



# THE ART OF TEACHING AND CLASSROOM MANAGEMENT



# INTRODUCTIONS

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- + Internal District Coach



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- + DCI-B
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*greetings & salutations!*



# AGENDA

1. Attendees will gain knowledge of the process one internal district coach uses to identify and support teachers.
2. Attendees will utilize a checklist to identify effective teaching strategies demonstrated in videos by exemplar teachers.

# Warrenton Demographics

Grade Levels: Pre-K through 12th grade

Early Childhood - 1

Elementary - 3

Middle School - 1

High School - 1

Total # of students: 3,087

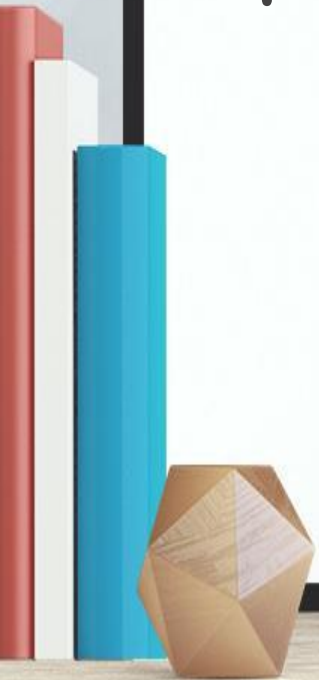
Free and Reduced: 36%





# Responsibility

Schools have the responsibility to provide an education to students in **safe** and **predictable** environments.



# The Effective Teaching and Learning Classroom Practices

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



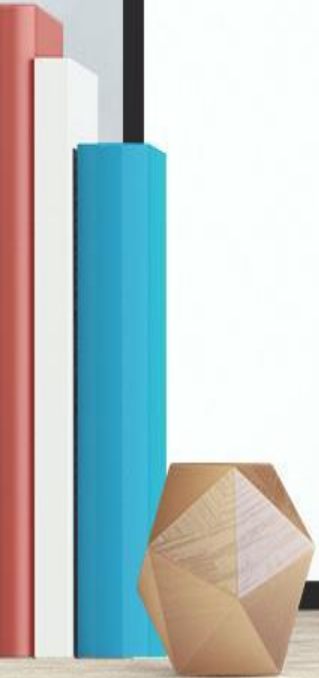
# Evidenced-based Practices for High Probability



How can we leverage these researched-based strategies to create a positive, well-managed classroom?

