Supporting Classroom Management:
Collecting Data to Support the Teacher Evaluation Process

Introduction

Session Objectives

Create an environment of formative assessment to inform teachers' practice

Use data collection tools to effectively collaborate with teachers

Why is the implementation of good classroom management so difficult?

Misbehavior drives your teachers crazy!

The **Amygdala** triggers fight or flight.

Is this something I _____ *?*

Is this something I _____ *?*

Is this something that _____ _____ *me?*

If the answer is, "yes," look out!

Understanding who our students are today

_____ - _____%

_____ - _____%

_____ - _____%

Historical Perspective

Behavior management has typically consisted of trying to "make" students behave

This attitude leads to an over-dependence on reactive procedures

Reactive procedures are not bad or wrong, they are simply ineffective in changing behavior

They make us hold onto "simple solutions"

Simple solutions

An increase in _____ intensity

An overdependence on _____-_____ authority

An overdependence on _____

_____ and _____ !

What is our role in helping teachers create an effective management system?
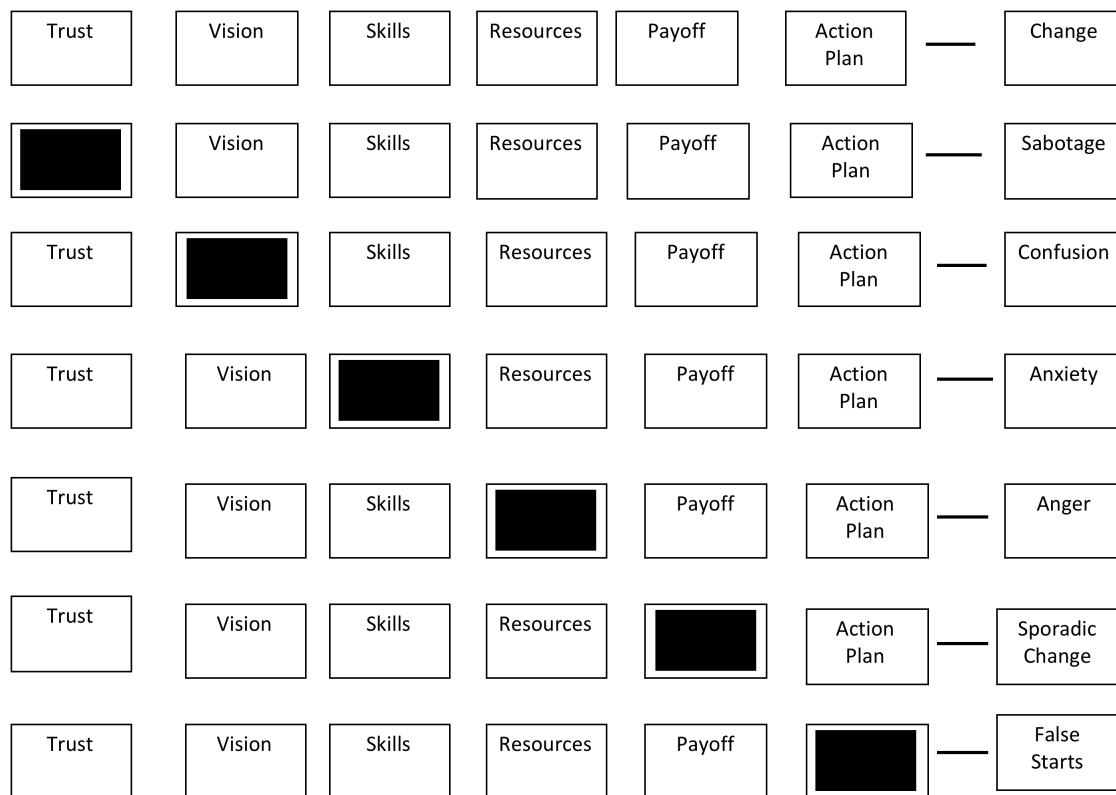
Stages of Change
Prochaska, 1994

Pre-contemplation

Contemplation

Preparation

Activation

Maintenance

Termination

Trust	Vision	Skills	Resources	Payoff	Action Plan		Outcome
Trust	Vision	Skills	Resources	Payoff	Action Plan	—	Change
■	Vision	Skills	Resources	Payoff	Action Plan	—	Sabotage
Trust	■	Skills	Resources	Payoff	Action Plan	—	Confusion
Trust	Vision	■	Resources	Payoff	Action Plan	—	Anxiety
Trust	Vision	Skills	■	Payoff	Action Plan	—	Anger
Trust	Vision	Skills	Resources	■	Action Plan	—	Sporadic Change
Trust	Vision	Skills	Resources	Payoff	■	—	False Starts

From the work of Peter Senge

How do we create a target that builds consistency yet allows for autonomy?

