

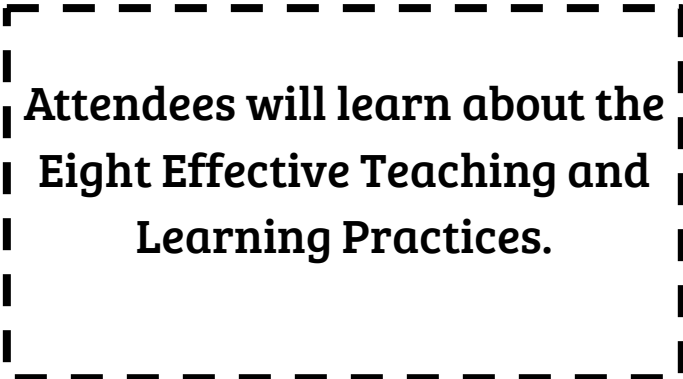


THIS IS HOW WE DO IT
STRENGTHENING THE EIGHT
EFFECTIVE TEACHING AND LEARNING
PRACTICES WITH WALKTHROUGHS

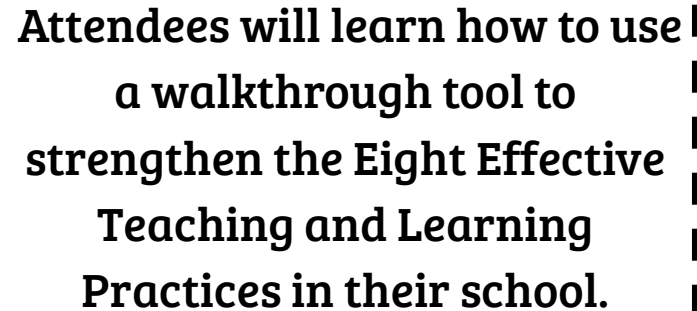






SESSION OUTCOMES



Attendees will learn about the
Eight Effective Teaching and
Learning Practices.



Attendees will learn how to use
a walkthrough tool to
strengthen the Eight Effective
Teaching and Learning
Practices in their school.





WORKING AGREEMENTS

- Everyone participates.
- Respect the opinions of others.
- Use technology respectfully.
- Take care of your needs.
- Begin and end on time.
- Use attention signal.
- Learning is mandatory, suffering is optional.



MEET OUR TEAM



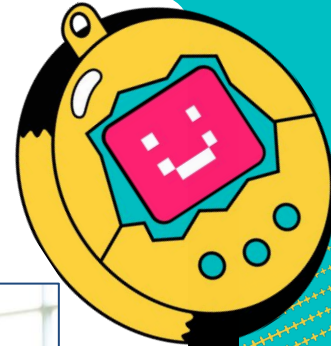
**MICHELLE MCMULLAN
& LANCE PENN**

Principal & Asst. Principal at South
Elementary in Kennett, MO



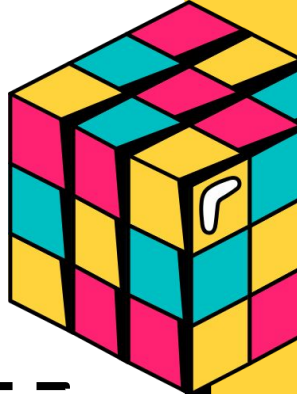
**MARIA ALLEN &
CHELSEA HARRINGTON**

MO SW-PBS Consultants
Southeast Region





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EFFECTIVE TEACHING AND LEARNING PRACTICES

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





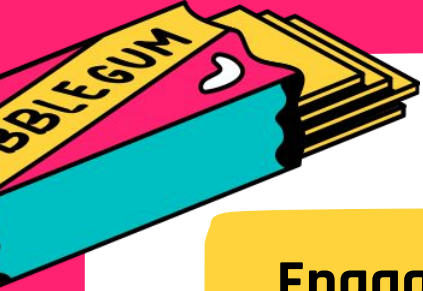
CLASSROOM PRACTICES 1-4

Instructional Time - Diminished by unclear procedures, disruptive student behavior, disciplinary responses, lengthy transitions, etc.

Classroom Practices to Increase Instructional Time:

- Classroom Expectations
- Classroom Procedures & Routines
- Encouraging Expected Behavior
- Discouraging Unexpected Behavior





CLASSROOM PRACTICES 5-8

Engaged Time - Diminished by inactive supervision, limited opportunities for students to respond, poor task selection, etc.

