Virginia Tiered Systems of Supports

Effective Classroom Systems:

Ensuring the Implementation of Evidence Based Practices in the Classroom

Virginia Department of Education

Ensuring the Implementation of Evidence Based Practices in the Classroom

TABLE OF CONTENTS

Effective Classroom Systems

If you are a….	**BEFORE** You Attend:	**DURING** the Sessions:	**AFTER** the Sessions:
CLASSROOM TEACHER —the focus is on building your capacity and the capacity of your colleagues to implement these strategies in the classroom.	• Assess your current classroom strategies for both academic and behavior evidence based practices • Utilize data to Identify strengths/areas for growth	• Take notes related to classroom strategies you would be willing to try that would meet the needs of your students. • Actively engage with strategies • Network with other classroom teachers	• Implement academic and behavior evidence based practices • Seek out coaching assistance • Progress monitor the efficacy of the practices • Coach and support colleagues in trying new practices
BUILDING LEVEL COACH or ADMINISTRATOR — the focus is on coaching these strategies in order to build the capacity of others to implement with students.	• Refer to Resource Map of current practices • Utilize data to identify the strengths and areas for growth of staff that you support • Preview the ten academic and behavior evidence based practices to implement consistently in your buildings	• Pay attention to facilitation strategies/process • Listen for strategies that would be important for your staff • Design a professional learning and coaching plan to introduce, model, and progress monitor chosen strategies. • Network with other building level coaches	• Utilize data to identify important academic and behavior evidence based practices to implement • Launch the designed professional learning and coaching plan to support teachers with implementing academic and behavior evidence based practices. • Support a culture of reflection and collaboration • Utilize data to progress monitor schoolwide implementation • Continue to offer coaching support in the identified areas.
DIVISION LEVEL COACH or ADMINISTRATOR — the focus is on developing an effective system that supports ALL staff to	• Refer to Initiative Map of current practices • Utilize data to identify strengths and areas for growth	• Pay attention to facilitation strategies/process • Design a professional learning and coaching plan to introduce, model, and progress monitor chosen	• Utilize data to identify important academic and behavior evidence based practices to implement • Integrate selected practices with the definition of quality core instruction

support classroom implementation of these strategies.	of schools – identify skilled practitioners • Preview the ten academic and behavior evidence based practices to implement across schools	strategies and the role of the administrator in supporting implementation • Identify coaching staff available • Consider what supports or resources need to be made available • Network with other division level coaches	• Launch the designed professional learning and coaching plan to support coaches and administrators with ensuring academic and behavior evidence based practices are implemented • Provide time and resources for coaches to support school staff • Develop a system for progress monitoring the fidelity of implementation of the strategies • Analyze outcome data related to implementation

My role is: _____.

My role in ensuring successful implementation of identified evidence based practices (The "VTSS Ten"):

My next step (that I can accomplish tomorrow):

Action steps that I can accomplish within three months:

Collective Teacher Efficacy: The Effect Size Research and Six Enabling Conditions

By Jenni Donohoo | January 9, 2017

When teachers believe that together, they are capable of developing students' critical thinking skills, creativity, and mastery of complex content, it happens! Collective teacher efficacy (CTE) refers to a staff's shared belief that through their collective action, they can positively influence student outcomes, including those who are disengaged and/or disadvantaged. Educators with high efficacy show greater effort and persistence, a willingness to try new teaching approaches, set more challenging goals, and attend more closely to the needs of students who require extra assistance. In addition, when collective efficacy is present, staffs are better equipped to foster positive behaviour in students and in raising students' expectations of themselves by convincing them that they *can* do well in school.

The Effect Size Research

With an effect size of 1.57, CTE is ranked as the *number one* factor influencing student achievement (Hattie, 2016). Collective teacher efficacy, as an influence on student achievement, is a contribution that comes from the school – not the home nor the students themselves. According to the Visible Learning Research (Table 1), CTE is beyond three times more powerful and predictive of student achievement than socio-economic status. It is more than double the effect of prior achievement and more than triple the effect of home environment and parental involvement. It is also greater than three times more likely to influence student achievement than student motivation and concentration, persistence, and engagement.

Table 1. Factors Influencing Student Achievement and Their Effect Size

Influence	**Effect Size**
Collective Teacher Efficacy	1.57
Self-Report Grades/Student Expectations	1.44
Feedback	0.75
Teacher-student relationships	0.72
Prior achievement	0.65
Socio economic status	0.52
Home environment	0.52
Parental involvement	0.49
Motivation	0.48
Concentration/persistence/engagement	0.48
Homework	0.29

SOURCE: HATTIE, J. (2012). VISIBLE LEARNING FOR TEACHERS: MAXIMIZING IMPACT ON LEARNING. NEW YORK, NY: ROUTLEDGE; AND HATTIE, J. (2016, JULY). MINDFRAMES AND MAXIMIZERS. 3RD ANNUAL VISIBLE LEARNING CONFERENCE HELD IN WASHINGTON, DC.

An effect size emphasizes the difference in magnitude of given approaches for purposes of comparison. An effect size of 0 reveals that the influence had no effect on student achievement. The larger the effect size, the more powerful the influence. Hattie (2009) suggested an effect size of 0.2 is relatively small, an effect size of 0.4 is medium, and an effect size of 0.6 is large.

Efficacy beliefs are very powerful because they guide educators' actions. Goddard, Hoy, and Woolfolk Hoy (2004) noted that efficacy beliefs "directly affect the diligence and resolve with which groups choose to pursue their goals" (p. 8). If educators' realities are filtered through the belief that there is very little they can do to influence student achievement, then it is very likely these beliefs will be manifested in their practice. However, if a school staff shares a sense of

collective efficacy, then they have a greater likelihood of positively impacting student learning, over and above any other influence.

Six Enabling Conditions

School characteristics associated with CTE, documented in the research, helped in identifying six enabling conditions for collective efficacy to flourish (Donohoo, 2017). While enabling conditions do not *cause* things to happen, they increase the likelihood that things will turn out as expected.

1. **Advanced Teacher Influence:** Advanced teacher influence is defined by the degree to which teachers are provided opportunities to participate in important school-wide decisions.
2. **Goal Consensus:** Reaching consensus on goals not only increases collective efficacy, it also has a direct and measurable impact on student achievement (Robinson, Hohepa, & Lloyd, 2009)
3. **Teachers' Knowledge About One Another's Work:** Teachers gain confidence in their peers' ability to impact student learning when they have more intimate knowledge about each other's practice.
4. **Cohesive Staff:** Cohesion is defined as the degree to which teachers agree with each other on fundamental educational issues.
5. **Responsiveness of Leadership:** Responsive leaders show concern and respect for their staff and protect teachers from issues that detract from their teaching time and focus.
6. **Effective Systems of Intervention:** Effective systems of intervention help in ensuring that all students are successful.

Fostering collective teacher efficacy is a timely and important issue if we are going to realize success for all students. Fostering collective teacher efficacy should be at the forefront of a planned strategic effort in all schools and school boards. Attending to the six enabling conditions outlined in this blog is a step toward realizing the possibility of collective teacher efficacy in schools.

References:

Donohoo, J. (2017). *Collective efficacy: How educators' beliefs impact student learning.* Thousand Oaks, CA: Corwin.

Goddard, R., Hoy, W., & Woolfolk Hoy, A. (2004). Collective efficacy beliefs: Theoretical developments, empirical evidence, and future directions. *American Educational Research Association*, *33*(3), 3-13.

Hattie, J. (2016). Third Annual Visible Learning Conference (subtitled Mindframes and Maximizers), Washington, DC, July 11, 2016.

Hattie, J. (2009). *Visible learning: A synthesis of over 800 meta-analyses relating to achievement*. New York, NY: Routledge.

Hattie, J. (2012). *Visible learning for teachers: Maximizing impact on learning.* New York, NY: Routledge.

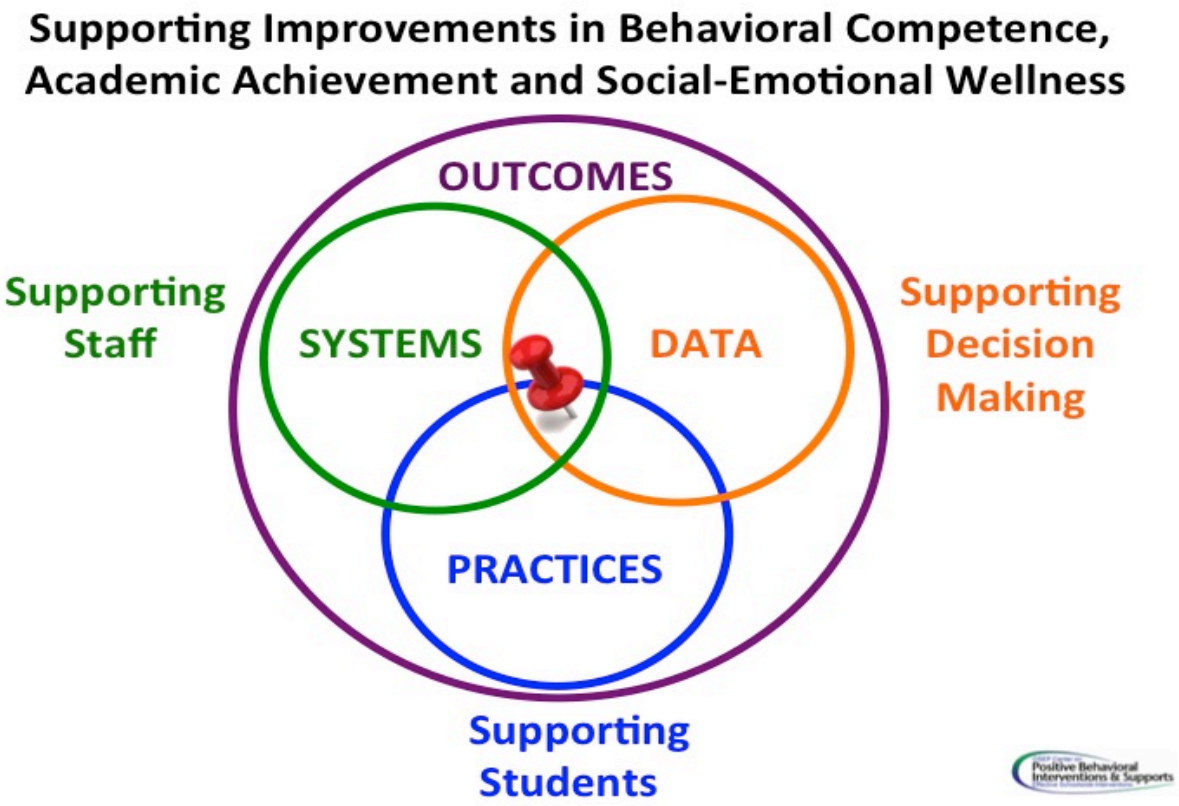
Robinson, V., Hohepa, M. & Lloyd, C. (2009). *School leadership and student outcomes: Identifying what works and why.* Best evidence synthesis iteration [BES]. New Zealand: Ministry of Education.

About Jenni Donohoo

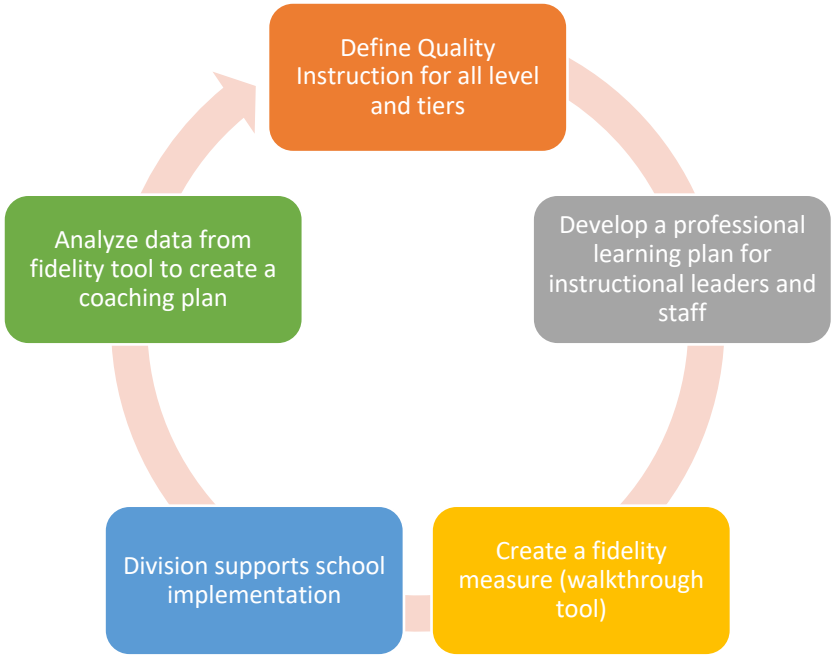
Jenni Donohoo is a Provincial Literacy Lead, seconded to the Ontario Ministry of Education's Curriculum and Assessment Policy Branch. In this role she works with system and school leaders in order to support high quality professional learning and improve adolescent literacy. Jenni earned a doctorate in education from the Joint Program at the University of Windsor, Brock and Lakehead in 2010. Since then, her passion for research and writing has grown. Jenni has written three books for Corwin. Her most recent book, *Collective Efficacy: How Educators' Beliefs Impact Student Learning,* was released in November 2016.

Creating Your System: "Making It Stick"

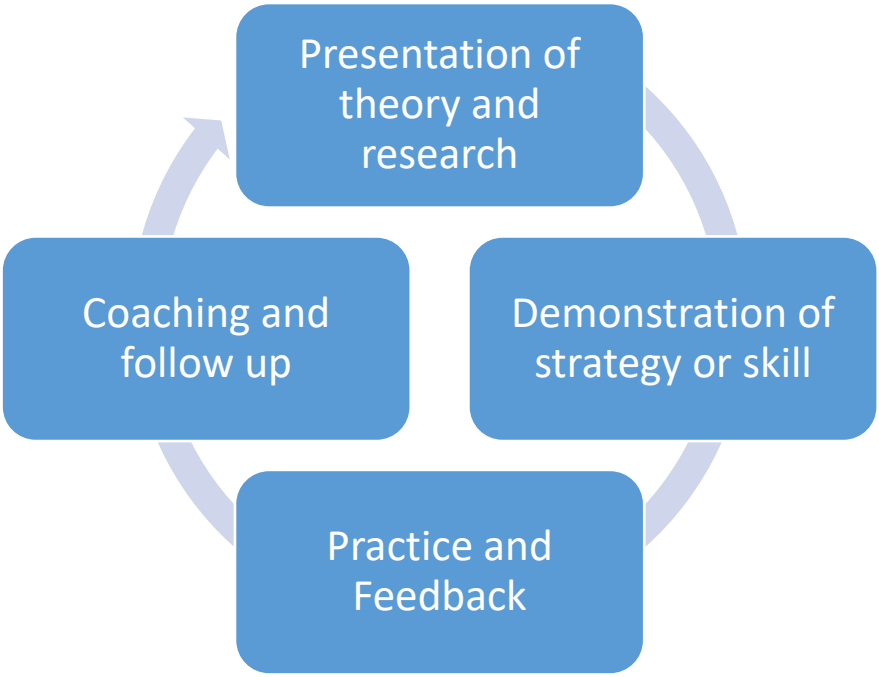
- We start with the VTSS implementation logic
- All our work needs to support student outcomes
- Our data guides us to areas of focus and a problem solving process
- We install practices for students and monitor with data
- We build systems of support around staff in order to implement with fidelity and sustainability
- Our system around supporting staff with the following classroom practices will include teaching a single topic, coaching, reflecting, and ensuring fidelity



The Teacher Professional Learning Process: Division Responsibilities



The Teacher Professional Learning Process: School Responsibilities



Sample Monthly Universal Rollout of Classroom Practice

- Week 1: Provide professional learning on practice(s) and begin implementing skill. This might be delivered during staff meetings, grade level/professional learning community (PLC) /collaboration meetings, professional learning days, etc. Consider surveying staff to prioritize sequence of rollout for 10 Effective Classroom Practices.
- Week 2: Collect data to assess fluency (e.g., teachers might record themselves as a tool for self-assessment or teachers may invite a data buddy to complete data collection) using an assessment component such as the data tools (appendix) and submit data to coach/team to be compiled in the aggregate.
- Week 3: Provide options for additional observations and performance feedback- coach observations, triad/PLC/peers to conduct observations and support one another with goal setting and fluency building.
- Week 4: Coach and administrator compile data in the aggregate from self-assessments, observations, and student outcome data and share with staff (during staff meetings, grade level/professional learning community (PLC) /collaboration meetings, professional learning days to process implementation efforts specific to the practice, etc.).

Sample Observation Protocol to Assess Fluency and Inform Support to Staff

- Collect data on fluency of targeted practice(s) (teacher self-assessment, peer/buddy observations) using brief assessments and submit data to coach/team to be compiled in the aggregate.

- Options for additional observation- coach observations, triad/PLC/peers to conduct observation and support one another with goal setting. A brief assessment exists for each practice. These assessments are not evaluative, but rather are meant to be informative. Some subjectivity in scoring is reasonable. The intended outcomes are the self-reflections of the teacher, and the supporting relationship between coaches, team leads, and teachers. Data collected during individual observations should be given to the teachers, but make sure to tally the responses for the aggregate report (without identifying specific teachers). Allow 10-20 minutes for each observation.

- Coach and administrator compile data in the aggregate from self-assessment and observations and share data in the aggregate with staff (e.g., staff meetings, grade level/professional learning community (PLC) /collaboration meetings, professional learning days) to process implementation efforts specific to the practice.

- Additional data collection and/or a request for assistance may be used to identify and provide support through a shoulder-to-shoulder coaching approach for teachers needing or requesting additional support.
- On-going data informed decisions using student outcome data and practice fluency data to identify priorities may be facilitated by the team responsible for facilitating tier 1 implementation.

Tier 1 VTSS: Division to School Coaching Service Delivery Plan

School/Division: Division Coach: Date Initiated:

School Coach:

Plan for assisting divisions with the implementation fidelity of the Coaching Service Delivery Plan (who, how, frequency and schedule):

Coaching Concepts or Skills	
Data that Indicates the Need	
Mechanism for Initial Instruction	
Coaching Supports	
Coaching Frequency/ Schedule	
Coach Preparation	
Mechanisms to Provide Feedback	
Timeline for Written Feedback	
Coaching Effectiveness Measure	

Example #1:

Tier 1 VTSS

Division to School Coaching Service Delivery Plan

School/Division: Old Dominion County Date Initiated:
Division Coach: Sandy Hart, Regina Pierce
Division Coordinator: Matt Smith School Coach: Beverly Young

Plan for assisting divisions with the implementation fidelity of the Coaching Service Delivery Plan (who, how, frequency and schedule):Hart and Pierce worked with division coach to plan and deliver workshop on Explicit Instruction for June 1017 for administrators and instruction al coaches. DLT developed walkthrough form inclusive of key teacher behavior of explicit instruction. DLT members assisted building administrators in conducting walk through observations (fall 2017). Fidelity of use of key teacher behaviors are documented in google forms and analyzed by division, school and teacher. Building level coaching plans are differentiated according the to the walkthrough data. Hart and Pierce provide support do division leadership with the process at regular monthly meetings.

Coaching Concepts or Skills	Explicit instructional practices: Active Engagement (Academic TFI 1.3, 1.8) Choral Responses, Partnering, Individual Responses, Holdups (such as whiteboards)
Data that Indicates the need	Data suggested that students needed opportunities to self-regulate within the classroom and students were not moving safely and efficiently during transitions. *Think about what you have observed and collected data on in your own buildings, i.e. students wandering to get paper and pencil or high school students unable to work in groups.)*
Mechanism for Initial Instruction	• Division Coordinator (with support from VTSS coaches) delivers training to building administrators and instructional coaches (1 or 2x year). • Division Coordinator meets with each building administrator and instructional coach/reading specialist to determine schedule and priorities coaching at each school(1or2xyear). • Division Coordinator (with support from VTSS coach) provides training to instructional coaches on coaching cycle • Instructional coaches (with administrator's support) meet with all teachers in staff meeting or in grade level teams to teach and demonstrate a small number of strategies (2xmonth) • Teachers practice strategies in classrooms • Teachers meet in grade level groups with instructional coach to reflect and share success/challenges. Coach provides individual support as needed (2xmonth).
Coaching Supports	• Coach observes lessons and provides verbal feedback. • Coach meets with grade level teams to revise lesson plans to include active engagement strategies. • Division and building administrators conduct targeted walkthroughs to gather data and provide feedback.

	• June EOY meeting – debrief on team observations of staff and whole school celebration, action plan how to continue learning for next year Reading Specialist/Instructional Coach (with Division ELA Coordinator) meet with grade level teams to review strategies and progress monitor 1x/month
Coach Preparation	Coaches will need to allocate time to adequately prepare to support the schools in their implementation efforts by: • Reviewing Authentic Engagement strategies • Review Observation Tool • Pre-meeting(s) each month with Farmer and Pierce (VTSS school coaches) and Sharon and Kay to prepare agendas, identify coaching support needs, identify additional learning needed, review data informed decision making process, support data collection, problem solve challenges to implementation
Mechanisms to Provide Feedback	Coaches will provide feedback (recognition and suggestions for continuous improvement) verbally: • to school level coaches – regarding meeting facilitation/action planning – after each meeting • to reading specialist/instructional coaches – regarding strategy debriefing – after each meeting Coaches to make note of celebrations and areas for targeted feedback to debrief at monthly DLT meetings for assessing patterns in implementation/lessons learned for scaling up.
Timeline for Written Feedback	Written observation form within 48 hours of observation
Coaching Effectiveness Measure	fidelity of implementation (per checklist) of strategy Survey of Coaching effectiveness at end of quarter (3 months) decrease in ODRs during classes with engagement strategies increases in common formative assessment accuracy

Example #2:

Tier 1 VTSS

Division to School Coaching Service Delivery Plan

School/Division: Sunnyvale ES/Sunnay Day MS in Awesome County Public Schools
Division Coach: Howard Ormond and Mike Crusco (Division ELA Coordinator
Date Initiated: 4.05.2018
School Coach: Sharon Zuckerwar (SES Reading Specialist/VTSS Team Member and
Kay Klein (SDMS Instructional Coach/VTSS Team Member)

Plan for assisting divisions with the implementation fidelity of the Coaching Service Delivery Plan (who, how, frequency and schedule):
External coaches (Bowmaster and Hart) are to attend BLT meetings with Ormond and Crusco to monitor fidelity of implementation and to prepare them for replication in two other schools. Coaching plan considered complete when 80% of teachers have been observed (by external coaches/BLT members/Principals during walkthroughs) using active participation strategies. Fidelity of plans monitored at DLT meetings monthly.

