Classroom Management:

Authentic Classroom Learning Opportunities

Coaching Guidelines for Achieving Success with Classroom Management and Instruction

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Instructional Coaching

The Kansas Coaching Project

Authentic Classroom Learning Opportunities

Coaching Guidelines for Achieving Success with
Classroom Management and Instruction

<u>Pre Conference</u>-Day 1

Before ACLO data is taken, ask teacher to give you the best and the worst class. IC selects another class to observe in order to collect baseline data of three observations. By collecting three diverse classroom situations, this allows for a valid snapshot of the teacher's day.

For any length of class- Use the ACLO Observation Chart and note the beginning and ending times for the various sections in the classroom observation form.

- As a coach, I also sketch the physical arrangement of the classroom
- Make note of any particular student(s) that continually stand out
- Once the baseline data has been gathered (three classroom period observations), average time on task and the classroom time observations.
- Once the average classroom time observations have been averaged and placed on the graph, the teacher can immediately see where improvements or changes need to be made. Perhaps they need less transition times, more time spent on teacher-lead instruction, or increased ending routine.

45-60 minute class- Time on Task is taken once during teacher-lead instruction

90 minute class- Time on Task is taken twice –once during teacher-lead instruction and once during the learning activity.

Related Arts classes- Time on Task is taken twice –once during teacher-lead instruction and once during the learning activity. Related arts will tend to have less teacher-direct instruction than the content area classes.

Daily Elements of Instruction	begin time	end time	begin time	end time	begin time	end time	begin time	end time	Total
Beginning Routine									
Enter Times (i.e.: 1:00 | 1:03)									
Enter Minutes (i.e. 3)									0
Learning Time Activities									0
Whole Group Instruction									
Enter Times (i.e.: 1:00 | 1:03)									
Enter Minutes (i.e. 3)									0
Small Group Instruction									
Enter Times (i.e.: 1:00 | 1:03)									
Enter Minutes (i.e. 3)									0
Independent Work									
Enter Times (i.e.: 1:00 | 1:03)									
Enter Minutes (i.e. 3)									0
Centers / Labs									
Enter Times (i.e.: 1:00 | 1:03)									
Enter Minutes (i.e. 3)									0
Cooperative Learning									
Enter Times (i.e.: 1:00 | 1:03)									
Enter Minutes (i.e. 3)									0
Tests / Quizzes									
Enter Times (i.e.: 1:00 | 1:03)									
Enter Minutes (i.e. 3)									0
Transitions									
Enter Times (i.e.: 1:00 | 1:03)									
Enter Minutes (i.e. 3)									0
Ending Routine									
Enter Times (i.e.: 1:00 | 1:03)									
Enter Minutes (i.e. 3)									0

Begin Routine

Learning Time Activities

Transition

End Routine

notes/other:

KU-CRL:	Initials	Date
Data Entered		

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TIME ON TASK OBSERVATION LOGS

During two different five (5) minute interval, record (+) symbols to indicate on-task and engaged behavior and (0) symbols to indicate off-task behavior.

Teacher_____   Date:_____

Module/Block:_____   observer:_____

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

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

% of on-task behavior:_____%

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

% of on-task behavior:_____%

Use space below to sketch classroom layout / take notes

<u>Collaboratively Explore Data</u>-Day 2

- Arrange a time as soon as possible to give feedback to the teacher
   a) Share and give the <u>Teacher Confidentiality form</u> . Explain to the teacher you are their advocate as well as the students.

<table>
<tr><td>Example</td></tr>
</table>

Teacher-Coach Confidentiality
"Pathways to Success" Gear-Up

In my day-to-day coaching activities, I may gather information either for research purposes or as an aspect of our own collaboration. I want to clarify my policy, and the policy of the entire Pathways to Success staff, with respect to gathered data.

I believe that our collaboration will work best if you know that any information I collect in your classroom is confidential. Please understand that our work together is just between us--any data gathered during our collaboration will only be shared anonymously.

In my role as an Instructional Coach, I am not in any way an evaluator. I am a partner, and I fully expect you will teach me as much or more than I teach you.

I look forward to our on-going collaboration in the future.