# Increase **Instructional Time** through these Classroom Practices

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



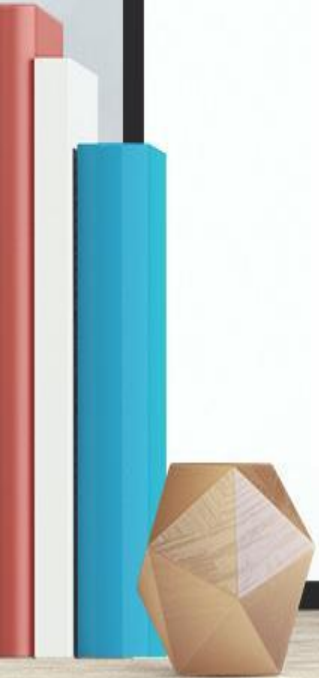


# Increase **Engaged Time** utilizing these Classroom Practices

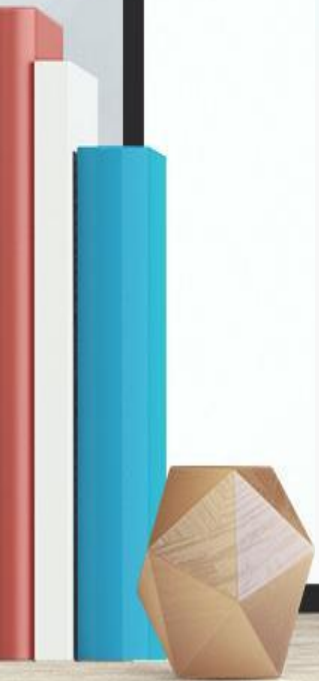
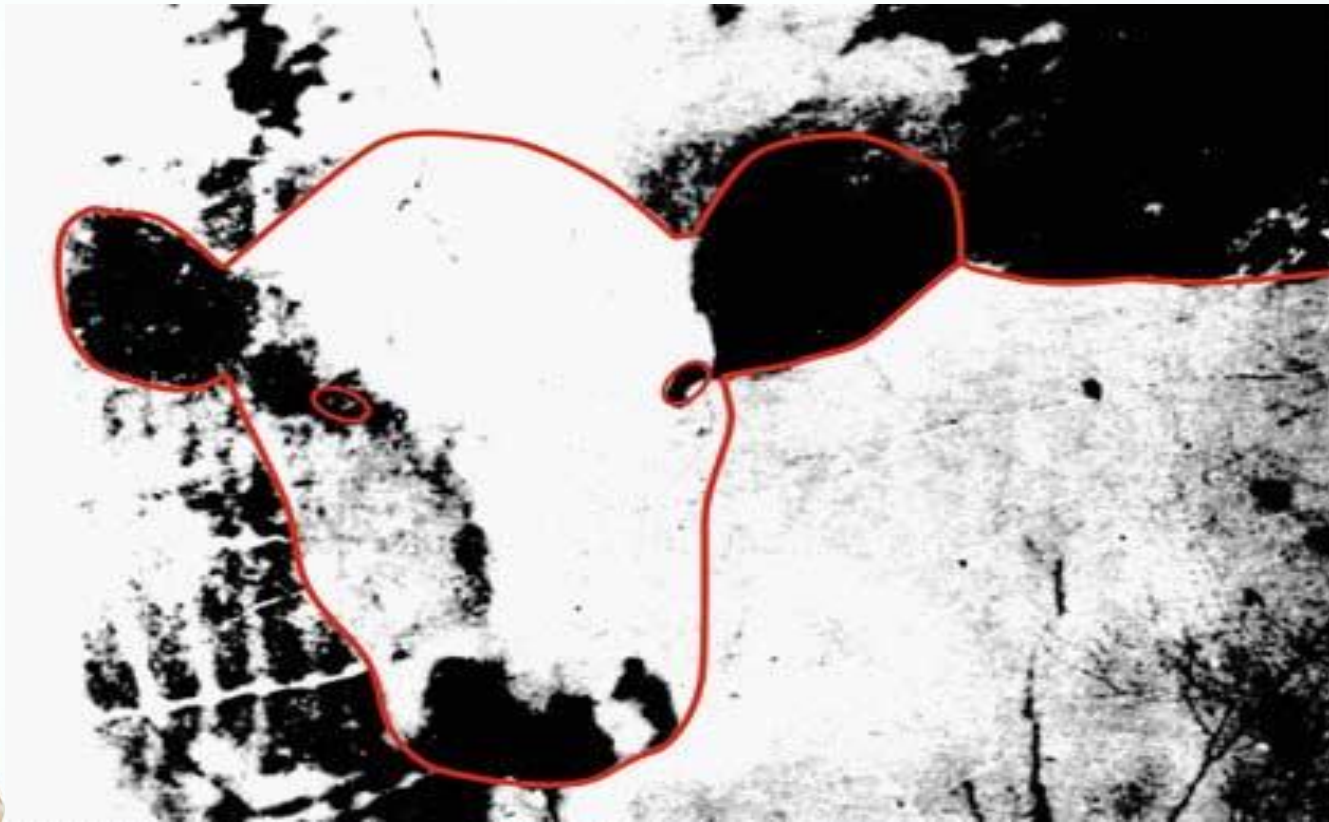
- + Active Supervision
- + Opportunities to Respond
- + Activity Sequencing & Choice
- + Task Difficulty



What do you see?



What about now?





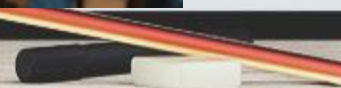
# Making the Invisible Visible

Watching a **master teacher** ... is like witnessing a philharmonic conductor. So much is based on all the former rehearsals. Often from the back of the room, observers know they are seeing brilliance; they just can't recognize what is making the difference.