Coaching Concepts or Skills	Effective Classroom Practices: Active Engagement (Academic TFI 1.3, 1.8) Installation and Initial Implementation Identified in April BLT meetings - schools matched by like needs
Data that Indicates the need	Walkthrough observation data indicates low student engagement and the need for more active participation strategies.
Mechanism for Initial Instruction	SES and SDMS faculty meetings in April – ELA Coordinator delivers instruction to full faculties – provides materials to reading specialists and instructional coaches for follow up SES had given one pager of instructions/ideas by Reading Specialist HMS had refresher in content area PLCs by Instructional Coach
Coaching Supports	Observe in classrooms of team members (who volunteer) during time of choosing (to model process) Provide written feedback using the active engagement observation tool (attached) Co-facilitate meetings with BLT coach/ Reading Specialist/ Instructional Coach Division co-facilitate grade level meetings with reading specialists/ instructional coaches
Coaching Frequency/ Schedule	External and internal division coaches to attend and co-facilitate monthly BLT meetings • Month following observations (May) – debrief experience with the team, action plan for Authentic Engagement challenge (team to observe volunteer teachers/or teachers to record self for feedback – rewarding whole staff to get x number of teachers to participate), review strategies

Coaching Frequency/ Schedule	• Monthly session to demonstrate a new skill, review previous skills, share successes and challenges with Coach and Administrator • Bi monthly meeting with grade level teams and coach • Quarterly review of walkthrough data, coaching effectiveness • Adjust schedule or priorities as informed by data
Coach Preparation	• Review of Chapter 6 Explicit Instruction Effective and Efficient Teaching (Archer and Hughes) • Review relevant videos
Mechanisms to Provide Feedback	• DLT and building administrators review walkthrough data and provide feedback to coaches and teachers • Coaches provide feedback to teachers post observation • Coaches supports lesson plan adjustments
Timeline for Written Feedback	• Walkthrough data for each teacher and school administrator is available in real time on Google docs • Coaches provide written feedback to teachers within 48 hours of observation • Coaches maintain minutes of meetings • Coaches document revised lesson plans with effective strategies inserted
Coaching Effectiveness Measure	• Division and school level walkthrough data showing greater frequency of use of effective teaching strategies • Teacher and administrator surveys • Improved student outcomes on formative and summaries assessments

Virginia Tiered Systems of Supports

Data Driven Decision Making: School

DATA/Evidence of Need:

Using the data, develop a precision statement. Who? What? When? Where? Why?

Outcome (Set a goal):

Key Practices: What key practices will the schools commit to implementing with fidelity? Name and define them.

Action Plan	Who?	When?	Fidelity Measures

Key Systems: How will the division support the school in the implementation of new practices?

Action Plan	Who?	When?	Fidelity Measures

Data/Progress Monitoring: Did we do what we said we would do? With fidelity? Outcomes? Are we making progress?

Appendix E: VCSIP Templates

VCSIP Option A- Page 1

5/8/2019

OVERARCHING SCHOOL GOAL:

Click here to enter text.

STRAND I: TEACHING FOR LEARNING					
DOMAIN:					
SMART Goal(s):					
ACTION PLAN					
1. Essential Action/Research-Based Strategy:					
Focus Area *[Grade Level/Student Group(s)/Educators]*	**Action Steps**	**Person(s) Responsible for Implementation**	**Timeframe** *(Beginning to End Dates)*	**Evidence of Progress/Completion** *(Artifacts required)*	**Person(s) Responsible for Monitoring and Frequency**
2. Essential Action/Research-Based Strategy:					
Focus Area *[Grade Level/Student Group(s)/Educators]*	**Action Steps**	**Person(s) Responsible for Implementation**	**Timeframe** *(Beginning to End Dates)*	**Evidence of Progress/Completion** *(Artifacts required)*	**Person(s) Responsible for Monitoring and Frequency**
3. Essential Action/Research-Based Strategy:					
Focus Area *[Grade Level/Student Group(s)/Educators]*	**Action Steps**	**Person(s) Responsible for Implementation**	**Timeframe** *(Beginning to End Dates)*	**Evidence of Progress/Completion** *(Artifacts required)*	**Person(s) Responsible for Monitoring and Frequency**

*Insert more rows as necessary. Include a maximum of 5-7 Essential Actions/Strategies based on prioritized areas derived from the CNA.

Module A: #1. Arranging the Physical Environment

Evaluating the Physical Organization of the Classroom: Setting the Stage

Use the guidelines listed in the following table to evaluate the organization of your classroom.

1. Have you designated areas for specific activities (e.g., whole group instruction, small group instruction, class gatherings on rug, free-choice area, quiet reading area, computer lab)?	Yes No
2. In instructional areas, are students in close proximity to the teacher?	Yes No
3. Have you created seating charts and assigned seats?	Yes No
4. In instructional areas, are students facing the teacher?	Yes No
5. During instruction, can students easily share answers with partners or team members?	Yes No
6. Have you arranged your instructional materials for easy retrieval?	Yes No
7. Are the student materials needed during instruction or independent work easily retrievable?	Yes No
8. Have students been taught organization skills (e.g., notebooks, folders, assignment calendar)?	Yes No
9. Can you move quickly and easily around the room, monitoring students without interference of physical barriers?	Yes No
10. Can you see all parts of the room and all students?	Yes No
11. Have you displayed material on the classroom walls that supports instruction (e.g., class calendar, vocabulary words, strategy posters, rubrics, reference material, rule/guideline poster, notices)?	Yes No
12. Have you displayed student work?	Yes No
13. Is your classroom orderly?	Yes No

Archer, Anita L., & Hughes, Charles A. (2011) Explicit Instruction, The Guilford Press, NY

Consider the following when designing the environment in your classroom:

A well-arranged classroom environment is one way to effectively manage instruction. It creates a climate conducive to learning with clear spaces that act as visual prompts for behavior. With routine spaces for learning, quiet time, social time, etc. students are able to engage with the environment in predictable ways and therefore demonstrate less inappropriate behavior. For instance, classrooms will contain a high-traffic area around commonly shared resources and spaces for teacher-led instruction or independent work. There should be areas for large and small group activities that set the stage for specific kinds interactions between students and teacher and spaces to store items, computers, or audio-visual equipment.

The spatial structure of the classroom refers to:

- how students are seated,
- where the students and teacher are in relation to one another,
- how classroom members move around the room, and
- the overall sense of atmosphere and order.

The research on classroom environments suggests that classrooms should be:

- organized to accommodate a variety of activities throughout the day and to meet the teacher's instructional goals (Savage, 1999; Weinstein, 1992) and
- set up to set the stage for the teacher to address the academic, social, and emotional needs of students (MacAulay, 1990).

The standards for determining which spatial lay-out is most appropriate to fulfill these functions include:

- ways to maximize the teacher's ability to see and be seen by all his or her students;
- facilitate ease of movement throughout the classroom;
- minimize distractions so that students are best able to actively engage in academics; provide each student and the teacher with his or her own personal space; and ensuring that each student can see presentations and materials posted in the classroom.

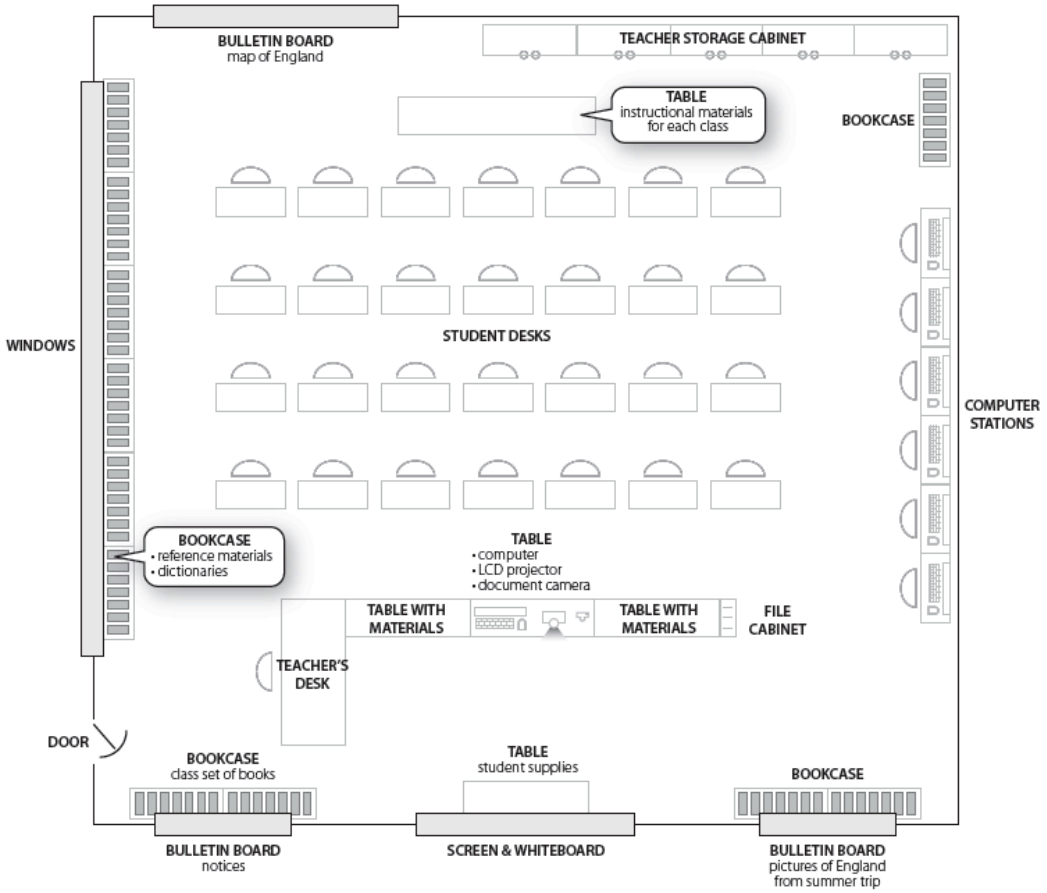
A classroom for students with learning/behavior challenges may have:

- separate quiet spaces where a student can cool down or work independently;
- personal spaces that each student can call his or her own;
- limit visual and auditory stimulation that may distract students with attention and behavior challenges;
- strategically place students who need additional behavioral supports in close proximity to the teacher's desk to facilitate teacher delivery of positive statements when appropriate behaviors are exhibited and to monitor and respond to student problem behavior;

- seating students in rows facilitates on task behavior and academic learning; whereas more open arrangements, such as clusters, facilitate social exchanges among students;
- it is useful to strategically arrange the classroom to limit student contact in high traffic areas, such as the space surrounding the pencil sharpener and wastebasket, and instructional areas; and, to seat students who are more easily distracted farther away from high-traffic areas;
- all students should have a clear view of the teacher and vice versa, at all times;
- the traffic pattern in the classroom should allow the teacher to be in close physical proximity to students who need more intensive supports;
- finally, it is advantageous to keep the classroom orderly and well organized.

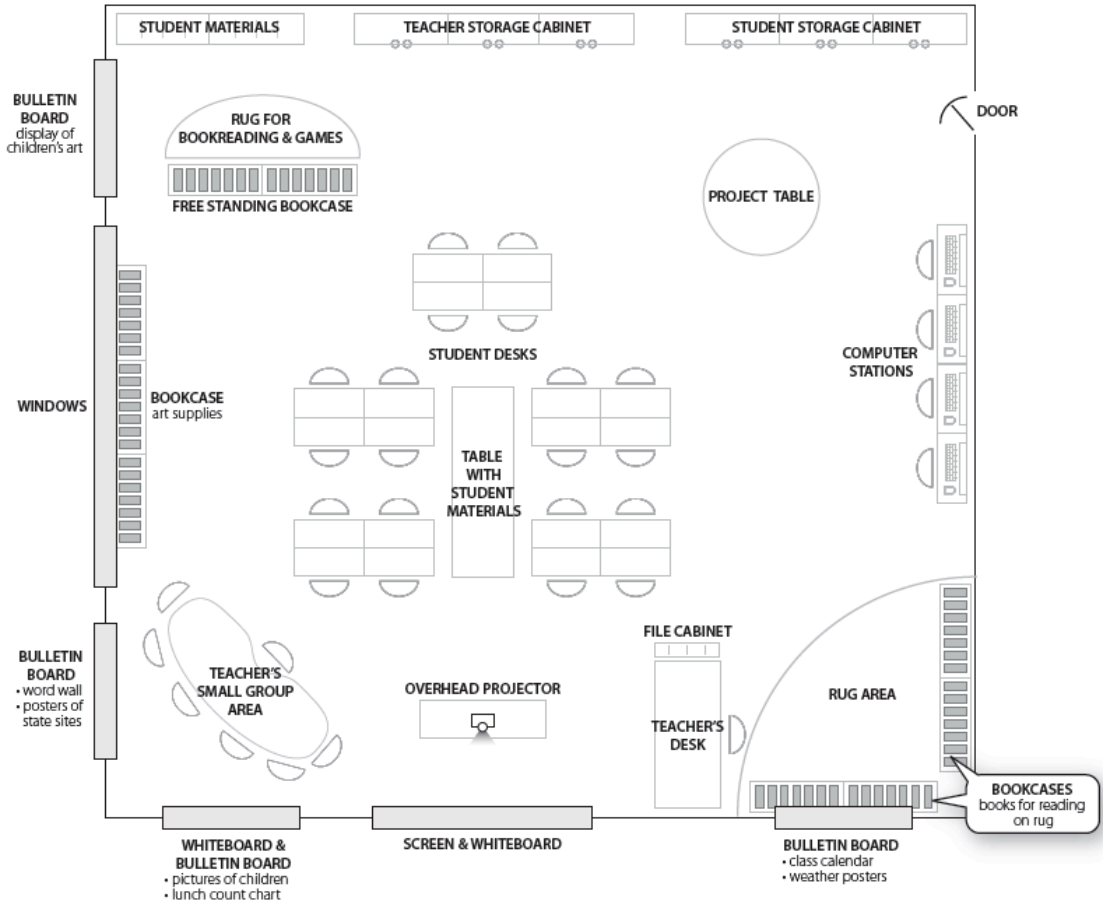
Considerations:

- ? How many students will you have in the room at one time?
- ? How should student desks/seats be grouped?
- ? What kinds of activities will be taking place in your classroom and where will they take place? Will student desk arrangement change to best suit activity?
- ? How is movement in the classroom to be regulated? High traffic areas?
- ? What can you do to create a sense of well-being and safety for your students in your classroom?
- ? Does the physical arrangement of the classroom maximize the opportunity for positive teacher–student interaction while minimizing the possibility for disruptions? Teacher desk placement? Clutter or teacher view obstructed?



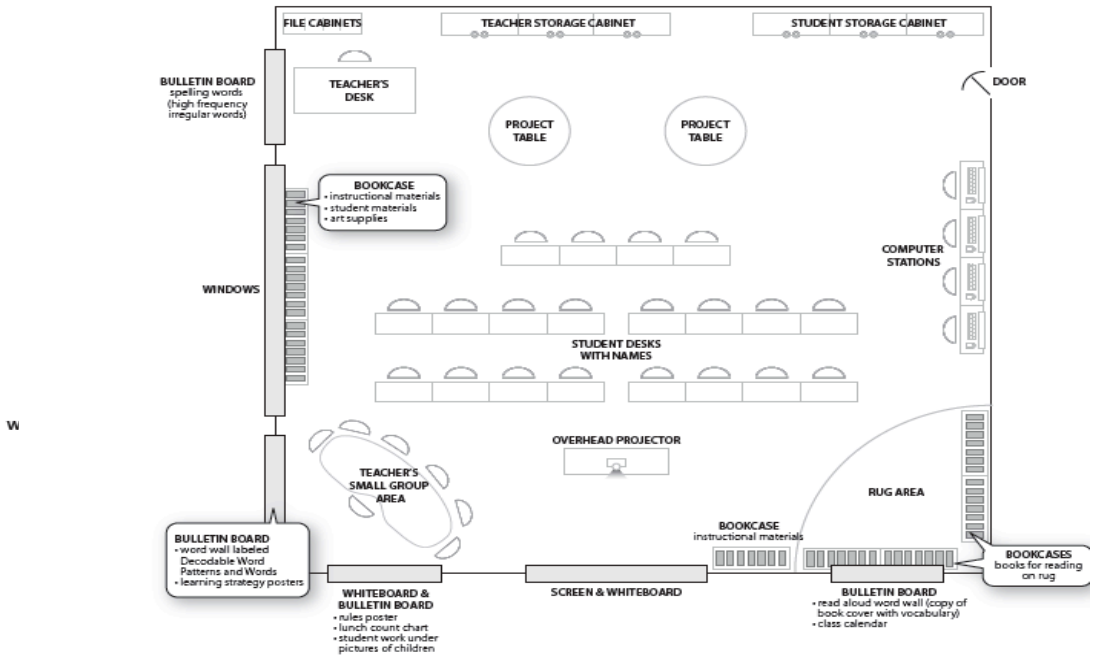
Secondary Language Arts Classroom – Non-Example

Archer, Anita L., & Hughes, Charles A. (2011) Explicit Instruction, The Guilford Press, NY

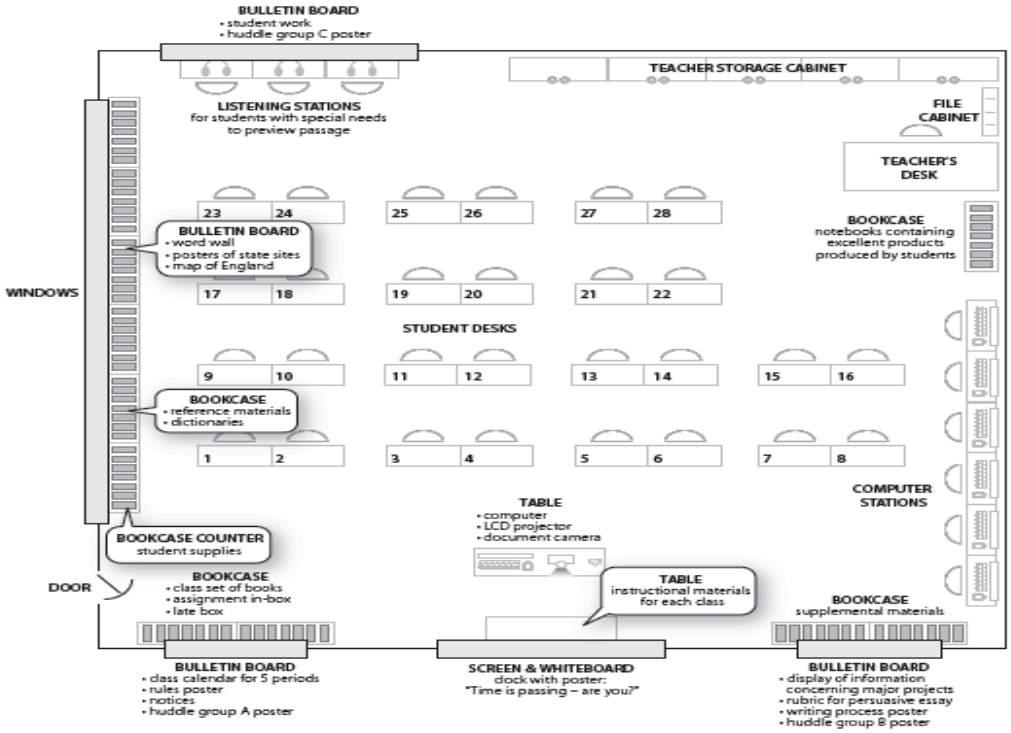


Primary Classroom – Non-Example

Archer, Anita L., & Hughes, Charles A. (2011) Explicit Instruction, The Guilford Press, NY



Primary Classroom – Example



Secondary Language Arts Classroom – Example

Archer, Anita L., & Hughes, Charles A. (2011) Explicit Instruction, The Guilford Press, NY

Module A: #2 : Active Supervision

Why Active Supervision?

- Allows teacher to monitor classroom
- Allows teacher to provide frequent acknowledgments and corrective feedback
- Allows teacher to immediately determine if students need academic assistance
- Allows teacher to build relationships

The components of Active Supervision are:

- Moving: Constant, randomized, targets problem areas
- Scanning: Observing all students, making eye contact, looking and listening
- Interacting: Positive contact, relationship building, providing acknowledgements, positive reinforcement, feedback on academic tasks, corrective responses

---

Moving, Scanning, and Interacting Activity
(Walk Around, Talk Around, Look Around)

Directions: *Read the following scenario in which the classroom teacher uses active supervision techniques. Underline each example of active supervision. With a partner, read, discuss and underline each Active Supervision practice and note whether it is an example of moving (M), scanning (S), or interacting (I). Be prepared to share your answers.*

"The teacher Ms. Hailey directed the class to finish writing a paragraph by themselves. She then moved slowly down the aisles looking from side to side quietly acknowledging the students for starting quickly. She stood beside Enrico for a moment, as he usually does not do well with independent work, and praised him for getting started. Ms. Hailey then stopped, turned around, and watched the front half of the class. She continued to loop around the class, checking students' work and making compliments here and there."

Module B: #3: Defining Classroom Expectations

What are Classroom Expectations?

- Classroom Expectations align to the School-wide Expectations; *consistency matters*
- Expectations are the outcomes, and the behaviors explicitly guide students to those outcomes
- Classroom behaviors are observable, measurable, positively stated, understandable, and applicable
- Classroom behaviors are proactively and explicitly taught

Identifying Classroom Expectations vs. Explicit Classroom Behaviors Activity

Which of the following could be used as a Classroom Expectation? Explicit classroom behavior?

- Safety comes first _____
- Come to class on time, prepared with all supplies and assignments _____
- Be responsible _____
- Be ready to learn _____
- Stay in your seat unless you have permission to leave it _____

Example: Classroom Matrix

These would come from the SW matrix (IF classroom behaviors are addressed on the Schoolwide Matrix)

Schoolwide Expectations	**Classroom Behaviors (Maximum 3)**	**Classroom Routines**			
		Morning Routine	**If you finish early**	**How to Transition**	**Small Group Work**
EXAMPLE Be Responsible	Use my time appropriately Clean up after myself				
Now try it on your own: remember, if your schoolwide matrix addresses Classroom, then you do not need the "Classroom Behaviors" column					
Schoolwide Expectations					

Module B: #4: Routines and Procedures

Teaching Classroom Procedures

Using the tell, show, and practice format of explicit instruction ("I do, You do, We do"), teachers will want to introduce procedures just prior to using them for the first time, review and extend their teaching over time, and reteach as data indicates a need. In addition to reviewing frequently, teachers will also want to prompt or pre-correct students regularly to set them up for success as academic skills are introduced or activities change.

