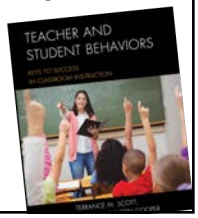
Teacher Behaviors: Using Effective Instruction and the Basics of Management to Maximize Student Success

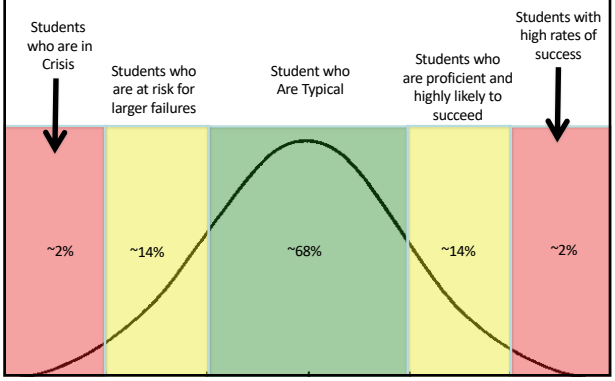
A teacher's ability to create student success now has a significant impact on the predictability of future success

- Disadvantaged students get less teacher attention and instruction
- Students with identified behavioural challenges Receive less instruction and more negative feedback from teachers
- Minority students (males) receive more negative feedback from teachers

(Scott, Hirn, & Cooper, 2017)

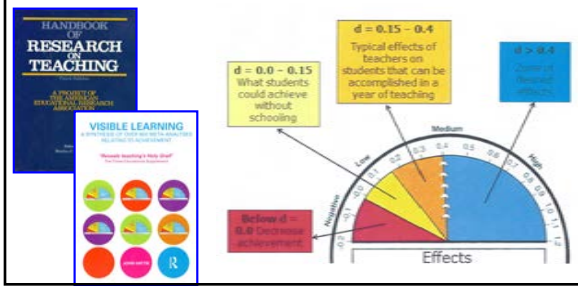


Why Does it Matter?

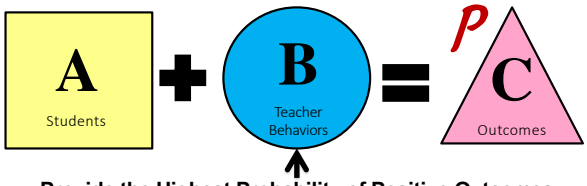


What Works?

- Effective Classrooms Literature from 1970s
  (e.g., Brophy, Good, Rosenshine, Berliner, et al)
- Meta-Analyses from past 15 years
  (e.g., Hattie, Gottfredson, et al)



Considering the Logic of Probability for Instruction and Management



Provide the Highest Probability of Positive Outcomes

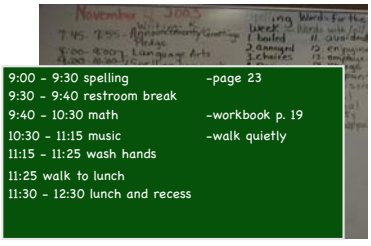
• Explicit curriculum • Modeling • Engagement • Goals
Consistent routines • Guided practice • Proximity
Spaced authentic practice • Formative assessment
High rates of positive to negative feedback

What is an Effective Teacher?

- Anyone can tell students something or tell them what to do
- A teacher creates a set of circumstances that increase the probability of the student being successful now and in the future

Instruction	Environment	Relationships
• Teacher facilitated • Direct and explicit • Authentic examples • Multiple opportunities • Engages students	• Arranges physical space • Develops routines • Develops Procedures • Consistent across time and students	• Communicates often • Conveys genuine interest in students • Maintains role of encouraging teacher

Schedule



- Consistency!!
- Expectations for arrival times
- Sequencing and length of activities
- Explaining changes

