Student Engagement
With Effective Classroom Management Practices

PBIS District Team
November 22, 2013

Start at MPS. Stay at MPS. Succeed at MPS.
Fist to Five

• How has your work week been going?
  • 5- Great
  • 4- Good
  • 3- Okay
  • 2- Not good
  • 1- Bad
  • 0- Horrible
Learning Intention

• Participants will understand how implementing Tier 1 behavioral interventions on a daily basis within a school and classroom has a positive effect on the educational experience of all students.
Success Criteria

You know you are successful when:

- You can understand and can help a classroom teacher implement some PBIS best practices in the classroom to improve the educational experience of all students.
Expectations

• Be Respectful
  – Listen to others
  – Allow others to speak
  – Take phone calls out of room

• Be Responsible
  – Contribute to discussions
  – Take notes as needed

• Be Safe
  – Take care of yourself
  – Use the bathroom as needed
  – Walk
Attention Signal

- Teacher claps twice
- Students finish their thought/ sentence
- Teacher says “Everyone in the house”
- Students say “Is quiet as a mouse”

- Everyone re-focuses attention to whole group
Introduce Yourself!

Your name

School

If you could compete on any reality show, which would it be?
Number of new teachers who leave the profession

- After 1 year: 14%
- After 2 years: 24%
- After 3 years: 33%
- After 4 years: 40%
- After 5 years: 46%
High Student Engagement = High Achievement

Factors that most impact student engagement:

1. Classroom Management
2. Student Learning Processes
3. Student Ability
4. Home Environment/Parent Support

Start at MPS. Stay at MPS. Succeed at MPS.
## Effective Professional Development

<table>
<thead>
<tr>
<th>COMPONENTS</th>
<th>KNOWLEDGE</th>
<th>SKILL</th>
<th>TRANSFER</th>
</tr>
</thead>
<tbody>
<tr>
<td>Study of Theory</td>
<td>85%</td>
<td>15%</td>
<td>5-10%</td>
</tr>
<tr>
<td>Demonstration</td>
<td>85%</td>
<td>20%</td>
<td>5-10%</td>
</tr>
<tr>
<td>Practice and Feedback</td>
<td>85%</td>
<td>80%</td>
<td>10-15%</td>
</tr>
<tr>
<td>Peer Coaching</td>
<td>90%</td>
<td>90%</td>
<td>80-90%</td>
</tr>
</tbody>
</table>
PBIS in the Classroom
What does PBIS look like for teachers?

- Way to build relationships with students
- Way to acknowledge students
- Build a positive community in classroom
- Involved in everything you do
- Increase time on academics
- Expectations and consequences are clearly defined
- Holds students accountable for their behaviors
PBIS Classroom Basics

• Classroom Matrix
• Procedures
• Attention Signal
• Pre-correction
• Re-direction
• Verbal Acknowledgements/ Building Relationships
Mrs. Mutner liked to go over a few of her rules on the first day of school.
Instead.... Teachers should...

• List behavior expectations
• What behaviors do you want?
• When do you want to see them?
• All rules fit under the school-wide expectations
  – Be Respectful, Be Responsible and Be Safe
• How will they know if they are meeting the expectations?
• Consistency
Expectation Posters as adults

• On the freeway there are frequent speed limit signs

• Reminder to turn off cell phone before a movie

• Before entering a sports game there is a sign reminding you what you can and can’t bring in

• Stores have a sign saying “no shoes, no shirt, no service”