Situation Requiring a Classroom Routine or Procedure

Examine the following list and check those that are relevant to your current or future teaching situation.

Type of Situation	Situation	Check
Movement	Into classroom	
	Out of classroom	
	Transition to a new activity	
	To another area in the school	
Use of	Bathroom	
	Drinking fountain	
	Pencil sharpener	
	Lockers	
	Recess equipment	
	Computers	

	Specialized equipment (e.g. microscopes, Bunsen burners, tape recorders)	
Materials/Assignments	Bringing materials to class	
	Using notebook or folder	
	Having no paper	
	Having no pencil/pen	
	Distributing materials	
	Communicating assignments	
	Determining assignments after being absent or not in class	
	Correcting work in class using keys	
	Correcting work with teacher	
	Turning in work	
	Returning corrected work	
	Determining grades	
	Late work	
Cues for	Attention	
	STOP	

	Different voice levels ● Silence ● Quiet Voice (heard by partner or teammates only) ● Discussion Voice (easily heard by classmates) ● Presentation Voice (heard in all corners of the room ● Outside Voice (recess only)	
Gaining Assistance	During a lesson	
	During independent work when the teacher is available	
	During independent work when the teacher is working with a small group	
	During cooperative team activities	
	During computer time	
How to be engaged	During whole group instruction	
	During small group instruction	
	During rug activities	
	During independent seat work	
	During time at stations	
	During music, library, PE, art, etc	

	During Sustained Silent Reading	
	At the beginning of the period	
	At the end of the period	
	When a visitor comes to class	
	When the principal observes	
	When a guest teacher is in class	
What to do when...	You are tardy	
	You have been absent	
	You need extra help	
	You don't understand something	
	You are feeling ill	
	You don't have lunch or lunch money	
	It's snack time	
	There is a rainy day recess	
	There is a drill	
	There is a school lockdown	
	There is an assesmbly	

Example: Classroom Matrix

These would come from the SW matrix (IF classroom behaviors are addressed on the Schoolwide Matrix)

Schoolwide Expectations	**Classroom Behaviors**	**Classroom Routines**			
		Morning Routine	**If you finish early**	**How to Transition**	**Small Group Work**
EXAMPLE Be Responsible	Use my time appropriately Clean up after myself Be ready to learn	Turn in homework Put materials in your desk Begin morning work	Turn in your work in the basket Read silently in your seat	Put materials away on my signal Get materials ready for the next activity	Do your fair share Manage time carefully
Now try it on your own: remember, if your schoolwide matrix does not address Classroom, then you do not need the "Classroom Behaviors" column					
Schoolwide Expectations					

Other Academic Routines

Consider ways to teach other academic content in a consistent, systematic format. Perhaps one of the most common academic routines is a vocabulary routine that can be used across all content areas.

Words	Teacher selected words that are:	**Comments**
	• Unknown	
	• Critical to passage or unit	
	• Useful in the future	
	• More difficult	
	• Contain generalizable elements	
Meaning	Teacher clearly conveyed meanings using:	
	• Student-friendly explanations	
	• List of critical attributes	
	• Relevant parts of words	
Examples/ Non	Teacher used examples and non-examples that:	
	• Were clear and unambiguous	
	• Included examples that were familiar and others directly related to passage	
	• Included range of examples	
	• Included non-examples as needed	
Instruction	Teacher effectively:	
	Introduced word's pronunciation	
	• Had students repeat difficult to pronounce words OR • Had students tap out oral syllables	
	Clearly presented word's meaning	
	Illustrated words with examples	
	Concrete examples	
	Visual examples	
	Verbal examples	
	Checked understanding	
	Examples and Non-Examples	
	Generate Examples	
	Deep Processing Questions	
	Communicated clearly	
	Actively involved students	
	Provided multiple exposures to words	
	Expanded instruction in appropriate ways:	
	Logs	

	Word Wall	
	Synonyms - Antonyms	
	Parts of Speech	
	Word Families	

High-Leverage Practices in Special Education

Instruction

Teaching students with disabilities is a strategic, flexible, and recursive process as effective special education teachers use content knowledge, pedagogical knowledge (including evidence-based practice), and data on student learning to design, deliver, and evaluate the effectiveness of instruction. This process begins with well-designed instruction. Effective special education teachers are well versed in general education curricula and other contextually relevant curricula, and use appropriate standards, learning progressions, and evidence-based practices in conjunction with specific IEP goals and benchmarks to prioritize long- and short-term learning goals and to plan instruction. This instruction, when delivered with fidelity, is designed to maximize academic learning time, actively engage learners in meaningful activities, and emphasize proactive and positive approaches across tiers of instructional intensity.

Effective special education teachers base their instruction and support of students with disabilities on the best available evidence, combined with their professional judgment and knowledge of individual student needs. Teachers value diverse perspectives and incorporate knowledge about students' backgrounds, culture, and language in their instructional decisions. Their decisions result in improved student outcomes across varied curriculum areas and in multiple educational settings. They use teacher-led, peer-assisted, student-regulated, and technology-assisted practices fluently, and know when and where to apply them. Analyzing instruction in this way allows teachers to improve student learning and their professional practice.

HLP11	**Identify and prioritize long- and short-term learning goals.**

Teachers prioritize what is most important for students to learn by providing meaningful access to and success in the general education and other contextually relevant curricula. Teachers use grade-level standards, assessment data and learning progressions, students' prior knowledge, and IEP goals and benchmarks to make decisions about what is most crucial to emphasize, and develop long- and short-term goals accordingly. They understand essential curriculum components, identify essential prerequisites and foundations, and assess student performance in relation to these components.

McLeskey, J., Barringer, M-D., Billingsley, B., Brownell, M., Jackson, D., Kennedy, M., Lewis, T., Maheady, L., Rodriguez, J., Scheeler, M. C., Winn, J., & Ziegler, D. (2017, January). High-leverage practices in special education. Arlington, VA: Council for Exceptional Children & CEEDAR Center.

High-Leverage Practices in Special Education

Instruction

HLP12	Systematically design instruction toward a specific learning goal.

Teachers help students to develop important concepts and skills that provide the foundation for more complex learning. Teachers sequence lessons that build on each other and make connections explicit, in both planning and delivery. They activate students' prior knowledge and show how each lesson "fits" with previous ones. Planning involves careful consideration of learning goals, what is involved in reaching the goals, and allocating time accordingly. Ongoing changes (e.g., pacing, examples) occur throughout the sequence based on student performance.

HLP13	Adapt curriculum tasks and materials for specific learning goals.

Teachers assess individual student needs and adapt curriculum materials and tasks so that students can meet instructional goals. Teachers select materials and tasks based on student needs; use relevant technology; and make modifications by highlighting relevant information, changing task directions, and decreasing amounts of material. Teachers make strategic decisions on content coverage (i.e., essential curriculum elements), meaningfulness of tasks to meet stated goals, and criteria for student success.

High-Leverage Practices in Special Education

Instruction

HLP14	**Teach cognitive and metacognitive strategies to support learning and independence.**

Teachers explicitly teach cognitive and metacognitive processing strategies to support memory, attention, and self-regulation of learning. Learning involves not only understanding content but also using cognitive processes to solve problems, regulate attention, organize thoughts and materials, and monitor one's own thinking. Self-regulation and metacognitive strategy instruction is integrated into lessons on academic content through modeling and explicit instruction. Students learn to monitor and evaluate their performance in relation to explicit goals and make necessary adjustments to improve learning.

HLP15	**Provide scaffolded supports.**

Scaffolded supports provide temporary assistance to students so they can successfully complete tasks that they cannot yet do independently and with a high rate of success. Teachers select powerful visual, verbal, and written supports; carefully calibrate them to students' performance and understanding in relation to learning tasks; use them flexibly; evaluate their effectiveness; and gradually remove them once they are no longer needed. Some supports are planned prior to lessons and some are provided responsively during instruction.

McLeskey, J., Barringer, M-D., Billingsley, B., Brownell, M., Jackson, D., Kennedy, M., Lewis, T., Maheady, L., Rodriguez, J., Scheeler, M. C., Winn, J., & Ziegler, D. (2017, January). High-leverage practices in special education. Arlington, VA: Council for Exceptional Children & CEEDAR Center.

High-Leverage Practices in Special Education

Instruction

HLP16	Use explicit instruction.

Teachers make content, skills, and concepts explicit by showing and telling students what to do or think while solving problems, enacting strategies, completing tasks, and classifying concepts. Teachers use explicit instruction when students are learning new material and complex concepts and skills. They strategically choose examples and non-examples and language to facilitate student understanding, anticipate common misconceptions, highlight essential content, and remove distracting information. They model and scaffold steps or processes needed to understand content and concepts, apply skills, and complete tasks successfully and independently.

HLP17	Use flexible grouping.

Teachers assign students to homogeneous and heterogeneous groups based on explicit learning goals, monitor peer interactions, and provide positive and corrective feedback to support productive learning. Teachers use small learning groups to accommodate learning differences, promote in-depth academic-related interactions, and teach students to work collaboratively. They choose tasks that require collaboration, issue directives that promote productive and autonomous group interactions, and embed strategies that maximize learning opportunities and equalize participation. Teachers promote simultaneous interactions, use procedures to hold students accountable for collective and individual learning, and monitor and sustain group performance through proximity and positive feedback.

High-Leverage Practices in Special Education

Instruction

HLP18	Use strategies to promote active student engagement.

Teachers use a variety of instructional strategies that result in active student responding. Active student engagement is critical to academic success. Teachers must initially build positive student–teacher relationships to foster engagement and motivate reluctant learners. They promote engagement by connecting learning to students' lives (e. g., knowing students' academic and cultural backgrounds) and using a variety of teacher-led (e.g., choral responding and response cards), peer-assisted (e. g., cooperative learning and peer tutoring), student-regulated (e.g., self-management), and technology-supported strategies shown empirically to increase student engagement. They monitor student engagement and provide positive and constructive feedback to sustain performance.

HLP19	Use assistive and instructional technologies.

Teachers select and implement assistive and instructional technologies to support the needs of students with disabilities. They select and use augmentative and alternative communication devices and assistive and instructional technology products to promote student learning and independence. They evaluate new technology options given student needs; make informed instructional decisions grounded in evidence, professional wisdom, and students' IEP goals; and advocate for administrative support in technology implementation. Teachers use the universal design for learning (UDL) framework to select, design, implement, and evaluate important student outcomes.

High-Leverage Practices in Special Education

Instruction

HLP20	**Provide intensive instruction.**

Teachers match the intensity of instruction to the intensity of the student's learning and behavioral challenges. Intensive instruction involves working with students with similar needs on a small number of high priority, clearly defined skills or concepts critical to academic success. Teachers group students based on common learning needs; clearly define learning goals; and use systematic, explicit, and well-paced instruction. They frequently monitor students' progress and adjust their instruction accordingly. Within intensive instruction, students have many opportunities to respond and receive immediate, corrective feedback with teachers and peers to practice what they are learning.

HLP21	**Teach students to maintain and generalize new learning across time and settings.**

Effective teachers use specific techniques to teach students to generalize and maintain newly acquired knowledge and skills. Using numerous examples in designing and delivering instruction requires students to apply what they have learned in other settings. Educators promote maintenance by systematically using schedules of reinforcement, providing frequent material reviews, and teaching skills that are reinforced by the natural environment beyond the classroom. Students learn to use new knowledge and skills in places and situations other than the original learning environment and maintain their use in the absence of ongoing instruction.

HLP22	**Provide positive and constructive feedback to guide students' learning and behavior.**

The purpose of feedback is to guide student learning and behavior and increase student motivation, engagement, and independence, leading to improved student learning and behavior. Effective feedback must be strategically delivered and goal directed; feedback is most effective when the learner has a goal and the feedback informs the learner regarding areas needing improvement and ways to improve performance. Feedback may be verbal, nonverbal, or written, and should be timely, contingent, genuine, meaningful, age appropriate, and at rates commensurate with task and phase of learning (i.e., acquisition, fluency, maintenance). Teachers should provide ongoing feedback until learners reach their established learning goals.

Note. As discussed in the Preface, two research syntheses were developed for the practice of providing effective feedback; this item appears in both the Social/Emotional/Behavioral Practices HLPs and the Instruction HLPs.

Module C: #5: Opportunities to Respond

> *Shortly after science class started, the teacher announced, "We have a small block of ice and the same sized block of butter. Tell your neighbor which one would melt first." A few seconds later the teacher said, "Please write down in one sentence an explanation for your answer." A few minutes later, the teacher told students to share with their neighbor what they had written. Shortly thereafter, the teacher called on one student to tell the class her answer. The teacher then asked the class to raise their hand if they agreed with the answer. Then the teacher asked students to give a thumb down if anyone disagreed, and so on.*
>
> (Colvin, 2009, p. 48)

Most teachers schedule sufficient time for learning, but sometimes fail to actually ensure that their students are actively responding during that instructional time. One assurance for learning is engaged time–that part of instruction where students are actively involved in learning. The above classroom scene demonstrates the practice of providing numerous opportunities to respond and engage all students.

Use of opportunities to respond (OTR) includes strategies for presenting materials, asking questions, and correcting students' answers as appropriate. It is an instructional question, statement, or gesture made by the teacher seeking an active response from students. It addresses the number of times the teacher provides requests that require students to actively respond (Miller, 2009). Simonsen, Myers, & DeLuca (2010) define OTR as a teacher behavior that prompts or solicits a student response (verbal, written, or gesture).

The Value of Providing Numerous Opportunities to Respond

The more time students spend involved in learning activities, the more they learn. Additionally, increased rates of responding and the subsequent improved learning tend to increase the amount of material that can be covered. When teachers increase their rates of opportunities to respond, student on-task behavior and correct responses increase while disruptive behavior decreases (Carnine, 1976; Heward, 2006; Skinner, Pappas & Davis, 2005; Sutherland, Alder, & Gunter, 2003; Sutherland & Wehby, 2001; West & Sloane, 1986). Teacher use of opportunities to respond has also shown to improve reading performance (e.g., increased percentage of responses and fluency) (Skinner, Bel or, Mace, Williams-Wilson, & Johns, 1997) and math performance (e.g., rate of calculation, problems completed, correct responses) (Carnine, 1976; Logan & Skinner, 1998; Skinner, Smith, & McLean, 1994). In addition, obtaining frequent responses from students provides continual feedback for the teacher on student learning and the effectiveness of their instructional activities.

Guidelines for Response Rates

What is a high rate of opportunities to respond? A common suggestion is that teacher talk should be *no more than 40-50% of the instructional time,* with the remaining time and activities fully engaging students. The Council for Exceptional Children (1987) initially provided guidelines for optimal response rates for students that have continued to be utilized (Reinke, Herman & Stormont, 2013). *When learning new material, teachers should strive to obtain a minimum of 4 to 6 responses per minute with 80% accuracy. If activities involve the review of previously learned material, teachers should strive for 8 to 12 responses per minute with 90% accuracy*.

Opportunities to Respond Strategies

Varied and creative strategies to provide students with frequent opportunities to respond exist (MacSuga & Simonsen, 2011). Typically, they are either verbal strategies, where students are responding orally to teacher prompts or questions, or non- verbal strategies, where students use a signal, card, writing, or movement to respond (Scott, Anderson, & Alter, 2012). Some examples of both effective verbal and non- verbal response strategies follow.

VERBAL RESPONSES. These are familiar teacher strategies that focus on students orally answering a question, sharing their ideas, reviewing or summarizing prior learning, or simply repeating a new concept after the teacher. Two common strategies are individual questioning and choral responding:

- ***Individual Questioning.*** One simple strategy is to use a response pattern to make sure that all students are called on. Many teachers default to calling on eager volunteers, which results in interacting with a few students while others may disengage. Calling on students unpredictably heightens student attention:
    - Teachers can use the seating chart and call on students randomly, tallying on that chart to monitor the rate of questions presented to each student.
    - Student names can be on strips of paper or popsicle sticks in a can or jar. As questions are posed, a student name is drawn.
    - Using one of the above random call strategies, ask a student to repeat or summarize what the student who just answered said.

  It is important to remember to ask the question first, and then pause before calling on the student to respond. is allows an opportunity for all students to think and be prepared to respond (see “Wait Time”).

- ***Choral Responding.*** Choral responding is a verbal response strategy used frequently in early schools that has resurged in use since the 1970’s. Choral responding occurs when all students in a class respond in unison to a teacher question. Choral responding has been demonstrated at all levels–elementary, middle and secondary grades for students with and without disabilities (Cavanaugh, Heward, & Donelson, 1996; Godfrey, Grisham-Brown, Hemmeter, & Schuster, 2003; Heward, 2006). To use choral responding you:

- develop questions with only one right answer that can be answered with short, one to three-word answers,
- provide a thinking pause or wait time for three seconds or more between asking the question and prompting students to respond,
- use a clear signal or predictable phrase to cue students when to respond in unison,
- use a brisk pace,
- provide immediate feedback on the group response.

Questions for choral responding should be prepared in advance and can be visually presented via PowerPoint® slides or other visual cues. Choral responding is best used with individual questions interspersed. This mixed responding strategy has an element of surprise and cues students to heighten their attention. It also allows you to assess individual student learning. Additionally, successful use of choral responding hinges on thorough teaching and pre- correction regarding listening, the response signal, appropriate voice tone, etc.

- ***Discussion***
  - "...norms and rules of class discussions should be explicit at the beginning of the school year, and these norms need to be consistently maintained, revisited, and discussed when necessary."
  - "The teacher needs to be an active facilitator who uses questioning moves that elevate students' thinking, presses them for evidence, and requires them to link to concepts." (Hattie, Fisher, Frey Visible Learning for Mathematics,2017)

NON-VERBAL RESPONSES. A non-verbal response system has all of the benefits of choral responding in that every student is actively answering or responding to each question or problem posed by the teacher. Most common non-verbal low-tech response systems involve white boards and written responses by students or prepared response cards. And more recently, schools are using technology to increase student response rates with "clickers" or other electronic student response systems.

- ***White boards.*** Students have personal white boards to write answers to teacher's question with an erasable pen (Heward, 2006). Students can write letters, words, numbers, draw symbols or solve problems, and then, when cued, hold up their boards to display their answers. Students use an eraser, sponge, or cloth to erase their answer and await the next question.

- ***Response Cards.*** Another non-verbal format is response cards. These are pre- printed cards, often on cardstock and laminated, that have choice words on each side such as Yes/No, True/False, Odd/Even. They might also include a set of a few options such as noun, pronoun, verb, and adverb. If using multiple responses, be sure that they are few enough to avoid confusion and can be identified quickly for response. Just as with choral responding, students must be taught the expected behaviors when using white boards or response cards (Heward & Gardner, 1996). Teachers should:

- Prepare questions to carefully match your response options; if students are writing on whiteboards, minimal writing is best.
- Provide clear instructions for use of cards or whiteboard including when to select their card or write their response, when to share, and when to clean boards or reposition cards for next question (e.g., “Write your answer now.”, or “Look and select your answer.”, then, “Show your answer now.”, “Cards down, eyes up here, ready for the next question.”)
- Assess student responses and provide clear, specific feedback. (“That’s right! The answer is 86!”)
- Provide the correct answer and a brief explanation if a significant number of students did not respond accurately, and then present the question again.

The time and initial costs to prepare whiteboards or response cards is far outweighed by the benefits of high response rates. Card sets can be used again and again across the school year as different topics are being addressed.

- ***Student Response Systems.*** Technology is a big part of our lives, and many schools are finding the value of using it to engage and motivate learners. When using student response systems which are commonly called “clickers”, the process has three steps: 1) during class discussion, the teacher displays or asks a question 2) all students key in their answers using their wireless hand-held keypad or other web- based device, and 3) responses are received and displayed on the teacher’s computer monitor as well as on an overhead projector screen. Each device is also numbered so that individual responses can be downloaded for recordkeeping or further analysis after the session has ended. Student engagement and motivation or student satisfaction seems to be enhanced as the devices allow for all to respond anonymously, using a familiar game approach (Reiser & Dempsey, 2007). In addition to these non-verbal response strategies, other signaling or movement activities might be used (e.g., thumbs up, thumbs down; stand up, sit down; move to four corners; or other creative signals).

  An additional benefit of clickers is the ability for teachers to see immediately how students answer and adjust their teaching to either forge ahead with new content or continue teaching and review. Other electronically-based resources are being developed and should also be investigated. Teachers may find the ability to automate data collection the most obvious benefit over other non-verbal response approaches.

- ***Guided Notes.*** Another non-verbal strategy for increasing student engagement is guided notes. Guided notes are teacher prepared handouts that lead students through a presentation or lecture with visual cues or prepared blank spaces to fill in key facts or concepts. Guided notes not only help to increase student attention and engagement, but also provide them with a standard set of notes and helps with outlining skills. When developing guided notes:
  - examine your current lecture outlines,
  - identify key facts, concepts or relationships that could be left blank and filled in by students,

- consider inserting concept maps or a chart, diagram or graph to help with understanding,
- provide the students with formatting clues such as blank lines, numbers, bullets, etc. Be careful not to require too much writing. The content of the guided notes can be adjusted to match the specific needs of students (e.g., motor deficits–more information and less writing; developmental delays–simplified terms, etc.)

