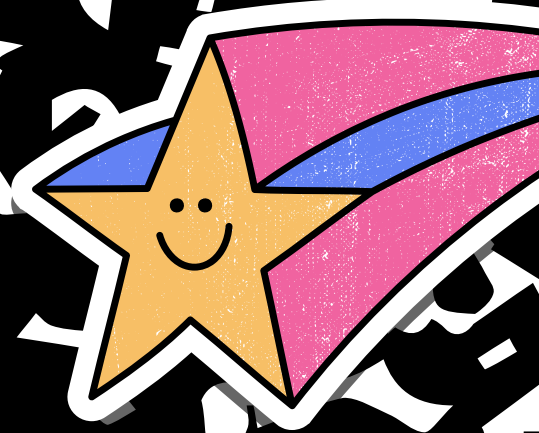
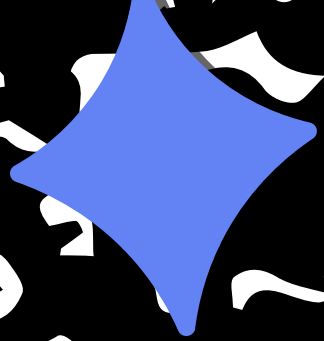


C O O L

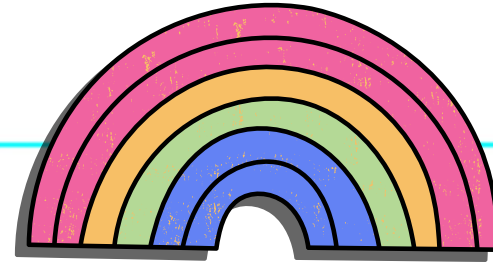
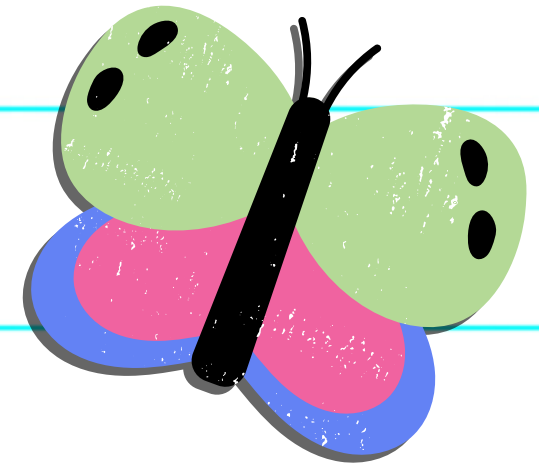
SETTING UP YOUR CLASSROOM FOR SUCCESS

Laura Shaw

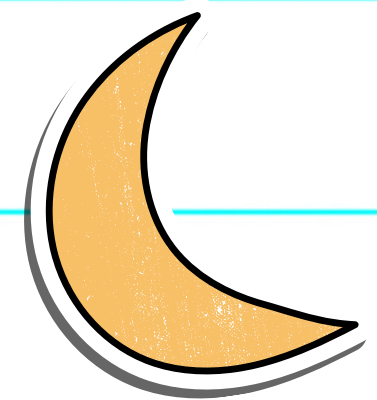
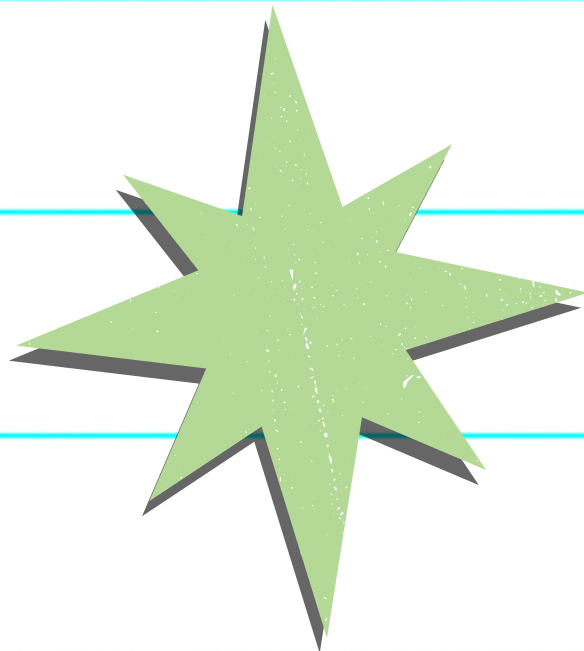
MO SW-PBS Statewide Coach

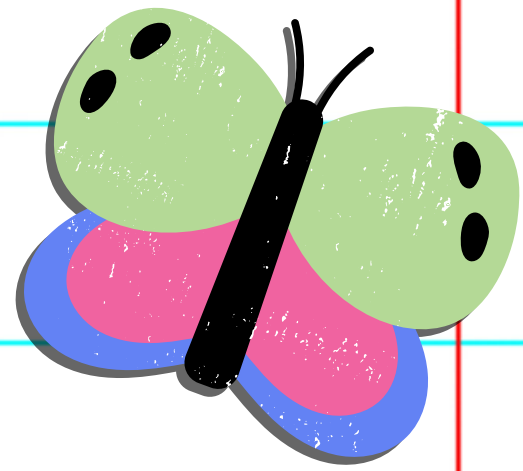
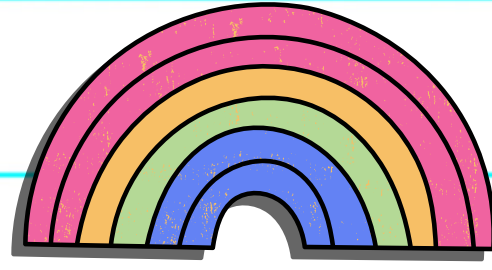
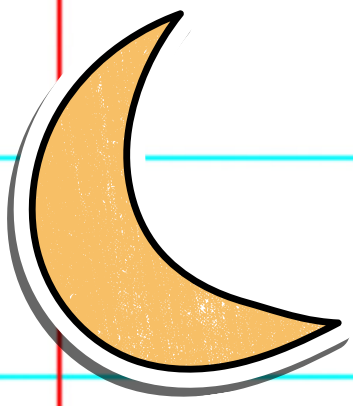