See reproducible 1.1 and 1.3 for examples of talking points and possible targets.

Praxis

Teachers Should Apply Their Learning to Their Real-Life Practice as They Are Learning

Partnership should enable individuals to have more meaningful experiences. In partnership relationships, meaning arises when people reflect on ideas and then put those actions into practice. A requirement for partnership is that each individual is free to reconstruct and use content the way he or she considers it most useful. For coaches, this means that in partnership with collaborating teachers, they focus their attention on how to use ideas in the classroom as those ideas are being learned.

Introduction to the CHAMPS Approach

  I. Our model for classroom and behavior management is the CHAMPS approach.

 II. What is the CHAMPS approach?

    A. The CHAMPS approach is not a canned discipline plan.

    B. CHAMPS is a decision-making template.

    C. Any time student behavior is a problem, experiment with one or more aspects of your CHAMPS classroom management plan.

    D. As you build or revise your management plan, take into account the following factors:

       1. Your personal style

       2. Your students' need for structure (high, medium, or low)

       3. The school and teacher effectiveness literature (CHAMPS has done this for you—everything in CHAMPS is based on the research literature)

III. The CHAMPS approach encourages you to experiment with five major categories of procedures—variables that can be easily remembered with the acronym STOIC.

     ► *Structure* for success.

     ► *Teach* expectations.

     ► *Observe* and monitor.

     ► *Interact* positively.

     ► *Correct* fluently—respond to misbehavior calmly, consistently, briefly, and immediately.

IV. The only absolute rule within the CHAMPS approach is this: All people should be treated with dignity and respect. Techniques such as humiliation or belittlement of students should never be part of any educator's repertoire.

 V. All teachers are expected to read *CHAMPS: A Proactive and Positive Approach to Classroom Management* (2nd ed.) or, for high school staff, *Discipline in the Secondary Classroom* (2nd ed.). Teachers are also expected to participate in professional development activities to learn the CHAMPS approach. A schedule of training opportunities will be provided.

CHAMPS Implementation Requirements (Grades K–8)

What you need to do ◄► What I hope to see

I. Structure your classroom for success (*CHAMPS* [2nd ed.], Chapters 1 and 2).

    ► Complete a classroom management plan (Chapter 3 and Chapter 5, Task 1).

II. Teach your expectations—clarify and communicate them to students (Chapters 4 and 5).

    A. Post expectations for each major instructional activity as it occurs, including teacher-directed instruction, independent seatwork, cooperative groups, and tests.

    B. Reinforce your expectations in a variety of ways:

        ► Posters on permanent display

        ► CHAMPS worksheet on projector

        ► CHAMPS wall chart

        ► Flip chart

        ► Other

III. Observe and monitor student behavior (Chapter 6).

    A. Physically circulate.

    B. Visually scan.

    C. Collect and analyze data.

IV. Interact positively by providing praise and noncontingent attention (Chapters 7 and 8).

    A. Strive to create a positive classroom climate and positive relationships with students.

    B. Supply positive feedback, intermittent celebrations of success, and (as needed) structured reward systems.

    C. Maintain at least a 3:1 ratio of attention to positive behavior to attention to negative behavior. (Note that this is an average; there is nothing inherently wrong with a short interval in which the ratio is skewed to the negative side.)

V. Correct misbehavior fluently (Chapter 9).

    A. Get back to instruction as quickly and as seamlessly as possible.

    B. Be calm, consistent, brief, and immediate.

Note: The goal is positive student behavior. As long as students are respectful and actively engaged in your instructional activities, you are implementing the CHAMPS approach successfully.