Effective classroom managers are known, not by what they do when misbehavior occurs, but by what they do to set their classroom up for academic success and prevent problems from occurring.



# Cori's Genius Idea

- + Identified Exemplar Teachers
- + Video Taped short clips of exemplar practices
- + Share videos with teachers throughout the district facing similar challenges
- + Provide coaching support



# Using Data As Your Guide

“The precision of the *practices* developed will depend upon the *accuracy* of the *data* examined and the efficiency of the processes.”

~ Todd, et.al., 2011



# Steps for Determining and Utilizing the “In-House Classroom Experts”

1. Teacher Self-Assessments
2. Inspect What You Expect (Brief Observations)
3. Identify the “In-House Experts”
4. Develop Systems of Coaching Support





# Teacher Self-Assessment

Effective Classroom Practices	Staff Expectations to Support Student Behavior
5. Active Supervision	<ul style="list-style-type: none"> <li><input type="checkbox"/> I have designed the classroom floor plan to allow for ease of movement for <b>Active Supervision</b>.</li> <li><input type="checkbox"/> I continually monitor all areas of the room by scanning, moving, and interacting frequently and strategically.</li> <li><input type="checkbox"/> When designing a lesson, I consider student groupings, location, and activity level.</li> <li><input type="checkbox"/> I provide positive contact, positive, and corrective feedback while moving around the room.</li> </ul>
6. Opportunities to Respond	<ul style="list-style-type: none"> <li><input type="checkbox"/> I use a variety of strategies to increase student <b>Opportunities to Respond</b> (examples: turn and talk, guided notes, response cards).</li> <li><input type="checkbox"/> What strategy do I use to track students being called on?</li>   <li><input type="checkbox"/> I regularly use wait-time to increase student opportunity for metacognition.</li> <li><input type="checkbox"/> I regularly plan instructional questions and response methods prior to the lesson.</li> </ul>
7. Activity Sequence and Choice	<ul style="list-style-type: none"> <li><input type="checkbox"/> I <b>Sequence</b> tasks by intermingling easy/brief tasks among longer or more difficult tasks.</li> <li><input type="checkbox"/> When designing a lesson I consider the pace, sequence, and level of task difficulty to promote each student's success.</li> <li><input type="checkbox"/> I consider a variety of elements when offering students <b>Choice</b> (Order, materials, partner, location, type of task).</li> <li><input type="checkbox"/> I develop and use a menu of options to promote student choice (Examples: work stations, demonstration of knowledge).</li> </ul>



# Verification through Brief Observations



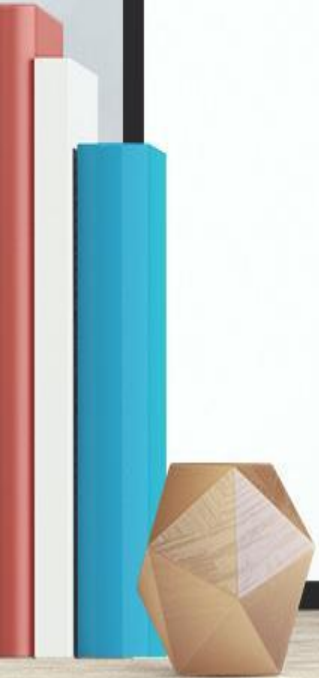
What is **EFFECTIVE** teaching?  
*How do you know?*

What is an **EFFECTIVE** teacher?  
*How do you know?*

**Effective Teachers**

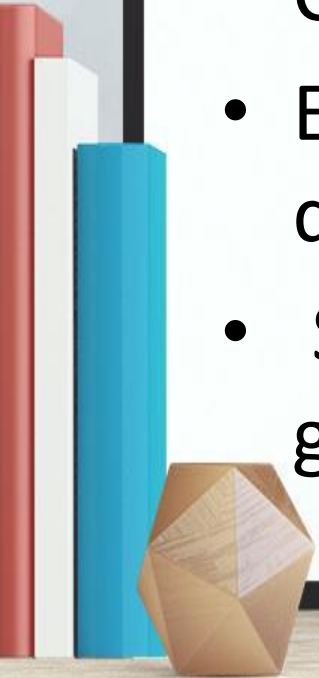
The image features a cartoon character of a teacher with glasses, wearing a green jacket and pants, holding a stack of books. To the right of the character are two questions in bold black text with red italics below them. Below the character is a red rectangular box with the text 'Effective Teachers' in white. The entire scene is set against a white background with a black border, resembling a screen or a sign.