Dream



**Hello and welcome
to our session!**





Expectations:

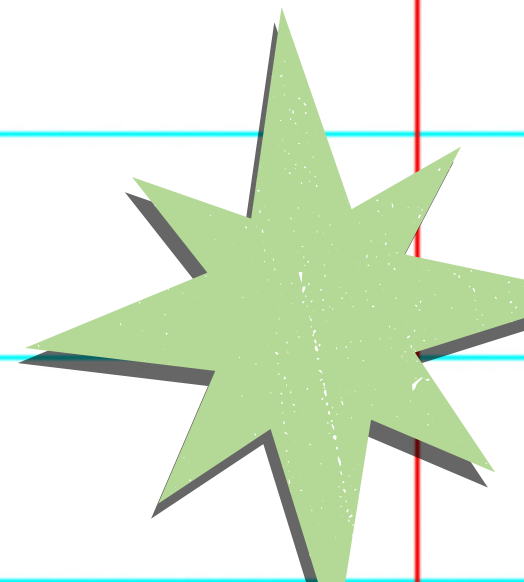
Respect:

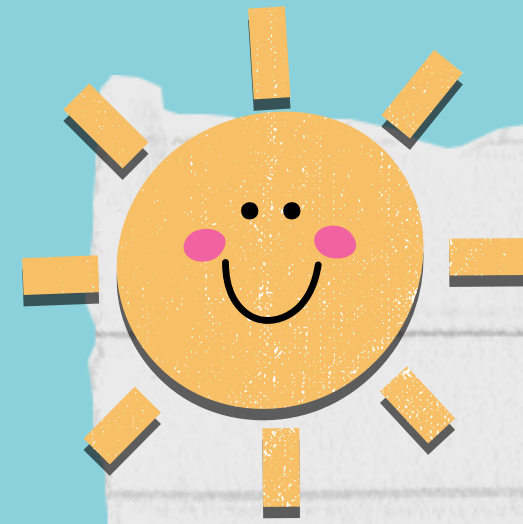
- **Active listening**
- **Limit sidebar conversations**

Responsible:

- **Participate when prompted**
- **Ask questions / seek clarity**

Dream



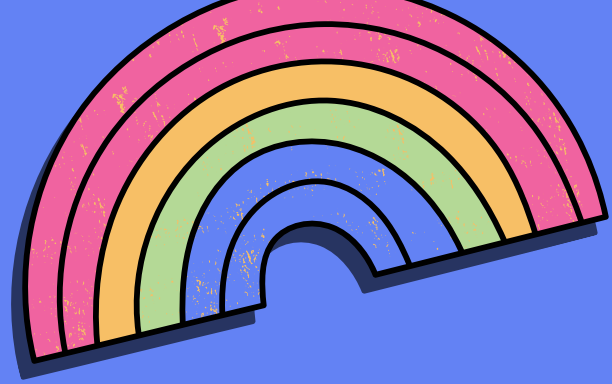


S
U
P
E
R


UNDERSTAND, DEVELOP, and
VISUALIZE application of the
8 Effective Teaching and
Learning Practices.

**Outcomes
for today**

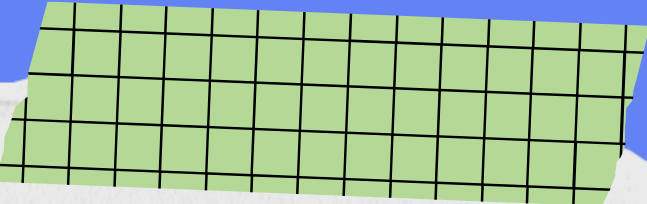





Guiding Questions



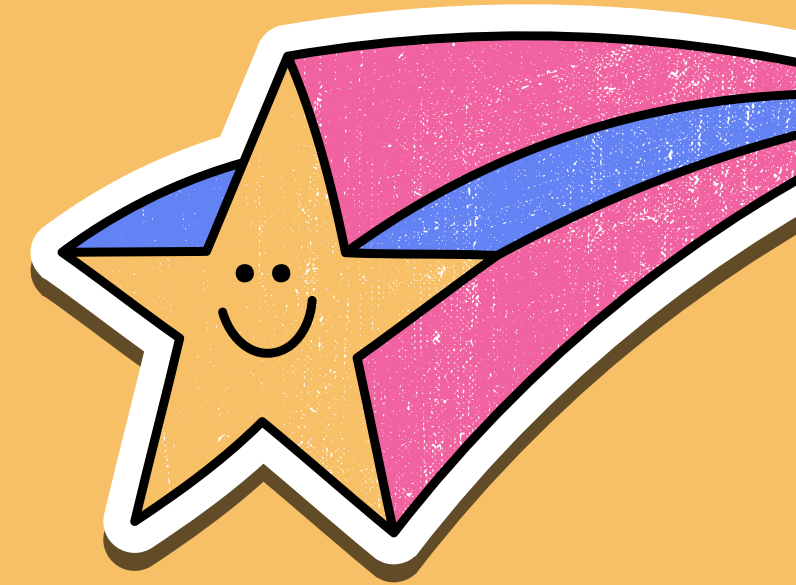
What does this look like in my role?



How can I be intentional with my planning and preparation?