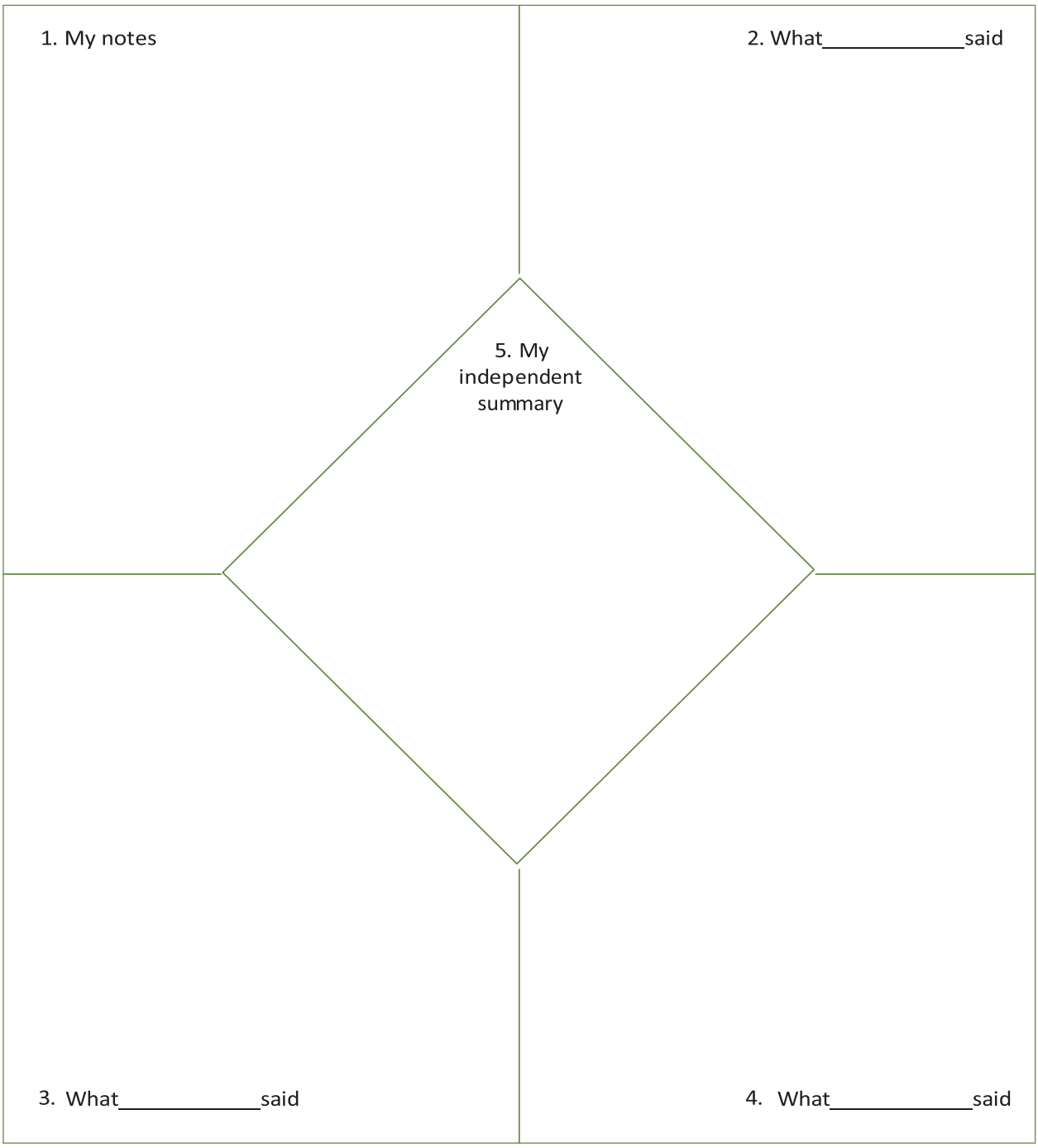
Other Practices that Increase Opportunities To Respond (OTR)

Other commercial programs have evidence of their impact on learning through numerous opportunities to respond. Computer assisted instruction provides frequent responses and immediate feedback on results to enhance motivation and learning. Class-wide Peer Tutoring provides a systematic approach to reciprocal peer tutoring that promotes high levels of on-task behavior by simultaneously engaging all students. Direct Instruction is a teaching model that is the foundation of several commercially available reading and math programs that emphasizes carefully controlled instruction and an emphasis on high response rates and pace in a scripted interactive format. More information is available at http://www.nifdi.org or http://directinstrucion.org.

Guidelines for Wait Time

Strategies to increase opportunities for students to respond gain some of their effectiveness from “wait time.” This is the time lapse between delivering a question and calling on a student or cueing a group response. Wait time is pausing after asking a question and counting for three seconds or more. When wait time is used students are more engaged in thinking, typically participate more often, demonstrate an increase in the quality of their responses, and have more positive student-to- student interactions. Using wait time usually results in fewer re-directs of students and fewer discipline problems (Rowe, 1974; Rowe, 1987).

CONVERSATION ROUNDTABLE



ACTIVITY

List the student activities, which you have tried in your classroom, that have resulted in total participation (all students were involved).

ACTIVITY

Review the practices for ensuring numerous opportunities to respond. Summarize what you have learned in the chart below by listing the strategies and then noting any suggestions or thoughts for using that strategy effectively. Plan to use your summary to teach someone the value of, and strategies for, increasing opportunities to respond.

	Strategy	**Suggestions/Notes on Use**
Verbal Responses	**1.** **2.** **3.**	
Non-Verbal Responses	**1.** **2.** **3.**	

ACTIVITY

List the subjects or content areas that you teach below. Identify the verbal and non-verbal opportunity to respond strategies that could be used to improve your student learning outcomes in those subjects or content. Which one will you make a commitment to develop first? How will you expand them to higher level thinking?

Subject/Content Area Strategies to Increase OTR and higher level thinking

Active Participation Reference Sheet

Based on *Explicit Instruction*: *Effective and Efficient Teaching* by Anita L. Archer and Charles A. Hughes

Choral Responses T. Asks a question T. Gives thinking time T. Signals for response S. Say answer together T. Monitors responses T. Provides feedback	**Partners - First** T. Asks a question T. Gives thinking time T. Designates #1 or #2 T. Provides sentence starter S. Share answer T. Randomly calls on students T. Provides feedback
Partners - Think, Pair, Share T. Gives a directive S. Think and record ideas T. Circulates and monitors T. Records ideas and names S. Share with partners, recording their best ideas T. Records ideas and names T. Displays ideas and names on screen and shares with class	**Partners - Teach** T. Indicates which partner is teacher S. Teaches information on graphic organizer or Power Point slide OR S. Teaches process or strategy using corrected worked-problem
Partners - Review S. **Study** material (e.g., notes, text, handout) T. Indicates partner #1 or #2 S. Partner **tells** everything that is recalled S. Other partner **helps** by asking questions or Providing additional information S. **Check** with notes, text, handout	**Partners - Monitor** T. Gives directive S. Follow directive T. Asks students to "Check your partner"
Individual - Question First T. Asks a question T. Gives thinking time T. Randomly calls on student S. Says answer T. Provides feedback	**Whip Around or Pass** T. Asks a question T. Gives thinking time S. Think of answer (May share with partner) T. Starts at any location in room S. Up and down rows share answers S. Allowed to pass T. Provides feedback

Discussion T. Asks question or introduces task T. Gives thinking/response time S. Share with partners T. Randomly calls on students S. Share with class T. Provides discussion sentence starters S. Respond to class members' ideas T. Provides feedback	**Written Responses** T. Gives a clear directive S. Write response to directive T. Circulates and monitors S. Put down pencil to indicate completion T. Provides feedback to individuals T. Provides feedback to group

Common Instructional Strategies

Modeling (I do)	Guided Practice (We do)	Corrective Feedback	Independent Practice (You do)
Use clear, concise & consistent language	Scaffold instruction (tell them, ask them, and/or remind them what to do)	Provide Affirmations for correct responses	Teach independent work routines and procedures
Provide examples & non-examples	Provide more than one opportunity to practice each new skills	Promptly correct errors by providing a correct model	Model tasks before allowing students to work independently
Demonstrate the task (e.g., think alouds)	Provide opportunities for practice after each step in instruction	Ensure mastery of all students before moving on	Ensure independent work is completed with high level of accuracy
Limit language to demonstration of the skill	Provide extra practice based on accuracy of student responses		

Based on Oregon Reading First 9 features of effective instruction

Common Active Engagement Strategies

Oral Responses (Things Students Say)		
Strategy	***Useful when...***	***Description/Suggestions/Examples***
Choral Responses	The answers are short and the same	Provide an auditory and/or visual signal
Partner Responses	The answers are long or short and different	Look-Lean-Whisper; Think and Write-Pair and Write-Share; Think-Write-Share; Assign partner numbers/labels
Team Responses	The answers are long and different	Can combine partnerships to form teams; Assign team member numbers
Individual Responses	The answer comes from a student's own experience	Can have the students share with a partner first *Whip around or pass* (students have the option to say an answer or pass)
Written Responses (Things Student Write)		
Strategy	***Useful when...***	***Description/Suggestions/Examples***
Response Slates (white boards)	The answers are long or short, more divergent or dependent on personal experience	Set clear expectations (e.g. "After writing the answer, set your pen down)
Graphic organizer	Students organize thinking alone, in partners or teams	Use after reading for greatest impact. Good for retelling
Completing a sentence frame	Structure is needed to complete correct sentences	Useful with vocabulary instruction
Action Responses (Things Students Do)		
Strategy	***Useful when...***	***Description/Suggestions/Examples***
Touching or Pointing	The students are younger, struggling to follow along and/or students are off task and a quick action brings back attention	"Put your finger on the word", "Touch the picture", etc.
Acting Out/Gestures	Teaching vocabulary	Can use gestures, facial expressions, actions, movements
Hand Signals	Reviewing factual information	Can have students form hand signal on desk, then hold up in unison
Response Cards	The number of potential answers is limited	True or False; Yes or No; A, B, C, or D; vocabulary words; spelling words; phonics; etc.
Manipulative	In small group or at seats	Elkonin boxes, sorting pictures for summarizing/order of events

Common Environmental Supports

Behavior Management Strategies		
Strategy	***Useful when....***	***Description/Suggestions/Examples***
Maintains close proximity to students	Students are showing signs of getting off-task	If you know from prior experience that a particular group is likely to disrupt class-standing or sitting close to them while you lead an activity will quell a fair amount of the unwanted behaviors
5:1 Positive feedback	Students are seeking positive/negative attention	Increase the number of positive interactions you have with the student by offering at least 5 positive statements to 1 negative statement.
Limit/reduce transition time	Students are becoming off-task during transitions.	Use a signal for transitions and give a set amount of time for students to make transitions.
Reward system in place	Always	Positive praise tickets are given when kids get caught "being good" and the ticket labels the positive behavior.
Classroom matrix taught/retaught	After breaks, long weekends, or when unwanted behaviors are occurring in certain locations.	Lessons are explicitly designed to teach students the expectations for all locations and routines. The lessons are taught so that students practice what the expectation looks like and sounds like.
Instructional routines taught/retaught	After breaks, long weekends, or when unwanted behaviors are occurring during instructional routines.	Teach students explicitly what the routine looks like/sounds like and have students model and practice appropriate following of the routine.
Response routine taught/retaught	After breaks, long weekends, or when unwanted behaviors are occurring during the response routine.	Teach students explicitly what the response routine looks like/ sounds like. Model the routine using: I do, We do, You do.

Module C: #6: Formative Assessment

Students need to experience academic success in order to be authentically engaged. Ensuring academic success requires frequent formative assessment and lesson adjustment

Practices that increase the level of success

- Teaching prerequisite skills
- Modeling the skill, strategy or rule
- Making sure the question and correct answer are clear
- Anticipating likely errors and pre-correcting
- Teaching at the appropriate level of difficulty
- Careful monitoring of responses
- Providing immediate corrective feedback
- Conducting an interactive review

Tools for Formative Assessment - Techniques to Check for Understanding Processing Activities

- Index Card Summaries/ Questions: Periodically, distribute index cards and ask students to write on both sides, with these instructions: (Side 1) Based on our study of (unit topic), list a big idea that you understand and word it as a summary statement. (Side 2) Identify something about (unit topic) that you do not yet fully understand and word it as a statement or question.

- Hand Signals: Ask students to display a designated hand signal to indicate their understanding of a specific concept, principal, or process: I understand and can explain it (e.g., thumbs up). I do not yet understand (e.g., thumbs down). I'm not completely sure about (e.g., wave hand).

- One minute essay: A one-minute essay question (or one-minute question) is a focused question with a specific goal that can, in fact, be answered within a minute or two.

- Analogy Prompt: Present students with an analogy prompt: (A designated concept, principle, or process) is like _____because...

- Web or Concept Map: Any of several forms of graphic organizers which allow learners to perceive relationships between concepts through diagramming key words representing those concepts. http://www.graphic.org/concept.html

- Misconception Check: Present students with common or predictable misconceptions about a designated concept, principle, or process. Ask them whether they agree or disagree and explain why. The misconception check can also be presented in the form of a multiple-choice or true-false quiz.
- Student Conference: One on one conversation with students to check their level of understanding.
- 3-Minute Pause: The Three-Minute Pause provides a chance for students to stop, reflect on the concepts and ideas that have just been introduced, make connections to prior knowledge or experience, and seek clarification.
- Observation: Walk around the classroom and observe students as they work to check for learning.
- Self- Assessment: A process in which students collect information about their own learning, analyze what it reveals about their progress toward the intended learning goals and plan the next steps in their learning.
- Exit Card: Exit cards are written student responses to questions posed at the end of a class or learning activity or at the end of a day.
- Portfolio Check: Check the progress of a student's portfolio. A portfolio is a purposeful collection of significant work, carefully selected, dated and presented to tell the story of a student's achievement or growth in well-defined areas of performance, such as reading, writing, math, etc. A portfolio usually includes personal reflections where the student explains why each piece was chosen and what it shows about his/her growing skills and abilities.
- Quiz: Quizzes assess students for factual information, concepts and discrete skill. There is usually a single best answer.
- Journal Entry: Students record in a journal their understanding of the topic, concept or lesson taught. The teacher reviews the entry to see if the student has gained an understanding of the topic, lesson or concept that was taught.
- ABC Summaries: Each student in the class is assigned a different letter of the alphabet and they must select a word starting with that letter that is related to the topic being studied.
- Debriefing: A form of reflection immediately following an activity.

- Idea Spinner: The teacher creates a spinner marked into 4 quadrants and labeled "Predict, Explain, Summarize, Evaluate." After new material is presented, the teacher spins the spinner and asks the students a question related to the quadrant. For example, if the spinner lands in the "Summarize" quadrant, the teacher might say, "List the key concepts just presented."

- Inside- Outside Circle: Inside and outside circles of students face each other. Within each pair of facing students, students quiz each other with questions they have written. Outside circle moves to create new pair.

- One Sentence Summary: Students are asked to write a summary sentence that answers the "who, what where, when, why, how" questions about the topic.

- Summary frames: Description: A _____is a kind of_____that ...
  Compare/Contrast
  Problem/Solution
  Cause/Effect

- One Word Summary: Select (or invent) one word which best summarizes a topic.

- Think-Pair-Share/ Turn to Your Partner: Teacher gives direction to students. Students formulate individual response, and then turn to a partner to share their answers. Teacher calls on several random pairs to share their answers with the class.

- Think-Write-Pair-Share: Students think individually, write their thinking, pair and discuss with partner, then share with the class.

- Talk a Mile a Minute: Partner up – giver and receiver (like "Password" or "Pyramid"). Both know the category, but the receiver has his back to the board/screen. A set of terms will appear based on the category – giver gives clues, while receiver tries to guess the terms.

- Tic-Tac-Toe/Think-Tac-Toe: A collection of activities from which students can choose to demonstrate their understanding. It is presented in the form of a nine square grid similar to a tic-tac-toe board. Students may be expected to complete from one to "three in a row". The activities vary in content, process, and product and can be tailored to address individual abilities.

- Four Corners Self Assessment: Students choose a corner based on their level of expertise of a given subject. Based on your knowledge of _____, which corner would you choose? Corner 1: The Dirt (There's so much dust, I can't see where I'm going! Help!)

Corner 2: The Paved (It's fairly smooth, but there are many potholes along the way.) Corner 3: The Highway I feel fairly confident but have an occasional need to slow down.) Corner 4: The Interstate (I'm traveling along and could easily give directions to someone else.) Once students are in their chosen corners, allow students to discuss their progress with others. Questions may be prompted by teacher. Corner One will pair with Corner Three; Corner Two will pair with Corner for peer tutoring.

- Muddiest (or Clearest) Point: This is a variation on the one-minute paper, though you may wish to give students a slightly longer time period to answer the question. Here you ask (at the end of a class period, or at a natural break in the presentation), "What was the "muddiest point" in today's lecture?" You might be more specific. For example: "What (if anything) do you find unclear about the concept of 'personal identity' ('inertia', 'natural selection', etc.)?".

- 3-2-1:
    - 3 things you found out, 2 interesting things, 1 question you still have
    - 3 differences between..., 2 effects of ____ on____, 1 question you still have about the topic
    - 3 important facts, 2 interesting ideas, 1 insight about yourself as a learner
    - 3 key words, 2 new ideas, 1 thought to think about
    - Write 3 questions about the text, Write 2 predictions based on the text, Make 1 connection based on the text.

- Cubing: Display 6 questions from the lesson. Place students in groups of 4. Each group has 1 die. Each student rolls the die and answers the question with the corresponding number. If a number is rolled more than once the student may elaborate.

Five Features of Formative Assessment

	Feature	Take Aways	Examples	Thoughts and Questions about Sharing
1.	**Ensuring that students know what they are meant to be learning**			
2.	**Finding out what students have learned**			
3.	**Providing feedback that improves student learning**			
4.	**Having students help each other learn**			
5.	**Developing students' ability to monitor and assess their own learning**			

Worksheet Activity:

From Worksheet to an Engaging, Effective Lesson

Lesson Goal:

Level of Mastery expected:

Lesson Description:

Active Engagement Strategies planned:

Module C: #7: Scaffolding

What is Scaffolding?

Instructional scaffolding is a process through which a teacher adds supports for students in order to enhance learning and aid in the mastery of tasks. The teacher does this by systematically building on students' experiences and knowledge as they are learning new skills. Just like the scaffold on a building, these supports are temporary and adjustable. As students master the assigned tasks, the supports are gradually removed. There are two critical elements to keep in mind when using instructional scaffolding:

- Modeling: Throughout the learning process, students should be able to watch their teacher model, or demonstrate, each step in the task or strategy multiple times. Such modeling and repetition allow students to understand both how to perform each step and why each step is important. Knowing *how* and *why* leads to students' successful performance of the task or strategy.

- Practice: Students, either individually or as a group, must have the opportunity to work collaboratively with the teacher to practice the task or the strategy.

There are three types of instructional scaffolding (from the IRIS Center https://iris.peabody.vanderbilt.edu/module/sca/#content):

- Content: content scaffolds involve the selection of content that is easy, familiar or highly interesting in order to learn a new skill.
- Task: task scaffolds begin by specifying the steps in a task or instructional strategy. The steps in the task are modeled, while verbalizing the thought processes for the students. In other words, the teacher thinks aloud and talks through each of the steps he or she is completing. Once students are able to understand the steps in the task or instructional strategy, they practice the task independently. The teacher observes their performance and may coach students who experience problems. The teachers then gradually release responsibility for the tasks.
- Material: Material scaffolding involves the use of written prompts or cues to help the students perform a task or use a strategy. This may take the form of cue sheets or guided examples that list the steps necessary to perform a task.

"When scaffolding, teachers typically provide high levels of initial guidance and then systematically reduce support as students respond with greater accuracy." Archer and Hughes, 2011

Six Strategies for Scaffolding

1. Partnering

2. Chunking

3. Sequencing/Progress in complexity
4. Demonstrations and completed models
5. Provide hints and prompts
6. Provide aids such as cue cards and checklists

Partnering

Partner Reading – Content Area Textbooks

Description: Before reading a section of a content area textbook, students receive instruction on the difficult to pronounce words, the unknown vocabulary terms, and background knowledge for the passage. The teacher then guides students in reading the initial portion of the section, generally one or two pages of the selection. Students read the remainder with their partners.

Partner #1	**Partner #2**
Partner #1 decides to read the paragraph alone (me) or with a partner (we).	
Partner #1 says "me" or "we." If partner #1 says "me," he/she reads a paragraph to partner #2. If partner #1 says "we," he/she reads with partner #2.	If partner #1 says "me," partner #2 follows along and corrects any reading errors. If partner #1 says "we," partner #2 reads WITH his/her partner.
Partner # 1 answers the questions, referring back to the chapter as necessary.	Partner #2 asks Partner #1 the following questions based on the *Paragraph Shrinking Strategy* (Fuchs, Fuchs, Mathes, & Simmons, 1996; 1997). 1. **Name the who or what.** (The main person, animal, or thing.) 2. **Tell the most important thing about the who or what.** 3. **Say the main idea in 10 words or less.**

Note: On the next paragraph, the partners switch roles

Partner Vocabulary Study

Description: When vocabulary terms are introduced, students write the word on one side of an index card and the part of speech and meaning on the other side. The new vocabulary cards are placed in an envelope labeled **Study**. Each student also has an envelope labeled **Mastered**.

Tutor	Tutee
	Tutee hands tutor his/her two envelopes.
Tutor removes an index card from tutee's **Study** envelope, shows and reads the word to the tutee, and asks the following questions: 1. What is the part of speech? 2. What does the word mean? 3. Say a sentence using the word.	Tutee answers the questions.
If the tutee answers all the questions correctly, the tutor puts a plus + sign on the back of the card. If the tutee misses any of the answers, the tutor puts a minus – sign on the back of the card.	
When the card has three consecutive plusses, it is placed in the **Mastered** envelope.	
This process continues with additional words until the end of the study period, generally 10 to 15 minutes.	

Note: The roles of tutor and tutee are reversed for the next practice period.

Note: Alternate content can be studied using this same procedure. For example, partners could study math facts, information on countries, sight vocabulary, or science terms.

*Note: A review test can be given and all items missed can be returned to the **Study** envelope.*

Partner Repeated Reading

Directions: Repeated Reading, in which students read a short passage a number of times, is a viable procedure for increasing students' oral reading fluency. The following partner procedure is adapted from *Six-Minute Solution* (Adams & Brown, 2007).

Partner #1	**Partner #2**
Partners take out necessary materials: two copies of a passage at their independent or instructional reading level and two graphs. The passage has the cumulative number of words written in the left margin to facilitate determining the number of words read in one minute.	
Partner #1 reads for one minute. When the teacher says, "Stop," the partner stops reading.	Partner #2 follows along as his/her partner reads, underlining any word errors and circling the last word read.
	Partner #2 provides feedback to his/her partner, saying the number of words read correctly in a minute and going over any word errors.
Partner #1 follows along as his/her partner reads, underlining any word errors and circling the last word read.	Partner #2 reads for one minute. When the teacher says, "Stop," the partner stops reading.
Partner #1 provides feedback to his/her partner, saying the number of words read correctly in a minute and going over any word errors.	
Both partners record the number of correct oral words read on their own graphs.	

Note: This procedure is usually repeated five times using the same passage. Thus, students are able to visually track reading rate growth on their graphs.

Chunking: The breaking up of information into small, digestible bites and/or grouping pieces of information. Chunking supports comprehension and retention of information.

Compare/Contrast Think Sheet

Subject:

SAME Groups

Categories	St. Bernard	Newfoundland
Use	Rescue	Rescue
Height	Full grown males same	Full grown males same
Type of Fur	Smooth dense that protects from cold	Smooth dense that protects from cold

DIFFERENT Groups

Categories	St. Bernard	Newfoundland
Weight	155 – 170 pounds	140 – 150 pounds
Place of Origin	Swiss Alps	Newfoundland
Different Clients	Climbers and skiers	People in Atlantic Ocean

Sequencing/Progressing in Complexity

Example: Writing Frames

Guessing what will happen next based on information or illustrations in the story.