• Others?
### Classroom Expectations

<table>
<thead>
<tr>
<th>Whole Group</th>
<th>Small Group</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Remain in seat</td>
<td>Stay with your assigned group members</td>
<td>Remain in your seat</td>
</tr>
<tr>
<td>Keep materials on or below your desk</td>
<td>Use materials for their intended use</td>
<td>Keep materials on or below your desk</td>
</tr>
<tr>
<td>Raise your hand to share</td>
<td>Raise your hand to share or for questions</td>
<td>Quiet until all have completed the assessment</td>
</tr>
<tr>
<td>Actively listen to all members of the classroom</td>
<td>Actively listen to all members of your group</td>
<td>Raise your hand if you have questions</td>
</tr>
<tr>
<td>Stay focused on the assigned task</td>
<td>Work cooperatively with group members</td>
<td>Have materials ready before the assessment begins</td>
</tr>
<tr>
<td>Bring supplies everyday</td>
<td>Perform the duties of your individual role</td>
<td>Read all directions, use your time wisely, &amp; check your work when finished</td>
</tr>
<tr>
<td>Hand-in your work</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Be Safe**

1. Remain in seat
2. Keep materials on or below your desk
3. Raise your hand to share
4. Actively listen to all members of the classroom

**Be Respectful**

1. Stay focused on the assigned task
2. Bring supplies everyday
3. Hand-in your work
4. Work cooperatively with group members
5. Perform the duties of your individual role

**Be Responsible**

1. Read all directions, use your time wisely, & check your work when finished
2. **Start at MPS.**
3. **Stay at MPS.**
4. **Succeed at MPS.**
<table>
<thead>
<tr>
<th>Routines Expectations</th>
<th>Entering Classroom</th>
<th>Working at desks</th>
<th>Carpet Area</th>
<th>When you are done working</th>
<th>Lining up</th>
<th>End of the day</th>
</tr>
</thead>
</table>
| **Respect**           | - Greet classmates and teacher with a greeting.  
- Sit quietly to wait for announcements | - Keep your hands and feet to yourself  
- Listen while others are talking  
- Keep your desk closed | - Listen while others are talking  
- Raise your hand and wait to be called on before talking  
- Keep hands and feet to yourself | - Use a quiet voice  
- Do an activity that won’t disturb others  
- Put things back exactly where you got them from | - Use your line basics  
- Line up quickly and quietly so the rest of the class will not have to wait for you | - Listen and follow directions the first time they are given  
- Use a quiet voice if necessary |
| **Responsibility**    | - Leave your backpack in your locker  
- Bring in all the items you will need from your backpack, including your snack  
- Change your lunch ticket  
- 3 sharp pencils | - Do your best  
- Make sure that others around you can work  
- Solve your problems with your tools | - Sit in carpet space  
- Participate in the discussion/lesson  
- Listen to all of the directions | - Clean up your work area  
- Put finished work in the hand in basket  
- Find another productive activity until the rest of the class is ready | - Use your line basics  
- Line up as soon as you hear the direction to line up  
- Line up in line spaces | - Take out your folder and assignment notebook  
- Put materials on the correct side of your folder  
- Fill in assignment notebook  
- Put chair on desk at the bell |
| **Safety**            | - Use walking feet  
- Carefully take your chair off of your desk | - Keep your hands and feet to yourself  
- Use tools the way they were meant to be used | - Use walking feet to get to the carpet  
- Keep your hands and feet to yourself | - Use walking feet  
- Use materials and spaces as they are to be used | - Use your line basics  
- Hands stay to yourself  
- Stay to the right in the hallway  
- Use walking feet | - Be aware of others when putting your chair up |
Create a Matrix

- What areas or transitions should teachers have in their classroom?
- Write each on the top of the table heading each column.
- Now what are 2-3 positive rules under the school-wide expectations, you would suggest?

10 minutes [http://timer.onlineclock.net/](http://timer.onlineclock.net/)
How might you print this or make this larger for your classroom?

• Each column on a separate flip chart
• Each column on a separate Power Point slide
• Shared with parents
• Created as an art project and posted throughout room
• Others?
Discussion

• How might you work with a teacher around creating a classroom matrix and moving away from their “traditional” classroom rules?
Procedures

• Do you take the same route to work every day or a different route?

• Do you get ready in the morning in the same order?