Classroom Practices to Increase Student Engagement:

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





TIME TO EXPLORE

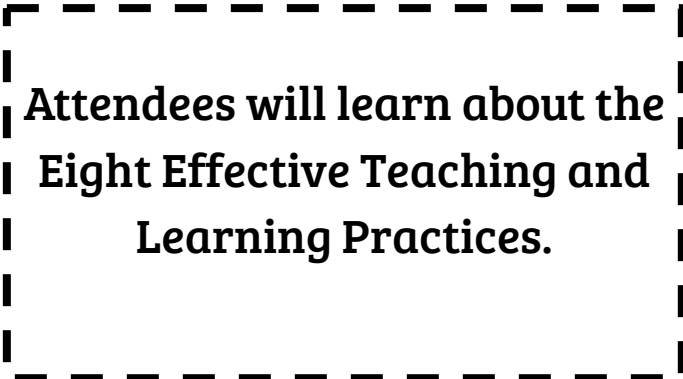
- Are you new to the 8 Effective Teaching and Learning Practices?
- Is there a practice you would like to learn more about?
- Use the resources on the [Hyper Doc](#) to explore more.



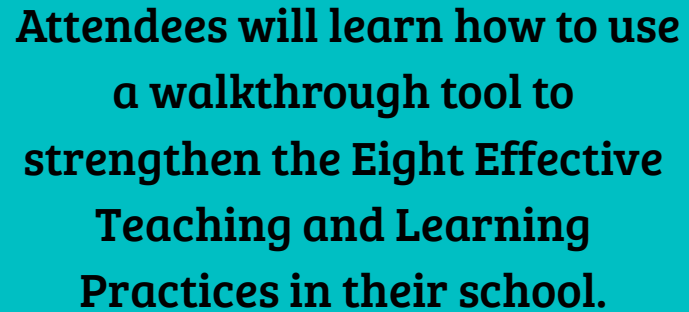
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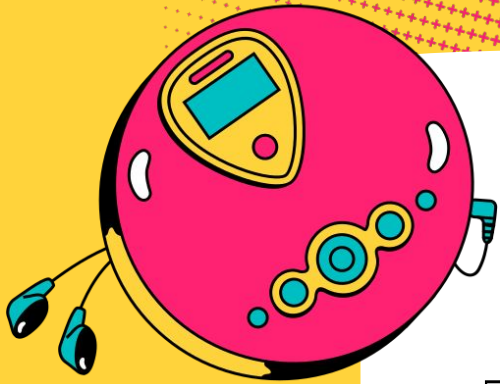


1.

SOUTH ELEMENTARY

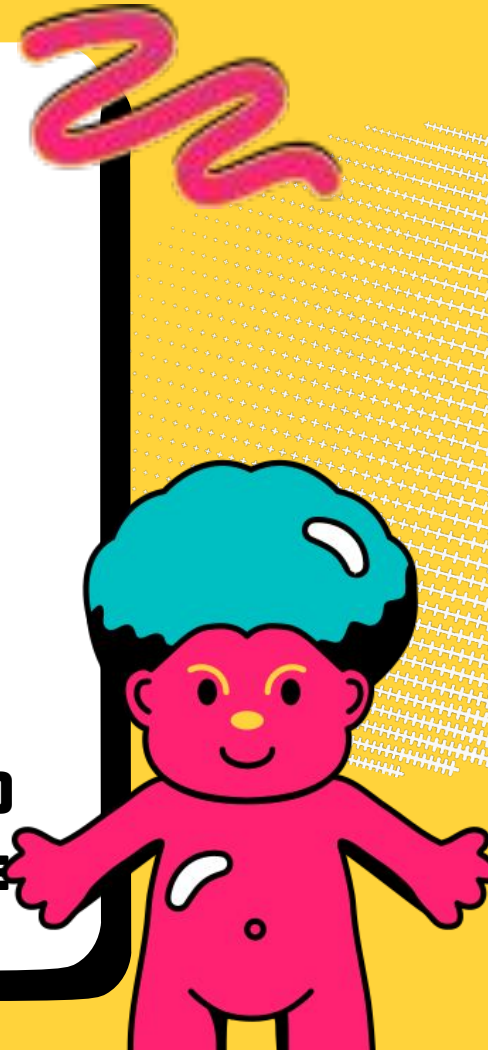
About our school.