Classroom Management STOIC Checklist

Variables	Questions to guide discussion	Y	N	Comments
Structure/ Organize the classroom for success.	1. Is the room arranged so you can get from any part of the room to any other part of the room relatively efficiently?	Y	N	
	2. Can you and your students access materials and the pencil sharpener without disturbing others?	Y	N	
	3. Does the schedule create consistency, variety, and opportunities for movement?	Y	N	
	4. Do you have effective beginning and ending routines?	Y	N	
	5. Have you defined clear expectations for instructional activities?	Y	N	
	6. Have you defined clear expectations for transitions between activities?	Y	N	
Teach students how to behave responsibly in the classroom.	1. Have you created lessons on expectations and explicitly taught them for classroom activities and transitions?	Y	N	
	2. Have you created lessons and explicitly taught expectations for classroom routines and policies?	Y	N	
	3. Have you provided teaching and reteaching as needed? (Think about a basketball coach reteaching particular plays or patterns).	Y	N	
Observe student behavior (supervise!).	1. Do you circulate and scan as a means of observing/ monitoring student behavior?	Y	N	
	2. Do you model friendly, respectful behavior while monitoring the classroom?	Y	N	
	3. Do you periodically collect data to make judgments about what is going well and what needs to be improved in your management plan?	Y	N	
Interact positively with students.	1. Do you interact with every student in a welcoming manner (e.g., saying hello, using the student's name, talking the student at every opportunity)?	Y	N	
	2. Do you provide age-appropriate, non-embarrassing feedback?	Y	N	
	3. Do you strive to interact more frequently with every student when he is engaged in positive behavior rather than when he is engaged in negative behavior?	Y	N	
Correct irresponsible behavior fluently— that is, in a manner that does not interrupt the flow of instruction.	1. Do you correct consistently?	Y	N	
	2. Do you correct calmly?	Y	N	
	3. Do you correct immediately?	Y	N	
	4. Do you correct briefly?	Y	N	
	5. Do you correct respectfully?	Y	N	
	6. Do you have a menu of in-class consequences that can be applied to a variety of infractions?	Y	N	
	7. Do you have a plan for how to respond to different types of misbehavior fluently?	Y	N	

How do we create a system of formative accountability?

Administrative Walk-throughs

Research demonstrates that student behavior is more responsible and motivated when adults are actively observing.

The same is true for <u>staff</u>.

Conducting walk-throughs

Have a game plan (student behavior, student engagement, teacher behavior)

Find an out of the way spot where you can see all students

Ask teachers to prepare students for your visits

Keep the teacher focused on the lesson

Watch for positives and areas of concern (remember the 3 to 1 ratio)

Gather specific data

Consider using the game-plan card

CHAMPS Game Plan for Walk-Through Visits

CHAMPS GAME PLAN FOR WALK-THROUGH VISITS

1. **Observe student behavior.** Are students . . .
   a) Actively engaged in the lesson (at least 90%)?
   b) Behaving respectfully toward one another and toward the teacher (at least 95%)?
   c) Complying with the teacher's posted expectations (at least 95%)?

   If the answer to all of these questions is yes, focus the rest of the observation on students' connection with instruction (Step 2). If the answer to any of the questions is no, divide the remainder of your time between Steps 2 and 3.

2. **Observe student engagement.** Look at . . .
   a) Opportunities to respond (estimate OTRs per minute).
   b) Percentage of correct responses (PCR).
   c) Any other instructional variables that have been a focus of staff development.

3. **Observe teacher behavior.** Is the teacher . . .
   a) Actively observing (circulating and scanning)?
   b) Using praise effectively (at least a 3:1 ratio of positive to negative interactions)?
   c) Correcting misbehavior fluently (calmly, consistently, briefly, and immediately)?

Record of Walk-Through Visits

Date:	Teacher																	
	MON																	
	TUE																	
	WED																	
	THU																	
	FRI																	
	MON																	
	TUE																	
	WED																	
	THU																	
	FRI																	
	MON																	
	TUE																	
	WED																	
	THU																	
	FRI																	
	MON																	
	TUE																	
	WED																	
	THU																	
	FRI																	

Components of the Basic 5 coaching approach

Step 1: Assess the classroom

Basic 5 Observation Form

Step 2: Set goals and plan interventions

Basic 5 Observation Form

Menu of Interventions

Step 3: Monitor, review and revise

Create a positive feedback loop

Step 2: Set goals and plan interventions

Display results visually

Brainstorm possible options

What might the teacher try?

How could the teacher address each benchmark?

Can you come up with an appropriate intervention for each of the five STOIC variable?