1. Because the main character_____, I predict s/he will_____. (Because the main character ran away from home, I predict that he will.....)

2. At first I thought _____, but now I believe _____.
3. I think ___will___because _usually_____.
4. Since___, I can assume that_____will___. (Since it's been raining all week, I can assume that the game will be cancelled.)

Demonstrations and Completed Models

Interleaved Solutions and Problems to Solve (Team Processing)
This strategy/practice is evidenced in the What Works Clearinghouse Practice Guide for *Organizing Instruction and Study to Improve Student Learning*. It is Recommendation 2 and has been determined to have moderate evidence.
Source: https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/20072004.pdf#page=20

Quoted Definition (from practice guide above):
"Recommendation 2: Interleave worked example solutions and problem-solving exercises. When teaching mathematical or science problem solving, we recommend that teachers interleave worked example solutions and problem-solving exercises—literally alternating between worked examples demonstrating one possible solution path and problems that the student is asked to solve for himself or herself—because research has shown that this interleaving markedly enhances student learning."

Sample Scenarios:
What could this evidence-based practice look like in **core instruction**?

- One teacher uses a constructivist model to engage students in mathematical thinking, introducing problems to generate math talk. After several lessons exploring a concept through concrete experiences and visual representations, she uses interleaved solutions as she opens the abstract phase of her instruction.

- Another teacher teaches the same concept but introduces very explicit instructional routines even as the students explore the initial problems. Interleaved solutions are used at each phase of instruction, sometimes orally instead of written – telling stories as manipulatives/drawings are used to represent problems.

What could this evidence-based practice look like **when core instruction is differentiated**?

- A teacher uses interleaved solutions during whole class instruction.

- During small group work, one group of students who needs additional scaffolding to be successful meets with the teacher to practice with interleaved solutions.

- Other strategies/ways to practice are utilized with students who are on track with their mastery of the concept/skill.

Providing hints and prompts

Types of Cues for Mathematics
Adapted from Hattie, Fisher, Frey Visible Learning for Mathematics

Type of Cue	Definition	Example
Visual	Graphic hints to guide thinking or understanding	Highlighting areas in the text where students have made errors Creating a graphic organizer Asking students to take a second look at a graphic or visual
Verbal	Variations in speech to draw attention to something specific, attention getters	"This is important...." "This is tricky....Be sure to....." Changing voice volume or speed for emphasis
Gestural	Body movements or motions to draw attention to something that has been missed	Making a predetermined hand gesture Placing thumbs or hands around a key idea that the student is missing
Environmental	The use of classroom surroundings to influence student understanding	Using Manipulatives Moving an object or person to change perspective

Create a chart of your most used hints and cues.

Type of Cue	Definition	Example
Visual	Graphic hints to guide thinking or understanding	
Verbal	Variations in speech to draw attention to something specific, attention getters	
Gestural	Body movements or motions to draw attention to something that has been missed	
Environmental	The use of classroom surroundings to influence student understanding	

Provide aids such as cue cards and checklists.

Example #1 Rubric for Descriptive Paragraph
Descriptive Paragraph

Critical Attribute	You	Teacher
Organization		
The first sentence tells what is being described.	**0 1 2 3 4**	**0 1 2 3 4**
All the other sentences tell more about what is being described	**0 1 2 3 4**	**0 1 2 3 4**
The length is adequate.	**0 1 2 3 4**	**0 1 2 3 4**
Sentences		
Complete sentences are used.	**0 1 2 3 4**	**0 1 2 3 4**
The sentences begin with different words.	**0 1 2 3 4**	**0 1 2 3 4**
The sentences vary in length.	**0 1 2 3 4**	**0 1 2 3 4**
Word choice		
Descriptive words are used.	**0 1 2 3 4**	**0 1 2 3 4**
Overused words (e.g., nice, big, little) have been replaced with more precise or interesting words.	**0 1 2 3 4**	**0 1 2 3 4**
Content		
The description paints a clear and accurate picture of what is being described.	**0 1 2 3 4**	**0 1 2 3 4**
The description is easy for the reader to understand.	**0 1 2 3 4**	**0 1 2 3 4**

Module D: #8 Acknowledgment and Behavior Specific Praise

- Students should experience predominantly positive interactions
- 5 positives to one negative in the classroom is recommended, with up to 10 positives for more vulnerable students

Making 5 to 1 Happen

- Making eye contact
- Asking if assistance is required
- Smiling, nodding, winking
- Welcoming
- Offering a greeting
- Providing positive feedback regarding appropriate student behavior
- Maintaining an attitude of respect and support, even when correcting student behavior

Examples of Behavior Specific Praise	Non-Examples of Behavior Specific Praise
During educator-directed instruction, a student raises her hand. The educator says, **"You raised your hand. Now we can all hear what you have to say!"** A student enters the class late(with a pass) during educator-directed instruction; the student quietly walks to his seat. The educator walks over to the student and whispers, **"Nice job coming into the room quietly. That was a great help to our class. We could continue with our learning."** During educator-directed instruction, one student is poking and attempting to talk with another student, who responds by showing the class "quiet symbol." The educator immediately looks at the second student, gives a "thumbs up sign," and whispers, **"Not only are you paying attention, but you helped your classmate to stay on task. Great teamwork."** After educator points to the consonant blend /th/, which is underlined in the word "through," and says, "What sound?" a student responds by correctly pronouncing /th/. The educator says, **"Accurate pronunciation!** **You said that really clearly so** **listeners can understand** **you"**	During educator-directed instruction, students are talking over the educator. The educator rolls his eyes and says, **"Gee, thanks for listening."** (*This is sarcasm, not specific praise.*) A student enters the class during educator-directed instruction; the student quietly walks to his seat. The educator gives the student a **"thumbs up"** to recognize the quiet entry. (*This is general and non-verbal.*) During educator-directed instruction, one student is poking and attempting to talk with another student, who responds by showing the class "quiet symbol." About 1 min later, the educator looks at a second student, smiles, and says "**good job**." (*This is general and not clearly contingent*.) During a direct instruction lesson, the educator points to the consonant blend /th/, which is underlined in the word "through," and says, "**What sound?**" (*This is an opportunity to respond*.)

SYNOPSIS OF "THE POWER OF FEEDBACK"

INTRODUCTION

Feedback, defined as information about one's performance given by an agent (including teachers, peers, books, computers, parents, etc.), is an integral aspect of instruction and learning. Hattie and Timperley synthesized the results of 12 previous meta-analyses (of 196 studies) that included feedback as an instructional strategy. They found that the average effect size (ES) for feedback was 0.79, making feedback one of the top five effective instructional methods. Feedback was found to have a more powerful effect on achievement than students' prior ability (ES=0.71), socioeconomic status (ES=0.44), and homework (0.41). It ranked close to reciprocal teaching (ES=0.86) in effectiveness, and somewhat below direct (explicit) instruction (ES=0.93).*

Given the strength of its effect, examining feedback's specific impact on achievement and how to maximize that impact is important for strengthening instruction for all students and providing effective intervention for those who need it. In their synthesis, Hattie and Timperley discuss the differential effect of feedback based on who provided it, the type of feedback provided, and when and how it was provided. This synopsis describes their results and suggests applications in the context of overall classroom instruction and interventions with students who are struggling or who have learning disabilities.

*An effect size quantifies the strength of an intervention's effectiveness by calculating the magnitude of the difference between the intervention group and the comparison group. Generally, an effect size of 0.20 is considered small, 0.50 moderate, and 0.80 large.

Citation for original publication:

Hattie, J., & Timperley, H. (2007). The power of feedback. *Review of Education Research, 77,* 81-112.

METHOD & RESULTS

Hattie and Timperley provide primarily a narrative synthesis of the results of the 12 previously reported meta-analyses addressing the effect of feedback on measures of achievement. While the average effect of feedback was high, they found great variability within and across the 12 meta-analyses: Average effects ranged from 0.12 for an analysis of research on teacher praise to 1.24 for an analysis of research on the effects of feedback for special education students. Table 1 lists the 12 meta-analyses that served as the database for the Hattie and Timperley analysis, their context, and the average effect sizes.

The meta-analyses with the largest number of studies, Kluger and DeNisi (1996), was especially rigorous in its inclusion criteria, requiring that a study include a comparison group, at least 10 participants, and that the feedback intervention be provided in a way that was not confounded with other instructional variables under investigation. The 131 studies that met their criteria had an average overall effect of 0.37, although the effect sizes were widely dispersed, with nearly one-third reporting negative effects. This considerable variability in the research findings suggests that feedback has positive effects in some contexts and implementations but not others.

Because of the high level of variation found in the effects of feedback, Hattie and Timperley focused on determining the implications of the patterns in the effects that appeared across the meta-analyses and created a model of the way in which the effectiveness of feedback can be optimized. They did not perform a formal meta-analysis on the effect sizes from the 12 meta-analyses they examined, but rather proposed a model to identify the circumstances under which feedback has the greatest impact. Within this model, the function of feedback is to close the gap between a student's current level of achievement and the desired level or goal and to address three questions: Where am I going? (goals); How am I going? (progress toward goals); and Where to next? (what must be done to enhance progress toward goals). In responding to the three questions, feedback may be directed at one of four levels: the task, the processing of the task, self-regulation, and the student as an individual.

Hattie and Timperley's research indicates that task-level feedback is very effective. Such feedback gives students information on their level of performance on a task and includes, for example,

continued >

continued from page 1

informing a student if an answer is correct or incorrect, if the student's behavior is acceptable or unacceptable, if the student's understanding is accurate or flawed, and if the student's interpretation is right or wrong. The best task-level feedback corrects flawed interpretations rather than a lack of knowledge and helps students focus on using strategies to achieve their learning goals.

Feedback at the processing level is particularly effective for facilitating depth in learning. This type of feedback often entails encouraging students' use of strategies to check their work, recognize errors, and self-correct. Processing-level feedback also helps students learn to use strategies and cues effectively.

The third level of feedback, self-regulation, is aimed at helping students internalize the practice of self-monitoring their learning and work, providing internal feedback rather than relying on feedback from others. Feedback about self-regulation also helps students integrate external feedback to guide how they engage in future learning situations and helps students learn when they need to ask for assistance to continue meeting their goals. This level of feedback also helps students attribute their success or failure at a task to a particular and specific cause rather than to their self-efficacy. The most effective feedback helps students make the connection between effort and success.

Hattie and Timperley's research indicates that the least effective type of instructional feedback concerns the student's self as a person. This type of feedback is generally a global statement about the student, ("good girl," "great try," etc.) rather than the student's performance on a task. Feedback at the self level must improve the student's investment of effort or attitude toward learning in order to make an impact. However, this type of feedback usually has little instruction-related content and therefore fails to affect achievement. In particular, praising students has been shown to have little to no effect.

In addition to the four levels of feedback, Hattie and Timperley also address four issues related to feedback: timing, frequency of types of feedback in the classroom, positive vs. negative feedback, and assessment as a means of feedback.

With respect to timing, the meta-analyses they synthesized indicated that when feedback is aimed at the task level, some delay is useful. However, feedback aimed at the process level should be provided immediately. Studies that examined the type of feedback provided in classrooms have found that most feedback is directed at the self and task levels. Research indicates that negative as well as positive feedback can be effective, depending on the level at which it is directed. While both demonstrate effectiveness at the task level, at the self level, negative feedback has demonstrated greater effectiveness than positive feedback.

Effects of positive and negative feedback at the level of self-regulation are mixed. Positive feedback may enhance motivation when a student is committed to a goal, and may lead to task persistence. A student's sense of efficacy also interacts with the effect of positive and negative feedback. Negative feedback appears to harm the motivation and achievement of students with low self-efficacy. On the issue of assessment as feedback, Hattie and Timperley highlight the need for assessment that provides feedback at the task, process, and self-regulation levels. However, assessment is seldom implemented in this manner.

Although one of the 12 meta-analyses in Hattie and Timperley's synthesis focused on the effectiveness of feedback for special education students, it is not possible to disaggregate the results of that analysis to determine precisely how their findings apply to struggling students. Nevertheless, this body of research has implications for those who instruct struggling learners and seek to provide them with feedback in the most effective way possible.

In a response to intervention (RTI) framework, progress monitoring is one means of providing instructional feedback to students and teachers. Regular use of progress monitoring measures gives students and teachers a clear view of the student's goal and how he or she is doing in reaching that goal. This feedback addresses the three questions that Hattie and Timperley set forth as critical to providing effective feedback (Where am I going? [goals]; How am I going? [progress toward goals]; and Where to next? [what must be done to enhance progress toward goals]).

Measures that provide an aim line showing the gap between a student's current level of achievement and the goal illustrate effective feedback at both the task and process level, and integrate the three key feedback questions. Hattie and Timperley's findings also speak to how progress monitoring data might be most effectively shared with students: with a clear focus on the three questions and on the task, process, and self-regulation levels of feedback.

Hattie and Timperley's findings related to providing negative feedback are especially relevant for those instructing struggling students. Research indicates that when students with a low sense of efficacy receive negative feedback at the self-regulation level, their motivation is negatively affected. Because struggling students are often the ones who receive the most negative feedback, adequate supports are needed to buffer the negative effect that such feedback can have on student motivation.

Hattie and Timperley's findings on the process and self-regulation levels of feedback highlight important issues to consider in implementing interventions. At both the process and self-regulation levels, the goal of feedback is to advance students' ability to use strategies to monitor their work, self-correct, know when and how to use strategies, and determine when to ask for help. Given that many effective interventions aim to teach strategies to low-achieving students, attention should be paid to how feedback is provided in the context of these interventions.

continued >

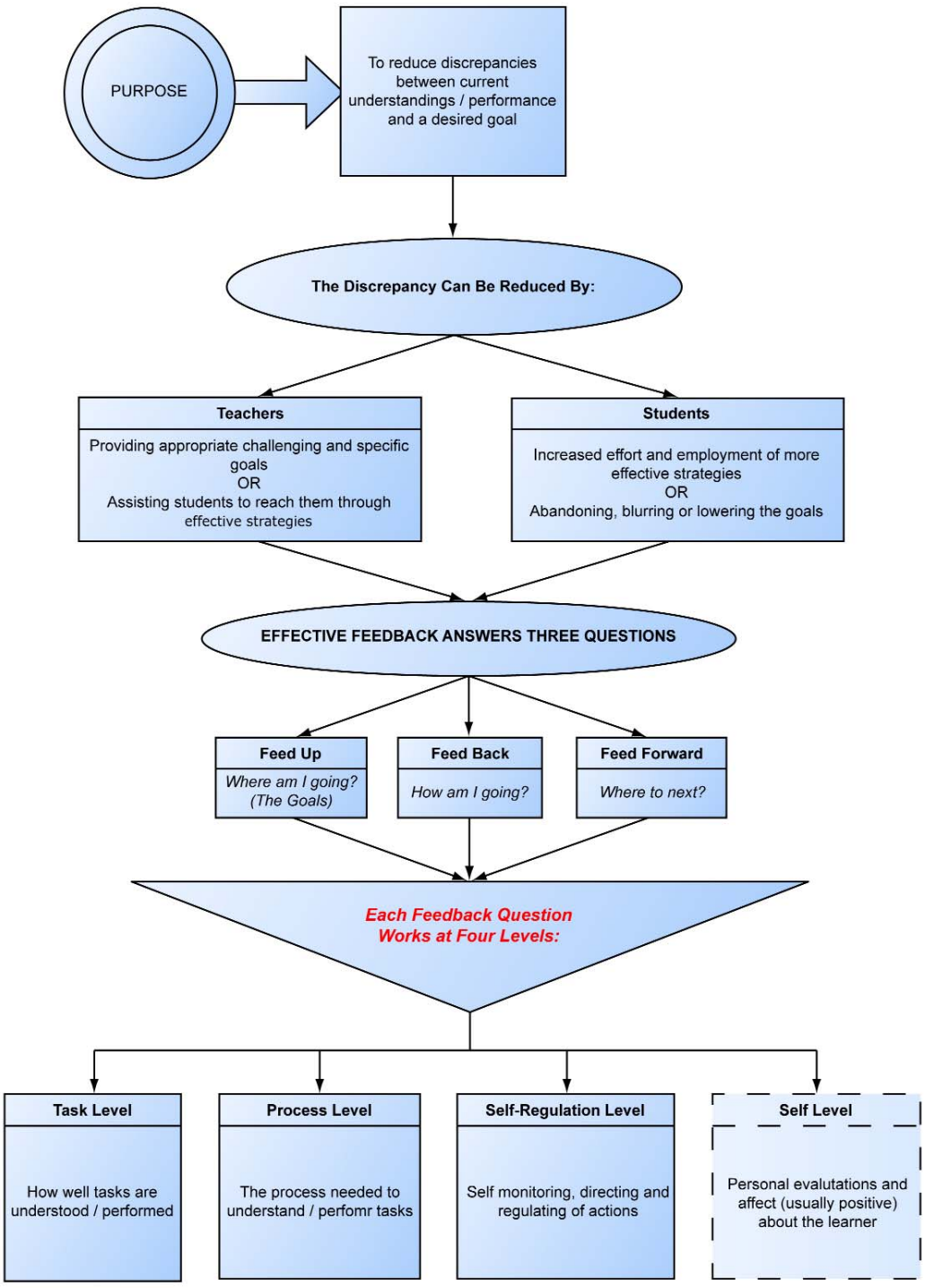
Table 1. Summary of effect sizes from 12 meta-analyses assessing the influence of feedback.

Study	Context	Number of effects	Effect size
Skiba, Casey, and Center (1985-1986)	For special education students	35	1.24
Lysakowski and Walberg (1982)	Cues, corrective feedback	54	1.13
Walberg (1982)	Cues, motivational influences, and reinforcement	19	0.81
Tenenbaum and Goldring (1989)	Cues, participation, reinforcement, feedback, and correctives	15	0.74
Rummel and Feinberg (1988)	Extrinsic feedback rewards	45	0.60
Yeany and Miller (1983)	Diagnostic feedback in science	49	0.52
Kluger and DeNisi (1996)	Feedback	470	0.38
L'Hommedieu, Menges, and Brinko (1990)	From student ratings	28	0.34
Moin (1986)	Feedback	NR	0.29
Bangert-Drowns, Kulik, Kulik, and Morgan (1991)	From testing	40	0.28
Kulik and Kulik (1988)	Immediate versus delayed	53	0.28
Getsie, Langer, and Glass (1985)	Rewards and punishment	89	0.14
Wilkinson (1981)	Teacher praise	14	0.12

continued from page 3

Feedback should be provided at the process and self-regulation levels to optimize students' ability to internalize the strategies and learn to implement them appropriately.

The research on feedback that Hattie and Timperley synthesized makes a valuable contribution to the work of improving instruction for all students and to implementing effective interventions for low-achieving students and those with learning disabilities. More specific attention to the optimal means of providing feedback to these students is needed to determine exactly how feedback can be most effective in remediating achievement deficits. However, one critical advantage of the Hattie and Timperley synthesis is that the findings can be implemented across academic areas (e.g., reading, math, other content areas) and across curricula. Teachers who implement these findings, regardless of the other instructional elements they are using, are more likely to achieve improved outcomes with their students.



This publication was created for the Center on Instruction by the Vaughn Gross Center for Reading and Language Arts at the University of Texas at Austin. The Center on Instruction is operated by RMC Research Corporation in partnership with the Florida Center for Reading Research at Florida State University; Horizon Research, Inc., RG Research Group; the Texas Institute for Measurement, Evaluation, and Statistics at the University of Houston; and the Vaughn Gross Center for Reading and Language Arts at the University of Texas at Austin.

The contents of this document were developed under cooperative agreement S283B050034 with the U.S. Department of Education. However, these contents do not necessarily represent the policy of the Department of Education, and you should not assume endorsement by the Federal Government.

Preferred citation: Center on Instruction (2008). *A synopsis of Hattie & Timperley's "Power of Feedback"*. Portsmouth, NH: RMC Research Corporation: Author.

CENTER ON INSTRUCTION

Activity: *Cut out the boxes on this page and the examples on the next page. Using the four types of Feedback as headers, sort the examples under each type. (Answers in box at bottom of page)*

TASK Level Feedback:

How well has the task been performed? Is it correct or incorrect?

This level includes feedback about how well the task is being accomplished or performed, such as

- distinguishing correct from incorrect answers,
- acquiring more or different information, or
- building more surface knowledge–re-teach through multiple opportunities.

The art is knowing when to add in/move to feedback about the processes, and when the student has sufficient task knowledge to begin to strategize. Make it simple until confidence in the knowledge begins to build.

SELF REGULATION Level Feedback

Self-monitoring, directing, monitoring the processes and task. What is the conditional knowledge and understanding needed to know what you are doing?

"The way students monitor, direct, and regulate actions towards the learning goal. There are at least six major aspects of [self-regulation], including:

- the capability to create internal feedback and to self-assess,
- the willingness to invest effort to seek and deal with feedback information,
- the place of self-assessment,
- the degree of confidence in the correctness of the response,
- the attributions about success or failure, and
- the level of proficiency at help-seeking. (Hattie & Timperley, 2007).

PROCESS Level Feedback

What are the strategies needed to perform the task? Are there alternative strategies that can be used?

Feedback specific to the processes underlying the tasks or relating and extending tasks. Such feedback concerns information about:

- relationships among ideas,
- students' *strategies* for error detection,
- explicitly learning from errors, and
- cuing the learner to different strategies and error.

SELF Level Feedback

Personal evaluation and affect about the learner. Also sometimes referred to as "non-contingent" feedback.

Ever present and almost useless (and can be counterproductive). It is praise that directs attention away from the task to the self:

- rarely about the task, and
- contains little task-related information.

