The Language of Classroom Management:

Promoting Positive Teacher-Student Interactions and Relationships

Developed by: Technical Assistance Partnership for Behavior

Updated 13/1/2023
Blueprint for Improved Results for Students with Disabilities

Self-Advocacy
Students engage in self-advocacy and are involved in determining their own educational goals and plan.

Family Partnership
Parents, and other family members, are engaged as meaningful partners in the special education process and the education of their child.

Specially-Designed Instruction
Teachers design, provide, and assess the effectiveness of specially-designed instruction to provide students with disabilities with access to participate and progress in the general education curriculum.

Research-Based Instruction
Teachers provide research-based instructional teaching and learning strategies and supports for students with disabilities.

Multi-tiered Support
Schools provide multi-tiered systems of behavioral and academic support.

Inclusive Activities
Schools provide high-quality inclusive programs and activities.

Transition Support
Schools provide appropriate instruction for students with disabilities in career development and opportunities to participate in work-based learning.
Disclaimer

The resources shown are designed to provide helpful information. Resources are provided for instructional use purposes only and do not constitute NYSED endorsement of any vendor, author, or other sources. To the best of our knowledge, the resources provided are true and complete.
Who Are We?

• The Office of Special Education (OSE) Educational Partnership is a coordinated and cohesive network focused on enhancing services and improving outcomes for students with disabilities and providing effective support for educational organizations (EOs) and families.

• Regional Partnership Centers (RPCs) and Family and Community Engagement (FACE) Centers are in each of the 12 regions of New York State and their own teams of specialists provide coordinated, direct supports and services to the EOs within their region.
Today’s Facilitators
Participant Introductions

• Name
• Role
• District
• School
• Population Served
### Training Expectations

<table>
<thead>
<tr>
<th>EXPECTATION</th>
<th>BEHAVIOR</th>
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| **BE RESPONSIBLE** | ✦ Take care of your personal needs  
                      ✦ Return on time and quietly  
                      ✦ Sign attendance sheets / complete eval. form  
                      ✦ Use electronic devices when necessary |
| **BE RESPECTFUL**  | ✦ Put cell phones to “off” or “vibrate”  
                      ✦ Listen to others attentively  
                      ✦ Honor confidentiality when applicable  
                      ✦ Stay on topic |
| **BE ENGAGED**     | ✦ Be an active participant  
                      ✦ Participate with an open mind  
                      ✦ Take notes  
                      ✦ Make plans to stay until training dismissal |
## Virtual Training Expectations

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</tr>
<tr>
<td></td>
<td>✷ Complete evaluation form</td>
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<td>✷ Find a quiet place to participate</td>
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<td>BE RESPECTFUL</td>
<td>✷ Use “mute” to prevent background noise</td>
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Participants will:

• **Understand** the importance of building relationships with students to improve classroom management practices

• **Learn** foundational behavioral theory and practices to support effective classroom management

• **Explain** evidence-based classroom management practices and **identify** when to use them

• **Develop** a classroom management action plan that applies the practices presented in this professional development opportunity
The Language of Classroom Management

**Professional Learning Roadmap**

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Handouts:

1. Relationship-Building Strategies for the Classroom
2. Behavior Pathway and Functions of Behavior
3. Physical Environment Important Considerations
4. Physical Arrangement Visuals
5. Guiding Questions for Planning Physical Space
7. Guidelines for Creating Classroom Rules
8. Classroom Matrix Template
9. Creating a Teaching Plan
10. Procedures List
11. Behavioral Lesson Plan Template
12. Sample High School Lesson Plan
13. Sample Elementary School Lesson Plan
14. Components of Active Supervision
Organization of Modules

Activity
Handout
Poll
Discussion
Reflection
Action Plan
STUDENT-TEACHER RELATIONSHIPS

HOW DO STUDENT-TEACHER RELATIONSHIPS SUPPORT THE FOUNDATION FOR EFFECTIVE CLASSROOM MANAGEMENT?
## The Language of Classroom Management

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Every Kid Needs a Champion!
The Power of Relationships

People will forget what you said. People will forget what you did. But people will never forget how you made them feel.

Maya Angelou
"The asymmetry in child-adult relationship systems places a disproportionate amount of responsibility on the adult for the quality of the relationship."

(Pianta, 1996)
Research on Relationship Building

• Positive teacher-student relationships have an effect size of .72 (Hattie, 2009).

• Students often make decisions of what they do in class based on their perception of whether the teacher cares about them (Weinstein, Tomlinson-Clarke, and Curran, 2004).

• Students are more likely to succeed if they feel connected to school and a positive, respectful relationship with teachers helps create such an environment. Poor classroom management threatens school connectedness because a poorly managed classroom cannot provide a stable environment for respectful and meaningful student learning (Blum, 2005).

• Marzano (2003) concluded that good teacher-student relationships are important to effective classroom management and there is much research to support the belief that good student-teacher relationships enhance learning (Brown, 2003; Rodriguez, 2005; Tomlinson and Doubet, 2005).

