Transform your Classroom Management Practices – Transform your School Climate Outcomes

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What Does Classroom Management Have to Do with School Climate and Student Achievement?

1. **Understanding the Climate Model (i.e., Big Picture)**
   1. Correlations among climate, achievement and practice
   2. Identifying a school's level of function
   3. Defining success (or failure) psychology
   4. Locating practice within the teaching-orientation matrix
   5. Putting it together into the model/climate improvement roadmap
2. **Moving up from "level 1" (where most of our schools will be)**
   1. Recognizing facilitation requirements
   2. Building intention and ownership
   3. Identifying what they need to move up and what keeps them down
3. **Classroom Management Practices that lead us up**
   1. Create Shared Expectations
   2. Stop trusting what has not worked
   3. Promote consistent and effective technical management
   4. Develop social contracts and student ownership of rules
   5. Effectively working with the most challenging students
   6. Recognize connectedness – (i.e., to instructional and assessment choices)

School Climate:
The Eight Dimensions used in the ASSC Model
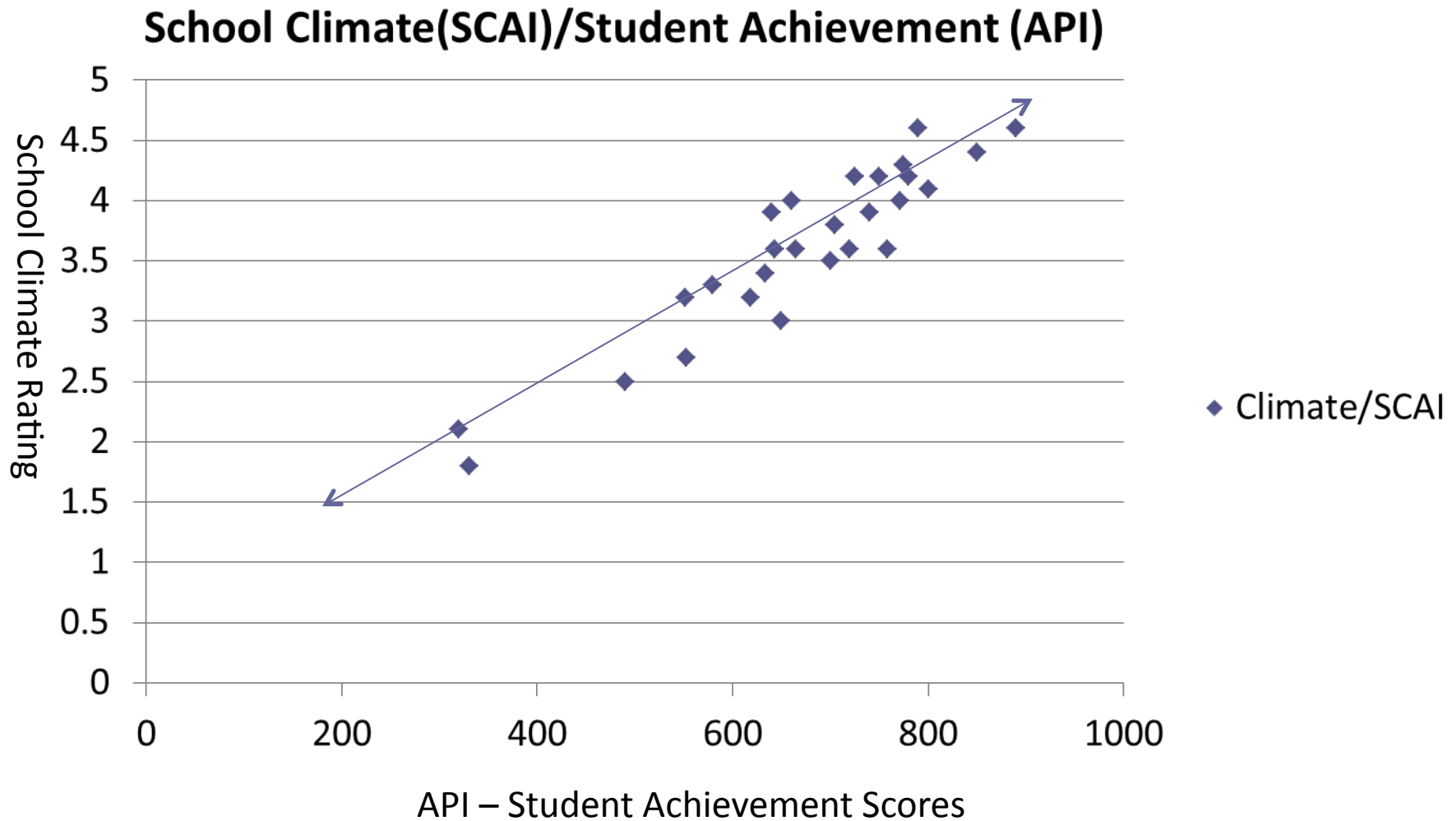### Emphasis in this Webinar

1. Physical Appearance
2. Faculty Relations
3. Student Interactions
4. Leadership and Decision-Making
5. **Discipline Environment**
6. **Learning and Assessment**
7. **Attitude and Culture**
8. Community Relations

Understanding the Climate Model

First, let's build a model for understanding school climate. It will provide us with a roadmap for helping schools improve. It will include the following;