# Identify Exemplars



# Experts Become Mentors

- Teachers who demonstrate mastery of a specific Classroom Practice become the “In-House Expert” for that specific Classroom Practice.
- Experts assist in strengthening skills and developing best attributes of colleagues.
- Set the bar high ~ going from good to great!





# Providing Support

Teachers who need support have the opportunity to:

- Observe the Expert
- Be Observed by the Expert
- Request additional Coaching



# Ultimate Goal to Increase Academic Learning Time

*Instructional Time* – The amount of the *allocated time* that actually results in teaching

*Engaged Time* – The amount of *instructional time* in which students are *actively* engaged in learning



# The Classroom Practices we will be focusing on...

1. Specific Positive Feedback
2. Active Supervision
3. Opportunities to Respond (OTR)
4. Offering Choice

# 1. Specific Positive Feedback

- Provide high rates of responses to students who comply with classroom rules & procedures through:
  - ◆ Specific Positive Verbal Feedback
  - ◆ Nonverbal Recognition
- Ideal rate of responses is 4 positives to 1 corrective.



SPF  
is your  
BFF



# Types of Feedback

1. **Non-contingent**—attention provided regardless of student performance

+ Ex. Greetings, proximity, smiles, conversations, jobs, etc.

2. **Contingent**—provided based upon student performance of an identified expectation or behavior

+ Ex. Specific positive feedback, reinforcement, tangible items.

## 2. ACTIVE SUPERVISION

- + **Active supervision** is a strategy that works.
- + **Active Supervision** is the most effective strategy for creating a safe environment and preventing injuries in young children.
- + It transforms **supervision** from a passive approach to an **active** skill



# Active Supervision...

Verbally and non-verbally communicates to students the certainty that you do *inspect* what you *expect*.



# How to Actively Supervise

Monitor any school setting using three practices:

1. Moving
2. Scanning
3. Interacting





# Moving

When supervising work or activities, circulate among students.

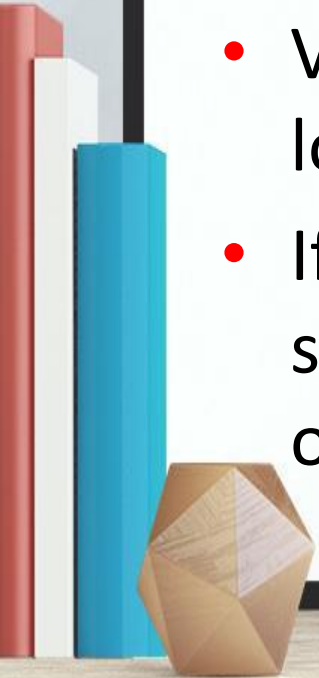
- Continuously move.
- Maintain proximity with students.
- Random or unpredictable.
- Include moving close to noncompliant students and possible targeted problem areas.
- Demonstrate interest in students, assist with learning tasks, provide feedback—both positive and corrective.
- Periodically move and supervise when providing individual or small group instruction.



# Scanning

Frequently and intentionally look around at students:

- Look students in the eye.
- Visually sweep all areas of the room as well as look directly at students nearest you.
- If working with individual, position self so as to scan the entire room or get up and scan occasionally.



# Interacting



While moving and scanning you should also frequently interact with students. Interacting...

- Communicates care, trust, and respect, and helps build relationships.
- Creates positive climate and increases likelihood of accepting correction if needed.
- Remains the same when teaching, encouraging or addressing problem behavior.
- Includes: proximity, listening, eye contact, smiles, pleasant voice tone, and use of student's name.