SOUTH ELEMENTARY

- ❑ **SE MISSOURI**
- ❑ **APPROX. 415 STUDENTS**
- ❑ **GRADES 3-5**
- ❑ **55 STAFF**
- ❑ **PBIS JOURNEY BEGAN IN 2018**
- ❑ **TIER 1 & 2 (SILVER RECOGNITION)**
- ❑ **SAFE, RESPECTFUL, RESPONSIBLE**

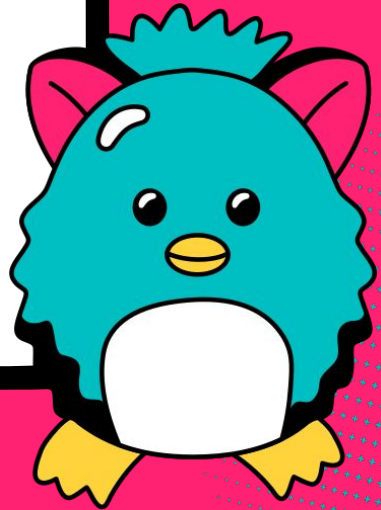




2.

CLASSROOM WALK THROUGHS

Supporting Tier 1

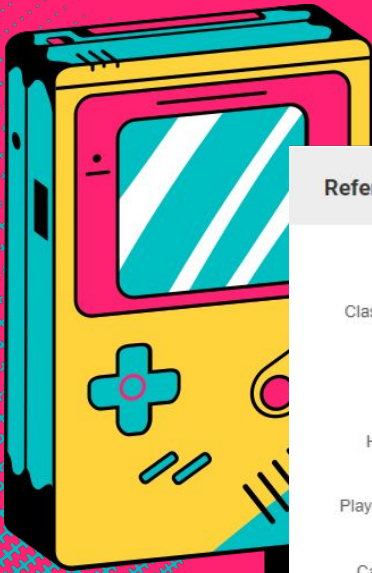




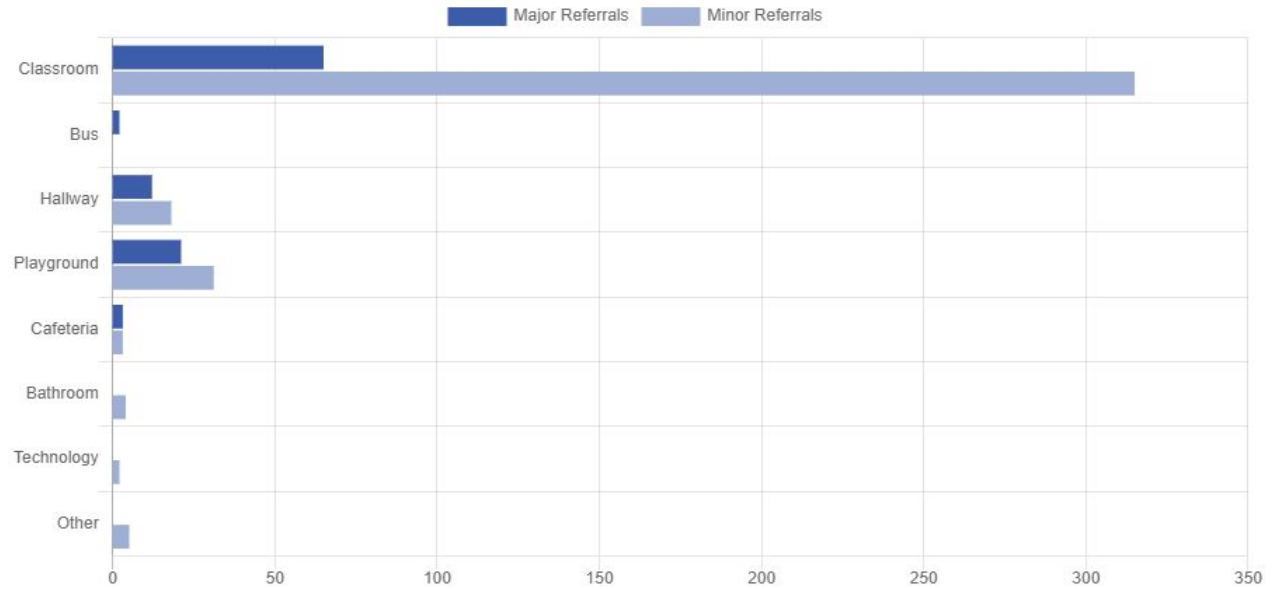
THE WHY...

- ❑ Data showing a high number of discipline referrals originating in the classroom.
- ❑ The need to strengthen the Eight Effective Teaching and Learning Practices in all classrooms.
- ❑ Providing an opportunity for non-evaluating administrators to strengthen observation skills and to increase their presence in classrooms.