S **U** **P** **E** **R**

ETLPs 1-4: Classroom Management



**Expectations &
Rules**



**Procedures &
Routines**

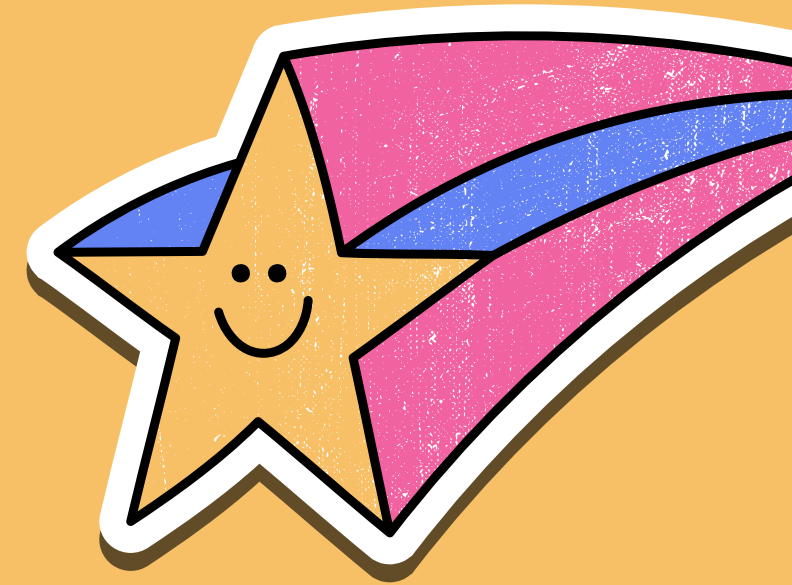


**Encourage Expected
Behavior**



**Discourage
Unexpected Behavior**

ETLPs 5-8: Engagement Strategies



Active Supervision



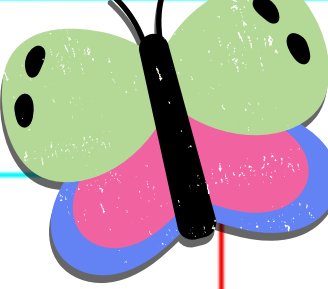
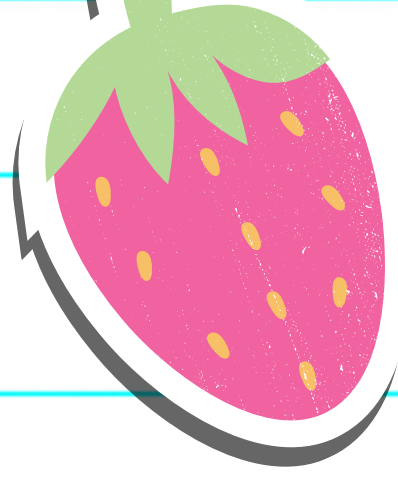
**Opportunities to
Respond**



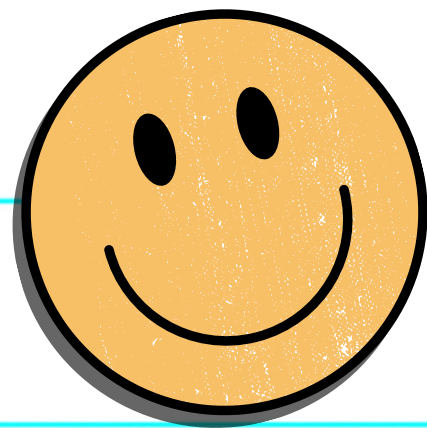
**Activity Sequencing
and Choice**



Task Difficulty



ETLP 1: Expectations and Rules



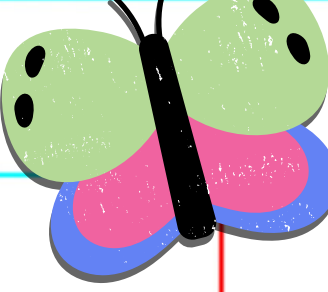
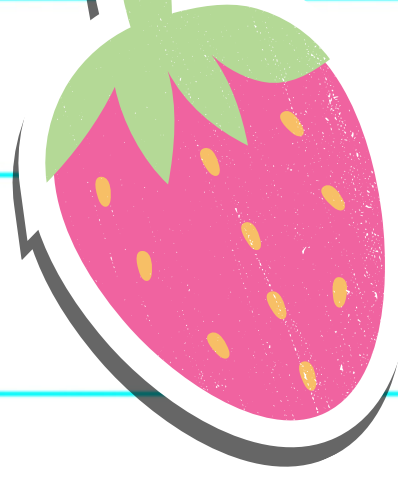
1 OMPUA

2 3-5 aligned to BW matrix

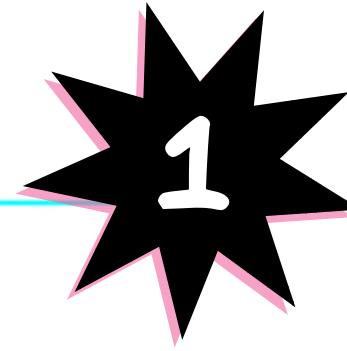
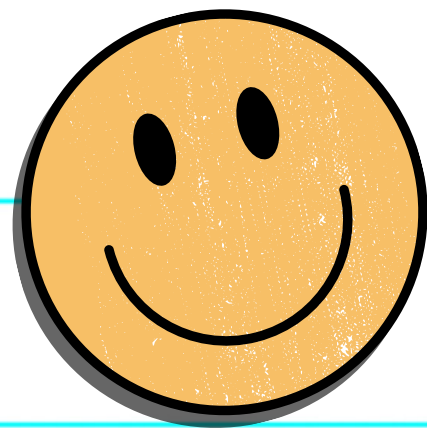
3 clearly accepted
by students

4 monitored and
frequently discussed

5 communicated &
accepted by others



ETLP 1: Expectations and Rules



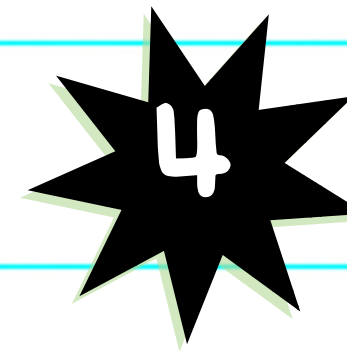
We are SAFE by walking and keeping our bodies to ourselves



We are RESPECTFUL by listening when others are talking and relating discussion to current topics



We are RESPONSIBLE by following directions quickly, turning assignments in on time and being prepared with materials



We are READY by being in seat when bell rings and having materials needed

ETLP 2: Procedures & Routines

Process for how things are done

The key to success!!

