



# Instructional Leadership To Improve Student Achievement

**Facilities Leadership  
September 17, 2010**



# **Working Together To Improve Achievement**

## **■ Our “old” plan**

- ☐ **Leadership and Instructional Strategies are presented at monthly meetings**
- ☐ **You train teachers in the various instructional strategies at your facility**

## **■ Our “new” plan**

- ☐ **Leadership and Instructional Strategies will continue to be presented at monthly meetings**
- ☐ **CDE will offer two one-day workshops on Instructional Strategies during the school year.**



# **This year**

- **Two workshops will be held in the Fall and two will be held in the Spring.**
- **One Fall workshop will be held at the north side of Denver and one will be held on the south side.**
- **The workshops will be identical to allow facilities to**
  - ☐ **send their staff to the closest workshop or**
  - ☐ **send staff on different days to facilitate coverage.**



# Fall Workshops

- **When?**                      **November 8 and 9;  
9 a.m. to 3 p.m.**
- **Where?**                      **North and South sides of  
Denver, specific locations  
to be announced later.**



# Fall Workshop Objectives

Participants will:

- *understand what direct, explicit systematic instruction is, why it's important and how to use it;*
- *increase their knowledge of structures to develop critical classroom routines and strategies for implementing them with students;*
- *expand their repertoire of strategies for active participation and student engagement.*



# **Your Role**

- **Be familiar with the content and strategies being taught at the workshops.**
- **At staff meetings, discuss and encourage use of strategies learned.**
- **Conduct CWTs and provide feedback to the teachers regarding their implementation of the strategies.**



# **Today's Outcomes**

## **Making Time for Student Achievement Through Classroom Management**

**You will have knowledge and skills to:**

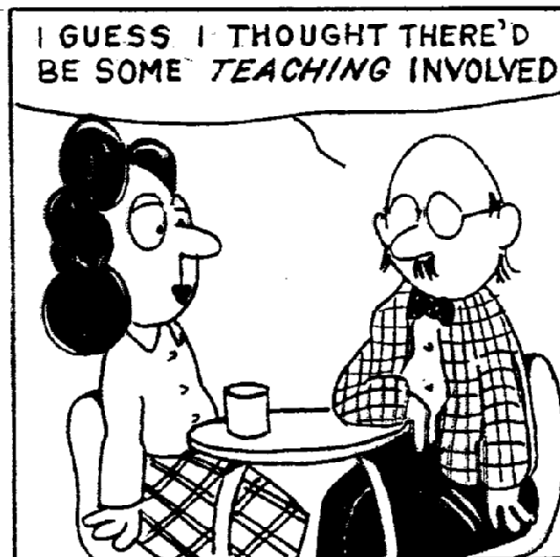
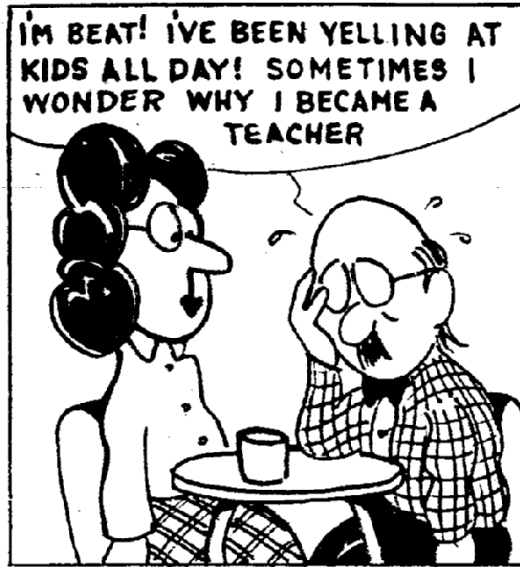
- 1. Define the five organizational areas needed to support classroom instruction.**
- 2. Provide a rationale for providing classroom organization and expectations.**
- 3. Describe organization and expectation factors essential for classroom management.**
- 4. Understand organizational factors and expectations sufficiently to support their use in classrooms.**