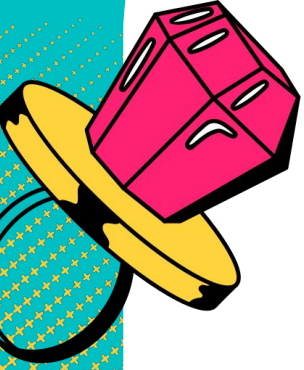




Referrals by Locations



HOW THE WALK THROUGHS WORK



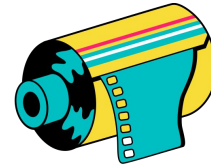
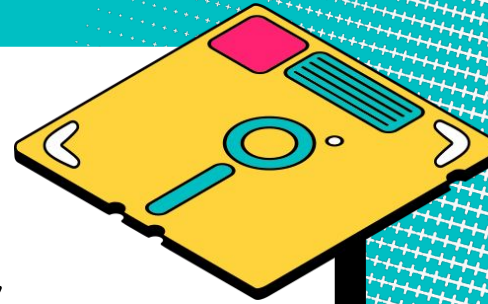
**ASST. PRINCIPAL
CONDUCTS WALK
THROUGH & PROVIDES
FEEDBACK IN ALL
CLASSROOMS**

One per semester



**DATA FROM WALK
THROUGHS ARE
SHARED WITH TIER 1
TEAM**

Data is anonymous; Look for
themes/strengths/weaknesses.



**STAFF PD IS
PLANNED BASED ON
DATA**

Mini-lessons at staff meetings;

Individual support

[\(Self-assessment checklist\)](#)



THE WALK THROUGH TOOL

- ❑ **10-15 MINUTE OBSERVATION**
- ❑ **RATING SCALE 0-3; STRATEGY NOT USED**
- ❑ **“LOOK FOR” CRITERIA FOR EACH PRACTICE**





3.

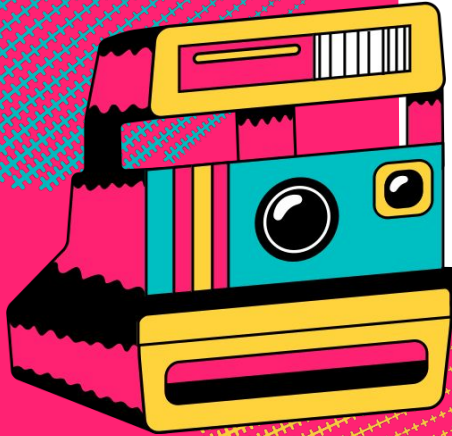
DATA

What our data told us



ACTIVE SUPERVISION

Primary Weakness in Classrooms



POSITIVE SPECIFIC FEEDBACK

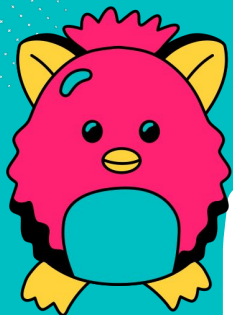
POSITIVE FEEDBACK RATIO

School average is around 2.5:1

OPPORTUNITIES TO RESPOND

Addressed individually in follow up.





**1ST & 2ND SEMESTER
COMPARISONS
& WHAT WE'VE
LEARNED**





Teacher FALL '22 Time 9:25 - 9:35
 Walk Through Eight Effective Classroom Practices
 Strategies to Enhance Academic and/or Social/Behavior Instruction

Strategy Used 1=strongly exhibit 2=moderate 3=extensive	0 Strategy was called for but not exhibited	1	2	3	Strategy was not observed and was not applicable
Prerequisite (Reminder of Classroom Expectations) *Fine Prerequisites used to set students up for success in being Respectful, Responsible, and Safe?			N/A		
Prerequisite (Reminder of Classroom Procedures/Routines) *Does the teacher prerequisite procedures/routines?			N/A		
Lesson begins promptly					
Procedures/Routines (Actively Taught) *Does the teacher redirect/interact students the procedures/routines when they are not done correctly? YES *Is it evident that procedures/routines are taught? YES				X	
Actively Engaged (minimal downtime) *Do students have multiple opportunities to respond and be engaged in the lesson? YES *Transition times are smooth with little time lost in instruction?			X		
Active Supervision (move, scan, interact) *Does the teacher move throughout the room during instruction? YES *Does the teacher scan student work to make sure all students are engaged both academically and behaviorally? YES *Does the teacher interact with individual or groups of students during instruction and/or independent work? YES			X Always interact with EVERY STUDENT		
Opportunities to Respond (multiple) *Does the teacher give a majority of the students the chance to respond (i.e. group choral response, partner work, think/pair/share, nonverbally, respond in writing, etc.)		X			
Task Difficulty (aligns with student ability) *Did the teacher shorten assignment, highlight, break apart the assignment—differentiate instruction				X	
Activity and Task Sequence (clearly stated/demonstrated) *Does the teacher sequence work for success? (short/long problems, easy/difficult problems) YES				X	
Positive Specific Feedback for Behavior *Does the teacher give students feedback that is positive and specific on their behavior? YES				X	
Positive Feedback (Ratio 4:1) *Does the teacher give 4 positive to every 1 negative/corrective feedback?			7:3		
Continuum of Corrective Feedback *Does the teacher use the Guiding Hand when dealing with problem behaviors (asked)? <ul style="list-style-type: none"> • Privately with praise • Redirect • Refocus • Provide a choice • Conference—privately 					