Instructional _____
Coach

b) Share the different components of the tools (ACLO observation and time on task) Explain the process of each tool and how you used each component to gather baseline data.

c) View the first date of data gathering and visit about the additional comments you have gathered on the tool. (Items to gather additional notes about: great things you see happening in the room, room arrangement, individual student behaviors, etc.)

d) Reflect on the second and third observation tools

e) Show the baseline data which you have displayed on the circle graph

  1. As the teacher views the circle graph, explain to the teacher that technically one wants to see the "two biggest pieces of the pie", learning activities and teacher-lead activities should be as close to equal as they can be.

  2. Upon looking at the graph, transitions should be minimal, and one should see a small percentage devoted to the opening and closing routine.

  3. On the spreadsheet, which displays the circle graph, have the time on task percentage for each observation listed as well as the average time on task data. In addition, share the idea of "according to research":
  90-100% time on task is outstanding and we might just need to tweak a particular aspect

  80-90% time on task is good but we need to focus on possibly one particular area
  79% or under we need to really think serious about structure and consistency

f) Ask teacher, "if you were going to pick an area to select as your goal, what would it be?" The greatest percentage of teachers will identify what needs to happen. If not, begin asking teacher questions, i.e. how is your energy level at the end of each day, are you happy with your student's engagement, how are student's academic scores?

g) Write the teacher's goal down and explain this is not going to be a problem; you are there to help them

h) **DO NOT stay and plan at this point**; set up an immediate follow-up meeting with the teacher and be prepared to share different ideas, so the teacher can make choices regarding what she/he might use.

ACLO Circle Graph-example
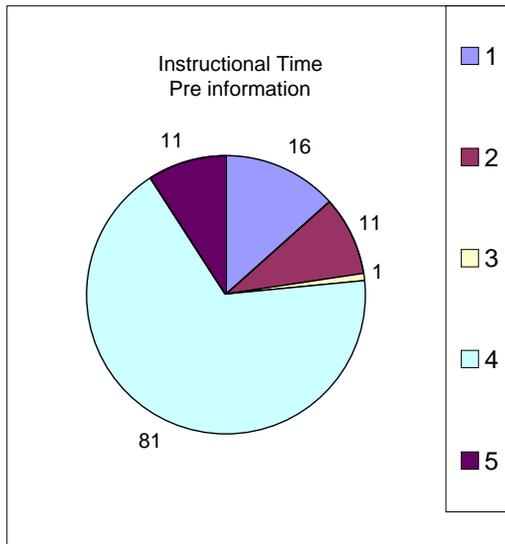
The small numbers outside the circumference of each color represents the percent of time.
1=Bell work
2=Teacher-lead instruction
3=Transitions
4=Learning Activities
5=Ending Routine

Time on Task-example shared

Time on Task	60%
	90%
	57%
Average TOT	**69%**

<u>Planning for Implementation</u> –Day 3

- Instructional Coach studies teacher's goals and based upon those goals designs a plan for implementation. Be sure to give the teacher at least a couple of plans to accomplish each goal. This way the teacher is able to choose which plan would best suite their instructional style.
- When developing the plan of implementation, it is useful to refer to Dr. *Randy Sprick and Dr. Jim Knight's,* <u>STOIC</u> strategy in *Coaching Classroom Management.*

STOIC
Webster: Someone admired for patience and endurance in the face of adversity

- *STRUCTURE*/organize all school settings for success.
- *TEACH* students how to behave responsibly in those settings.
- *OBSERVE* student behavior (supervise!)
- *INTERACT* positively with students.
- *CORRECT* irresponsible behavior calmly, consistently, and immediately in the setting in which the infraction occurred.

<u>Coaching Classroom Management;</u> Randy Sprick & Jim Knight

The following are a few suggestions for each component:

<u>STRUCTURE</u>

Seating Arrangement

1. Make sure all students have assigned seats
   a) More challenging students seated near the teacher (depending on room arrangement) or
   b) Seat boy-girl
   c) Seat challenging student with quiet or more self disciplined students
2. Plan to have at least two designated quiet areas in teacher's room, so if needed, a student can be moved to finish the hour-could be a study carrel.
   a) The two areas need to have dividers or classroom furnishings used as dividers to section the student off from the rest of the class

     b) Make sure the students know this consequence results from the student's lack of making appropriate choices

     c) Refer to the isolated section of the room as their "pod" or "office"

Organization of Student Materials to maximize effective and efficient use of time.