• Marzano (2003) wrote that “virtually anything you do to show interest in students as individuals has a positive impact on their learning” and makes several suggestions, including: greeting students outside of school, such as at extracurricular events or at stores; singling out a few students each day in the lunchroom and talking to them; being aware of and commenting on important events in students’ lives, such as participation in sports, drama, or other extracurricular activities.
# Relationship Building Strategies for the Classroom

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<tr>
<th>Strategy</th>
<th>Why Do It?</th>
<th>How to Do It</th>
<th>Further Resources</th>
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<td>Positive Greeting at the Door</td>
<td>Greeting students as they enter (or exit) your classroom is a simple and effective way to create a welcoming classroom and build positive relationships. Being greeted by an adult who is happy to see them can start a student's school day on a positive note. Likewise, an affirmative interaction at the end of the day can end a student's day on a positive note as well. Research has shown that positive greetings at the door increases student's time on task, reduces disruptions, and builds positive relationships. (Delio B. Palaver, 2007; Cook et al., 2018)</td>
<td>In person: 1. Stand just outside or inside of the door 2. Greet each student by name 3. Have a short, positive interaction (e.g., praise, friendly comments, question) 4. Direct them to the first activity</td>
<td>- Greetings at the Door Guide - Positive Greetings at the Door Article</td>
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<td>Community Circles</td>
<td>Community circles are a key component of restorative justice and a powerful tool for relationship building. They allow all students to be heard and belong to the classroom community at large while equalizing the power between teachers and students. The circle is a structured dialogue process that allows students and adults a chance to share. Every circle is different, but each has the following components: opening ceremony, centerpiece, values/guidelines, talking piece, guiding questions, and closing ceremony. Community circles focus on learning more about themselves and their classmates.</td>
<td>In person: Before the community circle, plan your guiding questions and talk piece ahead of time. To set up a community circle, organize chairs in a circle with your centerpiece in the middle. To start the circle, review the agreements and start with a low-risk check in question that leads up to the main question of the circle. End the circle with a check out and closing. Virtual: Although there is no physical circle, a virtual circle contains the same components. Ask students to bring their own talking piece to the virtual circle and plan your questions ahead of time. At the time of the circle, review the agreements and provide a visual of the order of students in the circle on the screen. Sharing the questions visually and allowing participants to answer via chat can increase access for all students.</td>
<td>- Circle Planning Guide - Core Process of Restorative Justice Circle Video - Restorative Practices Strategies Brief - Restorative Practices Resource Guide - Restorative Practices Guide for Administrators</td>
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YOUR TURN
Exploring Relationship-Building Practices

• (Write the directions HERE on the slide based upon the processing strategy you select. See notes for options)
BEHAVIOR BASICS

HOW DO THE BIG IDEAS FOR BEHAVIOR SUPPORT THE FOUNDATION FOR EFFECTIVE CLASSROOM MANAGEMENT?
School-Wide Systems for Student Success
A Multi-Tiered System of Supports (MTSS)

Tier 3/Tertiary Interventions 1-5%
• Individual students
• Assessment-based
• High intensity

Tier 2/Secondary Interventions 5-15%
• Some students (at-risk)
• High efficiency
• Rapid response
• Small group interventions
• Some individualizing

Tier 1/Universal Interventions 80-90%
• All students
• Preventive, proactive

1-5% Tier 3/Tertiary Interventions
• Functional Behavioral Assessment (FBA) and Behavioral Intervention Plans (BIP)

5-15% Tier 2/Secondary Interventions
• Check-In/Check-Out (CICO)
• Behavior Contracts
• Daily home/school notes
• Small group social skills training
• Some individualizing

80-90% Tier 1/Universal Interventions
• Core Behavioral and Social/Emotional Learning (SEL) curriculum (School and Class-wide)
• Social Skills Teaching and Reinforcement Systems
• All Students/ All Environments

Big Ideas for Behavior Support

1. SYSTEMS: Support Staff Behavior
   How things are done
   - Data-based decision making
   - Team based problem solving
   - Long term sustainability

2. DATA: Support Student Behavior
   How decisions are made
   On-going data collection and use
   (office discipline referrals (ODRs), suspensions, attendance)

3. RESEARCH VALIDATED PRACTICES: Support Decision Making

   How staff interact with students
   - Direct instruction of social skills
   - Ongoing reinforcement of expected behaviors

Outcomes = Social Competence & Academic Achievement
Behavior Basics

(Sipress, n.d.)

Can you help me, Mrs. Martin? This wasn’t covered in any of my education courses.
Underlying Philosophy

“If a child doesn’t know how to read, we teach.”
“If a child doesn’t know how to swim, we teach.”
“If a child doesn’t know how to multiply, we teach.”
“If a child doesn’t know how to drive, we teach.”
“If a child doesn’t know how to behave, we...
...teach? ...punish?”

(Herner, 1998)
Underlying Philosophy

Behavior Basics

All BEHAVIOR has meaning.

If you can predict the BEHAVIOR, you can prevent it.

BEHAVIOR is learned.

BEHAVIOR is teachable.

BEHAVIOR occurrence is affected by the environment.

Desired BEHAVIOR is more likely if taught, practiced and reinforced.
Big Ideas of Behavior

• **Adults Matter!**
  - Student behavior won’t change until adult behavior changes

• **Instruction Matters!**
  - All behavior change is an instructional process

• **Practices Matter!**
  - The selection of evidence-based practices is critical for success

(Scott, 2015)
Instructional Concepts

Students learn appropriate behavior in the same way a child who doesn’t know how to read learns to read—through instruction, practice, feedback, and encouragement.

• Be Explicit
• Model and Demonstrate
• Engage Students
• Guided Practice
• Frequent Feedback

(Scott, 2015)
The ABC’s of Behavior Intervention

A = Antecedent
  - What happened before?

B = Behavior
  - What does the child do?