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Physical Arrangements

- Sight lines

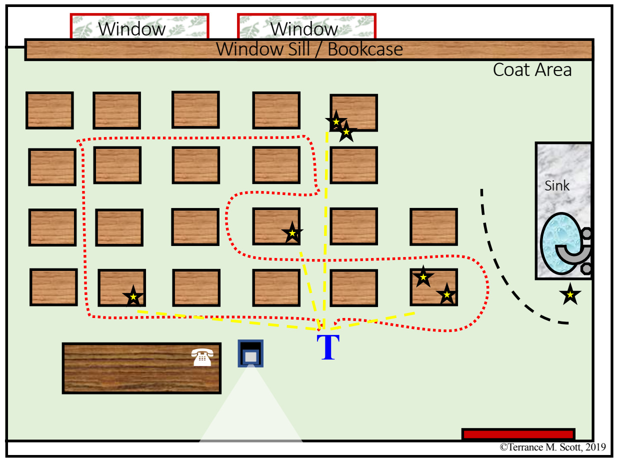
  KEY: Student Eye Contact

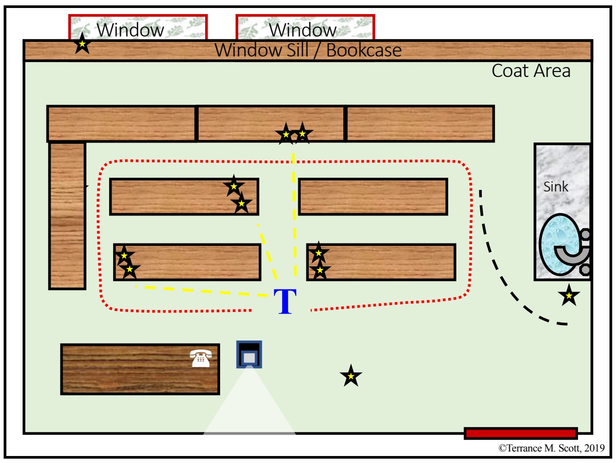
  - Teacher movement
  - 1-second rule

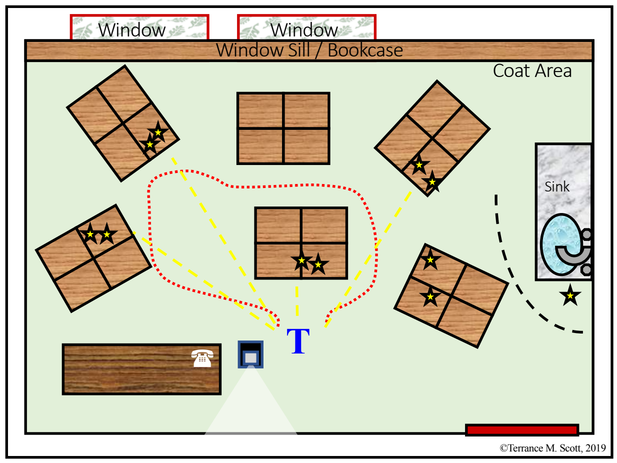
- Furniture

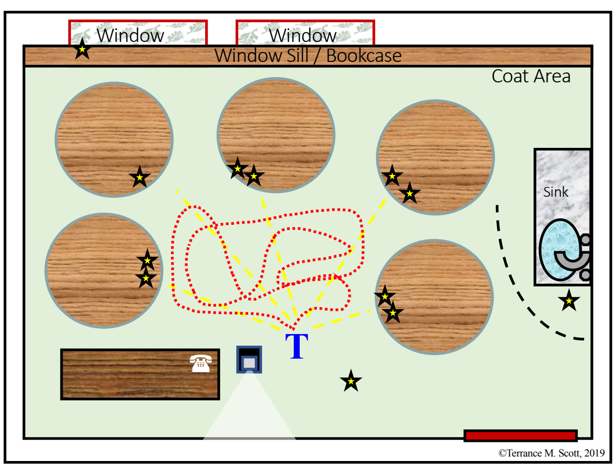
  KEY: Consider Prevention

  - Teacher's desk
  - Students' desks
    - Assigned Seating









Proximity

- Proactive Proximity
  - Movement about the room
  - Assigned seating

- Reactive Proximity
  - Start with eye contact
  - Approach and eye contact
  - Hover and eye contact
  - Hover and question
    - What should we be doing?

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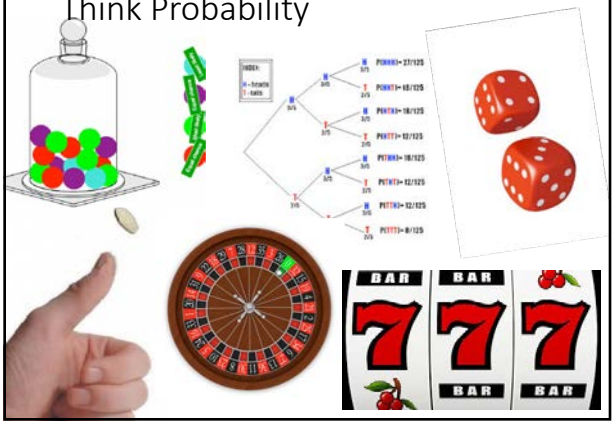
Reactive Proximity