Increase instructional time

Increase time on task



COOL



ETLP 2: Procedures & Routines

Arrival / Dismissal

Communication

Materials / Supplies

Class work

Assistance

TRANSITIONS

Bathrooms / leaving the classroom

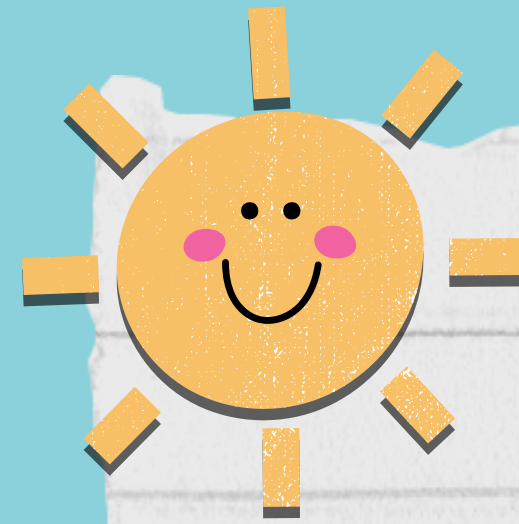
Lining up



C O O L



Turn & Talk

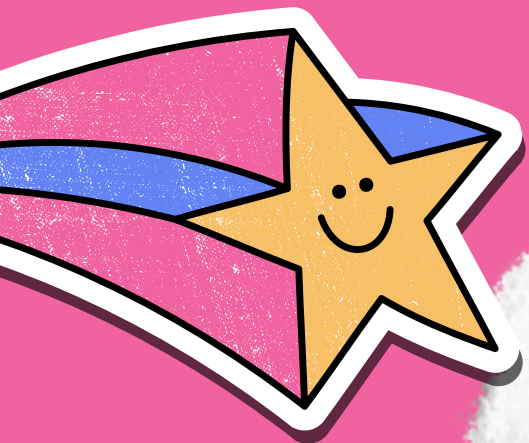
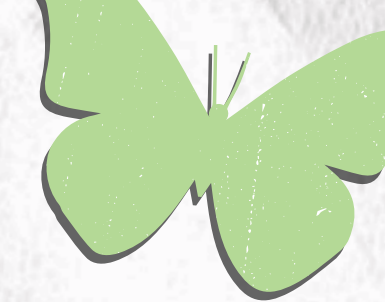


SUPER

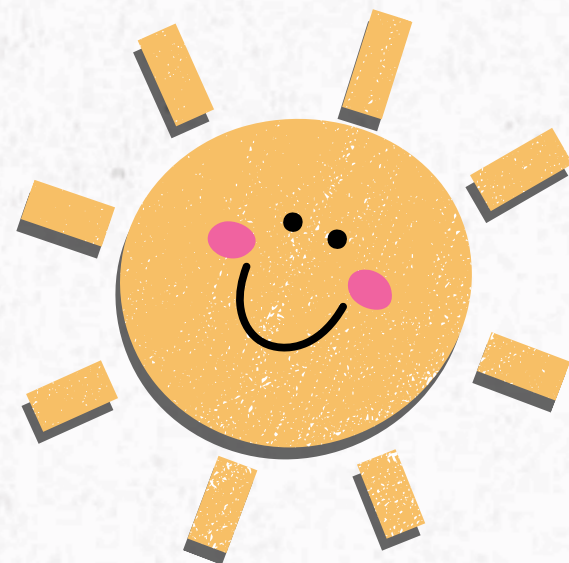
What is one commitment you will make related to the first 2 Effective Teaching and Learning Practices?



ETLP 3: Encourage Expected Behavior



RELATIONSHIPS



1

Praise is public /
correction is private

2

Listening

3

Eye Contact

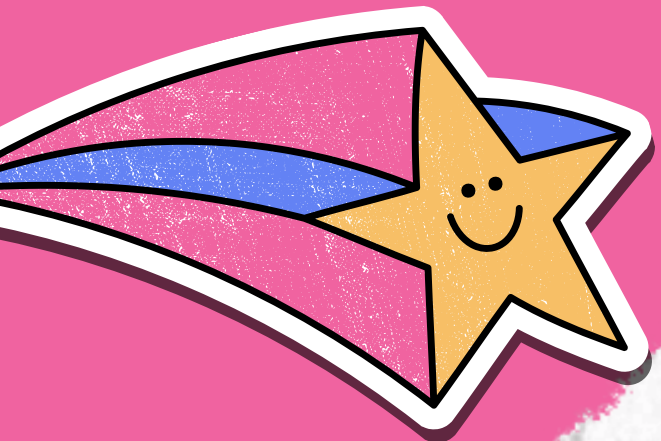
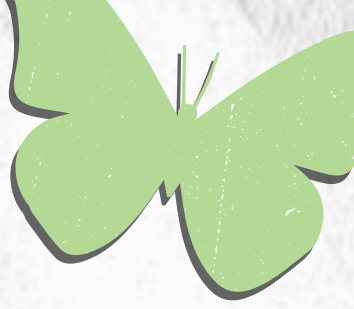
4