C = Consequence
  - What happens immediately after?
The Behavior Pathway

Setting Events
- Events that affect the reinforcement value of maintaining consequences

Antecedent
- Preceding events that trigger the problem behavior

Problem Behavior
- Observable behaviors of concern

Consequence
- Events that occur after the behavior because of the behavior
Contextual Factors

- In **what settings** do you observe the behavior?
- Are there any settings where the behavior does not occur?
- **Who** is present when the behavior occurs?
- **What activities or interactions** take place just prior to the behavior?
- **What** usually happens immediately after the behavior?
- Can you think of a **more acceptable behavior** that might replace this behavior?
Motivation

To “get/obtain” something

To “avoid/escape” something
Functions of Behavior

- Behavior
  - Get/Obtain
    - Sensory
    - Adult
  - Avoid/Escape
    - Social
    - Peer
    - Tangible/Activity
YOUR TURN
The Behavior Pathway

3. Setting Event
Bullied during the morning bus ride

2. Antecedent
When given double-digit math problems

1. Problem Behavior
Threw pencil and cursed loudly

4. Consequence
Joe is sent to the principal’s office
Prevent, Teach & Reinforce

• What can I do to prevent unwanted behaviors from occurring?
• How do I teach the behaviors I want to see?
• How do I respond once the behavior (wanted or unwanted) occurs?
Something to Think About...

AN OUNCE OF PREVENTION IS WORTH A POUND IN CURE

Benjamin Franklin
Culturally Responsive Classroom Management

Overview

• Culturally responsive classroom management is an extension of culturally responsive teaching which takes students’ backgrounds, social experiences, and prior knowledge into consideration when making decisions.

• To engage in culturally responsive classroom management, teachers need to recognize their own biases and values and reflect on how these influence their expectations for behavior and their interactions with students and families.

• The goal of culturally responsive classroom management is not to achieve compliance or control, but to provide all students with equitable opportunities for learning.

(New York University, 2008)
Culturally Responsive Classroom Management

Essential Elements

1. Recognition of One’s Own Cultural Lens and Biases
2. Become Knowledgeable of Students Cultural Backgrounds
3. Have Awareness of the Broader Social, Economic and Political Context
4. Have the Ability and Willingness to Use Culturally Appropriate Management Strategies
5. Committing to Building Caring Classroom Communities

(New York University, 2008)
Culturally Responsive Behavioral Systems

1. Identity
2. Voice
3. Supportive Environment
4. Situational Appropriateness
5. Data for Equity

(Leverson, M., Smith, K., McIntosh K., Rose, J., & Pinkelman, S., 2021)
Pause and Think!

• What questions might you still have?

• What is one new concept or idea you have learned from this section?

• Is there still something you need more information on?
PHYSICAL ENVIRONMENT

EVIDENCE-BASED PRACTICES OF CLASSROOM MANAGEMENT
## The Language of Classroom Management
### Professional Learning Roadmap

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So many letters... but which one is best!?

“I’m alphabetized out! I have arranged my classroom seating in a ‘U’, a ‘C’, an ‘O’, and an ‘H’ configuration and I still have problems with classroom management.”

(Bacall, 2007)
Physical Environment

Definition

The intentional arrangement of placing students within a classroom to maximize the success for all.

- Preventative practice
- Participation is increased
- Positively impacts student performance in the classroom

(Scheuermann & Hall, 2008; Scott, 2017)
Physical Environment

Rationale

• Maximizing classroom space increases academic engagement and...
  - creates efficient work-flow
  - increases on-task behavior
  - minimizes distractions
  - minimizes congestion
  - reduces possible problem behavior
Physical Environment

Important Considerations

• Assigned Seating
• Furniture Arrangement
• Cultural Considerations
• Teacher Proximity
• Sight Lines

“At its best, the classroom can be designed as a comfortable place of cultural celebration and inclusion when teachers ‘filter their decisions about the classroom environment through the lens of cultural diversity’.”

(Scott, 2017; Weinstein, Curran, & Tomlinson-Clarke, 2003)
Physical Arrangement
Cluster Patterns

(Poole, Evertson, & the IRIS Center, 2019)
Physical Arrangement

U-Shape Patterns

(Poole, Evertson, & the IRIS Center, 2019)
Physical Environment

Reminders for Success

• Minimize Crowding and Distraction

• Ensure Adequate Supervision

• Consider Transitions and Movement

• Match Seating Arrangement to Instructional Approach

• Use Effective Design to Prevent Predictable Problems

(Simonsen & Myers, 2015)
YOUR TURN
Analyze Elementary Classroom Arrangement

• With a partner, for each arrangement:

  ▪ Assess for visibility and accessibility...
    • Are there areas that the teacher cannot see?
    • Where might problem behaviors occur?
    • Can the teacher easily access a student to provide feedback/support?

  ▪ What tasks would this arrangement support? Detract?
    • How would you change the arrangement to accomplish a different learning task?
    • Can students (and teacher) move about the room safely?
Physical Arrangement Visuals

Classroom #1:

Classroom #3:

Classroom #2:

Classroom #4:
YOUR TURN

Analyze Secondary Classroom Arrangement

• With a partner, for each arrangement:
  
  - Assess for visibility and accessibility...
    • Are there areas that the teacher cannot see?
    • Where might problem behaviors occur?
    • Can the teacher easily access a student to provide feedback/support?
  
  - What tasks would this arrangement support? Detract?
    • How would you change the arrangement to accomplish a different learning task?
    • Can students (and teacher) move about the room safely?
Physical Arrangement Visuals (Cont'd)
Consider your Hot Spots...
Guiding Questions for Planning Physical Space

• How many students will you have in the room at one time?

• Is the room arranged to match most of the lesson format type? Does the room arrangement support the lesson purpose?

• How is movement in the classroom to be regulated? High traffic areas? Can you safely provide opportunities for movement?

• What can you do to create a sense of inclusion and safety for your students in your classroom? Can students see themselves in your walls?

• Does the physical arrangement of the classroom maximize the opportunity for positive teacher–student interaction while minimizing the possibility for disruptions?

• Do you always have a sight line for all students no matter where you are in the classroom?