Use Proximity to prompt students back without stopping instruction

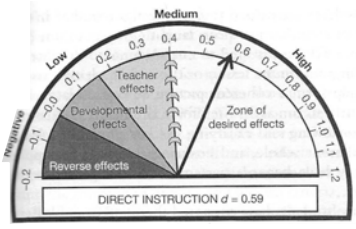
- Start with eye contact
- Approach and eye contact
- Hover and eye contact
- Hover and question
  - Genuine Concern
  - What should we be doing?
  - Avoid sarcasm

Think Probability



Effective Instruction Involves:

(1) teacher is explicit with lesson content and considers what is necessary to facilitate success with learning
(2) teacher responsibility for delivery and control of lesson to maximize student engagement and success
(3) students get multiple opportunities to practice success at high rates with positive teacher acknowledgement



KEY	
Standard error	0.096 (High)
Rank	26th
Number of meta-analyses	4
Number of studies	304
Number of effects	597
Number of people (1)	42,618

To What Degree do Teachers Use High Probability Strategies?

Classroom Observations Study

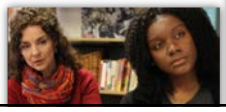
- Observe how teachers and students interact during typical classroom instructional periods
- 15-minute observations of individual student in context of classroom
- 13,000 classroom observations around the world

Adult Behavior Predicts Student Behavior

Consider the degree to which teachers provide:

- Focus on students (time spent teaching/supervising)
- Opportunities to respond (OTR)
- Positive feedback

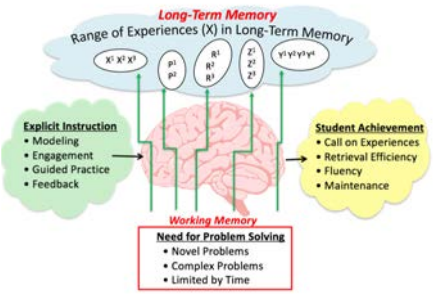
- **Teachers using the least amount of these practices have students that are:**
  27% more likely to be off task
  67% more likely to be disruptive



(Gage, Scott, & Hirn, 2018)

What Science Tells Us About Teaching and Learning

- **Guided explicit instruction with repetition and varied examples enhances storage in long-term memory**
- **Unstructured learning places a heavy load on working memory -- Information not stored in long-term memory is lost in 30 seconds**
- **Students with deficits can actually lose ground when instruction is not structured and explicit**
- **Especially important for novice learners**



(Based on Kirshner, Sweller, & Clark, 2006)

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Extrapolating Across the School Year

Teaching

Assuming 5 hour school day, 20 day school month, and 180 day school year

Not teaching = wasted instructional time	% of 15 min "Not Teaching"	*Instruction Time Not Used (no teaching or monitoring)*			
		Per Hour	Per Day	Per Month	Per Year
Elementary	10%	6 min	30 min	2 days	18 days
Middle School	10%	6 min	30min	2 days	18 days
High School	28%	16.8 min	1.40 hours	5.6 days	2.4 months

Definition of Not Teaching:
Teacher is not engaging students and is involved in independent task with no interactions with student.

Engagement

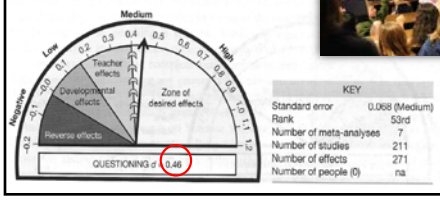
Teacher provided opportunities for student response during instruction (OTR) is associated with higher active student engagement and increased achievement

- Engagement is a Teacher Behavior

- Effective Teachers find ways to engage all students
  - Verbal responses
  - Raise hand to indicate agreement
  - Create and share
  - Demonstrate
  - Talk to neighbor
- Keys
  - High rates of success
  - Used as vehicles for delivering positive feedback

Questioning Strategies

- Asking questions and using student answers to drive instruction can be done in productive or unproductive ways
  - We want questions that provide a high probability of student success



KEY	
Standard error	0.068 (Medium)
Rank	53rd
Number of meta-analyses	7
Number of studies	211
Number of effects	271
Number of people (0)	na

High Poverty Schools & Engagement

Using Instruction to Predict Student Success

22 Elementary Schools
All Rural
All Title One Eligible

11 Highest State Achievement | 11 Lowest State Achievement

	τ_{00} Between-school variance	σ^2 Within-school variance	$\tau_{00}/(\tau_{00}+\sigma^2)$ ICC	Reliability estimate
Group OTR	0.033***	0.603	0.051	.557
Individual OTR	0.001	0.134	0.009	.182
Positive feedback	0.000	0.028	0.008	.16
Negative feedback	0.000**	0.004	0.033	.443

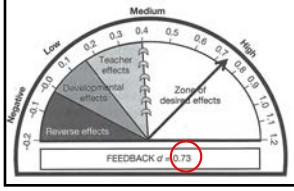
Note. ICC = Intraclass Correlation Coefficient.
*$p < .05$. **$p < .01$. ***$p < .001$.