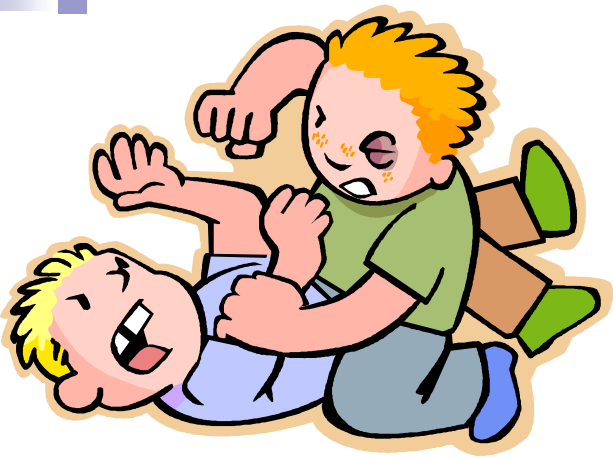
**TIME ON TASK =  
STUDENT ACHIEVEMENT!**





# LUANN






**Behaviors are  
Sooooooooo---  
Frustrating!**

- **The best way to handle a problem behavior is to never allow it to reach the stage of becoming a problem.**



- 
- **The best way to accomplish that is to provide sufficient structures so that students know exactly how to do what when.**



# **Bottom Line...**

- **If we want to change students' off-task behavior, we have to change or become more consistent in our own behaviors.**
- **WHAT DO YOU MEAN?**
- **HOW?**



# STOIC

**“Someone admired for patience and endurance in the face of adversity.”**

- **Structure for success.**
- **Teach expectations.**
- **Observe and monitor.**
- **Interact positively**
- **Correct fluently**



# **Getting Started: Thinking About Structure**

- **Err on the side of high structure.**
- **Your need for structure.**
- **Your students' needs for structure.**
- **Start the year with high structure.**
- **Adjust as the year progresses.**

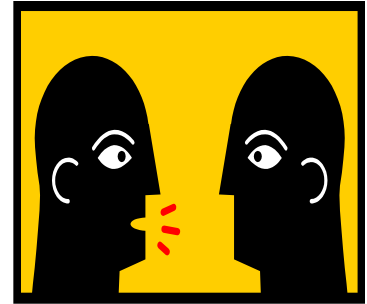


# How Much Structure?

- **Your need for structure.**
  - **Complete the “Classroom Management and Discipline Planning Questionnaire” (teacher’s needs).**
- **Your students’ needs for structure.**
  - **Complete the “Management & Discipline Planning Questionnaire” (students’ needs).**



# Talk Together



- **Talk with others at your table.**
- **Discuss:**
  - ☐ **Take turns sharing your questionnaire results for yourself and for your school.**
  - ☐ **Who has the highest need for structure?**
  - ☐ **Does this surprise you?**
  - ☐ **What are the implications of these results?**



**The majority of behavior problems in the classroom are caused by the failure of students to follow procedures.**

- **The teacher has not thought out what happens in the classroom.**
- **The students have not been trained to follow the procedures.**
- **The teacher spends minimum time organizing and managing the classroom.**



# Three Areas To Structure

## 1. Organization

- ☐ Routines and Procedures in the classroom

## 2. Expectations

- ☐ Classroom activities and transitions

## 3. Management Plan

- ☐ Classroom management and discipline plan



# **Five Tasks Of Organization**

**Task 1: Arrange an efficient daily schedule**

**Task 2: Create a positive physical space**

**Task 3: Use an attention signal**

**Task 4: Design effective beginning and ending routines.**

**Task 5: Managing student assignments.**

# Task 1: Arrange Your Daily Schedule

- **Goal: to balance the kind of tasks students do in a day.**
- **Schedule independent work and cooperative/peer group task immediately following teacher-directed tasks.**
- **Avoid scheduling any activity to run more than 30 minutes.**
- **Special attention to these times:**
  - ☐ Beginning a class period
  - ☐ After recess
  - ☐ Last hour of the day



# Take Three....



- **Locate your copy of “Chapter 2: Organization” self-assessment Checklist”**
- **Identify one area that is not working as well as might wish.**
- **Share with a partner which area you want to attend to, why it is a problem and how you might change it.**



# **Task 2: Create A Positive Physical Space**

- **Goals for classroom arrangement:**
  - 1. orderly movement**
  - 2. decrease distractions**
  - 3. efficient use of space**

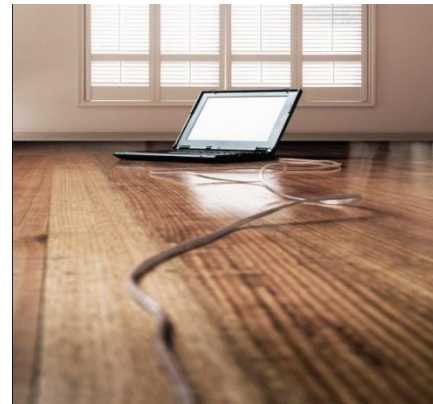


# Find A Partner

- **Work together to:**
  - **Identify advantages and disadvantages to each of the five classroom arrangements. Jot notes next to each diagram.**
  - **Share with your partner the plan you are most drawn to and why.**



