

Building a Better Classroom: Coaching Classroom Management

Presented by Tricia McKale Skyles

Participant Name: _____

Date: __ / __ / __

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Introduction

Session Objectives

Acknowledge the difficulties of maintaining effective classroom management

Create a clear target that builds consistency but allows for autonomy between classrooms

Establish a process for teachers to seek coaching

Build a system of formative accountability for staff

Why is the implementation of good classroom management so difficult?

Misbehavior drives us crazy!

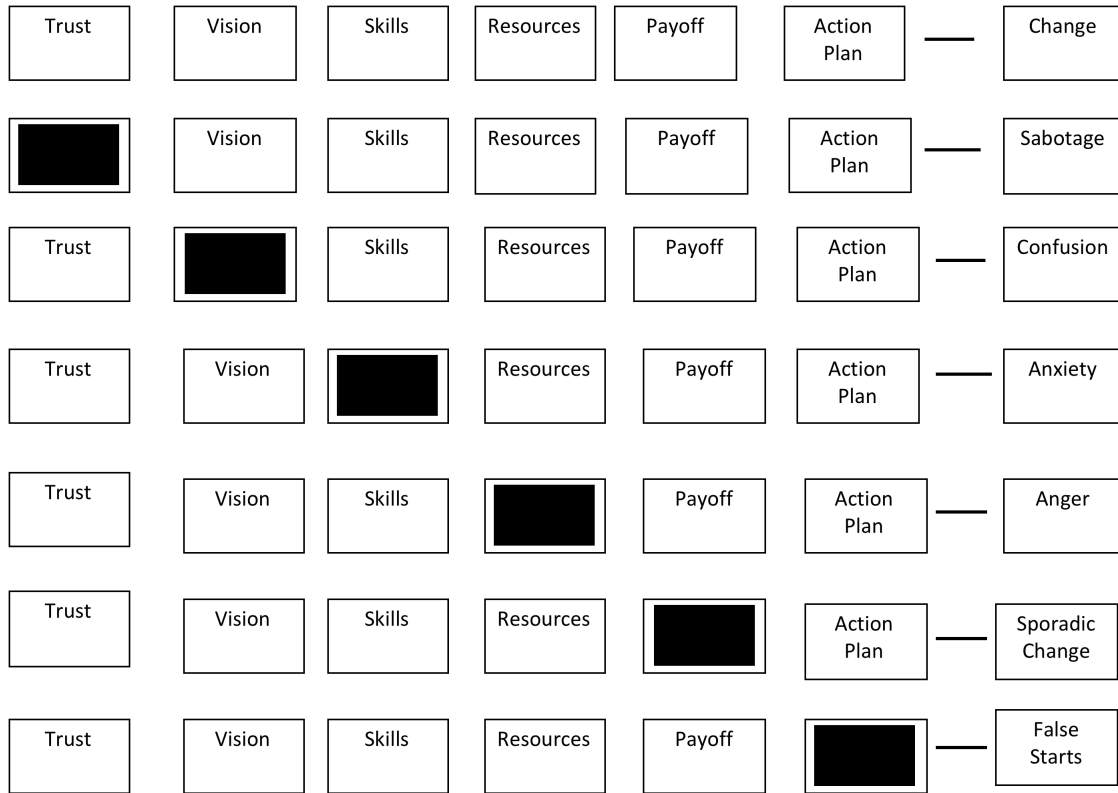
The **Amygdala** triggers fight or flight.

Is this something I _____?

Is this something I _____?

Is this something that _____ me?

How do we create a target that builds consistency from classroom to classroom while allowing autonomy from teacher to teacher?



From the work of Peter Senge

The size and prettiness of the plan is inversely related to the quality of action and the impact on student learning.

Doug Reeves

Three Part Target

What do we need to **know**?

What do we need to **do**?

How will we be **measured**?

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.

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

How do teachers seek coaching assistance with classroom management?

Establish a need

Teacher request

Stages of Change
Prochaska, 1994

Pre-contemplation

Contemplation

Preparation

Activation

Maintenance

Termination

Administrator observation/walk-through

Office discipline referral from classroom

Academic assessment data

Other:

PBIS in the Classroom: Recommended Coaching Process

Need for coaching of PBIS in the Classroom Big 6 practices is identified.