• What else would you like to consider?
# Classroom Snapshot & Self-Assessment

## Arranging Physical Environment

### Module 2: Classroom Management Snapshot Tool: Arranging Physical Environment

**Definition:**
The physical arrangement of the classroom is a preventative practice that positively impacts student performance in the classroom. (Schweigmann & Hill, 2006)

**Rationale:**
Research states that well-designed physical space can prevent a wide array of potential behavioral problems. Maximizing classroom space impacts student behavior by increasing academic engagement and:
- creates efficient workflow
- increases on-task behavior
- minimizes distractions
- minimizes congestion
- reduces possible problem behavior (Sprick, Renne, & Mckone, 2010; Sprick, 2013)

**Components:**
Traffic patterns are clearly defined and allow movement without disrupting others.
- Doors and furniture arrangement are built around the layout of instructional activities and are arranged for maximum student and teacher visibility and access.
- Materials are clearly labeled, easily accessible, and organized for ease of use.

**Tips for Implementation:**
- Keep high-traffic areas free from congestion, such as:
  - group work areas
  - space around the pencil sharpener
  - doorways
  - students' desks and teacher's desk
- Be sure all students can be easily seen and they can see the teacher.
  - Teachers should sit down at every desk before the first day of school.
- Make sure that frequently used materials and supplies are ready accessible.
- Be sure students can see instructional presentations and displays.

**References:**

### Assessment Tool: Arranging Physical Environment

Observe and monitor the three components of physical arrangement during a 10-20 minute period or during predictable problematic times.

<table>
<thead>
<tr>
<th>Component</th>
<th>Yes</th>
<th>Somewhat</th>
<th>No</th>
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<tr>
<td>Traffic patterns are clearly defined and allow movement without disrupting others</td>
<td>Traffic patterns are clearly defined and allow movement without disrupting others sometime most of the time.</td>
<td>Traffic patterns are not clearly defined and do not allow movement without disrupting others, or there are unsafe areas.</td>
<td></td>
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<tr>
<td>Staff/students have easy access to enter/exit classroom</td>
<td>Staff and students have easy access to enter/exit classroom 50% of the time.</td>
<td>There is not easy access for entering/leaving classroom</td>
<td></td>
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<tr>
<td>Materials are clearly labeled, easily accessible, and organized for ease of use</td>
<td>Some of the materials are clearly labeled, easily accessible and organized for ease of use.</td>
<td>Materials are not clearly labeled, are not accessible, or organized</td>
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<td>Only current or relevant materials from the behavior/academic curriculum are displayed</td>
<td>Current behavior/academic curriculum is visible, yet some displayed materials from the previous curriculum are still displayed.</td>
<td>Current behavior/academic curriculum is not displayed, and/or many displayed materials are outdated.</td>
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### Action Plan: Arranging Physical Environment

Indicate any of the 3 components that you marked as “somewhat” or “no” in the above assessment.

<table>
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<tr>
<th>Identified Component</th>
<th>Action Step(s)</th>
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YOUR TURN
Action Planning: Physical Environment

• **Review** the Guiding Questions and think about your classroom physical environment.

• **Conduct** a Self-Assessment on the Classroom Management Observation Tool under Physical Environment to focus in on areas to action plan around.

• **Draw** your current layout and proposed layout.

• **Record** on your action plan underneath the Physical Environment section of the Self-Assessment.
Pause and Think!

• What questions might you still have?

• What is one new concept or idea you have learned from this section?

• Is there still something you need more information on?
EXPECTATIONS & RULES

EVIDENCE-BASED PRACTICES OF CLASSROOM MANAGEMENT
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[Image of umbrella with expectations and rules]

[Image of umbrella with specific skills and routines]
And the difference is?!
Expectations

Characteristics

• This is the “why”
• Expectations are broad descriptions of desired behaviors
• Classroom expectations are the same as school-wide expectations and apply to both students and staff
• Builds common language and consistency in language across all settings
• 3-5 positively stated, memorable expectations
Classroom Expectations

School-Wide Alignment

Classroom expectations should align with the school-wide expectations. It is less confusing for the students and should be easy for the teachers to show the connection from the expected school-wide behavior to what is expected in the classroom.
Culturally Responsive Expectations

• **Validation** - legitimizing aspects of students’ cultures that have historically been seen as illegitimate by the dominant culture, including intentionally allowing time and space for cultural aspects within the school day

• **Affirmation** - explicitly acknowledging the worth of students’ cultures and learning histories

• **Building** - providing specific instruction regarding why certain student behaviors are necessary in certain school settings

• **Bridging** - giving the student opportunities to practice and build fluency in school behaviors, with performance feedback

(Hollie, 2011)
Rules

Characteristics

• Classroom rules provide clear meaning of what the expectations look like, sound like and feel like in the classroom

• Classroom rules are posted, explicitly taught, referred to regularly, and re-taught throughout the year
Creating Classroom Rules

Guidelines

- Rules should be defined early in the year and be:
  - Observable
  - Measurable
  - Positively stated
  - Understandable
  - Always applicable

- When creating the rules:
  - Involve voices of students, families and the community
  - Have students commit to the rules and post/display in the classroom
  - Demonstrate examples and discuss non-examples
  - Monitor and give frequent feedback when students follow rules
Expectations & Rules

Rationale

• Clearly stating and supporting expectations and rules lends credibility to a teacher’s authority

• A dependable system of expectations and rules provides structures for students and helps them to be engaged with instructional tasks

• Teaching rules to students at the beginning of the year and re-teaching consistently across time increases academic achievement and task engagement
YOUR TURN

Rule or Not a Rule?

• Turn in completed assignments on time
• Walk in the classroom
• Be responsible
• Keep hands, feet, and objects to yourself
• No talking during tests
• Raise your hand and wait to be called on by the teacher to speak
• Make wise choices
• Be in your seat when the bell rings
• No cell phones
• Be ready to learn
YOUR TURN

Answers: Rule or Not a Rule?