Comments: OVERALL VERY GOOD WITH

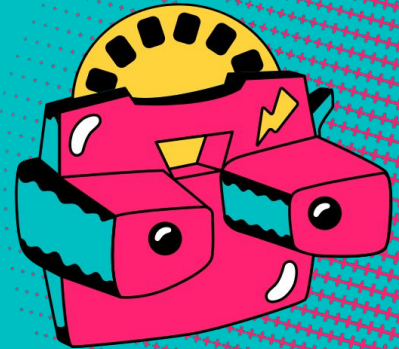
Teacher SPRING '23 Time 8:50 - 9:00
 Walk Through Eight Effective Classroom Practices
 Strategies to Enhance Academic and/or Social/Behavior Instruction

Strategy Used 1=strongly exhibit 2=moderate 3=extensive	0 Strategy was called for but not exhibited	1	2	3	Strategy was not observed and was not applicable
Prerequisite (Reminder of Classroom Expectations) *Fine Prerequisites used to set students up for success in being Respectful, Responsible, and Safe?				N/A	
Prerequisite (Reminder of Classroom Procedures/Routines) *Does the teacher prerequisite procedures/routines?				N/A	
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Opportunities to Respond (multiple) *Does the teacher give a majority of the students the chance to respond (i.e. group choral response, partner work, think/pair/share, nonverbally, respond in writing, etc.)				X	
Task Difficulty (aligns with student ability) *Did the teacher shorten assignment, highlight, break apart the assignment—differentiate instruction				N/A	
Activity and Task Sequence (clearly stated/demonstrated) *Does the teacher sequence work for success? (short/long problems, easy/difficult problems) YES				X	
Positive Specific Feedback for Behavior *Does the teacher give students feedback that is positive and specific on their behavior? YES					
Positive Feedback (Ratio 4:1) *Does the teacher give 4 positive to every 1 negative/corrective feedback?				5:1	
Continuum of Corrective Feedback *Does the teacher use the Guiding Hand when dealing with problem behaviors (asked)? <ul style="list-style-type: none"> • Privately with praise • Redirect • Refocus • Provide a choice • Conference—privately 					

Comments: VERY GOOD! MOVING THROUGHOUT THE CLASSROOM WILL HELP STUDENTS IN THE BACK ROW ENAGED

Q & A

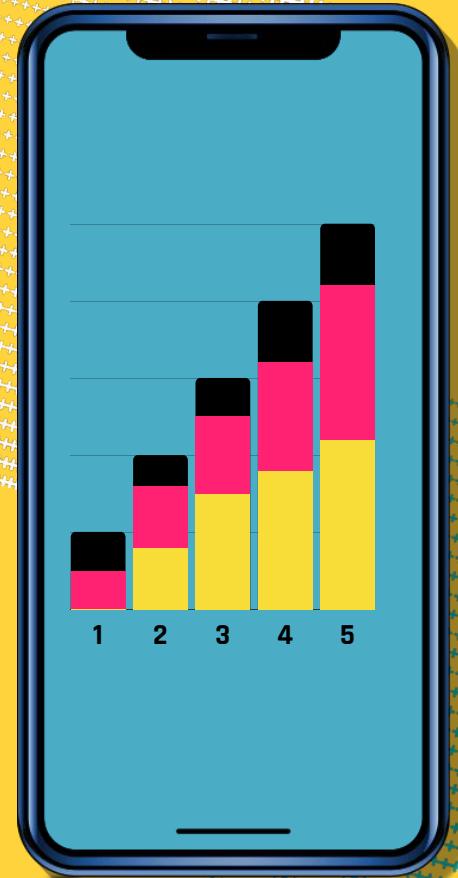
What questions do
you have for us?



SURVEY TIME

Please fill out the session feedback
in the conference app.

We appreciate your feedback!



CONTACT INFO

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