

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

- Partnership¹ 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		Learning Objectives	Practice-Based Activities
Y1	School Systems, Instructional Planning & Delivery Models	Professional Problem Solving & Collaboration, Content Knowledge	Teaming, Co-teaching, Peer Tutoring
Y2	Universal Instruction and Supports	Evidence-based & High Leverage Practices	Classroom Management, Whole Group Instruction
Y3	Selected Instruction and Supports	Data Literacy, Risk Assessment, Early Warning Signs	Small Group Instruction
Y4	Intensive Instruction and Supports	Data-based Individualization	Evaluation Team Reports/Individualized Education Programs, 1:1 Instruction

¹ Funded by the Ohio Deans Compact on Exceptional Children

KSU-KCS Simultaneous Renewal

SCHOOL

Ohio Improvement Process
(OIP) (OH DOE)

- Priorities set by District Improvement Plan
- Work with BLT to review school/grade/pod level behavioral data

TEACHER

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

- 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

CANDIDATE

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

- Teacher Modeling
- Peer Observation
- Class-wide data collection

HLPs in Clinical Practice

HLP Addressed	Strategy Taught
1. Collaborate with Professionals to Increase Student Success in the General Education Curriculum (Collaboration)	<ul style="list-style-type: none"> • OIP within Teacher-Based Teams • Communication Skills
5. Communicate Assessment Information with Stakeholders to Collaboratively Design Educational Programs (Assessment)	<ul style="list-style-type: none"> • Using Terminology with Assessment • Data Interpretation
6. Use Assessment Continuously to Design, Evaluate, and Adjust Instruction that is Responsive to Students' Needs (Assessment)	<ul style="list-style-type: none"> • Setting Assessment Purpose • Designing Data Collection Protocol • Using Data to Monitor Student Progress • Adjusting Instruction Based on Data • Using Technology for Data Collection
8. Provide Appropriate Rates of Positive and Constructive Feedback to Guide Students' Learning and Behavior (Social-Behavioral)	<ul style="list-style-type: none"> • Behavior-Specific Praise • Pre-Correction • Instructional Feedback • High-p Requests • Behavior Contracts (Tier II)
18. Use Strategies to Promote Active Student Engagement (Instructional)	<ul style="list-style-type: none"> • Opportunities to Respond • Active Supervision • Incorporating Choice
19. Use Assistive and Instructional Technologies (Instructional)	<ul style="list-style-type: none"> • Self-monitoring with Mobile Applications (Tier II)

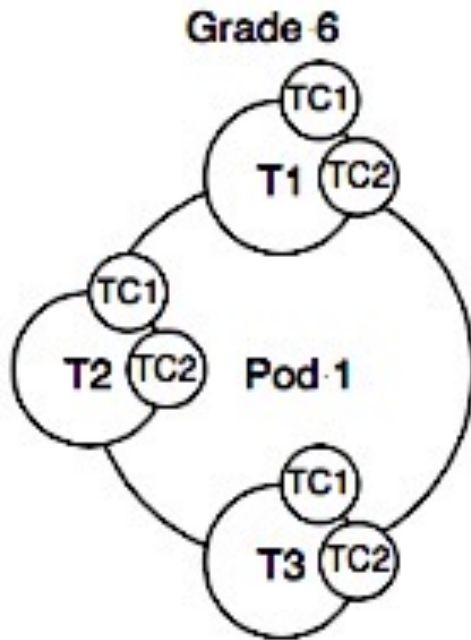
Integrated Instruction & Clinical Practice

- 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 I pads
- Data loaded to server and shared via Haiku™ LMS
- Weekly 15-30 min data review meetings with T, TCs, and KSU faculty

Engagement Structure

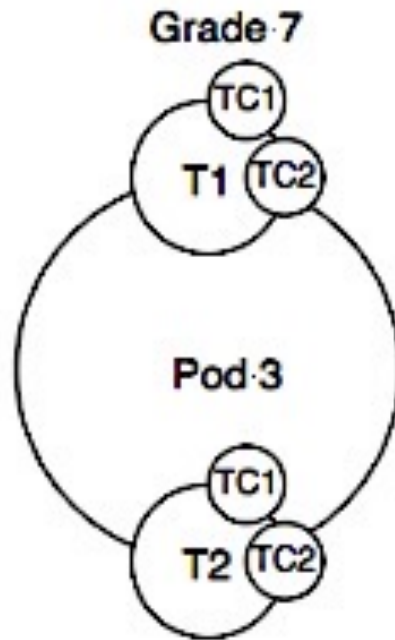
- Student pairs rotate across pods/grade levels to cooperating teacher “strategy experts” every 3 weeks
 - Per teacher – 2 preventive, 1 responsive CM strategy
 - 10 total CM strategies (8 preventive, 2 responsive)
- Strategies selected by pods based on data review, re-evaluated each semester
- Teacher & 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



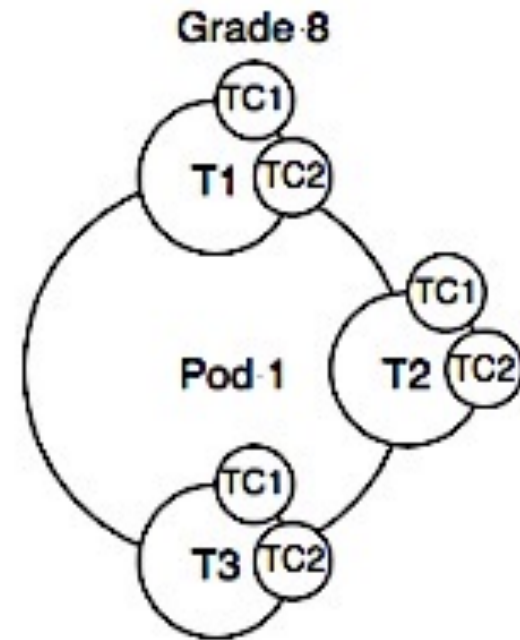
Practices:

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



Practices:

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



Practices:

T1 – Proximity Control
 T2 – Active Supervision
 T3 – Group Contingency
 Corrective – Logical Consequences

Questions about Project SUPPORT?

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