Praise directed to the effort, self-regulation, engagement, or processes relating to task/performance.

http://www.moedu-sail.org/lessons/levels-of-feedback/#task

Task: 1, 8 Process: 4, 6 & 9,
Self Regulation: 3 & 5 Self: 2 & 7

Example 1: "Your learning goal was to structure your recount in a way that the first thing you write is the first thing you did. Then write about the other things you did in the same order that they happened. You have written the first thing first, but after that it becomes muddled. You need to go through what you have written, number the order in which things happened, and re-write them in that order."	Example 2: "Good girl. You're really great because you have diligently completed this task by applying this concept."	Example 3: "You checked your answer with the resource book [self-help] and found you got it wrong. Any ideas of why you got it wrong [error detection]. What strategy did you use? Can you think of another strategy to try and how else you could work it out if you are correct?"
Example 4: "You were asked to compare these ideas. For example, you could try to see how they are similar, different, and how they relate together."	Example 5: "I am impressed by how you went back to the beginning of the sentence when you became stuck on this word. But in this case it didn't help. What else could you do? When you decide on what it means I want you to tell how confident you are and why."	Example 6: "You are stuck on this word and you have looked at me instead of trying to work it out. What else might you try? Think about what you have done before when you were 'stuck' on something. What strategies have we used in class when we did not understand or weren't sure of what the word was or meant?"
Example 7: "You're so smart. I'm proud of you."	Example 8: "Your goal was to list the factors of the number 64. Your answer was 8, 1, 2 and 64. Your list is in random order and written in an unorganized way. You have missed some factors. You need to figure out which factors you are missing."	Example 9: "Your goal was to list the factors of the number 64. Your answer was 8, 1, 2 and 64. Your list is in random order and written in an unorganized way. This is wrong, as you have missed some factors. The correct answer is 1, 64, 2, 32, 4, 64, and 8. Let me show you how to use this process and create an organized list of factors in pairs, starting with 1 and 64. This strategy will help you with finding all of the factors for other numbers, as well as with a wide range of other math problems. Now let me see you find the factors of 48 using this strategy."

http://www.moedu-sail.org/lessons/levels-of-feedback/#task

Module D #9: Error Correction

General Considerations

Behavioral and academic errors will occur even under the best of learning environments. Academically, there are occasions when errors are encouraged as students engage in trial and error as part of the learning process. Error correction is a teachable moment to provide feedback to the student which ends in a demonstration of a correct or appropriate response. Some general guidelines follow:

CONSISTENCY

Behavioral errors can occur in all school settings and therefore, all staff needs to respond consistently. It is less important what the agreed upon response is than that something is consistently utilized. Consistency is one of the main keys to changing behavior. The same is true for academic errors; a consistent, non-punitive response will develop confidence in students to seek assistance and attempt more challenging tasks.

ACTIVE SUPERVISION (see practice #2)

(MOVING, SCANNING, AND INTERACTING). Madeline Hunter used to say, "Inspect what you expect." Effective teachers scan continuously for appropriate and inappropriate behavior. They are also continuously up and moving about, interacting with the students and providing supportive interactions. When teachers use prompts, it not only sets students up for success but also reminds the teacher to watch for the desired behaviors and academic task completion across the school day.

PRE-CORRECTS

Pre-corrects are a means to proactively remind ourselves and others of the desired responses or behaviors prior to engaging in a task or transition. A pre- correct is intended to be preventative and is used as a general reminder of the academic or behavioral expectation.

A CALM, IMMEDIATE RESPONSE

A calm immediate response has a positive effect. Use a professional and composed voice tone and volume.

SPECIFIC, YET BRIEF

Specific descriptions of the behavioral and/or academic expectations help students to know exactly what is expected. With specific descriptions, you are using the error as an incidental teaching opportunity. Be short and concise, and then disengage quickly if correcting a behavioral error. Address the concern as a learning error and use the same objective and targeted feedback you would use with an academic error.

QUIET, RESPECTFUL INTERACTION WITH THE STUDENT

First, make quiet contact in close proximity with the student, securing their attention. Next, state your request, re- direct, or indication of an error in a respectful matter-of-fact manner to encourage compliance and relationship building. A private, quiet, personal contact will help with compliance and/or a willingness to re-address a task as well as improve the relationship.

REFOCUS CLASS

If the inappropriate behavior or lack or academic understanding will require a bit of time, first refocus the attention of the class on their tasks at hand. Then deal privately with the student. Most behavioral correction strategies can be handled within the classroom or setting, while still maintaining respect for the student and the learning of the entire class.

Tear Down Your

Behavior charts and similar public shaming methods don't teach self-regulation. They mainly harm vulnerable learners.

Lee Ann Jung and Dominique Smith

Behavior Chart!

Mr. Hill stops reading aloud to his 4th grade students and turns to Anisa. "Anisa, you're off task. Change your clip. I asked you once and you are still digging in your desk. Walk over and change it now."

Anisa stands and walks across the classroom. Several of her peers make condescending comments under their breath. Anisa moves her clip from green to yellow and returns to her desk and puts her head down. Her nonverbal behaviors indicate that she's angry, hurt, and frustrated.

A few minutes later, Josh raises his hand. Mr. Hill calls on him and Josh responds, "Anisa is off task again."

Mr. Hill looks at Anisa and says, "Again? Please change your clip to red. One more problem and it will be another call home. You have to learn to pay attention."

A Practice That Harms

Scenes like this are common in schools today. Pass through the halls of almost any elementary school and you are likely to at some point hear "pull a red ticket" or "you're on yellow now." Behavior charts—and their variants—are standard in elementary schools throughout the world. They represent a practice long overdue for retirement.

Nothing in the research literature suggests that we can shame children into being compliant.

In thinking about this strategy for managing student behavior, we challenge you to ask yourself a question: Why are you are an educator and why do you continue to be an educator? Did you respond with, "to show students who's boss?" or "to help the students who are already doing well to succeed?" Of course not. Your response was probably some version of, "I want to make a difference" or "I want to be the teacher students need in their lives." We posed this question because we can't move forward in the argument we're about to make until we share a strong understanding of our ultimate goal as educators. Most of us are in education to make a difference in our students' lives and help them become their best selves—aspirations that, in our view, aren't compatible with behavior charts.

In working with students, we've often seen adolescents display challenging behaviors that have evolved over years. We've wondered to what extent their behavioral paths could have been corrected in early-childhood classrooms rather than exacerbated by stigmatizing practices like behavior charts. Braithwaite's shaming theory (1989) highlights the connections between stigmatizing shame and later delinquency. According to Braithwaite, "shaming means all societal processes of expressing disapproval which have the intention or effect of invoking remorse in the person being shamed and/or condemnation by others who become aware of the shaming" (p. 100). Although the relationship between shame and later behavior is complex, empirical studies provide enough evidence to compel us to stop shaming young children and instead build strong relationships and seek alternative methods to promote prosocial behaviors.

We present here three reasons to abandon behavior charts. If such charts are used in your school, we encourage you to have an open mind as you consider our reasoning. And we hope you take down those charts tomorrow and consider trying the alternatives we propose to foster positive behavior.

1

Compliance Isn't Our Long-term Goal

Behavior charts do an excellent job of teaching children that they will be punished if they don't comply with directions or rules. Although this may work in the short-term to make some students compliant, compliance shouldn't be our end game. We can shoot so much higher than that! We want students to be engaged and excited about learning, to persist when their work is hard, and to interact with others in ways that will lead to positive social and academic outcomes in the future.

Art Costa and Bena Kallick (2000) have done beautiful work organizing and describing the skills and behaviors educators should cultivate in all our students, what they term *habits of mind*. These lifelong skills—like persisting, managing impulsivity, and listening to others with empathy—improve students' competence, confidence, and ultimate success across the curriculum and in life. Such skills are arguably more important than the content we teach; the content is merely a vehicle for teaching them. Solidifying these habits is what teachers should aim toward. Otherwise, we run the risk of creating what William Deresiewicz (2015) called "excellent sheep"—students who play the game of school but lack true engagement and critical thinking.

2

Behavior Charts Can't Teach Self-Regulation

Teaching the whole child is our responsibility. If we are to be effective in our work, faculty at all levels must be able to *teach* habits of mind such as self-regulation, a key skill for shifting toward more positive behavior. Simply rewarding and punishing behaviors is not what helps students learn such habits and skills. It's particularly ineffective with self-regulation.

Punishments work to reduce behaviors by immediately following a behavior we don't want to see with a consequence that the child doesn't like (Alberto & Troutman, 2002). Thus, behavior charts can reduce a student's problematic behavior if the student dislikes negative public attention—or public shaming. This is a questionable strategy to begin with since it's based on stressing out the student rather than cultivating new aptitudes. But for many students, negative attention is something they've gotten used to, or worse, something over which they feel they have no control. Their identity has become "the kid who is bad." Have you noticed that most of the time the student who is "on red" today is the same one who was "on red" yesterday and the day before? And is likely to be "on red" all year long? What does it tell us if the intervention being put in place doesn't lead to a change in students' behavior? Clearly, the strategy isn't working. Why would we continue to use any strategy that isn't working?

Decades of research have led to a body of evidence on how educators can effectively support and teach key skills like self-regulation (Heckhausen & Dweck, 2009). Nowhere in the literature do researchers recommend that we shame children into being compliant.

3

Charts Hurt Students!

The most compelling reason to abandon behavior charts is this: They risk harming our students. Lee Ann still remembers the painful effect of the color behavior chart a teacher used when her son, Spencer, was in 1st grade. Spencer was a sensitive "people pleaser" as a young child. He preferred to do what he needed to do with little public attention, but he valued personal relationships. He was kind to everyone around him and worked hard in school. One afternoon, Spencer came home from school distraught because he'd had to "move his stick." He'd gone to school without a paper signed by Lee Ann and, in front of the class, his teacher reprimanded him and asked him to move his stick from green to yellow. Spencer felt as though he had failed and let his teacher down. He was embarrassed and affected by the event for days.

Fortunately, Spencer's experience was a one-time event. But consider the inner voice of the student who is "on red" nearly every day. When we reprimand a student in front of their peers, we risk changing that student's inner voice, shifting their identity to the "bad kid," isolating the student from peers, and disrupting their relationship with their teachers. At worst, we risk making a student feel unloved. Imagine the devastating effects for a child who gets most of her or his love at school.

Instead of using charts, we could just as effectively reduce undesirable behaviors by dumping ice water on a student or inflicting corporal punishment. Did you furrow your brow at that thought? We would *never* do that! We would never use physical punishment on a student in an effort to shape behavior—or

even *want* a student to learn to avoid certain behaviors out of fear of physical harm. So why don't we have the same visceral reaction to emotional punishment?

Consider who this practice harms the most. Not the student who has a handle on self-regulation and performs well in school. It's the students who need us the most who we are hurting. Behavior charts are a way to excuse ourselves from the hard work of meeting a student's self-regulation and behavior needs.

Stop asking "what's wrong with that student?" and start figuring out what happened to that student.

The fact of the matter is, when we use behavior charts, we are sacrificing student dignity in favor of teacher convenience.

Alternative to Sticks, Clips, and Charts

Perhaps we've convinced you to stand up right now, run down the halls of the school, and tear down the behavior charts. But before you jump out of your chair, you might be asking, "What do we do instead? If I don't have consequences in place, my classroom will be chaos." As we advocate for avoiding punitive approaches within schools, we often hear rumblings that alternative disciplinary strategies are too soft and "touchy-feely." Dominique has even heard restorative practices—that is, those based on reconciliation and understanding—referred to as the "hug a thug" approach.

Rest assured, we don't recommend removing structures or accountability. We advocate for putting behavioral structures in place, just not punitive ones. We want students to be held accountable in more natural ways and to have a chance to learn the impact of their actions on others. We want them to build empathy, persistence, or whatever skills they need to behave appropriately—and for those positive behaviors to become internally driven.

There *are* effective, humane, growth-producing ways to teach students that their behaviors impact others. True, there may be a bit of an adjustment period when changing to a new system. But our students' self-worth and long-term success are worth any temporary disruption we may encounter. To move away from the reactive approach of behavior charts, we recommend teachers put into place three proactive strategies.

1

"Take Ten" for Each Learner

Set aside 10 minutes each day to sit with one student (focusing on each of your students in turn). Talk about something non-school-related that's of interest to that child. When educators build strong, caring relationships with their students, each student naturally wants to protect that relationship and avoid anything that might damage it. Students' behaviors and approaches to learning in the classroom are then driven by relationships, not fear.

Teachers need to know as much as possible about what makes each student unique and special—her personal interests, what excites him, what delights her, what he fears. We need to understand much more than their academic strengths and needs; we need to know the whole child—who they truly are—and allow them to know our true selves, too.

Students should feel that teachers are on their side. Imagine how differently the opening

anecdote might have turned out if Anisa's teacher had built a strong relationship with her.

2

Keep It Off-Stage

Stop making discipline for poor behavior visible. Students tend to react negatively when they're called out in front of others. Instead, when a student's inappropriate behavior needs to be addressed, have a one-on-one conversation with the student, staying calm but firm. When possible, avoid publicly calling a student aside for this talk: Publicly—and perhaps angrily—telling a child to come talk with you can have the same humiliating effect as a behavior chart. Instead, after class invite that student to have a conversation with you or quietly ask them to talk with you at a time when other students are otherwise engaged.

Be calm and supportive in discussing the behavior. To maintain your relationship with the student, always conclude by ensuring the student understands that although you are unhappy with the behavior, you still care about them and are there to support them in their growth.

3

Hear Students Out

Before acting on any student behavior, try to understand why it happened. When a student needs a corrective conversation, first ask to hear his side of the story. Generally, students prefer to have a conversation *with* a teacher rather than having a teacher conversation happen *to* them.

There's always a reason why students are acting as they do. Stop asking "What's wrong with that student?" and start figuring out *what happened* to that student. This may mean asking questions that prompt the student to reflect on the behavior and its effects on others. Students often have a hard time knowing why they acted in a certain way. It's only once their emotion has calmed—and through a guided analysis—that they can identify the reason.

Once a learner understands the underlying reason, we can guide him or her to consider alternatives for next time and discuss any consequence that needs to follow. Even students who are caught in a pattern of disruptive or harmful behaviors—perhaps *especially* those students—benefit from being heard. Certainly, there are times when we must intervene and stop a behavior, such as if it is causing harm or severe disruption. We may need to remove the student from the situation immediately to restore a calm, safe environment—and later teach that student the self-regulation skills needed to prevent such behavior in the future. The key is that the subsequent conversation should be private and should be about the behavior rather than the person.

Students Deserve Better

Imagine how much better things might have turned out if, in the opening scenario, instead of scolding Anisa, Mr. Hill had tried some of the techniques described here. He might've noted that Anisa was having difficulty remaining engaged in the reading and lesson and, after finishing the group read-aloud, approached her while everyone else was gathering their things and

Behavior charts sacrifice student dignity in favor of teacher convenience.

moving to stations for the next lesson. Imagine if he'd said, "Anisa, I saw you were having trouble staying with me today. I'm worried that if you aren't paying attention to the lesson, you'll miss something important to your learning. What was going on today?" Mr. Hill might have found out that Anisa was actually looking for a pencil to write down ideas that occurred to her as he read aloud. He might then have affirmed, "That seems to be happening a lot lately—trouble finding your pencil and other materials. Let's find some time today to see if we can come up with an organization solution, OK?" With such a response, Mr. Hill would've acknowledged the need for a change in Anisa's behavior, but not stigmatized Anisa as a "bad kid;" rather, he would have helped her develop a solution.

All students deserve this kind of supportive response. We are calling out the practice of behavior charts for what it really is: public shaming of children into compliance. We have many good strategies available for teaching self-regulation; humiliation isn't one of them. Let's stop "managing behaviors" and instead guide and support engagement, persistence, and positive interactions. Let's build relationships that promote growth of the whole child—and the skills each student needs for a lifetime of positive interactions and success.

Now, go tear down some charts! EL

Authors' note: All teacher and student names are pseudonyms.

GUIDING QUESTIONS

› How does your approach for addressing student behavior issues square with your personal answer to the question Jung and Smith propose: "Why do you continue to be an educator?" Does how you deal with "problem" students fit your central purpose?

› What challenges might you or your school face in adopting Jung and Smith's three strategies for teaching positive behavior? What steps could you take to address those challenges?

References

Alberto, A. A., & Troutman, A. C. (2002). *Applied behavior analysis for teachers.* (6th edition). Upper Saddle River, NJ: Prentice Hall.

Braithwaite, J. (1989). *Crime, shame, and reintegration.* Cambridge: Cambridge University Press.

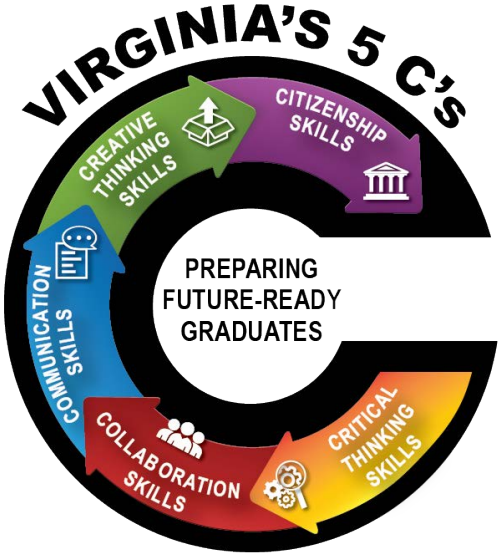
Costa, A. L., & Kallick, B. (2000). *Discovering and exploring habits of mind.* Alexandria, VA: ASCD.

Deresiewicz, W. (2015). *Excellent sheep: The miseducation of the American elite and the way to a meaningful life.* New York: Free Press.

Heckhausen, J., & Dweck, C. S. (2009). *Motivation and self-regulation across the life span.* Cambridge: Cambridge University Press.

Lee Ann Jung (jung@leadinclusion.org; www.leadinclusion.org) is the founder of Lead Inclusion and clinical professor at San Diego State University. She consults with schools internationally in the areas of inclusion, standards-based grading, intervention planning, and progress monitoring. **Dominique Smith** (dsmith@hshmc.org) is chief of educational services and teacher support at Health Sciences High and Middle College in San Diego, California. Follow them on Twitter @leeannjung and @domsmithRP.

Module D #10: Building Community Through Feedback



What are the advantages of utilizing a group feedback system? What are some considerations? Record notes and ideas here from the discussion.

Activity: Establishing a Group Feedback Program

As was noted earlier, a group feedback behavior management program can be as simple as the statement "Class, if you are all in your seats, on-task, and quiet this morning, you may have 5 extra minutes of recess." However, a little more structure than this can increase the effectiveness of the group feedback.

1. Decide which behaviors will be reinforced. As in any whole-class behavior modification program, the first step in setting up a group contingency is to establish a set of class expectations.

2. Set up a developmentally appropriate point system. There are essentially three ways to implement a group contingency behavior management program.

    a. One is simply to rate class behavior each period or during each activity. That is, an elementary school class might receive 0 to 5 points during each individual instructional period such as reading, language arts, and math. A secondary school class might receive one overall rating each period or separate ratings for behavior and completed assignments. The class would then be rewarded each day or week if they exceeded a pre-established number of points.

    b. Another way to set up a group contingency program is to rate the class at various times during the day. For example, you might set a timer to ring on the average of once every 10 minutes (but varying randomly from 1 to 20 minutes). If the whole class is conforming to class rules when the timer rings, then the class earns a point.

    c. The same program can be used without the timer if the teacher gives the class a point every 10 minutes or so if all students are conforming to class rules. Canter and Canter (1992) suggest that teachers use a bag of marbles and a jar, putting a marble into the jar from time to time whenever the class is following rules. Each marble would be worth 30 seconds of extra recess. In secondary schools, where extra recess is not possible, each marble might represent 30 seconds of break time held at the end of the period on Friday.

3. When behavior improves, reduce the frequency of the points and reinforcers. Initially, the group contingency should be applied every day. When the class's behavior improves and stabilizes at a new level for about a week, you may change to giving rewards once a week. Ultimately, the class may graduate from the point- and-reward system entirely, though feedback and praise based on class behavior should continue.

4. Combine group and individual contingencies if necessary. The use of group contingencies need not rule out individual contingencies for students who need them. For example, students who continue to have problems in a class using a group contingency might still receive daily or weekly report cards to take home to their parents.

Directions: Check reinforcers you currently use. Star reinforcers you will commit to using.

Activities or Privileges:

- Special lunch or play time with a friend
- Lunch with a preferred adult
- Helper
- Extra time doing preferred activity
- Special game at recess
- Extra recess
- Extra computer time
- Game of choice
- Homework passes
- Front of the line pass
- Extra free time
- A tardy pass
- Stay inside during recess

Tangible Items:

- Seekers
    - School-wide ticket
    - Items from class or school store
    - Stickers
    - “Fast pass” for lunch line
    - School supplies
    - School t-shirt
- Avoiders
    - Pass to go to the library instead of a class
    - Pass to stay inside during recess

Other ideas:

Appendix

a. Additional Considerations for Building a System of Support

b. Tiered Fidelity Inventory

c. Academic Tiered Fidelity Inventory

d. VTSS 10 Practices Are Trauma Informed

e. Classroom Observation Data Collection Forms

f. Equitable Classroom Practices Observation Checklist

g. High-Leverage Practices in Special Education

h. Linking Activity

Additional Considerations:

All staff members are provided professional learning on all 10 classroom practices to ensure a shared understanding of what these practices look like and sound like and how the school will approach fluency and capacity building.

Data informed decisions are used to develop an on-going professional learning and coaching plan to support fluency building with classroom practices.

- Multiple data sources can be used on an on-going basis to assess and monitor the current classroom system of support:
  - Analyze division-wide data to identify systemic issues and the grade levels at which they occur.
  - Analyze school-wide data to identify systemic issues (e.g., classroom disruption occurring across multiple grade level classrooms). This might suggest professional learning for all staff.
  - Coach and administrator, and possibly team lead might use school-wide or other data to identify. groups of teachers needing additional support.
  - Principal and coach use school-wide or other data to identify any teachers needing individualized support. Teachers may also self-select and request individualized support.

Sample approach for providing individualized, or shoulder-to-shoulder support (data-informed support provided for a few teachers)

Consider this approach that includes the following six steps: assess classroom, provide feedback, provide choice of practices, engage in action planning, engage in on-going progress monitoring (Reinke, 2008). Coach(es) may be instructional, PBIS, teacher leaders, etc.

1. Assess the Classroom
   a. Utilize data informed processes referenced above to identify teachers needing support.
   b. Coach(es) to complete interview with teacher.
   c. Coach(es) to conduct observation using pre-established process and complete or review. previously completed self-assessments. Use data to identify appropriate times for observations (e.g., when are behaviors happening and when are they not happening).
2. Provide Feedback (15 minutes)
   a. Coach(es) meet with the teacher and shares data. Coach(es) uses questioning to elicit teacher observations of data collected.
   b. Coach(es) refer to the initial teacher interview responses and data and observations shared with teacher to identify strengths and opportunities. Coach(es) provide visual and specific and positive feedback.
3. Provide Choices of Practices (5 minutes)
   a. Coach(es) provides a menu of practices (stated and defined) supported through defined best practices for the division. Coach(es) review outcomes of feedback step to identify practices that build upon identified teacher strengths and supports identified opportunities using knowledge of research to guide teacher selection.
4. Engage in Action Planning (10 minutes)
   a. Coach(es) guide teacher selection of 1-2 practices from the menu and complete an action plan which includes identification of *SMART* goal (Specific, Measurable, Attainable, Realistic, Timely).