1. Purchase folder organizers, file folders, tubs or baskets to keep bell work and/or assignments organize i.e., if students are at a table the content book would be stacked neatly in the middle and the tub might hold colored pencils, rulers, erasers, and extra pencils. In addition to the closing routine, the teacher would quickly check each table to make sure all supplies were in the tub.

TEACH

● *TEACH* **students how to behave responsibly in the classroom's many settings. Many times you'll need to be equally sharing ideas with the teacher.**

1. Remember if the teacher hasn't explained **explicitly** her classroom expectations to the students you will need to discuss various expectations for each of the teacher's activity. But for now the most pressing expectations for the students to know are expectations for "Entering the room-Bell work" and during "Teacher Direct Instruction". These will need to be discussed with the teacher and then modeled.

OBSERVE

● *OBSERVE* **student behavior** *("If you expect it; inspect it!")*

1. As a teacher, it is extremely valuable to circulate through the room and observe students.

2. Be sure to never over focus. Many times students count on teachers to help individuals because this time becomes socialization time for some. For this reason, while helping others be sure to never over focus and always keep eyes roving. As the instructional coach, be prepared to model this.

INTERACT

● *INTERACT* **positively with students.**

1. Many times we are our own worst enemy by setting the students up for failure. When a teacher asks an open-ended question without calling on a specific student, students tend to shout out answers creating the snow-ball affect.

2. Making teachers aware of the CAGE Strategy helps them to maintain a healthy and positive classroom discussion allowing for healthy feedback, "emotional deposits."
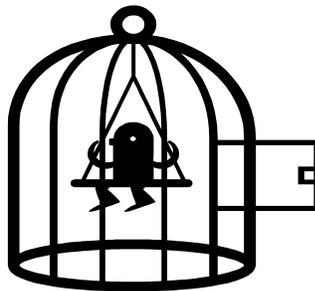
Want to "Cage the Disruptions"?

Call on specific person
Ask a question
Give positive feedback
Equals success for all

CORRECT

●   *CORRECT* **irresponsible behavior calmly, consistently, and immediately in the setting in which the infraction occurred.**

1.   In order for some students to behave as the teacher expects there sometimes must be some student consequences. Explore the consequences with the teacher. It is critical the students know that we're all human, and we all can make a mistake. However, multiple abuses should be handled.

2. It is very valuable to call the parents/guardians simply as a "Communication Tool". Many teachers are uncomfortable calling parents, so I provide the "TEACHER COMMUNICATION SCRIPT" which has helped many get over the initial fear.

Remember, you don't want the parents to follow-up with a consequence; you simply want them to communicate to the child that you called. Follow-through is critical!

Example

PARENT COMMUNICATION TOOL-
"Parent Contact Guidelines"

- ➤ Take a deep breathe (remember you would want to know as a parent)
- ➤ Be sure to ask for the parent by using their <u>first</u> name
- ➤ Tell parent your <u>first</u> and last name
- ➤ Remember this is "just an informational call"—
- ➤ Don't expect the parents to do anything other than share with their child about your call.
- ➤ As the teacher you have your own sequential consequences
- ➤ Always find something authentic and positive to say about the student in the conversation
- ➤ Convey to parent that you really appreciate their "help"/"time".

_____

Example call:

- • Hello, I need to speak with Joyce Tavern (parent's first and last name)
- • This is Lynn Barnes. I am_____(student's name) English (class) teacher.
- • First of all, I want to let you know <u>Audra_____</u> is OK. She is not hurt or ill.
- • However, I needed to call you simply to follow-through with what I told the students I would do. You know as an adult, if we say we're going to do something; we need to follow-through and do it.
- • In my room students have two chances to make wise decisions before I call their home. Unfortunately, today (explain what happened)
- • Perhaps say something good here: ie. <u>Audra (student's name)</u> is really a bright student and knows generally when enough is enough. I can usually count on her to be the one to regain self-control; unfortunately, today she **<u>CHOSE (important word)</u>** an inappropriate way to respond to me; she **chose** to get an attitude.
- • Again, I'd like to thank you for your time, and I don't expect you to do anything. But I would appreciate it if you would let Audra know that I called. Thanks again, I really appreciate you.