Interventions must be humane and respectful

Menu of interventions

Grade-level teams

Content area teams

The Basic 5 Behavior Benchmarks

Dark = Stop (do something different)
Medium = Caution (intervention recommended)
Light = Keep going (keep doing what you're doing)

Benchmark	Dark	Medium	Light	Form to use
Time on Task (academic engagement)	Less than 80%	81–90%	91–100%	Academic Engagement Monitoring Form (5.4) • 5-minute recording time • Use during teacher-guided instruction • Use for classwide monitoring
Opportunities to Respond (per 10-minute interval)	Fewer than 10	10–40	More than 40	Opportunities to Respond Monitoring Form (5.5) • 10-minute recording time • Use during teacher-guided instruction • Use for individual or classwide monitoring
Ratio of Interactions (positive to negative)	Less than 1:1 OR less than 1 interaction per minute	At least 1:1 consistently	At least 3:1 consistently	Ratio of Interactions Monitoring Form (5.6) • 20-minute recording time • Any activity • Use for individual or classwide monitoring
Disruptions (per 10-minute interval)	More than 10	5–10	Fewer than 5	Misbehavior Monitoring Form (5.7a or 5.7b) • Use for duration of one activity or entire period • Any activity • Use for classwide monitoring
Alignment with Expectations	Mostly 1s & 2s	Mostly 2s & 3s	Mostly 4s & 5s	Expectations Versus Daily Reality Scale (5.8) • Use for duration of one activity or entire period • Any activity • Use for classwide monitoring

Basic 5 Observation Form

(15 minutes)

Teacher: _____ Date: _____ Time: _____

Observer: _____ Class: _____ Activity: _____

STEP 1
(10 minutes)

During a 10-minute observation period, record simple tally marks for each of the following behaviors.

Benchmark	Observation period (10 minutes)		Total
	(Positive)	**(Negative)**	
Ratio of Interactions			
Opportunities to Respond			
Disruptions			

Ratio of interactions = _____ : _____ (Positive : Negative)

STEP 2
(5 minutes)

For the next 5 minutes, focus on a different student every 5 seconds. Record a "+" symbol to indicate on-task or engaged behavior and a "−" symbol to indicate off-task behavior. When each student has been observed, begin the progression again. Continue until 5 minutes has elapsed.

1	2	3	4	5	6	7	8	9	10	11	12
13	14	15	16	17	18	19	20	21	22	23	24
25	26	27	28	29	30	31	32	33	34	35	36
37	38	39	40	41	42	43	44	45	46	47	48
49	50	51	52	53	54	55	56	57	58	59	60

Divide the number of on-task (+) marks by the total number of marks (60).

Time on Task (percentage of on-task behavior) = _____%.

Many a relationship has been damaged and a work setting poisoned by *perfectly delivered* constructive feedback . . .

"The helping hand strikes again!"

Kegan & Lahey (2001)

Partnership Principles

Equality

Praxis

Choice

Voice

Reflection

Reciprocity

Dialogue

Avoid Top-down Feedback

Assumptions behind top-down feedback

The first is that the perspective of the feedback giver (let's call him the supervisor) – what he sees and thinks, his feedback – is right, is correct. An accompanying assumption is that there is only one correct answer. When you put these two assumptions together, they amount to this: the supervisor has the one and only correct view of the situation. (We call this "the super vision assumption"; that is, the supervisor has *super* vision.) (p. 128)


COACH

USES DATA
TO SHAPE

THE
TEACHER
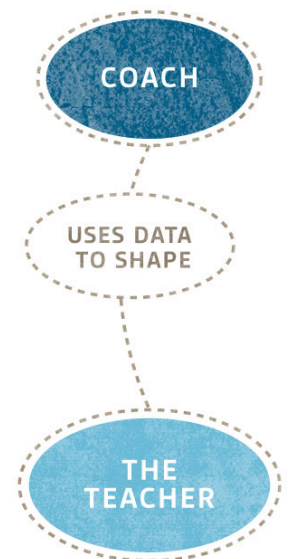
Getting Real—Questions for Coaches

Directions: Read each of the following questions from the seven partnership principles On which principle(s) did you rate yourself strongest? Most challenging? Choose one principle to improve as a goal and write down three ideas for improvement.