# Floor Space

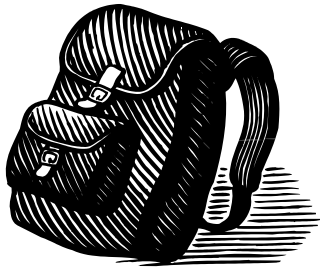


- Place students' desks so that:
  - they can easily see teacher during instruction
  - the teacher has physical and visual access to all parts of the room.
- Minimize disruptions caused by high-traffic areas in the class.
  - Includes doors, water fountains, sinks, pencil sharpeners and teacher desks.



# Work Areas

- Teachers need to easily see and monitor students **NO MATTER WHERE THEY ARE** in the room.
- Keep access to storage areas, bookcases, cabinets and doors clear.
- Use tote trays, boxes, coffee cans, dishpans, etc. to store materials. Place so that students have easy access.
- Design areas for groups, labs, project work, learning centers and independent work.



# Student Areas

**Plan areas for student belongings NOW**  
**Provide space for:**

- ☐ Student binders,
- ☐ Backpacks,
- ☐ Books
- ☐ Lunchboxes,
- ☐ Shoes,
- ☐ Lost and found items
- ☐ Skateboards
- ☐ Projects





# Wall Space

- **Leave at least one bulletin board for displaying student work.**
- **Display your discipline plan prominently.**
- **Have a consistent place for posting the day and/or weeks assignments.**
- **Display an example of the proper heading and style for papers.**
- **Post procedures, assigned duties, calendar, clock, emergency information, menus, schedules, maps and birthdays.**

# Teacher Area



- **Place the teachers desk, file and other equipment so that:**
  - ☐ **They do not interfere with traffic flow**
  - ☐ **Teacher can monitor classroom**
  - ☐ **Away from the door**
  - ☐ **If everything on your desk is “personal property”, make this clear when teaching classroom procedures.**

# Take three...



- **Locate your copy of “Organization” self-assessment Checklist”**
- **Are there specific areas your facility may need to change and/or improve?**
- **Jot notes to yourself regarding any ideas you might have to address this.**

# Task 3: Use An Attention Signal

- Identify what you will use as a signal.
  - ☐ CKH: Time Out
  - ☐ In firm voice say, “Class, your attention please,” while at the same time swinging your right arm in arcing motion.
  - ☐ “Take Five”
    1. Eyes on speaker
    2. Quiet
    3. Be Still (stop moving)
    4. Hands free (put things down)
    5. Listen
  - ☐ Chime or bell
  - ☐ Clapping pattern

# Getting Attention

- Teach Them using “looks like” and “sounds like” on T
- After signaling “Time Out” wait until:
  - ☐ The entire class is quiet.
  - ☐ All students make the signal.
  - ☐ Speak in a normal tone of voice.





# Asking Questions

- **Premature questions may be due to:**
  - **Students not having practice with conversation**
  - **Students not knowing when it is appropriate to ask**
  - **Students not listening**



**ASK**

*(FRONT)*



**LISTEN**

*(BACK)*



**Please ask**

**NO**

---

**QUESTIONS**

**NOW**



# Giving Directions/Directives

- Give directions only when necessary
- Keep directions short, specific and simple
- If directions are complex:
  - Write them down
  - Break the task up and do part later
- Say it once, then move!

**DENNIS THE MENACE** by Hank Ketcham



"I'd better go in, Joey. Mom's starting to use my *middle* name."

# Take Three...



- **Talk with the people from your table:**
  - ☐ Does your facility have one Quieting Signal.
  - ☐ Share what is working well for you and what is working less well.
  - ☐ Problem solve possible responses.