• Procedures allow you (and students) to focus on what is important (learning)
Benefits of Procedures

- Students know what is expected of them
- Consistency (same thing occurs daily)
- No wiggle room to “bend the rules”
- More time for instruction/ less time spent on explaining what to do and giving directions
- New students can enter class and pick up on classroom procedures
- If your students know what to do and how to do it during class, they can more easily attend to what is most important.
- Students can focus on learning
Procedures to Consider

- Entering the classroom
- Getting to work immediately
- End of class dismissal
- Participating in class discussions
- Going into groups
- Turning in papers/homework
- When you finish early
- How/when to use the pencil sharpener, tissue, garbage
- During announcements

- Asking a question
- Responding to fire, severe weather, and tornado drills
- Leaving the classroom
- When visitors arrive
- Keeping a notebook
- Interruptions
- Getting classroom materials/supplies
- Teacher getting entire class’s attention

From *The First Days of School*, by Harry Wong
Procedures

• What times of the day will you need procedures for?
  – Start/ end of class
  – Sharpening pencil
  – Etc

In groups brainstorm as many as possible
5 minutes [http://timer.onlineclock.net/](http://timer.onlineclock.net/)
Practice Procedures

• I Do
  – Teacher models the procedure while all students watch

• We Do
  – Teacher models the procedure with a small group of students while other students watch

• You Do
  – All students model the procedure while teacher watches and provides feedback
Discussion

• How could you work with a teacher who needs to implement more procedures within the classroom? How can you as an instructional coach model the I Do, We Do, You Do model for the classroom teacher?
Attention Signal

• Used to get the attention of all students
• Involves visual and sounds
• Students all stop what they are doing and pay attention to teacher
• Needs to be practiced with students
• Acknowledge students who follow the attention signal
Attention Signal

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• Students all stop what they are doing and pay attention to teacher
• Needs to be practiced with students
• Acknowledge students who follow the attention signal

• https://www.teachingchannel.org/videos/attention-getting-signals-practice
Discussion

• What conversations could you have with a teacher who is unwilling to use an attention signal with their students?
Active Supervision

• Continually moving and scanning the entire room
• Ensure you know what every student is involved in at all times
• Never turning your back on students
• Interacting with students and “checking-in” as you move randomly throughout the room
Break time

10 minutes: http://timer.onlineclock.net/
Pre-Correction

• When entering an area
  – hallway, cafeteria, etc
• When transitioning within a classroom
  – Going into small groups
• Stop, teach the expectations (use poster)
• Wait to see expectations in students
• Transition

**Use the Classroom Matrix**
Adults are pre-corrected

• When you go to see a movie, everyone is reminded every time to turn off their cell phone. It isn’t assumed that people know to turn off their cell phone, they are reminded.

• Same with students. Teacher should remind every student, every time what the expectations are before transitioning. Don’t assume they “should know” the expectations.
Scenarios

• You are going to pass out a test, how might a teacher use their classroom expectations to prepare the students?

• You are going to break into small groups, how might a teacher ensure the students behavior will be appropriate while transitioning and while in groups?
Re-direction

• When students fail to meet expectations
• Need to remind of expectations
• Allow for student to reach expectation
• Implement classroom level strategies
• Strategies:
  – Proximity to student
  – Moving student
  – Call home
  – Behavior Contract
Brainstorm

• What are some re-direction strategies you can use with students (for example using proximity control)

• Discuss at table and share out
Escalating Situations

• Oftentimes adults play a crucial role in escalating situations without even realizing it.
• Students are “fishing” for a response
• Adult needs to not bite and “fish” for their own response
• Think of it as dominoes, and what would happen if you would remove the second domino?
Increasing Compliance

- Use a direct request/I statements
- Distance
- Two Requests
- Teacher voice/volume
- Allowing Time
- More start requests instead of stop requests
- Non-emotional/calm requests
- Descriptive requests
- Reinforce compliance/acknowledge

From: WI PBIS Network
Discussion

• How might you handle a teacher who escalates all negative behaviors without using any redirection strategies?
Building Relationships

- [http://youtu.be/xRygxl9OPyA](http://youtu.be/xRygxl9OPyA)

- How is this clip reflective in a classroom environment?