5. Engage in on-going monitoring
    a. Selected self-monitoring supports and tools are utilized by teacher as defined in action plan.
    b. Coach(es) provide two observation and feedback sessions per month using the data collection tools identified during action planning.
    c. During feedback session, coach(es) use questioning to elicit teacher observations of data collected and perceptions of progress towards goal. If adequate progress is indicated (meets specifications of SMART goal), then continue with current action plan. If adequate progress is not indicated, then coach provides options for additional support (e.g., modeling of practice, observation of another teacher demonstrating practice, etc.).
    d. The on-going monitoring components are used until the SMART goal is reached.

The following resources are available for PBIS or other classroom coach for implementing this approach to shoulder-to-shoulder coaching*:*

- Classroom Observation Forms and data collection tools
- Classroom Check Up Action Planning Form (Reinke et al., 2008) for behavioral outcomes
- Quality instructional practices supported by the division
- Teacher Interview (Reinke et al., 2008)

References

McIntosh, K., & Goodman, S. (2016). *Integrated multi-tiered systems of support*. New York: The Guilford Press.

Sprick, R. et al. (2010). *Coaching classroom management: Strategies & tools for administrators and coaches.* Eugene, OR: Pacific Northwest Publishing, Inc.

Feature	Possible Data Sources	Scoring Criteria
Subscale: Implementation		
1.3 **Behavioral Expectations:** School has five or fewer positively stated behavioral expectations and examples by setting/location for student and staff behaviors (i.e., school teaching matrix) defined and in place.	• TFI Walkthrough Tool • Staff handbook • Student handbook	0 = Behavioral expectations have not been identified, are not all positive, or are more than 5 in number 1 = Behavioral expectations identified but may not include a matrix or be posted 2 = Five or fewer behavioral expectations exist that are positive, posted, and identified for specific settings (i.e., matrix) AND at least 90% of staff can list at least 67% of the expectations
1.4 **Teaching Expectations:** Expected academic and social behaviors are taught directly to all students in classrooms and across other campus settings/locations.	• TFI Walkthrough Tool • Professional development calendar • Lesson plans • Informal walkthroughs	0 = Expected behaviors are not taught 1 = Expected behaviors are taught informally or inconsistently 2 = Formal system with written schedules is used to teach expected behaviors directly to students across classroom and campus settings AND at least 70% of students can list at least 67% of the expectations
1.5 **Problem Behavior Definitions:** School has clear definitions for behaviors that interfere with academic and social success and a clear policy/ procedure (e.g., flowchart) for addressing office-managed versus staff-managed problems.	• Staff handbook • Student handbook • School policy • Discipline flowchart	0 = No clear definitions exist, and procedures to manage problems are not clearly documented 1 = Definitions and procedures exist but are not clear and/or not organized by staff- versus office-managed problems 2 = Definitions and procedures for managing problems are clearly defined, documented, trained, and shared with families

Scoring Criteria: 0=Not implemented; 1=Partially implemented; 2=Fully implemented

Feature	Possible Data Sources	Scoring Criteria
1.6 **Discipline Policies:** School policies and procedures describe and emphasize proactive, instructive, and/or restorative approaches to student behavior that are implemented consistently.	• Discipline policy • Student handbook • Code of conduct • Informal administrator interview	0 = Documents contain only reactive and punitive consequences 1 = Documentation includes and emphasizes proactive approaches 2 = Documentation includes and emphasizes proactive approaches AND administrator reports consistent use
1.7 **Professional Development:** A written process is used for orienting all faculty/staff on 4 core Tier I SWPBIS practices: (a) teaching school-wide expectations, (b) acknowledging appropriate behavior, (c) correcting errors, and (d) requesting assistance.	• Professional development calendar • Staff handbook	0 = No process for teaching staff is in place 1 = Process is informal/unwritten, not part of professional development calendar, and/or does not include all staff or all 4 core Tier I practices 2 = Formal process for teaching all staff all aspects of Tier I system, including all 4 core Tier I practices
1.8 **Classroom Procedures:** Tier I features (school-wide expectations, routines, acknowledgements, in-class continuum of consequences) are implemented within classrooms and consistent with school-wide systems.	• Staff handbook • Informal walkthroughs • Progress monitoring • Individual classroom data	0 = Classrooms are not formally implementing Tier I 1 = Classrooms are informally implementing Tier I but no formal system exists 2 = Classrooms are formally implementing all core Tier I features, consistent with school-wide expectations

Scoring Criteria: 0=Not implemented; 1=Partially implemented; 2=Fully implemented

Feature	Possible Data Sources	Scoring Criteria
1.9 **Feedback and Acknowledgement:** A formal system (i.e., written set of procedures for specific behavior feedback that is [a] linked to school-wide expectations and [b] used across settings and within classrooms) is in place and used by at least 90% of a sample of staff and received by at least 50% of a sample of students.	• TFI Walkthrough Tool	0 = No formal system for acknowledging students 1 = Formal system is in place but is used by at least 90% of staff and/or received by at least 50% of students 2 = Formal system for acknowledging student behavior is used by at least 90% of staff AND received by at least 50% of students
1.10 **Faculty Involvement:** Faculty are shown school-wide data regularly and provide input on universal foundations (e.g., expectations, acknowledgements, definitions, consequences) at least every 12 months.	• PBIS Self-Assessment Survey • Informal surveys • Staff meeting minutes • Team meeting minutes	0 = Faculty are not shown data at least yearly and do not provide input 1 = Faculty have been shown data more than yearly OR have provided feedback on Tier I foundations within the past 12 months but not both 2 = Faculty are shown data at least 4 times per year AND have provided feedback on Tier I practices within the past 12 months
1.11 **Student/Family/Community Involvement:** Stakeholders (students, families, and community members) provide input on universal foundations (e.g., expectations, consequences, acknowledgements) at least every 12 months.	• Surveys • Voting results from parent/family meeting • Team meeting minutes	0 = No documentation (or no opportunities) for stakeholder feedback on Tier I foundations 1 = Documentation of input on Tier I foundations, but not within the past 12 months or input but not from all types of stakeholders 2 = Documentation exists that students, families, and community members have provided feedback on Tier I practices within the past 12 months

Scoring Criteria: 0=Not implemented; 1=Partially implemented; 2=Fully implemented

Tier 1: Universal Academic Features

Feature	Possible Data Sources	Scoring Criteria
Subscale: Teams		
1.1 Team Composition Each team in the school includes staff with expertise to support the function of the team and represents the diversity of the building.	• Meeting structure flow chart • Meeting agendas with team members • List of team members and their roles	0 = Membership of school team does not include appropriate expertise or represent the diversity of the building. 1 = Teams have either expertise or diversity, but not both. 2 = Teams have appropriate expertise and represent the diversity of the building.
1.2 a Team Alignment Each school team (e.g., grade level, content, department, leadership) have (a) defined goals that support the strategic plan and/or continuous improvement plan; (b) defined communication loops among all teams and all faculty; and (c) regularly scheduled meetings.	• Meeting structure flow chart with team goals • Team action plans • Meeting agenda • "Working Smarter Not Harder" • Communication plan	0 = Teams exist but do not meet feature criteria for goals, communication loops, or regular meetings. 1 = Teams are able to document two of the three feature criteria for goals, communication loops, or regular meetings. 2 = Teams are able to document goals, communication loops, and regular meetings.
1.2 b Team Operating Procedures All school teams have operating procedures that include (a) agenda; (b) minutes; and (c) defined roles and responsibilities.	• Meeting agendas and notes • Roles and responsibility documentation	0 = Meeting notes exist, but evidence of procedures is not present. 1 = Teams are able to document two of the three feature criteria for agenda, minutes, and roles/responsibilities. 2 = Teams are able to document agenda, minutes, and roles/responsibilities.

Scoring Criteria: 0=Not implemented; 1=Partially implemented; 2=Fully implemented

Subscale: Implementation		
1.3 Aligned Curricula Evidence-based core curricula are organized into clearly defined learning objectives and progressions that are aligned to state standards.	• Curriculum maps • Pacing guides • Lesson plans • Curriculum guides	0 = Core curricula are not evidence -based and have unclear descriptions or the objectives are not aligned. 1 = Core curricula at all grade levels are evidence-based AND *either* meet qualifications for defined learning objectives *or* are aligned to state standards. 2 = Core curricula at all grade levels are evidence-based and meet qualifications for defined learning objectives/progressions AND are aligned to state standards.
1.4a Evidence-Based Practices Teachers strategically select and use evidence-based practices that are supported by the division/school and matched to learner needs.	• Lesson plans • Initiative maps • Tier definition • Resource maps • Quality core instruction guides • Meeting minutes reflect use of a selection tool for evidence-based practices • Walkthrough tool/document and/or data	0 = Division/school has not defined quality core instruction and/or inconsistent use of evidence-based practices as defined in quality core instruction. 1 = Evidence-based practices are outlined in the definition of quality core instruction by division/school but are used inconsistently or not matched to student need. 2 = Evidence-based practices are outlined in the definition of quality core instruction by division/school AND are used consistently AND matched to student needs.
1.4b Lesson Plans A process for lesson plan development includes the knowledge, skills, and cognitive levels matched to the success criteria of the objectives in the curriculum.	• Lesson plans reflect task analysis of criteria for success • Lesson plans indicate supports at each level of task • Minutes from collaborative planning sessions	0 = Inconsistent use of a process or structure for lesson planning or plans focused only on activities. 1 = A clear process for developing lesson plans is used but matched to only two of the elements of knowledge, skills, and cognitive levels. 2 = A process is used for developing lesson plans that include knowledge, skills, and cognitive levels and are matched to the success criteria of the objectives in the curriculum.

Scoring Criteria: 0=Not implemented; 1=Partially implemented; 2=Fully implemented

1.4c Relevant Objectives Learning objectives are matched to real world relevance and student experiences.	• Lesson plans • Minutes from collaborative planning sessions • Walkthrough data • Student survey data	0 = Learning objectives are unclear in the link to real world relevance or consideration of student experiences. 1 = Learning objectives are presented without either adjustment to real world relevance or student experiences. 2 = Learning objectives are presented with a clear match to real world relevance and student experiences.
1.5 Performance Measures Measures of student performance include goals with success feature criteria and are communicated to students.	• Lesson goals include success feature criteria • Student rubrics and/or checklists • Minutes from collaborative planning sessions • Performance based assessment	0 = Goals do not include success feature criteria and are not communicated to students. 1 = Goals with success feature criteria are defined but not communicated to students. 2 = Clearly defined goals with success feature criteria are communicated to students.
1.6a Formative Assessment Teachers utilize formative assessment to inform teaching, lesson plan adjustment, and remediation.	• Examples of formative assessment • Examples of lesson plans with adjustments • Examples of plans for remediation • Walkthrough observations	0 = Evidence of formative assessment is not present. 1 = Evidence of formative assessment is present but not utilized to impact instruction. 2 = Evidence of formative assessment is present and utilized to impact teaching, lesson plan adjustment, and remediation.

Scoring Criteria: 0=Not implemented; 1=Partially implemented; 2=Fully implemented

1.6b Instructional Adjustment A procedure is in place for teams to evaluate Tier 1 data that results in instructional adjustment.	• Grade level/content team, professional learning community, and/or data meeting agendas • Unit plans • Lesson plans that reflect adjustment • Data meeting reflection sheets • Programmatic data • Documentation of a data meeting process used by teams	0 = Data evaluation and instructional decisions are made informally. 1 = A procedure is in place for evaluating instructional data without a formal process for decisions around instructional changes or adjustments. 2 = A procedure is in place for evaluating instructional data with resulting evidence of clear instructional changes or adjustments.
1.7a Professional Learning A written process is used to provide high quality professional learning for faculty/staff on all quality core instructional and assessment practices.	• Professional learning calendar • Teacher handbook • Embedded professional learning plan	0 = No written process for high quality professional learning. 1 = A written process is in place for high quality professional learning but does not include opportunities related to quality core instruction and assessment practices as defined by the division. 2 = A written process for high quality professional learning and includes both opportunities related to quality core instruction and assessment practices.
1.7b Coaching Staff receive coaching in the planning, teaching, and assessment of the academic curricula.	• Coaching plans • Coaching responsibility definition • Coaching schedule • Evidence of a division and/or school coaching process • Peer observation schedule	0 = Coaching does not occur. 1 = Irregular opportunities for coaching exists. 2 = Coaching follows a process to address planning, teaching, and assessment.

Scoring Criteria: 0=Not implemented; 1=Partially implemented; 2=Fully implemented

1.7c Collaborative Planning Time for collaborative planning is in the schedule (including special education and resource staff) with accountability for the resulting instructional plan.	• School schedule • Meeting minutes or agenda from collaborative planning session • Collaborative planning session template • Lesson plan template/format	0 = Time for collaborative planning does not exist in the school schedule. 1 = Common planning is scheduled but is inconsistently used or without necessary representation. 2 = Consistent common planning time that results in an observable instructional plan.
1.8 Instructional Practices Evidence-based practices and routines are implemented with fidelity and consistency across all classrooms (e.g., activating prior knowledge, explicit instruction, engagement, feedback, scaffolding).	• Walk through data • Data collection tools • Administrator observation data • Peer observation data	0 = Evidence-based practices and routines are implemented inconsistently. 1 = Practices are implemented in lessons but are not implemented with fidelity across 80% of classrooms. 2 = 80% of staff utilize documented routines and evidence-based practices with fidelity.
1.9 Student Involvement Instruction includes opportunities for students to participate in (a) the process of setting learning goals; (b) tracking of progress towards the learning goals; and (c) metacognitive reflection on learning.	• Self-monitoring performance charts • Student goal statements • Aim lines • Lesson plans • Instructional observation data	0 = Inconsistent use of opportunities for student self-monitoring. 1 = Instruction includes two of the three feature criteria for process, tracking progress, and metacognition. 2 = Instruction includes opportunities for process, tracking progress, and metacognition.
1.10 Collective Teacher Efficacy Leaders and staff support a system of collective teacher efficacy around effective practices including (a) teacher voice; (b) goal consensus around student achievement; and (c) knowledge of each other's work.	• Team meeting minutes • Collaborative planning schedule • Faculty meeting agendas • PLC minutes • Staff surveys	0 = Unclear if the three feature criteria exist. 1 = Evidence of two of the feature criteria of voice, goal consensus, and knowledge of work. 2 = Evidence of the three feature criteria of voice, goal consensus, and knowledge of work.

Scoring Criteria: 0=Not implemented; 1=Partially implemented; 2=Fully implemented

1.11 Family and Community Involvement School provides a system for diverse opportunities to authentically engage family and community stakeholders in instruction.	• Resource map • Family surveys • Communication plan • Written description of family/community engagement • Documentation of stakeholder input • Guidance document	0 = Family engagement limited to primarily communication. 1 = Engagement occurs but not systematically or in a written plan. 2 = A documented system exists for authentic engagement with family and community stakeholders.
Subscale: Evaluation		
1.12a Data Alignment Team(s) have access to a consistent and integrated data dashboard (e.g. attendance, academics, behavior, emotional wellness) that allows for disaggregation by demographics and skills for Tier 1 instructional effectiveness.	• School data dashboard • Team meeting agendas and meeting notes • Quarterly data reports	0 = No integrated dashboard. 1 = Dashboard available and meets feature criteria for either disaggregation capability or integrated to reflect all aspects of the student profile 2 = Integrated dashboard with disaggregation capabilities exists.
1.12b Universal Screening Schoolwide universal screening for all students is conducted for literacy and mathematics. *Secondary: Early warning system utilized for screening*.	• Universal screening tool • Early warning system data • Team meeting agendas and meeting notes	0 = No universal screening. 1 = Universal screening is conducted with some students but not all students ***or*** in either literacy or mathematics but not both. 2 = Universal screening exists for all students in literacy and mathematics.
1.13 Data-Informed Decision Making The team has adopted and utilizes a schoolwide problem solving process inclusive of data, systems, and practices.	• Schoolwide problem solving process template • Team meeting notes • Professional learning plan	0 = Uniform schoolwide problem solving process not adopted. 1 = Adequate schoolwide problem solving process adopted but not utilized consistently. 2 = Schoolwide problem solving process adopted and used consistently with data, systems, and practices.

Scoring Criteria: 0=Not implemented; 1=Partially implemented; 2=Fully implemented

1.14 Fidelity Data A system is in place to monitor fidelity of Tier 1 including (1) assessments; (2) instruction; and (3) implementation.	• Walkthrough data • Fidelity tools • Tier definition • Assessment schedule	0 = Zero or one of three feature criteria of assessments, instruction, or implementation are met. 1 = Two of three feature criteria of assessments, instruction, or implementation are met. 2 = System in place which meets feature criteria in assessments, instruction, and implementation.
1.15a Outcome Data Schoolwide data indicate improved outcomes in reading, math, behavior and attendance that lead to at least 80% proficiency in core.	• Student outcome data (e.g., attendance, discipline, math, behavior, PALS, universal screening data)	0 = Zero or one of the four areas for improved outcomes meet 80% core proficiency. 1 = Two or three of the four areas for improved outcomes meet 80% core proficiency. 2 = Student outcome data indicate 80% core proficiency in all four areas.

1.15b Annual Evaluation Schoolwide data are shared at least annually with all stakeholders in a usable format and inclusive of trend data across years.	• Stakeholder reports • Stakeholder surveys • Faculty meeting notes • School website • Family meeting notes • School Board meeting notes	0 = Inconsistent data sharing practices. 1 = One or two of feature criteria met for sharing annually, usable format, and trend data. 2 = Data are shared annually, usable, and inclusive of trends across years.

VTSS 10 Practices Are Trauma Informed		
VTSS 10	**What is the strategy**	***WHY* this practice supports students impacted by trauma**
1. Arrange the Physical Environment	• Traffic patterns are clearly defined and allow movement without disrupting others • Desks and furniture arrangement are built around the types 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	Setting up a physical environment to allow teacher to monitor all students and activities promotes feeling of safety and predictability for students. Considering traffic patterns to avoid disruption supports students to respect personal space of others.
2. Active Supervision	• Movement: Constant, random, target predictable problems, proximity • Scan: Look and listen to all students, look for appropriate and inappropriate behaviors, make eye contact • Interact: Frequent and positive feedback and interactions to encourage, reinforce, and correct. Identify opportunities to pre-correct and provide additional instruction on appropriate behaviors.	Maintaining active supervision provides a sense of safety for students. When adult is constantly scanning the environment it is more likely, they will predict or identify a trigger to a problem prior and prevent the problem behavior from occurring, especially known triggers for a student who may be impacted by trauma. Active supervision creates frequent opportunities to interact with students to develop, strengthen and maintain relationships.
3. Defining Classroom Expectations	• Classroom rules are aligned with school-wide expectations. • Classroom rules are observable, measurable, positively stated, clearly defined, and prominently posted. • Teacher has a plan and schedule to actively teach classroom rules and expectations several times throughout the year.	All students and especially students impacted by trauma thrive from established expectations. For students impacted by trauma, high expectations show the student they are capable and worthy. Consistent classroom rules and expectations help students differentiate purposeful rules from unpredictable rules that may occur in other areas of their lives. Consistent classroom expectations also create predictable adult behavior across the school for all students. When established upfront, it may help students establish a sense of security.
4.Routines and Procedures	• Routines and procedures are aligned with school-wide expectations. • Routines and procedures are succinct, positively stated, and in age-appropriate language. • Routines and procedures are taught and practiced several times throughout the year.	When we provide clearly defined routines and procedures, students know what to expect. Reducing the stress of unknown helps students to operate in a state of calm. Clearly established routines also increases likelihood of adults identifying and prompting students of possible changes, which is likely to prevent or reduce impact the change may have on student behavior. Regular routines also create the opportunity for intentional regulation activities.

5.Opportunities to Respond 5/8/2019	• Identify opportunities within your lesson plans to increase opportunities for students to respond. • Identify opportunities to replace single responding through hand-raising with multiple students responding through the use of response cards, dry erase boards, electronic white board and response clickers, and choral response.	Multiple opportunities to respond is a way to conduct formative assessments in the classroom, which allows for differentiated responses to allow students who do not want much attention to find a way to engage. Allowing frequent opportunities for students to respond provides time to process or apply what they are learning. This opportunity to process and apply allows neural networks to be strengthened. (Craig, S.E., 2016)
6. Ensuring Academic Success	• Students need to experience academic success in order to be authentically engaged • Optimal rates of correct responding should be about 80% during initial instruction and approximately 90-95% when students are engaged in independent practice • Ensuring academic success requires frequent formative assessment and lesson adjustment • Practices that increase the level of success: Teaching prerequisite skill; Modeling the skill, strategy or rule; Making sure the question and correct answer are clear; Anticipating likely errors and precorrecting; Teaching at the appropriate level of difficulty; Careful monitoring of responses; Providing immediate corrective feedback; Conducting an interactive review	Academic success helps promote a sense self-confidence and accomplishment. This helps to build resiliency as the student experience success and builds academic skills. Practices such as gradual increasing the level of success, providing precorrections, using the appropriate level of difficulty and modeling allows for student success on academic tasks. This helps students impacted by trauma to stay regulated and build academic skills and resiliency. Frequent assessments allow for students impacted by trauma to get frequent feedback about their academic skills. For students impacted by trauma, when teachers provide monitoring and corrective feedback, they have an increased opportunity to assess the students current emotional state and adjust accordingly based on the student's emotional state and academic needs.
7. Scaffolding	• Teachers provide high levels or support and guidance and gradually reduces the assistance as the student progresses toward mastery. • This includes the following strategies: Partnering, Chunking, Sequencing/Progress in complexity, Demonstrations and completed models, Providing hints and prompts, Providing aids such as cue cards and checklists	Uses the power of a positive relationship to support the student's progress Provides emotional safety in the learning process Makes learning more manageable and is less likely to trigger the student Helps to normalize mistakes as part of the learning process and is therefore less threatening Provides a predictable sequence for the learning process
8. Acknowledgement and Behavior Specific Praise 94	• Behavior specific praise statements (BSPS): ○ Identify student/group ○ Identify school-wide expectations ○ Describe and acknowledge the rule/behavior being recognized	Positive specific praise is a powerful tool for building a student's self-esteem and positive sense of self. Teaches new skills and the predictability of behavior specific praise allows for a sense of control and promotes brain development.