Rule:
• Turn in completed assignments on time
• Walk in the classroom
• Keep hands, feet, and objects to yourself
• Raise your hand and wait to be called on by the teacher to speak
• Be in your seat when the bell rings

Not a Rule:
• Be responsible
• No talking during tests
• Make wise choices
• Be ready to learn
• No cell phones
# Behavioral Teaching Matrix

<table>
<thead>
<tr>
<th>Teaching Matrix</th>
<th>SETTING</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Classroom</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>EXPECTATIONS</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Be Respectful</td>
<td></td>
</tr>
<tr>
<td>Be Responsible</td>
<td></td>
</tr>
<tr>
<td>Be Safe</td>
<td></td>
</tr>
<tr>
<td>Make Wise Choices</td>
<td></td>
</tr>
</tbody>
</table>
# Example: Classroom Teaching Matrix

<table>
<thead>
<tr>
<th>The Williams Way</th>
<th>Classroom Rules</th>
<th>Classroom 214 Routines</th>
</tr>
</thead>
</table>
| **Be Responsible** | - Stay on task  
- Clean up area  
- Apologize for mistakes | - Turn in homework  
- Put instructional materials in desk  
- Begin morning work  
- Re-check your work  
- Read a book  
- Organize supplies  
- Recognize what you’re feeling “I feel…”  
- Stop and take a few deep breaths | - Clean up your area  
- Do your fair share  
- Manage time carefully |
| **Be Respectful** | - Raise hand  
- Listen to speaker  
- Follow directions | - Say “good morning” to teacher and classmates  
- Talk in soft voices  
- Be quiet  
- Allow others to complete their work  
- Ask for a break if you need a moment  
- Express your feelings appropriately  
- Stand and Push in your Chair  
- Listen for direction to next activity  
- OR  
- Listen to your peers  
- Take turns speaking  
- Say “I like that idea, AND…” | |
| **Be Safe** | - Walk quietly  
- Keep hands and feet to self | - Put personal belongings in designated areas  
- Take your seat  
- Sweep under your desk  
- Clean  
- Talk to someone if you need help  
- Talk to someone if it will make you feel better  
- Eyes on me  
- Wait to be called | - Clean up area when time is up |
| **Teacher’s Role/Conditions for Learning** | - Supervise all areas of classroom  
- Teach procedures  
- Practice procedures  
- Provide choices for students | - Use Active Supervision to predict triggers  
- Teach transitions  
- Practice transitions  
- Reinforce | - Supervise all small group activities at all times |
Teaching Classroom Expectations and Rules

Remember to include the following in your plan:

• Introduce the expectation during a neutral time and provide a rationale
• Embed rules into daily lessons and activities
• Post the rules (with large font) and refer to it often
• Model what the expectation looks like and discuss non-examples
• Practice with the students and provide specific feedback
• Acknowledge students who demonstrate the expected behavior
• Prompt, pre-correct and review as often as necessary
# Personal Matrix

<table>
<thead>
<tr>
<th>School-wide Expectation</th>
<th>At SCHOOL it looks like...</th>
<th>At HOME it looks like...</th>
<th>With my FRIENDS it looks like...</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Be Safe</strong></td>
<td>• Keep hands and feet to self&lt;br&gt;• Tell an adult if there is a problem</td>
<td>• Protect your friends and family&lt;br&gt;• Don’t talk back</td>
<td>• Stick up for your friends&lt;br&gt;• Don’t back down&lt;br&gt;• Look the other way</td>
</tr>
<tr>
<td><strong>Be Respectful</strong></td>
<td>• Treat others how you want to be treated&lt;br&gt;• Include others&lt;br&gt;• Listen to adults</td>
<td>• Do exactly what adults tell you to do&lt;br&gt;• Don’t stand out&lt;br&gt;• Don’t bring shame</td>
<td>• Text back within 30 seconds&lt;br&gt;• Be nice to friends’ parents&lt;br&gt;• Share food</td>
</tr>
<tr>
<td><strong>Be Responsible</strong></td>
<td>• Do my own work&lt;br&gt;• Personal best&lt;br&gt;• Follow directions&lt;br&gt;• Clean up messes</td>
<td>• Help your family out first&lt;br&gt;• Own your mistakes&lt;br&gt;• Share credit for successes</td>
<td>• Have each other’s backs&lt;br&gt;• Own your mistakes&lt;br&gt;• Check in about what to do</td>
</tr>
</tbody>
</table>
YOUR TURN
Create a Classroom Matrix: Procedures and Routines

Can insert your school name/mascot here

<table>
<thead>
<tr>
<th>Classoom Rules (Maximum 3 rules)</th>
<th>Classroom Routines (Can add room number)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Morning Routine</td>
<td>If You Finish Early</td>
</tr>
<tr>
<td></td>
<td>How to Transition/Line Up</td>
</tr>
<tr>
<td></td>
<td>Small Group Work</td>
</tr>
</tbody>
</table>

Directions: Use the matrix template and add to your Classroom matrix by completing the Expectations and Classroom Rules columns.
Embed into Daily Curriculum

- Objective for the Subject Matter Lesson

- Objective for a paired Behavioral/Social/emotional skill (taken from the school’s teaching matrix)

Today’s Wilson Way:
Be Responsible

✓ Focus on your own work
YOUR TURN
Creating a Teaching Plan

• Using the handout provided, start to develop a plan for teaching your classroom expectations & rules

• Be prepared to share out
Module 3:
Snapshot Tool: Define, Teach, Acknowledge Rules and Expectations

Definitions:
- Expectations are outcomes. Rules provide a clear meaning of what the expectations look like in the classroom. Classroom rules and expectations are aligned with school-wide expectations, prominently posted, frequently taught and referred to regularly. Expectations and rules prompts are used to pre-connect and are embedded into daily lessons and activities.