- Group OTR predictive of academic achievement
- Negative Feedback predictive of school suspension
- Differences across schools are at the teacher level

(Hirn, Hollo, & Scott, in press)

Feedback

- Simple feedback on performance – formative and summative – is one of the most effective components of instruction
  - This means nothing more than simply acknowledging student success when you see it



Standard error	0.061 (Medium)
Rank	10th
Number of meta-analyses	23
Number of studies	1,287
Number of effects	2,050
Number of people (10)	67,931

Responding to Misbehavior/Errors

- We have **zero** evidence that removing a student from the classroom or school results in a decrease in problem behavior
  - More likely to be used with minorities and students with disabilities
- Correction is a more positive and effective response
- Consider the Restorative Practices language

(Hirn & Scott, 2014;
Scott, Gage, & Hirn, in review)

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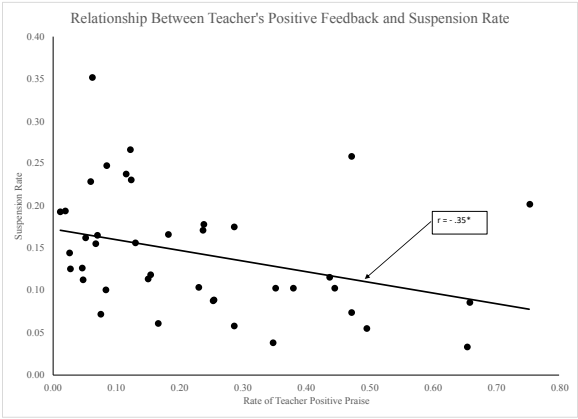
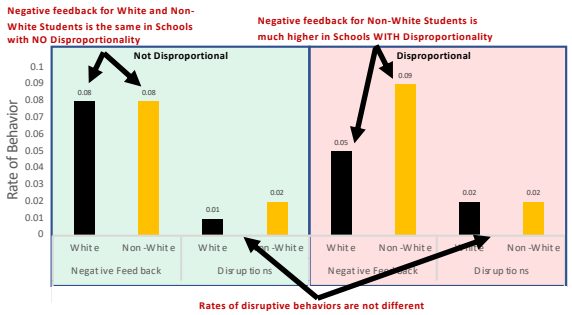
Acknowledge Errors with Correction

1. Feedback that behavior is inappropriate
   - *"is that the right way?"*
   - *"is there a better way?"*
   - *"are you being respectful – why not?"*
2. Re-teach appropriate behavior
   - *"what is a better way?"*
   - *"what would it look like if it was done better?"*
   - *"what is a more respectful behavior?"*
3. Facilitate success with positive feedback
   - *"Show me that --- thanks – remember to do that."*



Teachers' Use of Negative Feedback in Schools that Are and Are Not Disproportional with Disciplinary Suspensions



Acknowledge Success

- Level 1: Verbal Praise
  - Age appropriate
    - "thanks" "I appreciate" "I'm impressed" etc.
  - Delivered with specificity "you did XX correctly"
  - Mix up use of superlatives
    - Exactly, super, awesome, perfect, thank you, etc

Acknowledge Success

- Level 2: Access to Privilege
  - Things that are already exist
  - Actions, events, options, and tasks that students like
    - First in line, pick of computer, sit at special table, runner to office, etc.
  - Make contingent

Acknowledge Success

- Level 3: Public Acknowledgement
  - Make bigger – involve home or community if possible
  - For those who like it
  - For those deserving more
  - Free

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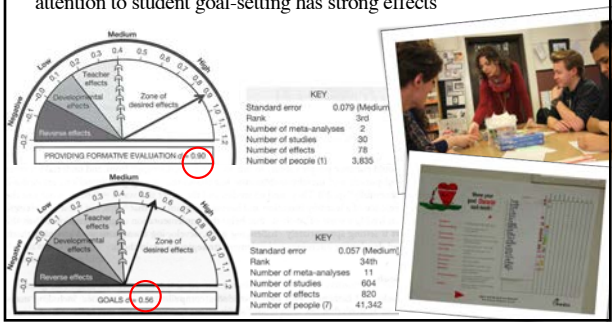
Assessment and Goal Setting