Pleasant voice tone

5

Smiles

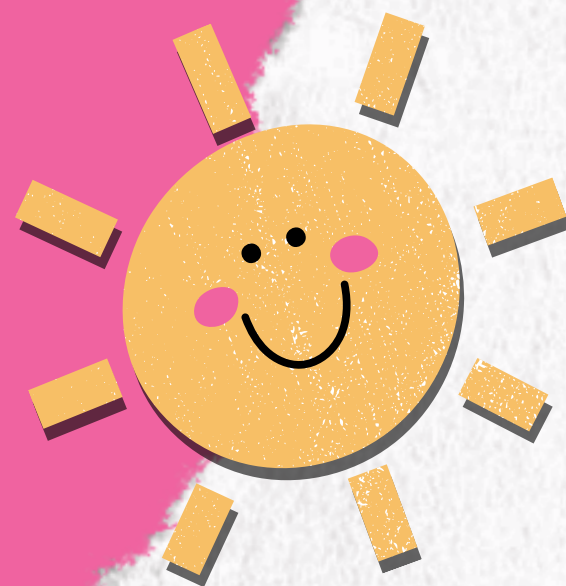
ETLP 3: Encourage Expected Behavior



4:1

4:1

4:1



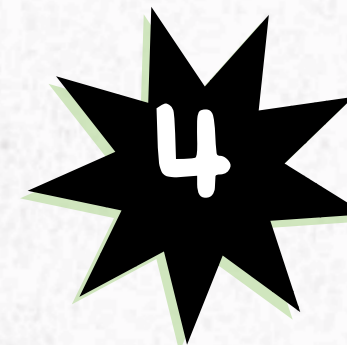
Non-contingent



Contingent



Frequent

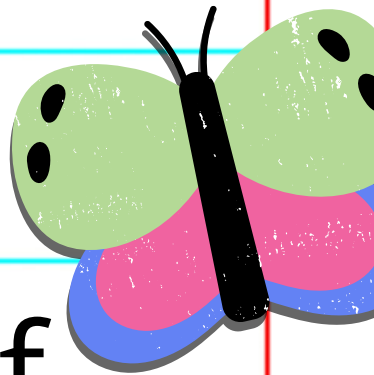
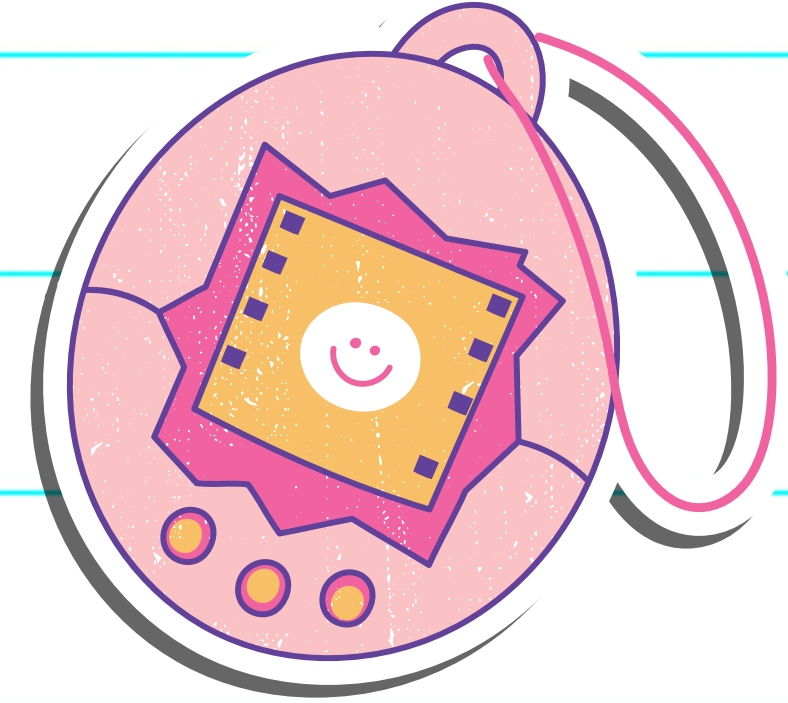
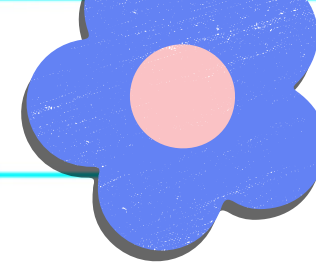


Intermittent



Occasional

ETLP 4: Discourage Unexpected Behavior



1 Consistency

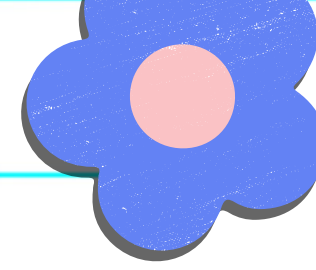
2 Specific, yet brief

3 Quiet, respectful

4 Refocus class if needed

5 least intrusive strategy

ETLP 4: Discourage



Unexpected Behavior

1 Proximity

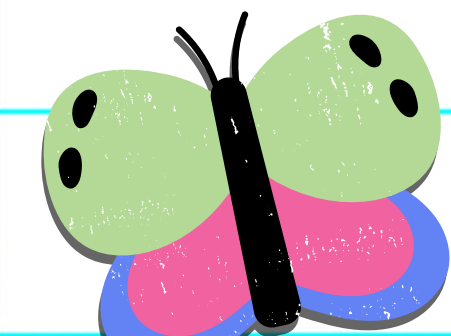
1 Re-direct

2 Nonverbal cue

2 Re-teach

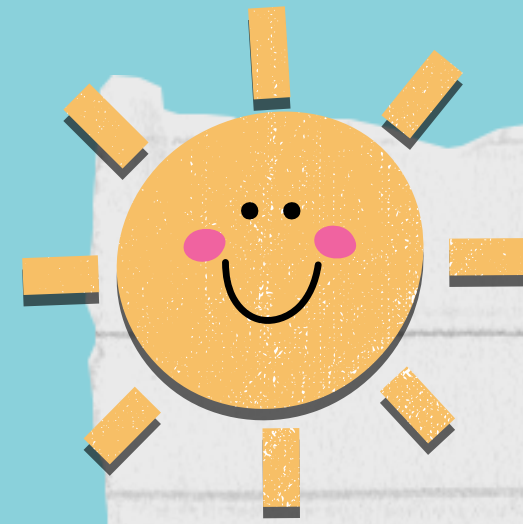
3 Ignore/Attend/Praise

3 Provide choice



4 Student conference

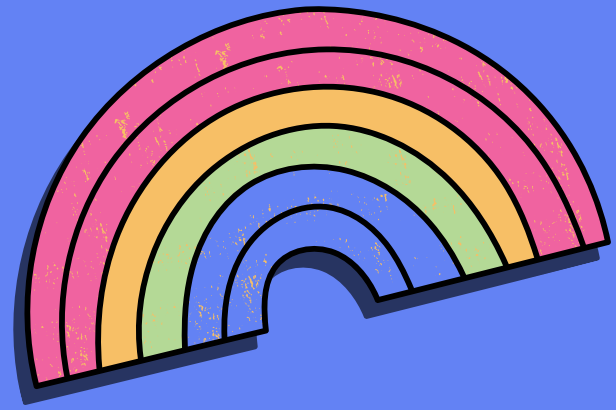
Think-Pair-Share



SUPER

What are 1-2 takeaways
and/or big ideas from the first
4 ETLPs?