# **Task 4: Design Effective Beginning And Ending Routines**

## **■ Six Critical Times and Issues:**

- 1. Entering class**
- 2. Opening activities**
- 3. Dealing with students not prepared with materials.**
- 4. Dealing with students returning after an absence.**
- 5. Procedures for end of day or class.**
- 6. Dismissal**

# Entering Class And Opening Activities

- Greet students as they enter.
- Have an assignment that students begin immediately upon entering the room.
- Take roll
  - Look at your seating charts and mark down those who are absent
  - Have student names on clothespin. Clip to cutout and students move to another area. Note which pins are left.
  - Ask each student a question: On a scale of 1-10, how are you today? One word on how you feel today? Which animal? (Good CKH strategy)





# **When Students Don't Have Materials...**

- **Effective procedures for materials**
  - **Ensure student can get need materials in a way that doesn't slow down or disrupt instruction.**
  - **Establish reasonable penalties that reduce the likelihood students will forget in the future.**
  - **Reduce the amount of time and energy you spend on this issue.**



# **Borrowing materials**

- **Student leaves some form of security (such as their shoe) while they have the borrowed item.**
- **Fill out the “Borrowing Slip”, place it on a specified container on the teacher’s desk, return slip to student when the item is returned. (see handout)**
- **Borrow from a neighbor.**
- **Keep container of sharpened pencils. Student takes one and puts unsharpened one in container beside it.**
- **Buy golf pencils!**

**HOW DO YOU HANDLE “BORROWING”?**



## **BORROWING RECORD SLIP:**

**Name:** \_\_\_\_\_

**Date:** \_\_\_\_\_ **Period:** \_\_\_\_\_

**Item Borrowed:** \_\_\_\_\_

**Returned:** \_\_\_\_\_



# Ensuring Procedures Happen

- **Inform students first two days of school:**
  - ☐ **What materials they need**
  - ☐ **Procedures when they don't have materials**
- **Second week: Start “spot checks”.**
- **After third week: Conduct unpredictable, intermittent spot checks.**



# Absent Students

- **Set up two baskets. One labeled “Absent-what you missed” and the other “Absent-Assignments in”.**
- **Each time you hand out work, place five extra copies in an ongoing folder for absentees. Student picks up one of each when returns.**
- **Decide how long students have to make up work.  
Ex. Number of days absent**
- **Any penalty for missing or late work?**
- **Appoint students to assist student with make-up work.**



# **End of the Day Procedures and Dismissal**

- **Plan for 5 to 10 minutes.**
- **Need to organize their materials and clean-up.**
- **Give the class as a whole feedback on things they are doing well and what may need more work.**
- **Summarize by asking, “What did we learn today?”**
- **The bell doesn’t dismiss; you do when they are quiet and wrap-up tasks are done.**

# Take Three...



- **Locate your copy of “Organization” self-assessment Checklist”**
- **Talk together:**
  - ☐ **Are beginning routines efficient in your classrooms? Why or why not?**
  - ☐ **Are ending routines efficient in your classrooms? Are any changes indicated?**



# **Task 5: Manage Student Assignments**

- “Put your homework on the upper right hand corner of your desk.”
- Check off when completed a task (handout)
- Late and Missing Assignments
  - ☐ No penalty to zero points?
  - ☐ Zero slip (take out when assignment is in)
  - ☐ No Assignment handout



### **HOMEWORK MAKEUP AGREEMENT**

**Name:** \_\_\_\_\_ **Period:** \_\_\_\_\_

**Date(s) of Absence:** \_\_\_\_\_

**Date of Return:** \_\_\_\_\_ **Today's Date:** \_\_\_\_\_

**Assignment(s) Missed:**

---

---

---

---

---

**I agree to make up the assignment(s) by:**

---

**I understand that if the work is not made up by the above date, the following action will be taken:**

---

---

---

---

(    ) **Work handed in on** \_\_\_\_\_

(    ) **Work not handed in by specified date.**

**TEACHER:** \_\_\_\_\_ **DATE:** \_\_\_\_\_

After 5 times

# Homework Pass



In Recognition of Work Well Done,  
This Card May be Used in Place of  
ONE Assigned Homework.

Teacher: \_\_\_\_\_

# Take Three...



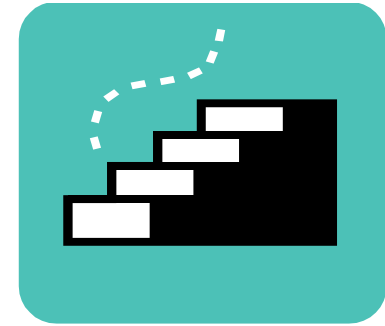
- **Locate your copy of “Organization” self-assessment Checklist” and identify one area that may not be working as well in your facility as you’d hoped.**
- Talk with your neighbors to see if they have suggestions.**

**After we have procedures,  
what's next?**



**Students must be taught  
and LEARN  
the expected behaviors  
and procedures.**

# Three Steps to Teaching Procedures



- **EXPLAIN.** State, explain, model, and demonstrate the procedure.
- **REHEARSE.** Rehearse and practice the procedure under your supervision.
- **REINFORCE.** Reteach, rehearse, practice, and reinforce the classroom procedure until it becomes a student habit or routine.