Components:
- Classroom rules are visibly aligned with school-wide expectations.
- The teacher has a plan and schedule to actually teach rules frequently throughout the year.
- Rules are specific criteria for certain behaviors.
- Prompts are used to pre-connect and are embedded into daily lessons and activities.

<table>
<thead>
<tr>
<th>Rule Name</th>
<th>Rule Text</th>
<th>Example</th>
<th>Non-Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>Observable</td>
<td>Can see it</td>
<td>Raise hand and wait to be called on</td>
<td>Do your best</td>
</tr>
<tr>
<td>One-Handed</td>
<td>Can count it</td>
<td>One-handshakes</td>
<td>Be ready to learn</td>
</tr>
<tr>
<td>Understandable</td>
<td>The vocabulary is appropriate for age level</td>
<td>Hands and feet to self</td>
<td>Hot fighting</td>
</tr>
<tr>
<td>Always Applicable</td>
<td>Always able to consistently enforce</td>
<td>Stay in assigned area</td>
<td>Remain seated until given permission to leave</td>
</tr>
</tbody>
</table>

Tips for Implementation:
- Involve students
- Have students commit to the rules and post
- Teach classroom rules by demonstrating examples and discussing non-examples
- Instruct and give frequent feedback when students follow rules
- Share rules with families and others

Assessment Tool: Define, Teach, and Acknowledge Classroom Rules Aligned with School-Wide Expectations

<table>
<thead>
<tr>
<th>School</th>
<th>Data</th>
<th>Time</th>
<th>Grade</th>
<th>Subject</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assessment (one of):</td>
<td>Baseline</td>
<td>Follow-Up</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Yes</th>
<th>Somewhat</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Classroom rules are defined by being observable, measurable, and positively phrased, e.g., hands and feet to self, not fighting, raise your hand and wait to be called vs. be by your seat.</td>
<td>A few of the rules are not positively stated or are not measurable or observable</td>
<td>Several of the rules are not positively stated or are not measurable or observable</td>
</tr>
<tr>
<td>Classroom rules are closely aligned, but not visually displayed or are not being connected to school-wide expectations</td>
<td>Classroom rules are closely aligned, but not visually displayed or are not being connected to school-wide expectations</td>
<td>Classroom rules are not aligned to school-wide expectations</td>
</tr>
<tr>
<td>Classroom rules are prominently posted. Posters are large enough to be read from anywhere in the classroom.</td>
<td>Rules are posted but difficult to read from all locations in the classroom.</td>
<td>Rules are not posted, are hard to find, and/or hard to weekly review.</td>
</tr>
<tr>
<td>Rules and expectations are frequently taught and communicated in class and daily lessons and activities.</td>
<td>Rules and expectations are taught once or rarely reviewed. Occasionally, reminding and reviewing embedded into lessons and activities.</td>
<td>Rules and expectations are not taught or are taught less than once per grading period.</td>
</tr>
</tbody>
</table>

Teacher Interview or Review of Written School-Wide Plan: Rules and Expectations are active, taught:
- How frequently are expectations and rules formally taught?
- How is it decided which rules and expectations to teach each week?
- Evidence, frequent, frequent behavior lesson plans taught.
YOUR TURN

Action Planning: Expectations & Rules

• **Review** your previous 2 activities (creating a matrix and creating a teaching plan).

• **Conduct** a Self-Assessment on the Classroom Management Observation Tool under Expectations and Rules to focus in on areas to action plan around.

• **Record** any other actions to complete on your action plan underneath the Expectations and Rules section of the Self-Assessment.
Pause and Think!

• What questions might you still have?

• What is one new concept or idea you have learned from this section?

• Is there still something you need more information on?
PROCEDURES & ROUTINES

EVIDENCE-BASED PRACTICES OF CLASSROOM MANAGEMENT
# The Language of Classroom Management

## Professional Learning Roadmap

<table>
<thead>
<tr>
<th>Module</th>
<th>Content</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>Building a Foundation</strong></td>
</tr>
<tr>
<td>1</td>
<td><strong>Student-Teacher Relationships</strong></td>
</tr>
<tr>
<td>1</td>
<td><strong>Behavior Basics</strong></td>
</tr>
<tr>
<td></td>
<td><strong>8 Classroom Management Practices</strong></td>
</tr>
<tr>
<td>2</td>
<td>Physical Environment</td>
</tr>
<tr>
<td>3</td>
<td>Expectations and Rules</td>
</tr>
<tr>
<td>4</td>
<td><strong>Procedures and Routines</strong></td>
</tr>
<tr>
<td>5</td>
<td>Active Supervision</td>
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<td>6</td>
<td>Behavior Specific Praise</td>
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<td>7</td>
<td>Continuum of Response Strategies for Inappropriate Behaviors</td>
</tr>
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<td>8</td>
<td>Class-Wide Group Contingencies</td>
</tr>
<tr>
<td>9</td>
<td>Multiple Opportunities to Respond</td>
</tr>
</tbody>
</table>
Practice...Practice...Practice!

(Watterson, 1987)
Procedures and Routines

Definition

• Procedures explain the accepted process for carrying out a specific activity such as:
  - walking in the hallway
  - using lockers

• Classroom procedures are steps for accomplishing classroom tasks such as:
  - asking for help
  - participating in class

• Routines are procedures that have become habits

(Newcomer, 2008)
Procedures and Routines
Considerations

Teaching procedures and routines to students at the beginning of the year and enforcing them consistently across time increases student academic achievement and task engagement.