Frequent formative assessment based on instruction (CBA) with attention to student goal-setting has strong effects



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- Consider the Restorative Practices language

(Hirn & Scott, 2014; Scott, Gage, & Hirn, 2018)

Success Enhances Relationships

Facilitating a Positive Relationship

BIG IDEA

Trick and trap student success – then give the student all the credit for it

- Speak privately and genuinely with students
- Frame misbehaviors as problems for them – not you
  - Offer solution and make it a choice for the student
  - You hope the student makes a good decision for him/herself
  - Students earn consequences with their behavior
  - You're role is to teach them how to earn more positives
- Find time for personal interactions – even if very brief

Using Consequences Positively

Teach consequences as part of instruction is expected

- Acknowledge behavior on a regular basis
  - For the large majority of students this can be nothing but verbal (save tangibles for when really needed)
  - Put the focus on student behavior – they did it
- Frame misbehaviors as problems for them – not you
  - Offer solution and make it a choice for the student
  - You hope the student makes a good decision for him/herself
  - Students earn consequences with their behavior
  - You're role is to teach them how to earn more positives

Disruptive Behaviors
Teach Appropriate Behavior

- Consider the purpose or function of behavior
  - ✓If the purpose is to get peer attention, teach appropriate ways to get peer attention
  - ✓If the purpose is to express frustration and avoid work, teach a better way to ask for assistance or a break
- Teach: explain and model with students and engage them in discussion
- Provide reminders
  - ✓especially at times where non-compliance is predictable and with students who are likely to forget
- Develop routines and arrangements to facilitate success
- Avoid predictable triggers for student disruption

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Disruptive Behaviors

Keys to Addressing Disruption

- Recognize agitation early
- Redirect student in a clear and neutral manner
  - ✓Provide **one very clear direction** for student to follow – should focus on the behavior that was taught
  - ✓Express as a choice the student makes – not an ultimatum
  - ✓Break complex directions into smaller steps and direct the first step
- Communicate concern for student – not for you
  - ✓Present options for student – not ultimatum
  - ✓Be private as much as possible – but don't hover
  - ✓Remind and assist student to use appropriate behavior

Non-Compliant Behaviors

Keys to Addressing Non-Compliance

- Provide **one very clear direction** for student to follow
  - ✓Break complex directions into smaller steps and direct the first step

Initial Direction: move to desk, get out book, get paper, begin work
After Non-Compliance: move to desk

Initial Direction: complete all problems on page 76
After Non-Compliance: get started on work

- Be neutral but direct to student and stay with the direction – broken record
- All other student requests and issues are contingent upon compliance
- Follow-up with student quietly rather than in front of group
- Continue to acknowledge other on-task students
- Acknowledge cooperation or implement consequence in a neutral manner

Adults need the same Effective Instruction that kids do (purposeful, engaging, feedback)

	Increase Knowledge	Skill Demonstration	Use in the Classroom
Presentation/Discussion	10%	5%	0%
+Demonstration	30%	20%	0%
+Practice and Feedback	60%	60%	5%
+Coaching in Classroom	95%	95%	95%

Joyce and Showers, 2002

Regular coaching with authentic examples, engagement, application, and feedback

Keys to Facilitating Sustainable Change
- Provide a logic – *why should I do this?*
- Teach discrimination – *do I understand the keys?*
- Discuss relevance – *how would I use with my kids?*
- Observe and evaluate – *can I assess others?*
- Formative practice – *do I think about this all year?*

COA iPad Application

ol/Classroom Observation & Evaluation

- Includes all effective instruction codes for teachers and students
- New codes may be added
- Duration and frequency data
- Includes walk-through assessment component
- Generates graphs (export)
- Facilitates repeated observations of same teacher/context/student
- Data can be dumped into Excel or SPSS for reliability calculations and complex analyses
- Continuing updates

Developed and sold by John Anderson – Vernal Middle School, Vernal, Utah

Full User Manual Available Free Online
www.louisville.edu/education/abri/assessment

Big Ideas

- Student behavior won't change until adult behavior changes
  -- **Adults Matter!**
- ALL behavior change is an instructional process
  -- **Instruction Matters!**
- It's all about probability – what's the simplest way to make a difference in the success : failure ratio of a student?
  -- **Practices Matter!**

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