CONFERENCE AND PLANNING WITH TEACHER-DAY 4

- Teacher and Instructional Coach meet to plan strategies prior to modeling.

    a) Regardless of the teacher's prioritized goal areas: management or instructional, the coach needs to identify at least two powerful strategies to help teacher's successful progression.

    b) Identify each tool and thoroughly explain the usage of each.

    c) Ask the teacher to "CHOOSE" the tool/s they could "commit" to, be consistent with, and follow-through.

    d) Once the teacher has selected the tool/s make sure he/she know how to utilize it to maximize effectiveness.

    e) Begin preparing the teacher for what will transpire during the "Modeling Phase". If the goal is to increase an area within classroom instruction, i.e. student engagement, and the coach and teacher chose to use the *FRAME,* the teacher and coach begin to "co-construct" the observation form.

I.C. MODELS-Day 5

IC Models to the classrooms where data was collected and one other if so desired by teacher.(1st hour class)

1. Share with students:

    a) Average Time on Task Data

    b) Transparency of room arrangement

    c) Explanations of what you were seeing

    d) Build up the teacher and other conscientious students in front of all students *i.e., "You have an incredibly wonderful teacher history teacher. In fact, (another non-attributive and authentic detail about the teacher). It is not fair to your teacher and the other "good kids" in this room to have this inappropriate and immature behavior going on.*

    e) Review teacher expectations for various activities *i.e., teacher-direct instruction, entering room, bell work, independent work, group work, etc.*

  f) Purchase <u>bright-colored clip board</u> and share with students the CHAMPs Misbehavior Log.

- Make a transparency of the Misbehavior Log
- Explain to them that in fairness to the students, today you'll see this "log" on the overhead. However, after today, the "log" will be on this bright-colored clipboard.
- Role play or give scenarios for the Misbehavior Log <u>and share the consequences for the student's inappropriate choices</u>
  i.e. name and mark= warning (everyone is human and we can all make a mistake.)
  Second mark=a call home to parent (this is just simply used as a communication tool for the teacher to follow-through with the consequence)
  Third mark=a call home and move them to another location in your room, possibly their "office"
  Fourth mark=a call home and a discipline referral
  a discipline referral written to the office.

  g) Instructional Coach needs to make sure during this modeling time there are plenty of opportunities to respond along with specific and general praise. *Use the CAGE technique for asking questions:*

- *C-call on a specific person*
- *Ask a question*
- *Give positive feedback or response*
- *Equals success for all*

  h) *Consider if this class might need the intervention* **"SLANT"** *if so, model explain and model it.*

Sit up straight
Lean Forward
Activate your thinking
Note key ideas
Track the talker

2. Many teachers are frightened to call a student's home-if needed- share the **"Parent Contact Guidelines"** teacher script until the teacher becomes comfortable. If the opportunity lends itself, allow teacher to listen to you make a call.

3. IC. observes while the teacher mirrors the methods while teaching the remaining classes for the day.

4. At the end of the day, I.C. shares observations and teacher and coach modify and prepare for the following da

SUPPORT DAY-6

1. Be present at the beginning of each class –stay for half of the teacher-lead instruction and then LEAVE.
2. At the end of the day, have an informal meeting with teacher and discuss the great things you saw and share perhaps further ideas.

