

KICKED OUT OF CLASS AGAIN!

IDEAS FOR INCREASING INSTRUCTION AND REDUCING OFFICE REFERRALS

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Professional Development

Staff Training



Classroom Management

- o Relationship Building
- o Routines, procedures, and processes
- o Instructional expectations
- o Rules
- o Reinforcement/consequences
- o Data Collection and Analysis
- o Common Area Expectations



Relationship Building

- Understand student population
 - Instructionally
 - Behaviorally
 - Socially
 - Physically
 - Spiritually

Who are our students, where do they come from and where are they going?

Questions for Staff


- What do you think happens when students lose interest or lack attention to what is being instructed?

Questions for Staff

- How should students act in your classroom?
- How do you deal with students when you are frustrated?


Relationship Building

- Encourage or require any of the following:
 - Greeting at the door
 - Attend an extracurricular activity in which the student participates (acknowledge performance in class or in hallway)
 - Ask the student to attend tutorial




Relationship Building

- Encourage or require any of the following:
 - Short one-on-one conference to address academic or behavior concerns
 - If you see something is bothering a student ask them "is everything ok" or ask them if they would like to talk with somebody about it




Relationship Building

- Encourage or require any of the following:
 - Acknowledge success (being on task, performing well on a particular assignment)
 - Acknowledge them when you see them in the hallway or cafeteria, possibly remind them about a test or assignment.



Relationship Building


- ◉ Encourage or require any of the following:
 - If they lack supplies often, let them know where they can get a pencil/paper if they do not have it with them.
 - Find out their interests and provide examples using an area of interest.



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Routines


- ◉ Instill in your staff the importance of developing standard and consistent routines
- ◉ Incorporate into your classroom walk-through a monitoring component that ensures routines have been developed and implemented consistently



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Routines/Procedures

•Entering the classroom	•Grading
•Attention Signal	•Absences
•Tardy	•Lack of Supplies (pencil/paper)
•Transitions	•Use of restroom/drink
•Gaining teachers attention	•Clinic
•Answering questions	•Independent work time
•Turning in assignments	•Small group work time
•Movement	•Whole class instruction
•Participation	•Substitutes
•Conversation	
•Help	



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Classroom Structure

What structure is needed in your classroom? Explain?

Low Structure: Students demonstrate a higher level of maturity, Students tend to enjoy school, Parents are involved and supportive in education, No students with behavior problems or emotional impairments

Moderate Structure: Students demonstrate a moderate level of maturity, A mixture of attitudes toward school – most feel "okay" about it, Most parents are somewhat supportive of school, One or two students with minor behavior problems or emotional impairments


High Structure: Students demonstrate a lower level of maturity, Students tend to feel apathetic or negative toward school, Parents are uninvolved or antagonistic, Three or more students with behavior problems or emotional impairments



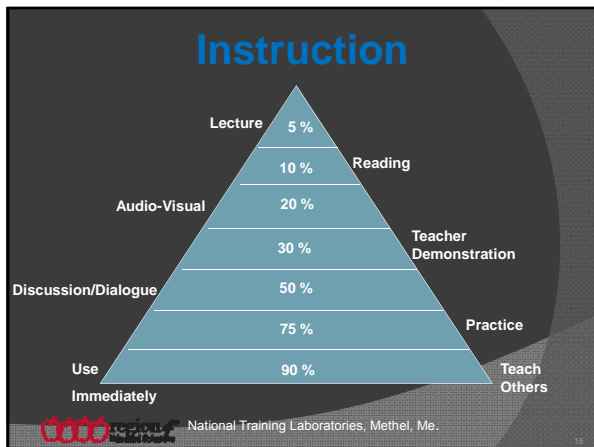
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Instructional Expectations

1. Are teachers activating background knowledge of students?
2. Are teachers relating content to real-life experiences?
3. Are students actively engaged?
4. Are tasks/assignments varied to meet the needs of all students?




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Instruction Achievement

Category	% Gain
Identifying Similarities & Differences	45
Summarizing & Note Taking	34
Reinforcing Effort & Providing Recognition	29
Homework & Practice	28
Nonlinguistic Representations	27
Cooperative Learning	27
Setting Objectives & Providing Feedback	23
Generating & Testing Hypotheses	23
Questions, Cues, & Advance Organizers	22

Marzano's Nine Instructional Strategies



- ## Instruction
- ### Before Instruction Considerations
- Instruction & grade level curriculum materials are matched to student ability (math, reading, language).
 - Transitions before and after the activity are smooth and efficient.
 - Staff are prepared for the activity (e.g., clear outcome/ objective, materials, instructional plan).
 - The activity begins with a clear explanation of the outcome/objective of the activity.
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- ## Instruction
- ### During Instruction Considerations
- Students experience high rates of academic success (> 75% correct).
 - Clearly re-explanation activity outcome/objective, if needed.
 - Most (>90%) of the allocated time for the activity is used
 - Instruction actively engages students in observable ways (writing, verbalizing, participating).
 - Each student has multiple opportunities to actively respond and participate.
 - Instructor frequently checks for student understanding.
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Instruction

After Instruction Considerations

- The activity concludes with specific feedback about student academic and social performance.
- The activity concludes with specific information about what happens next (e.g., follow-up activity).
- The activity ends with the instructor knowing how many students met learning outcome/objective.
- Follow-up instruction/activity is arranged for students who were unsuccessful in the activity.
- Transitions after the activity are smooth and efficient.

Rules


- Keep rules short, clear, and stated positively
- Need to be taught on day one, reinforced the first few weeks, in addition to re-teaching taking place throughout the school year
- Enforcement needs to be fair and consistent for all students
- Written, posted, and referred to within the classroom as needed
- Redirect utilizing least intrusive to more intrusive methods

Examples of Rules

1. Come to class everyday
2. Arrive on time with materials
3. Keep hands, feet, and objects to yourself
4. Follow directions
5. Stay on task

Menu of Reinforcement/Consequences


1. Collaboratively work with teachers to create valid options on creating a menu of reinforcements/consequences that will be effective in their classrooms.
2. Help them to understand behavior principles such as:
 - Consistency of enforcement
 - Student acclimation process
 - Teach and re-teach
 - Speak it, write it, post it



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Common Areas


Hallways
Cafeteria
Foyers
Stairwells
Parking Lot
Offices
Restroom
Intersections
Auditorium and etc.



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Common Areas

- Teach and re-teach
- Speak it, write it, post it
- Consistency of enforcement
- Student acclimation process



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Data Collection and Analysis

Consider collecting office referral data such as:

- # of Office Referrals per month
- # of Office Referrals by students
- Office Referrals by location
- Office Referrals by kind of behavior
- Office Referrals by time of day
- Office Referrals by ethnicity
- Office Referrals by teacher



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Data is your roadmap
to develop an effective
plan to provide
assistance to those in
need.



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Contact Information

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