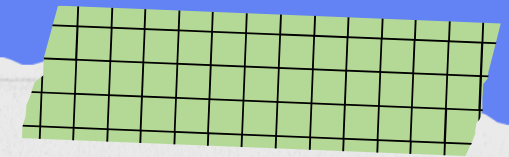
ETLP 5: Active Supervision



Move



Scan



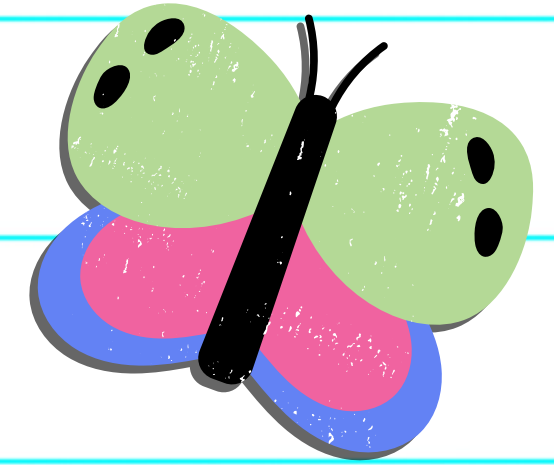
Interact



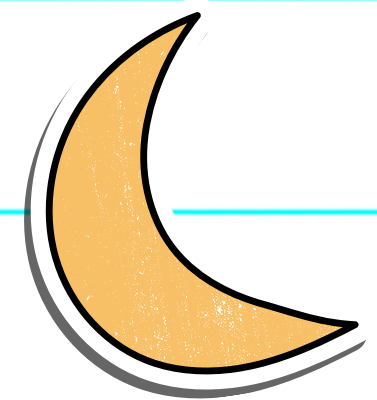
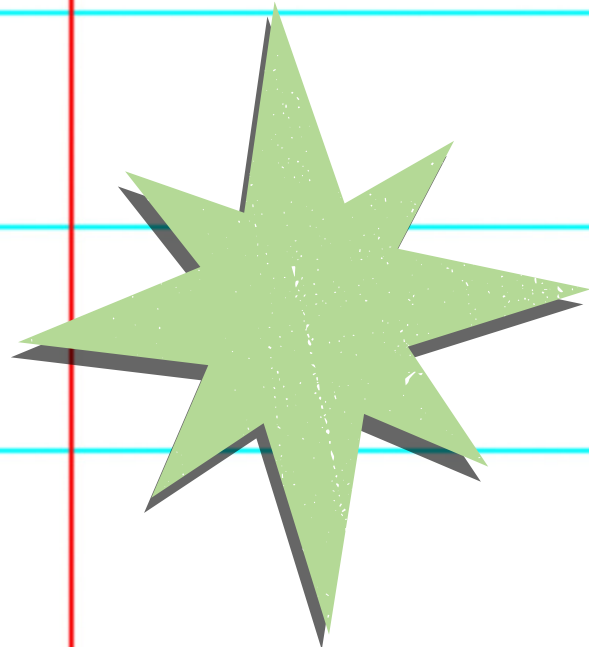
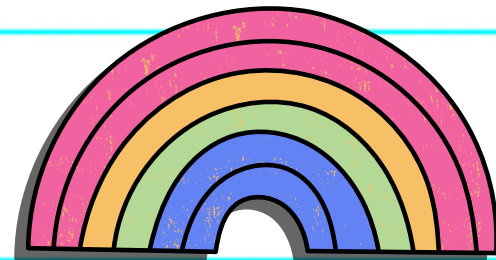
SUPER

ETLP 6: Opportunities to Respond

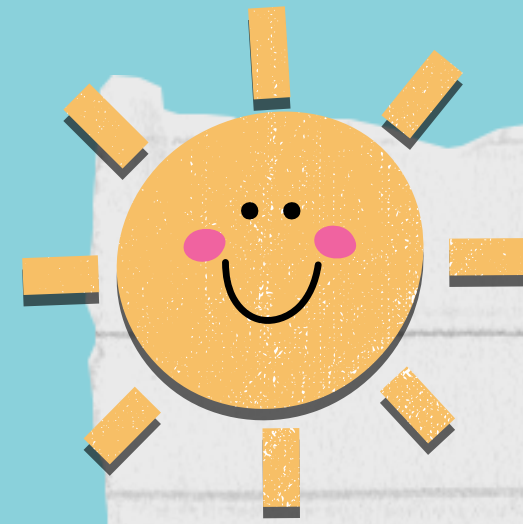
Dream



- Individual Questioning
- Choral Responding
- White Boards
- Response Cards
- Student Response Systems
- Signals or Movements
- Guided Notes



Stop and Jot

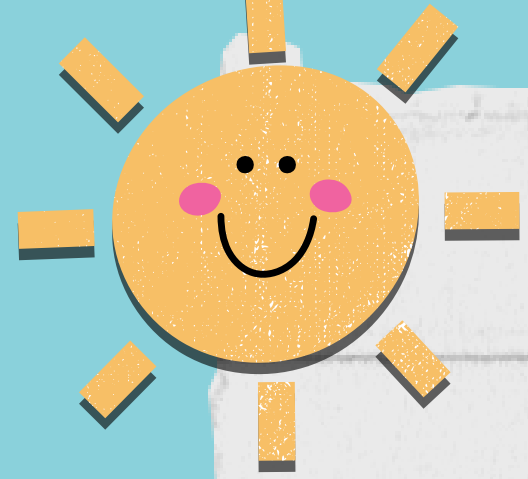


SUPER

What are 2-3 OTR strategies
you will intentionally plan in
your lessons?