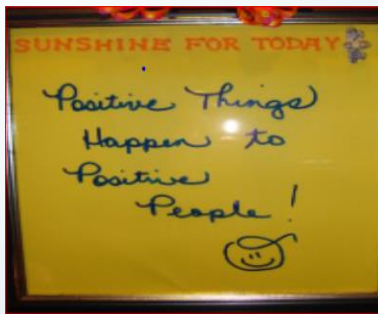
# ACTIVE SUPERVISION VIDEO





Too often we underestimate the power  
of a touch, a smile, a kind word, a  
listening ear, an honest compliment or  
the smallest act of caring all of which  
have the potential to turn a life  
around.

~Leo Buscaglia



# 3. Opportunities to Respond

OTR is when a teacher presents an instructional question that promotes student responses.

There are two types of OTR's:

1. Verbal responses
2. Non-verbal responses



# Types of Response Strategies

- + Verbal strategies—students respond orally to teacher prompts or questions.
- + Non-verbal strategies—student use a signal, card, writing or movement to respond.



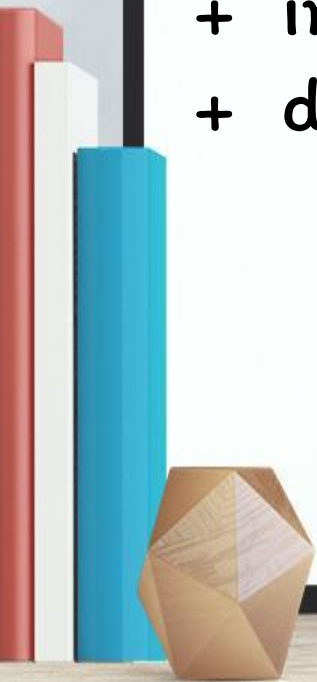
# Opportunities to Respond (OTR)

High rates of OTRs in the classroom can lead to improved:

- + academic performance
- + increased on-task behavior
- + decreased problem behavior



WHY?





## Yes/No Cards

YES  
NO

- Using a 4x6 index card the student writes YES on one side and NO on the other.
  - When a question is asked the students hold up YES or NO.
- Ask the students if they know the following vocabulary words and what they mean.
  - Call out a word. If a student is holding a YES they may be called on to give the correct answer.
  - Remind them that if they don't know the words it is OK because they will be learning them.
  - You can do the same thing with conceptual ideas, etc.



Gregory, G.H. & Chapman, C. (2001). *Differentiated Instructional Strategies: One Size Doesn't Fit All*. Thousand Oaks CA: Corwin Press.

## Fist of Five

Show the number of fingers on a scale, with 1 being lowest and 5 the highest.

Ask, How well do you feel you know this information?

- I know it so well I could explain it to anyone.
- I can do it alone.
- I need some help.
- I could use more practice.
- I am only beginning.



Gregory, G.H. & Chapman, C. (2001). *Differentiated Instructional Strategies: One*

## Thumb It!



- Have students respond with the position of their thumb to get an assessment of what their current understanding of a topic being studied.
- Where I am now in my understanding of \_\_\_\_\_?

Up

I know a lot

Sideways

I know some

Down

I know very little

Gregory, G.H. & Chapman, C. (2001). *Differentiated Instructional Strategies: One Size Doesn't Fit All*. Thousand Oaks CA: Corwin Press.

# Teachers should provide frequent opportunities for students to respond.

- 3-5 per minute for simple responses
- 1 per minute when responses are complex
- 1 every 10-30 minutes for long tasks



# Examples of OTR



Flippity  
Random Name Picker

Create a random name picker,

[Flippity](https://www.flippity.net/)



Random Name Picker



Jigsaw & Report



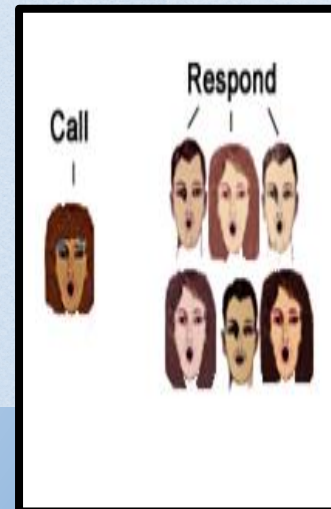
Whisper Shout-Out



Choral & Popcorn Read



1, 2, 3 Showdown



Call & Response

# Wait Time

Wait Time or Think Time – the time lapse when delivering a question before calling on a student or cueing a group response.