	• Contingent upon student accurately displaying desired behavior • BSPS delivered 4 times as often as error correction	The recommended ratio of BSPS to error correction is even higher for students impacted by trauma due to the predictability it creates.
9 Error Correction	• Error correction is an informative statement provided by a teacher or other adult following the occurrence of an undesired behavior. • It is contingent (occurs immediately after the undesired behavior), specific, and brief. • Continuum of response includes: redirection, reteach, contingent instructions, provide choice and conference.	Strategies need to empower the student and teach resiliency skills. Re-teaching skills will help youth replace learned responses that may not be appropriate. A continuum of responses provides the student help regulating their emotions, provides staff the opportunity to relate to the student's emotions before reasoning.
10 Feedback: Building Community, Collaboration, Citizenship Through Effective Feedback	• The dependent relationship between a given task or specified behavior and the ability for the whole group to access a specific reward. • Acknowledges students for performing a desired behavior that serves the group functioning • Saves time and resources by designing a program for an entire classroom rather than individual students, and • Encourages positive social interactions between peers	Class-wide contingencies establish and maintain expectations. Limit setting and expectations are powerful for students impacted by trauma. Acknowledging students class-wide helps establish and strengthen a community in the classroom. All students are part of the acknowledgement system, which assists teacher in providing higher dosage of acknowledgement for students requiring that while still including a student who may not need that higher dosage. For students impacted by trauma, this allows them to feel like they are part of the classroom community and group success, but does not create individual stress which could trigger dysregulation.

*Adapted from Midwest PBIS

Classroom Observation Data Collection Forms

 # 1 Arrange the Physical Environment

Components	No	Somewhat	Yes
Traffic patterns are clearly defined and allow movement without disrupting others			
Desks and furniture arrangement are arranged so that students can be seen at all times and the teacher has easy access to all areas of the classroom			
Materials are clearly labeled, easily accessible, and organized for ease of use			
Separate quiet spaces where students can cool down or work independently			

#2 Active Supervision

Components	No	Sometimes	Frequently
The teacher *moves* and circulates through all parts of the classroom using close proximity to students needing additional support			
The teacher visually *scans* all parts of the classroom looking for both appropriate behaviors and academic engagement and inappropriate behaviors or students experiencing difficulty with task completion			
The teacher *interacts* frequently providing positive feedback, pre-correction, and correction. The teacher monitors and provides additional support to students needing help with academic and/or social behavior.			

#3. Classroom Expectations and Behaviors Align to School-wide Expectations

Components	No	Somewhat	Yes
Classroom expectations align with school-wide expectations			
Classroom behaviors are observable, measurable, positively stated, clearly defined, and prominently posted.			
(Ask the teacher if not directly observed): Teacher actively teaches the classroom expectations and behaviors several times throughout the year.		(Taught once per year)	

#4. Routines and Procedures

Observe and monitor the three components of routines & procedures during a 10-20 minute period or during predictable problematic times:

Components	No	Somewhat	Yes
Routines and procedures are aligned with school-wide expectations			
Routines and procedures are succinct, positively stated, and in age-appropriate language			
Routines and procedures are taught and practiced several times throughout the year			
Academic routines follow a predictable pattern			
Academic routines are delivered with consistency			

#5 Provide Multiple Opportunities to Respond (Compiled in a 10 – 20 minute observation)

Components	Frequency		Comments
Number of student responses during instructional time (choral, hand signal, response card, white board, etc.).			
Rate of Academic Engagement. Record "+" symbol for on-task/ engaged behavior and "-" for off-task behavior each minute (see below)			
Both group and individual responses to questions are solicited, providing individual opportunities for the majority of students in the classroom, without targeting the same handful of students for every question	**No**	**Sometimes**	**Yes**
Inclusive participation such that all students formulate answers			

Components for On-Task/Off-Task Behaviors for Academic Engagement: During a 10- minute observation, collect data on on-task and off-task behaviors at 10-second intervals. At each 10-second interval, observe a student for <1 second and identify if that student is on-task or off-task at that point in time. Mark a "+" for on-task behavior and a "-" for off-task behavior. Observe and record observations until all boxes are completed.

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**

#6 Formative Assessment

Components	No	Sometimes	Frequently
Teacher monitors student responses in order to determine at least 80% of students responses are accurate			

Teacher adjusts lesson based on formative assessment			
Teacher provides additional guided practice or re-teaching in order to move the lesson forward			
Teacher increases pace of lesson when initial accuracy is approximately 90%			

 # 7 Scaffolding

Components	No	Somewhat	Yes
Teachers scaffold instruction during whole group and small group teaching (cues, rubrics, sentence frames, word walls, etc.			
Lesson plans indicate areas where scaffolding is utilized and the method of scaffold			
Evidence that students utilize the scaffold (e.g. use the math worked problem, refer to word bank, etc.)			

#8. Acknowledgement: Behavior Specific Praise

Components	No	Somewhat	Yes
Descriptive and specific: Identifies and describes both the student and the behavior being recognized			
Contingent upon student accurately displaying desired behavior			
Behavior-specific praise statements are delivered frequently (BSPS delivered 4 times as often as negative feedback)			
Tally of BSPS:			
Tally of error correction:			
Ratio of BSPS: EC (error correction):			

#9 Error Correction

Observe and monitor the components of Error Correction:

Components	No	Sometimes	Yes	Not Observed
Are corrections provided immediately				
Do corrections end with the appropriate response				
When giving corrective feedback, is the teacher calm?				
When giving corrective feedback, is the teacher consistent?				
When giving corrective feedback, is the teacher brief?				

#10 Building Community Through Feedback

Observe and monitor during a 10-20 minute period or during predictable problematic times:

Components	No	Sometimes	Yes	Not Observed
Did the teacher identify and teach the behavior or routine?				
Did the class participate as an entire team?				
Did the teacher provide pre-corrections prior to transitions?				
Did the teacher deliver points for engaging in the behavior?				

Partially adapted from: *Classroom Check- Up: A Consultation Model to Support Effective Classroom Management* (Reinke et al., 2008) and *The Classroom Check-up: A Classwide Teacher Consultation Model for Increasing Praise and Decreasing Disruptive Behavior (Reinke, Wendy; Lewis-Palmer, Teri; and Merrell, Kenneth*

Equitable Classroom Practices Observation Checklist

Equitable Classroom Practices is a checklist of 27 specific, observable teacher behaviors that reflect culturally responsive teaching through examples. This tool can be used as self-reflection or by an external observer to become more aware of incorporating equitable practices. Please note that the statements in red offer more definitive guidance regarding the equitable classroom practice. This guide is not an all-inclusive description of best instructional practices.

Teacher		Observer		Subject		Date/Time	

Equitable Classroom Practice	Observed (1 point)	Not Observed (0 points)
1. Welcomes students by name as they enter the classroom *Asks students for correct pronunciation of their names; correctly pronounces students' names*		
2. Uses eye contact with all students *Makes culturally appropriate eye contact with all students*		
3. Uses proximity with all students equitably *Circulates around student work areas to be close to all students*		
4. Uses body language, gestures, and expressions to convey a message that all students' questions and opinions are important *Smiles, Nods head in affirmation; Leans toward students; Turns toward students who are speaking to show interest*		
5. Arranges the classroom to accommodate discussion *Arranges seating to facilitate student-student discussion; Seating to facilitate teacher-student discussion*		
6. Ensures bulletin boards, displays, instructional materials, and other visuals in the classroom reflect the racial, ethnic, and cultural backgrounds represented by students *Displays and uses materials (supplemental books) that reflect all students' racial, ethnic, and cultural backgrounds year round; Displays products and props from students' home and community background*		
7. Uses a variety of visual aids and props to support student learning *Uses multiethnic photos, pictures, and props to illustrate concepts and content; Uses appropriate technology to illustrate concepts and content*		
8. Learns, uses, and displays some words in students' heritage language *Posts some content words or phrases in students' heritage languages; Uses some words or phrases from students' heritage language in the classroom*		
9. Models use of graphic organizers *Uses a variety of graphic organizers during instruction; Encourages students to identify and use the task appropriate graphic organizer by modeling*		
10. Uses class building and teambuilding activities to promote peer support for academic achievement *Structures academic and social interactions between students*		
11. Uses random response strategies *Uses random response strategies (i.e., numbered heads, color-coded cards, equity sticks, calling sticks)*		
12. Uses cooperative learning structures *Structures opportunities for students to learn with and from their peers (i.e., Think-Pair-Share, Teammates consult, Jigsaw, Pairs Check, Partner A and B, Boggle, Last Word)*		
13. Structures heterogeneous and cooperative groups for learning *Uses random grouping methods to form small groups; Explicitly teaches collaborative learning skills to students; Provides opportunities for cooperative groups to process/reflect on how well they accomplished the task*		
14. Uses probing and clarifying techniques to assist students to answer *Rephrases the question; Asks a related question; Gives student a hint, clue, or prompt*		

Equitable Classroom Practice	Observed (1 point)	Not Observed (0 points)
15. Acknowledges all students' comments, responses, questions, and contributions *Uses affirming, correcting, or probing to acknowledge all students' responses*		
16. Seeks multiple perspectives *Validates all perspectives with responses such as: "That's one idea. Does anyone else have another?"; "That was one way to solve the problem. Who did it another way?"; "Who has an alternative view?"*		
17. Uses multiple approaches to consistently monitor students' understanding of instruction, directions, procedures, processes, questions, and content *Uses a variety of approaches to monitor students' understanding throughout instruction (Thumbs Up, Unison response, One Question Quiz, Envelope Please)*		
18. Identifies students' current knowledge before instruction *Uses a variety of methods to assess students' knowledge before instruction such as: Word Splash, K-W-L, Anticipation Guide, Brainstorming, Webbing*		
19. Uses students' real life experiences to connect school learning to students' lives *Asks students to reflect upon and discuss the following: "What events/situations occur in your family or neighborhood that require some knowledge of ___?" How does knowing about ___ benefit your interactions in your family, neighborhood, or school?";Uses examples that are reflective of students' lives to support learning*		
20. Uses Wait Time *Pauses at least 3-5 seconds to consider the student's response before affirming, correcting, or probing; Pauses following a student's response to allow other students to consider their reactions, responses and extensions*		
21. Asks students for feedback on the effectiveness of instruction *Asks students to indicate the learning activities that are effective in helping them to learn; Uses interviews, surveys, and questionnaires to gather feedback from students; Uses exit cards to gather feedback about instruction*		
22. Provides students with the criteria and standards for successful task completion *Evaluates student work by providing performance criteria (i.e. rubrics, exemplars, anchor papers)*		
23. Gives students effective, specific oral and written feedback that prompts improved performance *Confers with students to provide feedback to improve performance; Provides opportunities for students to use peer reviews; Provides written feedback that allows students to revise and improve their work*		
24. Provides multiple opportunities to use effective feedback to revise and resubmit work for evaluation against the standard *Allows students to revise work based on teacher feedback; Encourages and structures opportunities for students to provide feedback to peers based on an established standard*		
25. Explains and models positive self-talk *Explains the importance of positive self-talk; Shares examples of how positive self-talk leads to positive outcomes*		
26. Asks higher-order questions equitably of all students *Asks analysis questions; Asks synthesis questions; Asks evaluation questions; Poses higher order questions and uses a random method for calling on students; Provides think time for all students before asking for responses*		
27. Provides individual help to all students *Ensures all students receive individual help*		
Total Points:		
Comments:		

Introducing

High-Leverage Practices in Special Education

A Professional Development Guide for School Leaders

What constitutes an effective special educator? What instructional practices are best for fostering student engagement and learning? Answers to these questions are central to the High-Leverage Practices in Special Education initiative, led by the Council for Exceptional Children and the CEEDAR Center.

High-leverage practices are frequently occurring, educational practices that all special educators should know how to do. These practices are evidence based, meaning that they reflect effective methods that when successfully implemented can improve results for struggling learners. The twenty-two high-leverage practices—covering the areas of collaboration, assessment, social/emotional/behavioral, and instruction—are designed to serve as a road map for guiding teacher preparation, professional development, and/or current self-assessment.

The high-leverage practices provide a clear vision of effective teaching to those who work in school districts in beginning teacher induction and residency programs, or who provide professional development for teachers of students with disabilities. Administrators and principals who provide professional development for special education teachers—and, arguably, for *all* teachers who instruct students with disabilities—can use these high-leverage practices to improve student outcomes.

Interest in high-leverage practices is quickly gaining momentum across the United States as educators embrace them and work to ensure that all teachers who work with students with disabilities have learned and mastered the practices. The Council for Exceptional

"High-leverage practices in special education reflect new research on the effective methods that help struggling learners succeed."

High-Leverage Practices in Special Education

Collaboration

1. Collaborate with professionals to increase student success.
2. Organize and facilitate effective meetings with professionals and families.
3. Collaborate with families to support student learning and secure needed services.

Assessment

4. Use multiple sources of information to develop a comprehensive understanding of a student's strengths and needs.
5. Interpret and communicate assessment information with stakeholders to collaboratively design and implement educational programs.
6. Use student assessment data, analyze instructional practices, and make necessary adjustments that improve student outcomes.

Social/Emotional/Behavioral

7. Establish a consistent, organized, and respectful learning environment.
8. Provide positive and constructive feedback to guide students' learning and behavior.
9. Teach social behaviors.
10. Conduct functional behavioral assessments to develop individual student behavior support plans.

Instruction

11. Identify and prioritize long- and short-term learning goals.
12. Systematically design instruction toward specific learning goals.
13. Adapt curriculum tasks and materials for specific learning goals.
14. Teach cognitive and metacognitive strategies to support learning and independence.
15. Provide scaffolded supports.
16. Use explicit instruction.
17. Use flexible grouping.
18. Use strategies to promote active student engagement.
19. Use assistive and instructional technologies.
20. Provide intensive instruction.
21. Teach students to maintain and generalize new learning across time and settings.
22. Provide positive and constructive feedback to guide students' learning and behavior.

Children and the CEEDAR Center developed this professional development guide to support school district leaders in introducing and sharing the high-leverage practices with their staff members.

Read on to learn about the organization of the online guide, suggestions for using the professional development tools and materials, and ways to consider enhancing professional development with additional tools from the Council for Exceptional Children.

Organization of the Guide

The downloadable online guide provides school leaders, including mentors and coaches, with practical tools for engaging their staff members in learning about how high-leverage practices in special education can enhance student learning in the school and district. In addition to this overview, which describes how the guide is organized, the guide is divided into three sections:

- **Getting to Know High-Leverage Practices**. The purpose of this section is to provide introductory information about high-leverage practices that can be used to build your knowledge and the knowledge of others.
- **Sharing High-Leverage Practices**. The purpose of this section is to provide professional development tools that can be used in both large- and small-group settings, to introduce high-leverage practices in special education.
- **Reflecting on High-Leverage Practices**. The purpose of this section is to provide professional development tools that support reflection and conversation about possible next steps for high-leverage practices in your school or district setting.

The high-leverage practices are designed to serve as a road map for guiding teacher preparation, professional development, and self-assessment.

"High-leverage practices are essential to effective teaching and fundamental to supporting student learning."

Each section contains selected tools for conducting professional development. Professional development tools include:

- Information briefs and handouts that can be used to build your knowledge as well as be distributed to professional development participants.
- Links to videos that showcase concrete, accessible examples of high-leverage practices in action, in real classrooms, with real students.
- Sample agendas for conducting a one- or three-hour presentation.
- Slides and sample talking points for use during a presentation on high-leverage practices.
- Conversation starters and activities for engaging participants in learning and reflecting on next steps.

Some tools include enhanced activities and conversation starters that use publications and products available from the Council for Exceptional Children (see *www.highleveragepractices.org/resources/*). School leaders may want to consider using these to expand their own knowledge, as well as their colleagues' knowledge. Examples include:

- *High-Leverage Practices in Special Education* (2017). The book is a product of the High-Leverage Practices Writing Team, a collaborative effort between the Council for Exceptional Children and the CEEDAR Center. It describes the development process for identifying the practices and presents a definition and research synthesis for each of the twenty-two practices within each interrelated area of practice (collaboration, assessment, social/emotional/behavioral, and instruction) that teachers should learn and master. A glossary of terms and a comprehensive reference list is included. School leaders will find this an excellent starting point when considering the efficacy of different practices for their programs.
- *High Leverage Practices for Inclusive Classrooms* (2019). The book focuses primarily on Tiers 1 and 2 in a multi-tiered prevention system, or work that mostly occurs with students with mild disabilities in general education classrooms. Practical information is presented on each of the twenty-two practices, such as a description of the practice, a case study to illustrate it, and a discussion of questions and issues that school-based teams should address when planning for implementation. School leaders will find this text invaluable when looking deeply at a high-leverage practice and providing teachers with practical descriptions of how the practice might look in educational settings.

The professional development guide includes practical tools that school leaders can use to share information about high-leverage practices and to support participants in reflecting on how the practices might be used.

- *TEACHING Exceptional Children* (March/April 2018). This special issue, "Putting High-Leverage Practices Into Practice," presents nine previously published articles that reflect and embody specific high-leverage practices. The articles align with the four core areas (collaboration, assessment, social/emotional/behavioral, and instruction) and are intended to be a springboard for discussion and instruction related to "how-to" guidance. School leaders will find this an excellent resource for helping teachers "see themselves" using the approaches and understanding the positive results of using high-leverage practices.
- *High-Leverage Practices in Special Education: Reference Guides*. These laminated quick-reference guides from National Professional Resources fold out to present strategies, tips, and resources. The guides cover the areas of high-leverage practices—collaboration, assessment, social/emotional/behavioral, and instruction. School leaders will find these to be excellent tools for helping teachers generalize their understanding of high-leverage practices and for supporting them in implementing these practices with students.

Using the Professional Development Guide

The professional development guide can be used by school leaders to introduce high-leverage practices in their schools and districts. Consider these examples:

- A central office administrator might share the information and encourage conversation about it at a planning meeting with other district leaders.
- A mentor teacher or coach might use the materials when providing technical assistance activities to the people they support.
- A school principal might incorporate the information into a staff meeting or series of meetings.
- A staff developer might conduct a workshop or workshop series with a school or group of teachers.

School leaders can use the guide to introduce high-leverage practices and encourage conversation about their potential use.

- A team of teachers might review the materials together as part of their professional development plan.

In all cases, the tools in the guide have been designed to support professional development opportunities that introduce high-leverage practices; they are not designed to provide skill development in the practices or for planning school improvement initiatives. Further, there is no set way to use the materials; rather, school leaders are encouraged to use the materials as they see appropriate given the needs of their staff members.

In Summary

High-leverage practices have the potential to improve instruction that ultimately results in better outcomes for students with disabilities and others who struggle to succeed in school. Teachers who learn and master these practices are better prepared to engage in the types of complex instructional practice and professional collaborations that are required for effectively educating students with disabilities. This guide is intended to support you in designing professional development opportunities that introduce high-leverage practices in special education and encourage conversation about their potential use.

Council for Exceptional Children | 2900 Crystal Drive, Suite 100
Arlington, VA 22202 | *www.cec.sped.org*

Reference: Council for Exceptional Children & CEEDAR Center. (2019). Introducing high-leverage practices in special education: A professional development guide for school leaders. Arlington, VA: Council for Exceptional Children & CEEDAR Center. *www.highleveragepractices.org*.

Warger, Eavy & Associates developed the guide.

The guide was supported from funds provided by the CEEDAR Center (Collaboration for Effective Educator Development, Accountability, and Reform) cooperative grant (H325A120003) supported by the Office of Special Education Programs (OSEP) of the U.S. Department of Education (DOE). Dr. David Guardino served as the project officer. The views expressed herein do not necessarily represent the positions or policies of the DOE. No official endorsement by the DOE of any product, commodity, service, or enterprise mentioned in this document is intended or should be inferred.

Council for Exceptional Children · CEEDAR CENTER · IDEAs that Work, Office of Special Education Programs, U.S. Department of Education

Mini Module	Supporting Students with Disabilities	Supporting Students with Additional Needs (i.e. homeless, experiencing trauma, poverty, anxiety, etc.)	Supporting Students Who are English Learners	The 5 Cs: critical thinking, creative thinking, collaboration, communication, citizenship
Arranging Physical Environment				
Mini Module	Supporting Students with Disabilities	Supporting Students with Additional Needs (i.e. homeless, experiencing trauma, poverty, anxiety, etc.)	Supporting Students Who are English Learners	The 5 Cs: critical thinking, creative thinking, collaboration, communication, citizenship
Active Supervision				

Mini Module	Supporting Students with Disabilities	Supporting Students with Additional Needs (i.e. homeless, experiencing trauma, poverty, anxiety, etc.)	Supporting Students Who are English Learners	The 5 Cs: critical thinking, creative thinking, collaboration, communication, citizenship
Classroom Expectations Aligned to Schoolwide Expectations				
Mini Module	Supporting Students with Disabilities	Supporting Students with Additional Needs (i.e. homeless, experiencing trauma, poverty, anxiety, etc.)	Supporting Students Who are English Learners	The 5 Cs: critical thinking, creative thinking, collaboration, communication, citizenship
Routines and Procedures				

Mini Module	Supporting Students with Disabilities	Supporting Students with Additional Needs (i.e. homeless, experiencing trauma, poverty, anxiety, etc.)	Supporting Students Who are English Learners	The 5 Cs: critical thinking, creative thinking, collaboration, communication, citizenship
Opportunities to Respond				
Mini Module	Supporting Students with Disabilities	Supporting Students with Additional Needs (i.e. homeless, experiencing trauma, poverty, anxiety, etc.)	Supporting Students Who are English Learners	The 5 Cs: critical thinking, creative thinking, collaboration, communication, citizenship
Formative Assessment				

Mini Module	Supporting Students with Disabilities	Supporting Students with Additional Needs (i.e. homeless, experiencing trauma, poverty, anxiety, etc.)	Supporting Students Who are English Learners	The 5 Cs: critical thinking, creative thinking, collaboration, communication, citizenship
Scaffolding				
Mini Module	Supporting Students with Disabilities	Supporting Students with Additional Needs (i.e. homeless, experiencing trauma, poverty, anxiety, etc.)	Supporting Students Who are English Learners	The 5 Cs: critical thinking, creative thinking, collaboration, communication, citizenship
Feedback: Acknowledgement and Behavior Specific Praise				

Mini Module	Supporting Students with Disabilities	Supporting Students with Additional Needs (i.e. homeless, experiencing trauma, poverty, anxiety, etc.)	Supporting Students Who are English Learners	The 5 Cs: critical thinking, creative thinking, collaboration, communication, citizenship
Feedback: Group Contingencies				
Mini Module	Supporting Students with Disabilities	Supporting Students with Additional Needs (i.e. homeless, experiencing trauma, poverty, anxiety, etc.)	Supporting Students Who are English Learners	The 5 Cs: critical thinking, creative thinking, collaboration, communication, citizenship
Feedback: Error Correction				