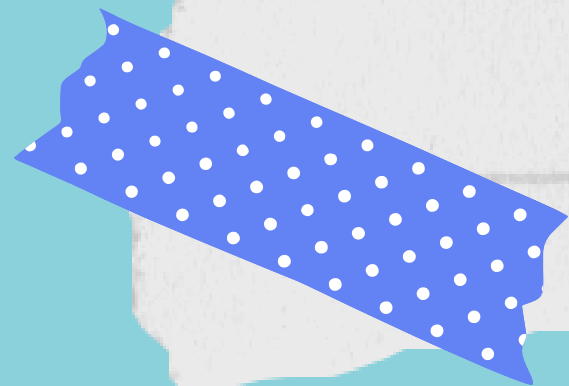
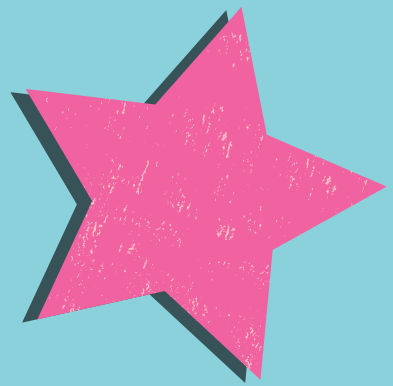


ETLP 7: Activity Sequencing & Choice



SUPER

- Task Interspersal
- Behavior Momentum
- Choice



ETLP 8: Adjusting Task Difficulty



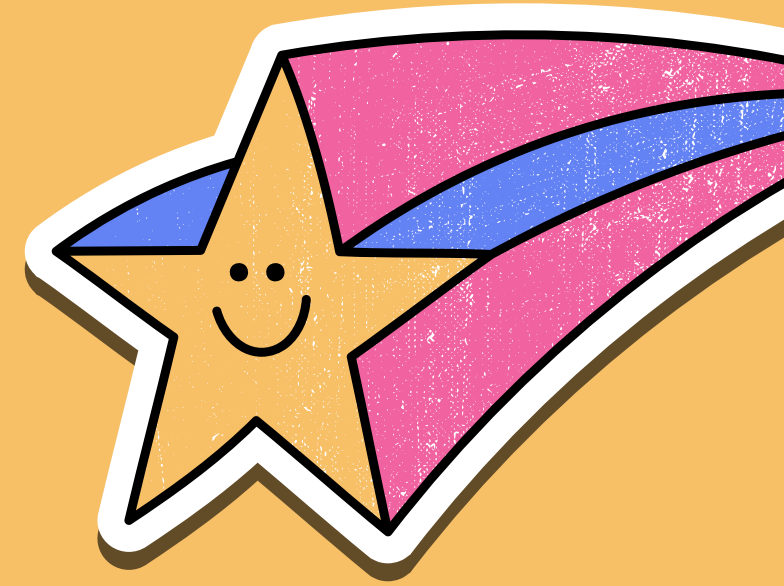
**length of assignment /
time frame**



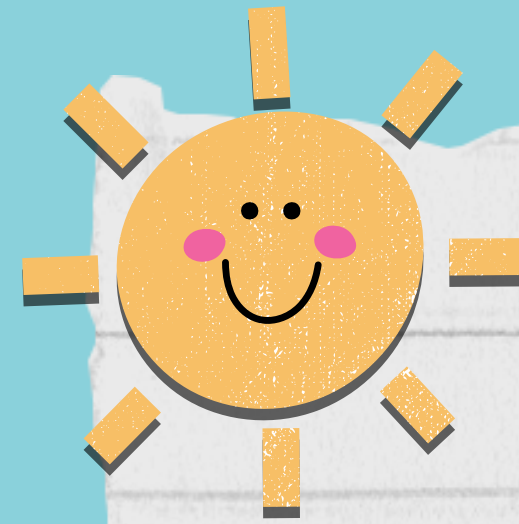
mode of task completion



**extent of instruction or
practice provided**



Fist of 5



SUPER

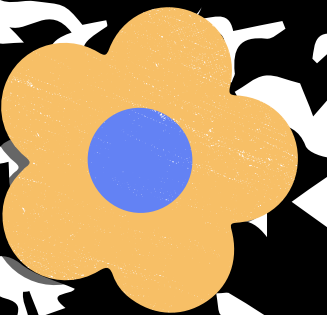
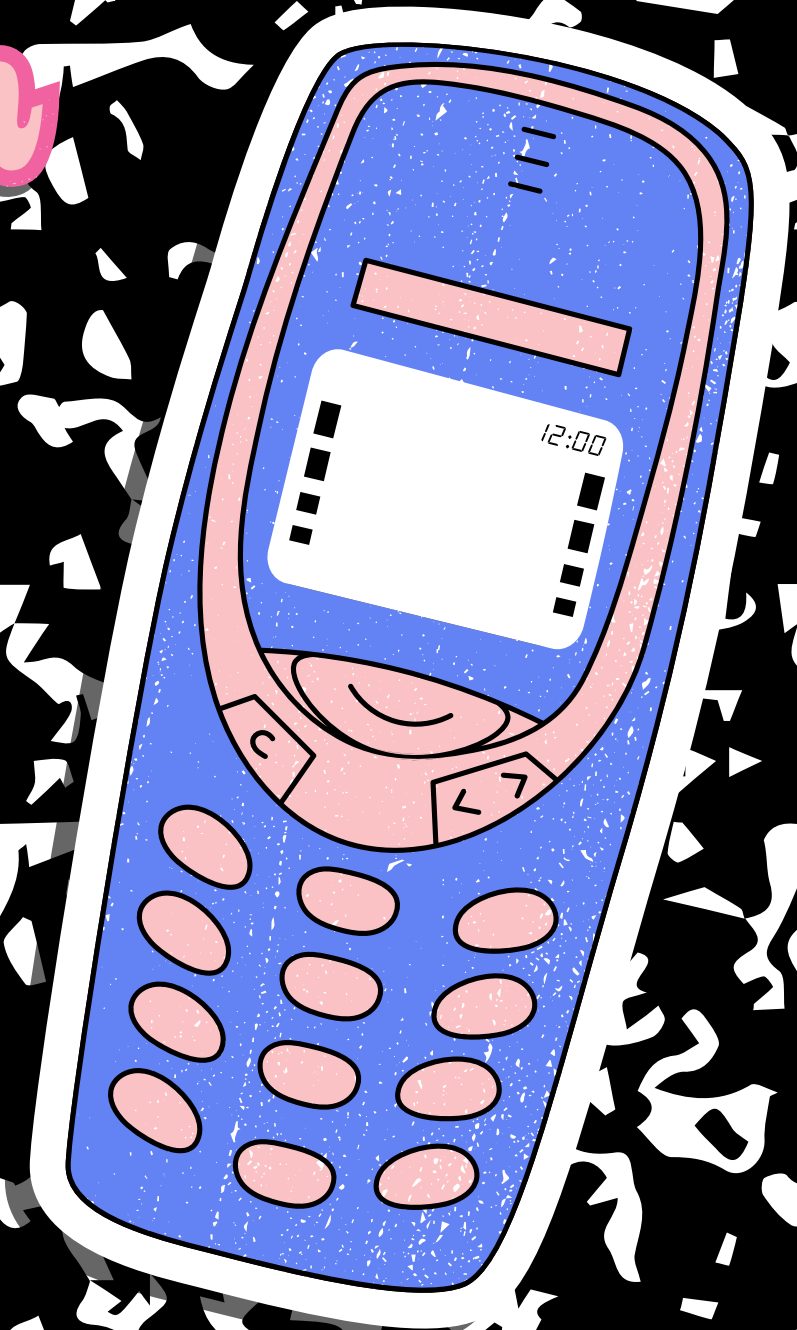
On a scale of 1 (low) - 5 (high),
how beneficial was this
session for you as you prepare
for the upcoming school year?