Potential data sources to consider:

1. Teacher request 2. Administrator Obsv./Walkthrough 3. Office Discipline Referrals (ODRs) from Classroom 4. Academic assmt. data

Consider using

PBIS in the Classroom: Observation Screener

Coach asks: "Do the
PBIS in the Classroom: Observation Screener findings
indicate mostly 'evident' practices versus
'unclear/partial/not evident' practices?"

Yes

Provide specific feedback and work
collaboratively with teacher to provide
academic and/or behavioral:

- Considerations
- Recommendations
- Resources

Gain consensus on
degree of follow up
and support

No

Consider using
*PBIS in the
Classroom:
Observation Drill
Down*

Consider using
*PBIS in the
Classroom: Quick
Drill for Evaluative
Coaches**

Using the *PBIS in the Classroom Observation
Feedback*, provide specific feedback and work
collaboratively with teacher to:

- Create goals
- Identify practices and resources
- Develop and provide a progress
monitoring plan designed to support
teacher implementation of practices

Benefits of using PBIS in the Classroom Observation Tools

Observation Screener	Observation Drill Down	Observation Quick Drill for Evaluative Coaches
<ul style="list-style-type: none"> • 15 minutes or less to complete observation 	<ul style="list-style-type: none"> • 30 minutes or more to complete observation 	<ul style="list-style-type: none"> • 15 minutes to complete observation
<ul style="list-style-type: none"> • Can be used in Tier 2 nomination process 	<ul style="list-style-type: none"> • Assists in collecting baseline data to measure progress when monitoring goals and practices 	<ul style="list-style-type: none"> • Assists in collecting baseline data to measure progress when monitoring goals and practices
<ul style="list-style-type: none"> • Allows for quick check of Tier 1 implementation standards 	<ul style="list-style-type: none"> • Allows for the measurement of both teacher and student behaviors 	<ul style="list-style-type: none"> • Allows for a quick check of Tier 1 implementations standards + measurement of teacher and student behaviors

**Note: PBIS in the Classroom: Quick Drill for Evaluative Coaches is designated for administrators only.*

How do we build a system of formative accountability on the campus?

To go from good to great...

You must maintain unwavering faith that you can and will prevail in the end, regardless of the difficulties, AND at the same time have the discipline to confront the most brutal facts of your current reality, whatever they might be.

- Jim Collins

Administrative Walk-throughs

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

The same is true for staff.

Conducting walk-throughs

Consider this...

Authority

Respect

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

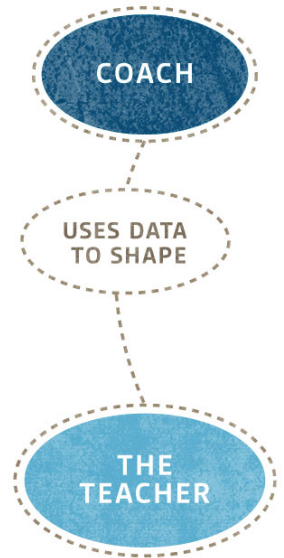
“The helping hand strikes again!”

Kegan & Lahey (2001)

Avoid Top-down Feedback

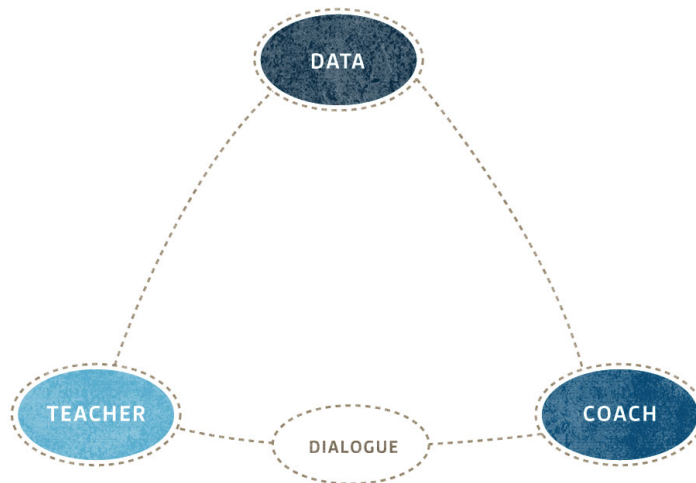
Assumptions behind top-down feedback

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)



Partnership Feedback (Collaborative Exploration of Data)

Reinke, (2005)



Conclusion

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