• Procedures and routines are:
  - Aligned with school-wide expectations (included on classroom matrix)
  - Succinct, positively stated, & in age-appropriate language or visuals
  - Taught & practiced as behavior data indicates
  - Reinforced by the teacher and used throughout the day

(Kern & Clemens, 2007; Evertson, Emmer, & Worsham, 2003; Soar & Soar, 1979)
Procedures and Routines
Development

• **Identify** problem areas or problem times
• **Determine** what outcome you want
• **Identify** the steps needed to complete task
• **Write** the procedures so they are Observable, Measurable, Positively stated, Understandable, Always applicable
• **Create & display** posters in student-friendly language
Video
Anita Archer: Teaching Procedures

- What did you notice?

- What procedures did Anita teach?

- How did she begin to establish rapport and relationships with the students?

- How did she reinforce their performance?
YOUR TURN
Identifying Necessary Classroom Procedures

• Review the procedure list at your table:
  - **Check** the procedures you use daily in your classroom
  - **Star** the procedures you would like to develop in your classroom
  - **Write** the steps you would need in place to add the procedure
  - **Share** with others at your table
## Example: Classroom Teaching Matrix

<table>
<thead>
<tr>
<th>Classroom Rules</th>
<th>The Williams Way</th>
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</tr>
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<td><strong>When you feel upset...</strong></td>
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<td><strong>Be Responsible</strong></td>
<td><strong>Raise hand</strong></td>
<td>Say “good morning” to teacher and classmates</td>
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<td></td>
<td>Listen to speaker</td>
<td>Talk in soft voices</td>
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<td>Follow directions</td>
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<td><strong>Be Respectful</strong></td>
<td><strong>Walk quietly</strong></td>
<td>Put personal belongings in designated areas</td>
</tr>
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<td></td>
<td>Keep hands and feet to self</td>
<td>Take your seat</td>
</tr>
<tr>
<td><strong>Be Safe</strong></td>
<td><strong>Teacher’s Role/Conditions for Learning</strong></td>
<td><strong>Supervise all areas of classroom</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Practice procedures</strong></td>
<td><strong>Practice procedures</strong></td>
</tr>
</tbody>
</table>
YOUR TURN
Create a Classroom Matrix: Procedures and Routines

<table>
<thead>
<tr>
<th>Can insert your school name/mascot here</th>
<th>Classroom Rules (Maximum 3 rules)</th>
<th>Morning Routine</th>
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</thead>
<tbody>
<tr>
<td>Insert Behavioral Expectations here</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Classroom Routines (Can add room number)**

**Directions**: Use the matrix template and add to your Classroom matrix by completing the Routines columns.
Procedures and Routines

Techniques

• These four teaching techniques may help teachers improve their students’ skills:

  - **Teaching Routine**: how the procedure/activity looks
  - **Pre-corrections**: quick reminders of expected behavior before the transition
  - **Positive Reinforcement Procedures**: incentives for appropriate behavior
  - **Active Supervision**: an effective method for monitoring students
YOUR TURN

Behavioral Lesson Plan to teach Procedures and Routines

**Identify**
Identify a procedure to teach your students and work with your shoulder partner to complete the lesson plan template found at your table.

**Determine**
Determine when you will teach the procedures.

**Describe**
Describe your lesson to the whole group and possibly role play the example and discuss the non-example.
Module 4: Define and Teach Classroom Routines

Definition:
- Procedures explain the accepted process for carrying out a specific activity such as:
  - Walking in the Hallway
  - Using lockers
- Classroom procedures are steps for accomplishing classroom tasks, such as:
  - Communication during activities
  - Asking for help
  - Moving about the classroom
  - Participation in class
- Routines are procedures that have become habits

Rationale:
- Research states that the use of routines and procedures is:
  - Create predictability and allow for more challenging instructional formats to be incorporated
  - Increase student engagement
  - Reduce problem behavior
- Enhances student learning with a basic classroom structure (Kearns & Clemen, 2007; Evertson, Emmer, & Worsham, 2003; Sear & Sear, 1979)

Components:
- Routines and procedures are aligned with school-wide expectations
- Routines and procedures are explained, positively stated, and in age-appropriate language
- Routines and procedures are taught and practiced several times (monthly) throughout the year

Tips for Implementation:
- Make a list of procedures that would help create predictability and structure in your classroom (consider problem areas or problem times)
- Determine the desired outcome
- Write the steps that students need to do to complete the task
- Write the procedures so they are Observable, Measurable, Positively stated, Understandable, Always applicable
- Create and display posters in student-friendly language
- Teach directly, practice monthly and recognize students when they follow the procedures (MO DPI Effective Practice, May, 1990)

Reference:
YOUR TURN
Action Planning

• **Review** your previous 3 activities (identifying necessary procedures, creating a matrix with procedures/routines, and developing a behavior lesson plan to teach procedures/routines)

• **Conduct** a Self-Assessment on the Classroom Management Observation Tool under Defining and Teaching Classroom Routines to focus in on areas to action plan around

• **Record** any other actions to complete on your action plan underneath the Defining and Teaching Classroom Routines section of the Self-Assessment
Pause and Think!

• What questions might you still have?

• What is one new concept or idea you have learned from this section?

• Is there still something you need more information on?
ACTIVE SUPERVISION

EVIDENCE-BASED PRACTICES OF CLASSROOM MANAGEMENT
<table>
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<td>9</td>
<td>Multiple Opportunities to Respond</td>
</tr>
</tbody>
</table>
Function vs. Fashion... or can we have both?!

“I circulate around the classroom all day to make sure the class runs smoothly. I need a pair of comfortable walking shoes.”