Thank you!

Do you have any questions
for me before we go?

Dream



Dream

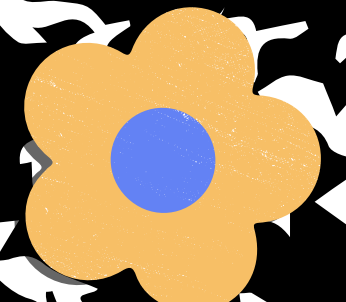
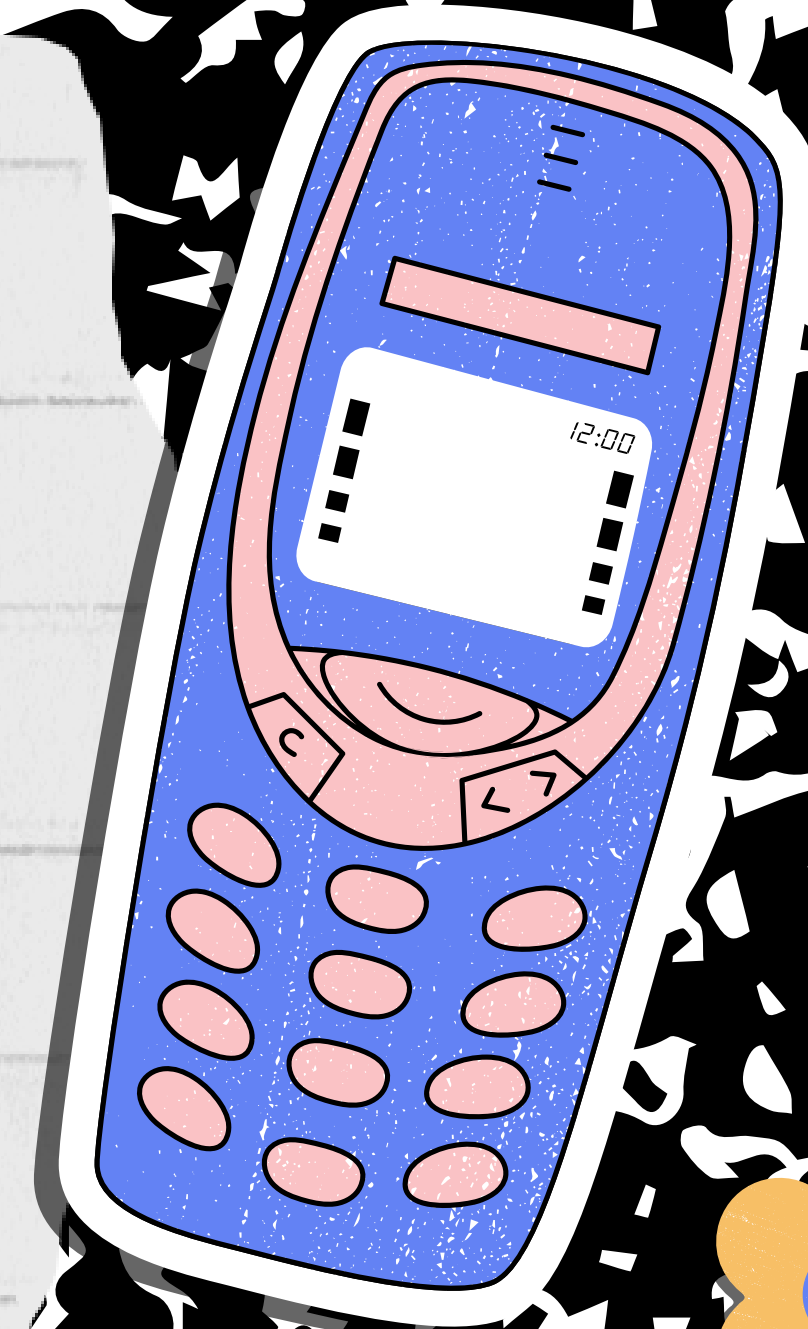
References

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Noguera, P. (1995). Preventing and producing violence: A critical analysis of responses to school violence. *Harvard Educational Review*, 65, 189–212.

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Wong, H. K. & Wong, R. T. (2005). *The first days of school: How to be an effective teacher* (4th Ed.). Mountain View, CA: Harry K. Wong Publications.



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