Question	Self Assessment
	Strongly Disagree to Strongly Agree
Equality	
1. Do I really acknowledge teachers whose opinions are different than mine?	1. 1 • • 2 • • 3 • • 4 • • 5
2. Do teachers believe that their knowledge and experience count when I work with them?	2. 1 • • 2 • • 3 • • 4 • • 5
3. Do I believe that teachers bring important knowledge to the school discussion?	3. 1 • • 2 • • 3 • • 4 • • 5
Voice	
1. Do I listen with the intent to understand?	1. 1 • • 2 • • 3 • • 4 • • 5
2. Do I fully understand what a colleague has to say before I voice my point of view?	2. 1 • • 2 • • 3 • • 4 • • 5
3. Do I provide a variety of ways for participants to talk with each other during workshops?	3. 1 • • 2 • • 3 • • 4 • • 5
4. Do I ask questions that encourage people to say what they really think?	4. 1 • • 2 • • 3 • • 4 • • 5
Choice	
1. Does the professional development I offer give real choices?	1. 1 • • 2 • • 3 • • 4 • • 5
2. Do I allow teachers to make their own decisions about the feedback I present? Do I respect their decisions if they differ from mine?	2. 1 • • 2 • • 3 • • 4 • • 5
3. Do I recognize that teachers will need to adapt materials for their individual classrooms?	3. 1 • • 2 • • 3 • • 4 • • 5
4. Do I provide ample choices during a presentation?	4. 1 • • 2 • • 3 • • 4 • • 5
Dialogue	
1. Do I speak less than 60% of the time when I talk with teachers?	1. 1 • • 2 • • 3 • • 4 • • 5
2. Do participants develop new ideas during my presentations?	2. 1 • • 2 • • 3 • • 4 • • 5
3. Are the conversations during my workshops as lively as the ones during the breaks?	3. 1 • • 2 • • 3 • • 4 • • 5
Reflection	
1. Am I able to accept teachers rejecting the views I offer?	1. 1 • • 2 • • 3 • • 4 • • 5
2. Do I encourage reflection and discussion on the content I share?	2. 1 • • 2 • • 3 • • 4 • • 5
3. Do the suggestions I provide allow participants to make their own decisions and adapt my ideas to their unique needs?	3. 1 • • 2 • • 3 • • 4 • • 5
Praxis	
1. Are teachers encouraged to explore ways they might use what you're explaining?	1. 1 • • 2 • • 3 • • 4 • • 5
2. Do teachers consider the practical implications of what you're talking about?	2. 1 • • 2 • • 3 • • 4 • • 5
3. Do you spend as much time with teachers planning action as talking about theory & practice?	3. 1 • • 2 • • 3 • • 4 • • 5
Reciprocity	
1. Do you truly expect to learn from your collaborating teachers?	1. 1 • • 2 • • 3 • • 4 • • 5
2. Are you open enough to all of your teachers to learn what they can teach you?	2. 1 • • 2 • • 3 • • 4 • • 5
3. Are you energized by what you learn during coaching interactions?	3. 1 • • 2 • • 3 • • 4 • • 5

Embrace Partnership Feedback (C.E.D.)
Reinke, (2005)
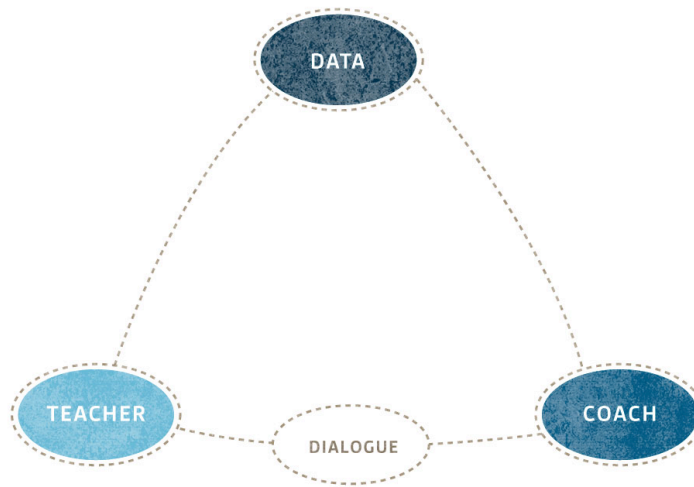
Step 3: Monitor, review and revise

Collect objective data to determine effectiveness

Record data at least 3 times over 2 weeks

Behaviors may get worse at first

Be aware of correlating behaviors that may be addressed concurrently

Conclusion

Contact Information
Tricia McKale Skyles
tmmckale@yahoo.com
tricia@safeandcivilschools.com
Facebook: Safe and Civil Trish

Twitter: safeciviltrish