Practice-Based Teaching Experience in Classroom Management
OSEP Project Directors' Conference
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Purpose

– Address major concern of teacher preparation – CM skills are not taught thoroughly or with adequate supervision in a real classroom context

(Reschly, 2012)

– Address specific District priorities:
  • Maintain excellence in teaching and learning through data based decisions
  • Improve technology skills of current staff
  • Improve data analytical skills of current staff
  • Better utilize expertise of Kent State faculty to improve instructional practice
  • Better utilize staff strengths to share knowledge and information through district/building inservice
  • Support teachers with training on data analysis
  • Support current staff in developing classroom managerial skills
  • Reduce use of disciplinary practices, including in and out of school suspensions

(Kent City Schools District Improvement Plan, 2015-16)
### Context For Clinical Practice

- Partnership\(^1\) for simultaneous renewal between KSU and Kent City Schools
- Part of broad effort to establish Stanton Middle School as a PDS for MTSS training
- Situated within new MCMM dual licensure program

### Instructional Foci By Year

<table>
<thead>
<tr>
<th>Year (Y)</th>
<th>Instructional Foci</th>
<th>Learning Objectives</th>
<th>Practice-Based Activities</th>
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</thead>
<tbody>
<tr>
<td>Y1</td>
<td>School Systems, Instructional Planning &amp; Delivery Models</td>
<td>Professional Problem Solving &amp; Collaboration, Content Knowledge</td>
<td>Teaming, Co-teaching, Peer Tutoring</td>
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<tr>
<td>Y2</td>
<td><strong>Universal Instruction and Supports</strong></td>
<td><strong>Evidence-based &amp; High Leverage Practices</strong></td>
<td><strong>Classroom Management, Whole Group Instruction</strong></td>
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<tr>
<td>Y3</td>
<td>Selected Instruction and Supports</td>
<td>Data Literacy, Risk Assessment, Early Warning Signs</td>
<td>Small Group Instruction</td>
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<tr>
<td>Y4</td>
<td>Intensive Instruction and Supports</td>
<td>Data-based Individualization</td>
<td>Evaluation Team Reports/Individualized Education Programs, 1:1 Instruction</td>
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\(^1\) Funded by the Ohio Deans Compact on Exceptional Children
KSU-KCS Simultaneous Renewal

**SCHOOL**
Ohio Improvement Process (OIP) (OH DOE)

**TEACHER**
High-Leverage Practices in General & Special Education
(Ball & Forzani, 2010-11; McLeskey & Brownell, 2015)

**CANDIDATE**
Low-Intensity Classroom Management Strategies
(Lane & Oakes, 2014)

- Priorities set by District Improvement Plan
- Work with BLT to review school/grade/pod level behavioral data
- Provide T and TC training via modified Content Acquisition Podcasts (CAPs) and ongoing PD/collaborative LMS
- Weekly TBT meetings to assess FOI, adaptations, instructional decisions
- Teacher Modeling
- Peer Observation
- Class-wide data collection
## HLPs in Clinical Practice

<table>
<thead>
<tr>
<th>HLP Addressed</th>
<th>Strategy Taught</th>
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<tbody>
<tr>
<td>1. Collaborate with Professionals to Increase Student Success in the General Education Curriculum</td>
<td>• OIP within Teacher-Based Teams&lt;br&gt;• Communication Skills</td>
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<tr>
<td>(Collaboration)</td>
<td></td>
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<tr>
<td>5. Communicate Assessment Information with Stakeholders to Collaboratively Design Educational Programs (Assessment)</td>
<td>• Using Terminology with Assessment&lt;br&gt;• Data Interpretation</td>
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<tr>
<td>6. Use Assessment Continuously to Design, Evaluate, and Adjust Instruction that is Responsive to Students’ Needs (Assessment)</td>
<td>• Setting Assessment Purpose&lt;br&gt;• Designing Data Collection Protocol&lt;br&gt;• Using Data to Monitor Student Progress&lt;br&gt;• Adjusting Instruction Based on Data&lt;br&gt;• Using Technology for Data Collection</td>
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<tr>
<td>8. Provide Appropriate Rates of Positive and Constructive Feedback to Guide Students’ Learning and Behavior (Social-Behavioral)</td>
<td>• Behavior-Specific Praise&lt;br&gt;• Pre-Correction&lt;br&gt;• Instructional Feedback&lt;br&gt;• High-p Requests&lt;br&gt;• Behavior Contracts (Tier II)</td>
</tr>
<tr>
<td>18. Use Strategies to Promote Active Student Engagement (Instructional)</td>
<td>• Opportunities to Respond&lt;br&gt;• Active Supervision&lt;br&gt;• Incorporating Choice</td>
</tr>
<tr>
<td>19. Use Assistive and Instructional Technologies (Instructional)</td>
<td>• Self-monitoring with Mobile Applications (Tier II)</td>
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Integrated Instruction & Clinical Practice

– Four initial on-site PD sessions co-attended by T & TCs to introduce protocols, procedures, CM foundations, focal strategies
– Ongoing “flipped” instruction via Content Acquisition Podcasts (CAPs) co-developed by KSU faculty, field experts in classroom management
– Exemplar video models by cooperating teachers with interactive reflection component (EdPuzzle™)
– Continuous practice dialogue between cooperating T, TC, and faculty on Haiku™ LMS
– T and Peer observation data collected using SCOA app via Ipads
– Data loaded to server and shared via Haiku™ LMS
– Weekly 15-30 min data review meetings with T, TCs, and KSU faculty
Engagement Structure

– Student pairs rotate across pods/grade levels to cooperating teacher “strategy experts” every 3 weeks
  • Per teacher – 2 preventive, 1 responsive CM strategy
  • 10 total CM strategies (8 preventive, 2 responsive)

– Strategies selected by pods based on data review, re-evaluated each semester

– Teacher & faculty set time for practice, data review meetings

– Faculty available on-site during practice sessions for observations and consultation as needed

– Students receive, in total, immersive instruction and practice across grade levels with 8 universal, low-intensity CM strategies, while practicing skills associated with 6 HLPs
Example Configuration

**Grade 6**
- Pod 1
  - T1
  - T2
  - T3

**Pod 1**
- TC1
- TC2

**Practices:**
- T1 – Instructive Feedback
- T2 – OTRs
- T3 – Pre-correction
- Corrective - Redirection

**Grade 7**
- Pod 3
  - T1
  - T2
  - T3

**Pod 3**
- TC1
- TC2

**Practices:**
- T1 – Student Choice
- T2 – Behavior-Specific Praise
- T3 – Instructional Pacing
- Corrective – Self-Monitoring

**Grade 8**
- Pod 1
  - T1
  - T2
  - T3

**Pod 1**
- TC1
- TC2

**Practices:**
- T1 – Proximity Control
- T2 – Active Supervision
- T3 – Group Contingency
- Corrective – Logical Consequences
Questions about Project SUPPORT?

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