

Contingent: After students have met the conditions - social and academic

- Greeting smiling making conversation, sharing a task

- Menus of reinforcers
 - Specific feedback, stickers, notes home, positive phone calls, choose your partner, extra recess, principal recognition, no tardy party, snacks,

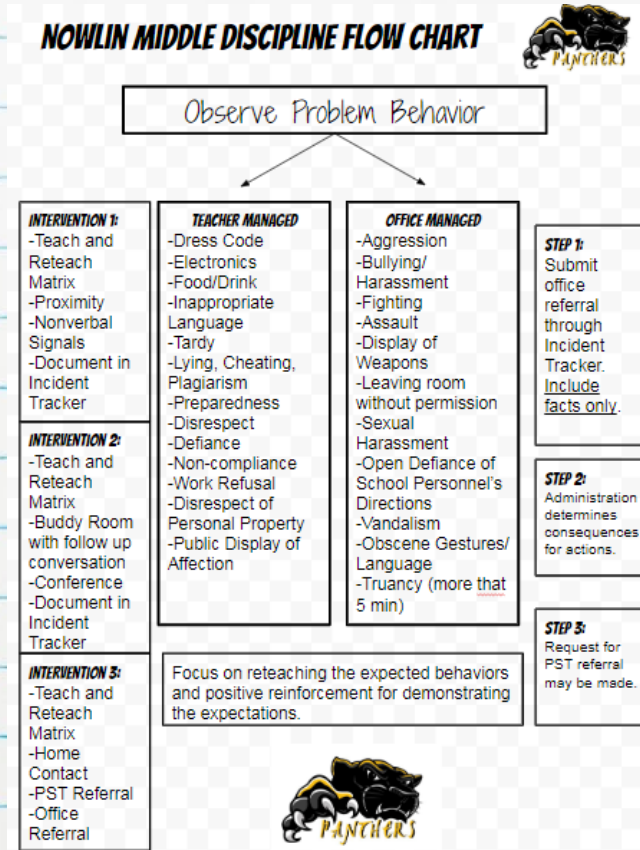
Junk Drawer



Encouraging expected behavior is like _____
because:

Students, write your response!

4. Discouraging Inappropriate Behavior



- Goals of Specific and Contingent Error Correction
 - Interrupt the problem behavior and engage the students in the expected behavior
 - Ensure the students exhibit the expected behavior in the future
 - Avoid escalation of the problem behavior

Strategy	Explanation	Example
Proximity		Stand next to a struggling student
Signal, Nonverbal Cue	Signals the teacher is aware of the behavior and prepared to intervene if it continues.	
Ignore, Attend, Praise		
Re-direct		"Please follow the directions and put your book away."
Re-teach		
Provide choice	Stating two alternatives, the desired behavior and a less preferred choice	
Student Conference		

7. Changing Sequence and Offerin

- Increase student engagement
- **Decrease disruptive behaviors**
- Improves student perceptions of assignments previously considered too difficult
- Helps **build** positive adult-student **relationships**

These choices **apply to** **academic** behavior

Sequencing **BRIDg** detailed lesson plan/out a classroom video

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Task Interspersal - missing easier tasks with more difficult ones. **Behavior Momentum** - starting with easy and gradually making the tasks more difficult

- Categorize the task difficulty for all required tasks
- Is there a ratio of 1 mastered task to 3 new tasks?
- The easier tasks do not necessarily need to be connected to the more difficult tasks

8. Reducing Task Difficulty student be able to complete the assignment if . . .

- Length or time
 - . . . time or length adjustments are made?
- Response mode
 - . . . mode of responding was altered
- Increased instruction or practice
 - . . . there was additional time for practice

Not just for those with official accommodations



Give an example where a student was **successfully complete an assignment** by reducing task difficulty.

Identify if length or time, response mode, or additional instruction was modified. Also identify how it was modified and the effectiveness of the modification.



Students, write your response!

6. Increased Opportunities to Res

- Support student ~~task~~ behavior (thinking and learning)
- **Decrease ~~task~~, disruptive behaviors**
- Continue the feedback loop for increased teacher effectiveness

If working within a NEE district, this could improve indicators 1.2, 2.5, 4.2, 7.4 and more!



What Strategies have been used in



Students, write your response!

Alphabet blocks



Identify a term starting with one of the above letters to today's topic: _____

Explain how this term relates to today's content.



Students, write your response!

Resources

- [MO SW PBS Tier 1 Workbook Chapter 8](#)
- [8 Effective Classroom Practices](#)
- [MO SW PBS Teacher Tool](#)
- [Teach Beyond the Desk](#)