SUPPORT DAY-7

1. Drop in about the middle of each class and stay through the end of each hour.
2. At the end of the day, have an informal meeting with the teacher and continue to discuss the great things you saw and share ideas.
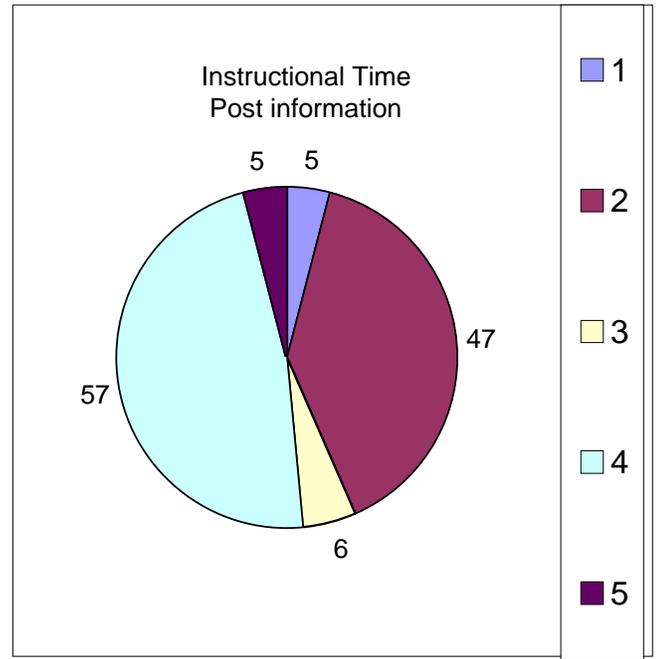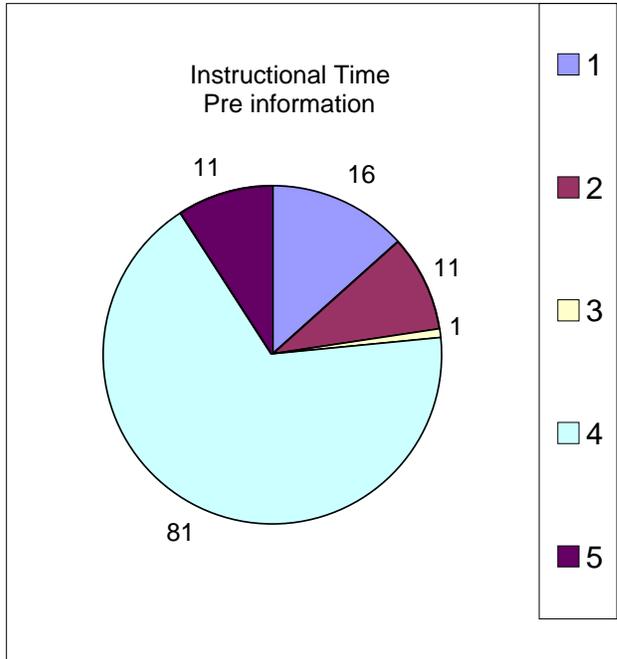
SUPPORT DAY-8

1. Pop in and out of classes at various times. This allows opportunity to monitor follow-through.

2. At the end of the day, have an informal meeting with the teacher and continue to discuss the great things you saw and share ideas.

*****Remember the fledgling must fly after all, we defer to the teacher's professionalism *****

After Two Weeks

1. Collect post data on the 3 classes you observed for the pre-data
2. CED with classroom data about the dynamic positive changes you've seen in the classroom. Be sure to have both pre and post data for the ACLO observation tool and time on task tool after you have calculated the averages.

Instructional Time Pre information

Legend: 1, 2, 3, 4, 5

Values: 11, 16, 11, 1, 81

Instructional Time Post information

Legend: 1, 2, 3, 4, 5

Values: 5, 5, 47, 6, 57

The small numbers outside the circumference of each color represents the percent of time.
1=Bell work
2=Teacher-lead instruction
3=Transitions
4=Learning Activ
5=Ending Routine

Time on Task –PRE	POST
60%	83%
90%	93%
57%	96%
AVERAGE 69%	**91%**

ACLO COACHING CHECKLIST

Coaching Component	Date	Notes
Preconference		
Observation Dates		
CED Meeting • Teacher Confidentiality Form • Share Data (ACLO Observation Sheet, Time on Task, pie chart, teacher goal setting)		
Plan for Implementation • Structure • Teach • Observe • Interact (CAGE guidelines) • Correct (see ACLO and/or CHAMPs guidelines)		
Parent Contact Guidelines		
Pre-modeling Conference		
Modeling Classroom Interventions		
Modeling/CED Meeting		
Ongoing Collaborative Support and Follow-up		