# **EXPLAIN**

- **Define the procedure in concrete terms**
- **Demonstrate the procedure; don't just tell**
- **Demonstrate a complex procedure step by step**



# Rehearse

- **Have students practice the procedure, step by step.**
  - **After each step, make sure that the students have performed the step correctly.**
- **Have the students repeat the procedure until it becomes a routine.**
  - **The students should be able to perform the procedure automatically without supervision.**



# Reinforce

- **Determine whether students have learned the procedure or whether they need further instruction.**
- **Reteach the correct procedure if rehearsal is unacceptable, and give corrective feedback.**
- **Praise the students when the rehearsal is acceptable.**





*"Here is Edward Bear, coming down the stairs now, bump, bump, bump, on the back of his head, behind Christopher Robin. It is, as far as he knows, the only way of coming downstairs, but sometimes he feels that there really is another way, if only he could stop bumping for a moment and think of it."*

*Winnie-The-Pooh  
A. A. Milne*



# **CHAMPS:**

## **Teaching Behavioral Expectations During Instruction**

- |          |                      |  |
|----------|----------------------|--|
| <b>C</b> | <b>Conversation</b>  | <b>Can students talk to each other?</b>            |
| <b>H</b> | <b>Help</b>          | <b>How do students get questions answered?</b>     |
| <b>A</b> | <b>Activity</b>      | <b>What is the task or objective?</b>              |
| <b>M</b> | <b>Movement</b>      | <b>Can student move about?</b>                     |
| <b>P</b> | <b>Participation</b> | <b>What does the behavior look and sound like?</b> |
| <b>S</b> | <b>Success</b>       | <b>This will lead to student success</b>           |



# Voice Level

**0 = No Sound/No talking**

**1 = Whisper (no vocal chords)**

**2 = Quiet conversational voice (1 person can hear you.)**

**3 = Presentational voice (An entire class can hear you.)**

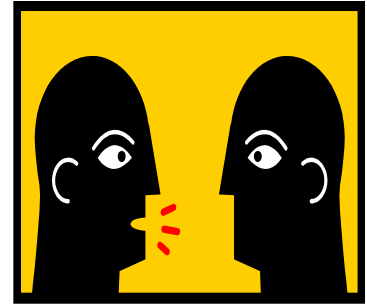
**4 = Outside voice (You can be heard across a playing field.)**



# CHAMPS

- **Consider developing CHAMPS for:**
  - ☐ **Teacher Directed instruction**  
(Ex: in reading)
  - ☐ **Independent Seatwork**
  - ☐ **Cooperative Groups**
  - ☐ **Tests**
  - ☐ **Instructional Activity of your choice**

# Talk Together



- **Work together from others at your table.**
- **Divide into three groups.**
- **Assign each group a teaching activity (Direct, independent, cooperative group)**
- **Each group develops the CHAMPS for that activity.**
- **Share with the rest of the group.**



# **Teach Your Expectations**

## **(High Structure)**

- **Tell students the type of activity that is coming next.**
- **Tell students what you expect and show them CHAMPS.**
- **Model the behaviors you expect, emphasizing “participation”.**
- **Have some students demonstrate the expectations.**
- **Model some things not to do.**



# **Teach Expectations**

## **(Medium Structure)**

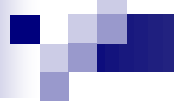
- **Tell the students the type of activity that is coming next.**
- **Tell students what you expect and show a T-chart**
- **Model the behaviors you want to see.**



# **Teach Your Expectations, Cont'd**

- **Model the correct way one more time.**
- **Verify that student understand the expectations: Model the behavior and have students identify whether it is appropriate or inappropriate.**
- **Review all the positive expectations and re-model the right way.**
- **Have students get started on the activity or transition.**





# **Increase the amount of time the student is working to increase learning.**

- **The person who does the work is the ONLY one who learns.**
- **All of these strategies are preventative in nature.**
- **They prevent behavior problems, thus giving the student more time to work.**