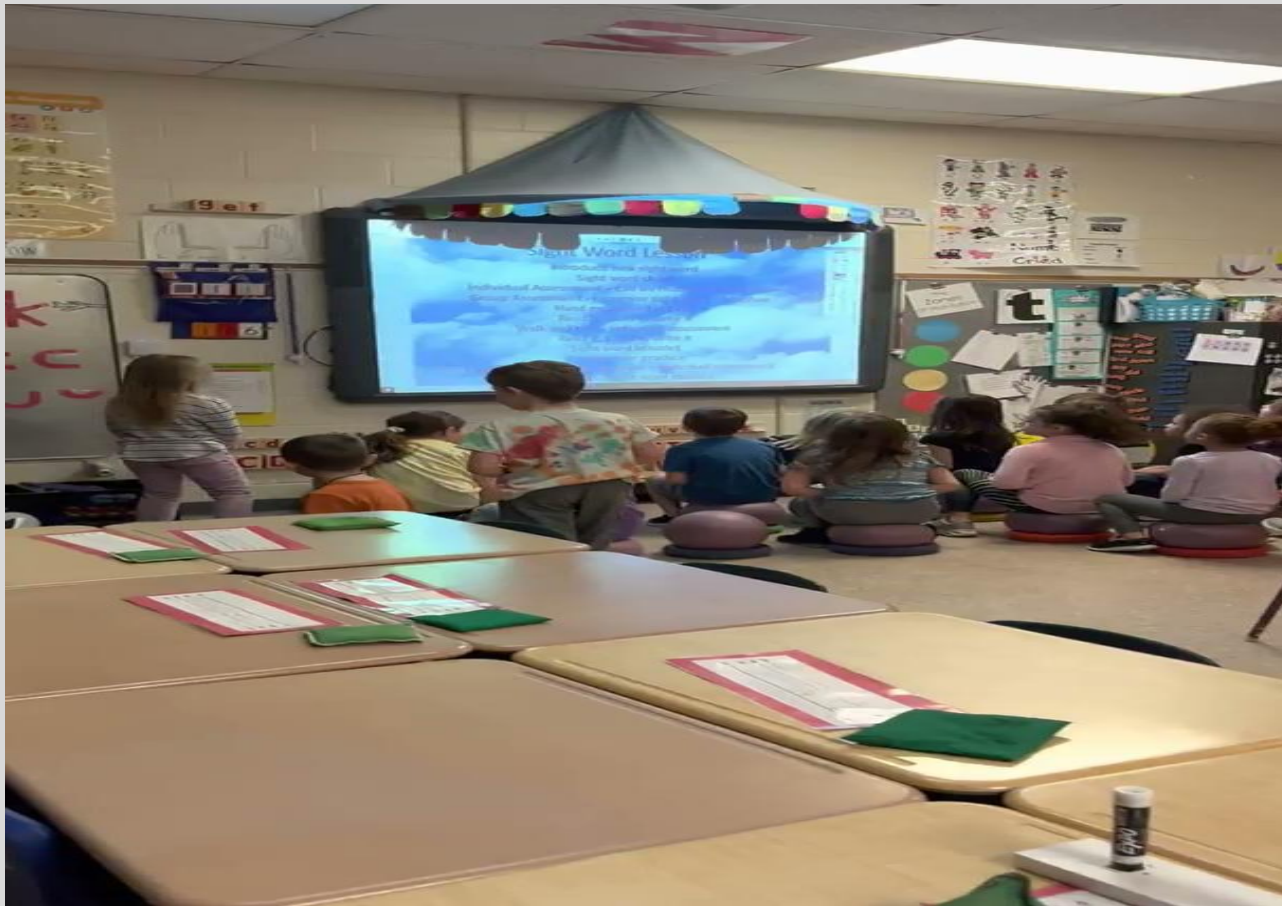
- ★ Engages students in thinking.
- ★ Increases participation.
- ★ Increases quality of responses.
- ★ Results in fewer redirects of students and fewer discipline problems.