- Do you think students have made similar observations about attention from adults?
Verbal Acknowledgements

• Acknowledging all positive student behaviors from all students

• All students should hear 5-1 positive feedback to corrective feedback
  – Thank you for being respectful and taking the test in silence.
  – I appreciate how you are in class, on time, and with all your materials.
  – Great job cleaning up your area around your desk.
Power Of Words

- [http://youtu.be/Hzgzim5m7oU](http://youtu.be/Hzgzim5m7oU)

- How can we say the same thing but use different words?

  “Change your words, change your world.”
One Sentence Intervention

• Think of 6 strengths and interests of a student
  – I’ve noticed you like the Packers
  – I’ve noticed you are good at drawing
  – I see you want to get into the fashion industry
• Speak with student at least twice a week and use one of the statements for three weeks
• Listen to student if they want to talk deeper about any of their strengths or interests
• Do not use when student is upset
• When student is about to do something negative say “Will you just do this for me?”
Classroom Acknowledgement

• All positive behaviors should always be verbally acknowledge
  – I appreciate you showing respect by being quiet in the hallways.
  – Thank you for being responsible and bringing your materials to class.

• In addition classrooms can have a tangible acknowledgement system (marbles, etc)
• You are working with a teacher who needs help with verbally acknowledging students, how might you work with them to increase their verbal acknowledgements so all students receive 5 to 1 positive interactions?
Building Relationships Activities

• Meet and greet at the door
• Student Survey of interests
• Anagram Nametags
• Acknowledging students with their name wherever you see them (hallways, etc)
• Weekly questions about you
• Weekly ice breaker questions
• Student of the Week
• Personal notes on assignments
• Birthday chart
Non-tangible Relationship Building

• Look for commonalities/ speak on differences
• Be yourself
• Open up to your students
• Go to sporting events or part-time jobs
• Showing/ telling students you know they can do well
• Smile
• Develop classroom pride (display student work)
• Classroom Décor (lighting, music, etc)
• Tone of voice/ decorum with students
Practicing Acknowledgements

• Imagine you are in a classroom in which students are all engaged in small group activities.

• Go around your table and everyone give an example of a verbal acknowledgement you could give to individual student or a group.
Danielson and Behavior

• Domain 1 Component B: Demonstrating Knowledge of Students
• Domain 1 D: Demonstrating Knowledge of Resources
• Domain 2 A: Creating an environment of Respect and Rapport
• Domain 2 B: Establishing a Culture of Learning
• Domain 2 C: Managing Classroom Procedures
• Domain 2 D: Managing Student Behavior
• Domain 3 C: Engaging Students in Learning
• Domain 3 D: Providing Feedback to Students
• Domain 4 C: Communicating with Families
• Domain 4 D: Contributing to the School and Community
Practices in Action

• Hartford Avenue Seventh Grade Art Class
  – http://youtu.be/yhFySd6uJPE
WI PBIS Network

• Online Classroom Management Modules


• 3 Modules with activities and examples
  – Rules and Routines
  – Acknowledgement Systems
  – Consequence System
Resources

• MPS RtI Website
  – http://www5.milwaukee.k12.wi.us

• MPS PBIS YouTube Channel
  – http://youtube.com/mpspbis

• MPS PBIS Pinterest Page
  – http://pinterest.com/mpspbis/

• Monthly Newsletter (available on RtI Website)

• Assistant Principal over climate or school culture

• Contact your External Coach
Best Practices Handout

• How can this checklist help you in your role?

Please review and then share with your elbow partner to your right, some things off this list that you can use to help and action plan with teachers.
What stands out for you in what you heard?

I remember hearing...

I saw ... as really important from that section.

I was struck by...
What reactions do you have to what you heard?

I’m concerned about...

I’m excited about...

I’m struggling with...
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