(Bacall, 2007)
Active Supervision

Definition

Is a process for monitoring the classroom, or any school setting, that incorporates:

- **Moving**: Continuous, random teacher movement throughout all parts of classroom

- **Scanning**: Frequent and intentional visual sweep of all parts of classroom

- **Interacting**: Frequent and positive communication to encourage, reinforce, and correct
Active Supervision

Rationale

• Allows for the provision of immediate learning assistance to students
• Increases student engagement
• Reduces inappropriate behavior; increases appropriate
• Provides knowledge on whether students are following expectations
• Allows for frequent use of encouragement
• Allows for timely correction of behavioral errors
• Builds positive adult-student relationships
YOUR TURN

Active Supervision

Movement can be a challenge when working with a small group or providing individual instruction, but a teacher can still find ways to supervise the entire group.

• Discuss how and when it is challenging to move about in your classroom

• Share solutions for addressing these challenging situations in your classrooms with your colleagues
Video: Building Positive Student-Teacher Relationships

Active Supervision Can Help You Build Strong Teacher-Student Relationships
YOUR TURN

Active Supervision

Are there areas of our school that need increased supervision?
• Where?
• How do you know?
• How will we make the changes?

Are there areas in our classrooms that need increased supervision?
• Where?
• How do you know?
• How will we make the changes?
Active Supervision

Examples

• While students are working independently or in small groups/centers, scan and move around the classroom, checking in with students

• While monitoring students on the playground, move around, interact with students, and observe behaviors of individuals and the group. Scan the entire area as you move around all corners of the area.
Active Supervision
Non-Examples

• Sitting or standing where you cannot see the entire room/space, such as with your back to the group or behind your desk
• Walking the same, predictable route the entire period, such as walking the rows of desks in your classroom in the same manner
• Stopping and talking with a student or students for several minutes
• Interacting with the same student or groups of students every day
YOUR TURN

Scenarios

• You will find the Components of Active Supervision handout at your table

• Take 5 minutes to read over the scenario and determine the Active Supervision components

• Once everyone is finished at your table, we will share the results
# Classroom Snapshot & Self-Assessment

## Active Supervision

### Module 5

**Snapshot Tool: Employ Active Supervision**

**Definition:**
The process of monitoring and ensuring safety in the classroom or any school setting which incorporates moving, scanning and interacting with students.

**Reference:**
- Frequent movement allows for the provision of immediate learning assistance to students and provides frequent use of encouragement and timely correction of behavioral errors and thereby increases student engagement.
- Visual scanning allows the teacher to watch for instances of appropriate and inappropriate behavior that he/she will want to respond to immediately or as soon as possible.
- Positive adult-student relationships develop, and the occurrence of problem behavior decreases with increased teacher-student interactions (Cohn, et al., 1997; Simenson & Myers 2015)

**Components:**
- **Moving:** Continuous, random teacher circulation throughout all parts of the classroom
- **Scanning:** Frequent and intentional visual survey of all parts of the classroom
- **Interacting:** Frequent and positive communication to encourage, reinforce, and correct

**Tips for Implementation:**
- Periodically move and supervise when providing individual or small group instruction; use your body positioning purposefully to encourage student engagement.
- Continuous movement and proximity with all students makes your presence known and heightens students’ attention to tasks and the expected behaviors.
- When you are circulating, keep moving and avoid spending most of your time in any one location.
- Frequently and intentionally look around at students, making eye contact with students.
- If working with an individual, position self so as to scan the entire room or get up and scan occasionally.
- While moving and scanning you should also frequently interact with students, as this communicates caring, trust, and respect and creates a positive climate while increasing the likelihood of accepting correction if needed.
- Include proximity, listening, eye contact, smiles, pleasant voice tone, and use of student’s name.
- After interacting or exiting a student, taking the time to remember the specific behavior and related student immediately increases the likelihood of favorable student behavior.

**Assessment Tool: Employ Active Supervision**

**Observe and monitor the three components of active supervision during a 10-20-minute period or during nonacademic problematic times. Observers should only check if the teacher moves, scans and interacts at least 10 times each during a 20-minute observation.**

<table>
<thead>
<tr>
<th>Assessment Type (Circle):</th>
<th>Self-Assessment</th>
<th>Direct Observation</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>School:</strong></td>
<td>[ ] Yes</td>
<td>[ ] No</td>
</tr>
<tr>
<td><strong>Date:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Time:</strong></td>
<td>[ ] Yes</td>
<td>[ ] No</td>
</tr>
<tr>
<td><strong>Schedule (Circle):</strong></td>
<td>Baseline or Follow-Up</td>
<td></td>
</tr>
<tr>
<td><strong>Grade:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Subject:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Teacher:</strong></td>
<td></td>
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</tr>
</tbody>
</table>

**Yes**

- The teacher moves at least 10 times during a 20-minute observation.
  - This active supervision component is observed but is less frequent than 10 times during the time period.

**Somewhat**

- The teacher scans at least 10 times during a 20-minute observation.
  - This active supervision component is observed but is less frequent than 10 times during the time period.

- The teacher interacts at least 10 times during a 20-minute observation.
  - This active supervision component is observed but is less frequent than 10 times during the time period.

**No**

- The teacher does not use this active supervision component during the time period.

**References:**

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YOUR TURN

Action Planning

• **Review** your previous 2 activities/discussions (movement challenges within the classroom and increased supervision needs within building and classroom).

• **Conduct** a Self-Assessment on the Classroom Management Observation Tool under Active Supervision to focus in on areas to action plan around.

• **Record** any other actions to complete on your action plan underneath the Active Supervision section of the Self-Assessment.
Pause and Think!

• What questions might you still have?

• What is one new concept or idea you have learned from this section?

• Is there still something you need more information on?
Wrap Up/Closure
Share with us...

What reinforced or challenged your thinking today?
Contact Us
Training Evaluation Survey

Link here
Break

Please return at