Rowe, 1987



# Opportunities to Respond Video





# OPPORTUNITIES TO RESPOND



High School



E  
L  
E  
M  
E  
N  
T  
A  
R  
Y

## 4. Student Choice

Provides students with a choice of activities and/or materials to complete required task





# Offering Choice

Providing options in activities such as...

- + type
- + order
- + materials
- + who
- + where



# Offering Choice

- Preventative strategies
- Used prior to problem behavior occurring
- For students who can do the work but refuse to work due to....
  1. Lack of Motivation
  2. Inadequate Reinforcement



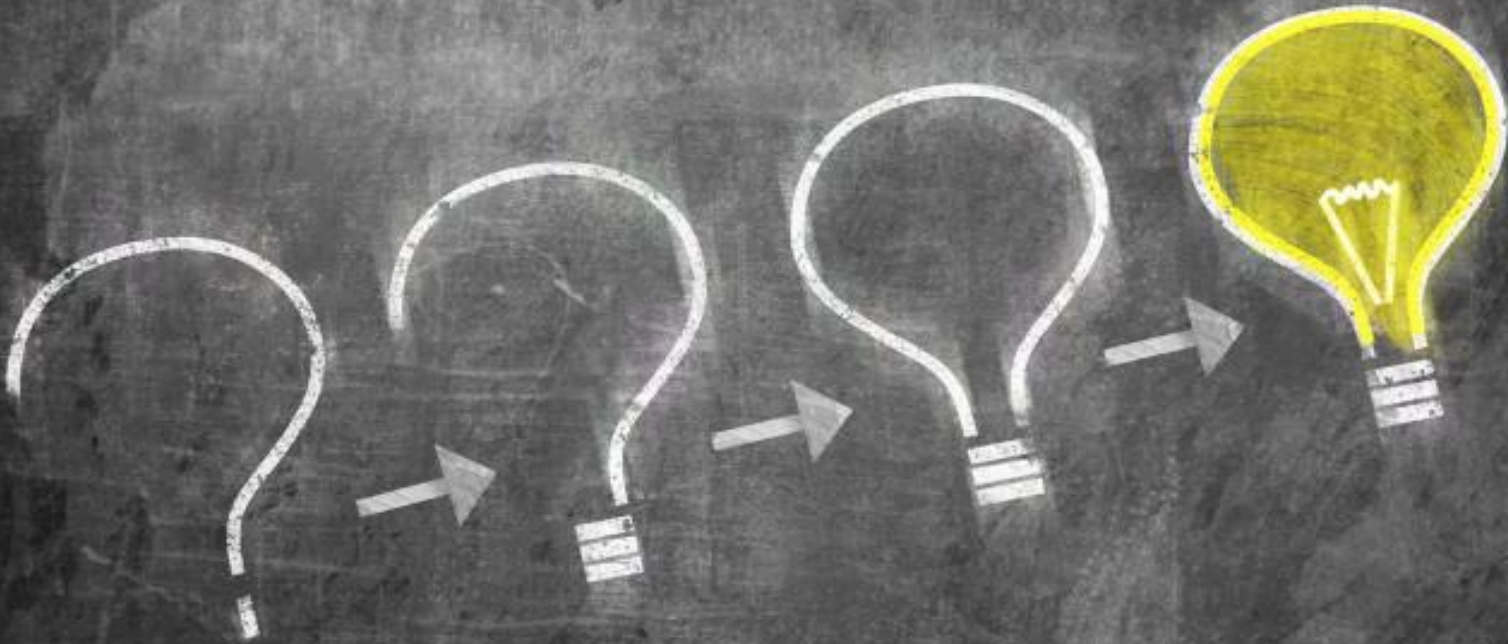


# Offering Choice Video



# Organize and Integrate...

Identify two **connections** and one **possible next step** to consider



# WHAT QUESTIONS DO YOU NEED ANSWERED?



## *Wrap Up*

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

Scheuermann & Hall



# WE APPRECIATE YOUR TIME

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This is  
my  
thank you  
dance!