1. Correlations among climate, achievement and practice
2. Identifying a school's level of function
3. Defining a success (or failure) psychology
4. Identifying which level of perception is dominant at the school.
5. Locating practice within the Teaching orientation matrix
6. Putting it together into the model/roadmap

School Climate Score (SCAI) by Student Achievement (CA API)

School Climate(SCAI)/Student Achievement (API)

Y-axis: School Climate Rating (0 to 5)

X-axis: API – Student Achievement Scores (0 to 1000)

Legend: ◆ Climate/SCAI

School Climate Levels

	Level 3	Level 2	Level 1
System	**Intentional**	**Semi-intentional**	**Accidental**
Ethos	Sound vision translated into effective practice	Good intentions translated into practices that "work."	Practices defined by the relative self-interest of faculty and staff
PCT Level	**System/Principle**	**Program**	**Sensory**
Effect on Students	**Liberating** Experience changes students for the better	**Perpetuating** Experience has a mixed effect on students	**Domesticating** Experience has a net negative effect on students
Staff relations	**Collaborative**	**Congenial**	**Competitive**
Psychological Outcome	**Promotes a Psychology of Success**	**Promotes a Mixed Psychology**	**Promotes a Psychology of Failure**

The Core of a Sound and Healthy School Climate:

A Psychology of Success (POS)

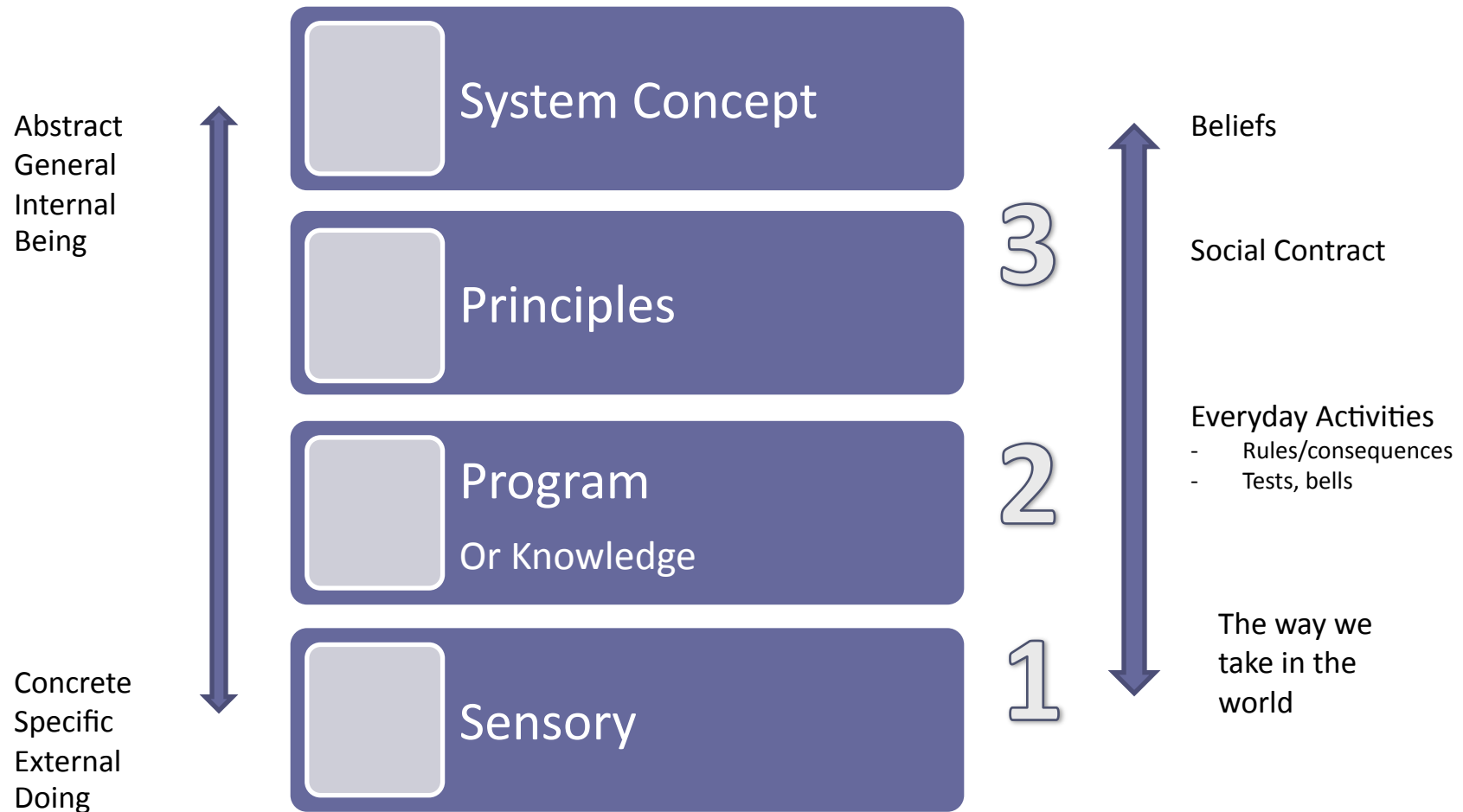| Success Psychology (POS)	Failure Psychology (POF)
Internal Locus of Control	External Locus of Control
Belonging & Acceptance	Alienation and Worthlessness
Growth–Orientation	Fixed–Ability Orientation

Every teaching choice promotes either more POS or more POF. Successful schools (3 level) have a "psychology of success" that pervades every aspect of the school.
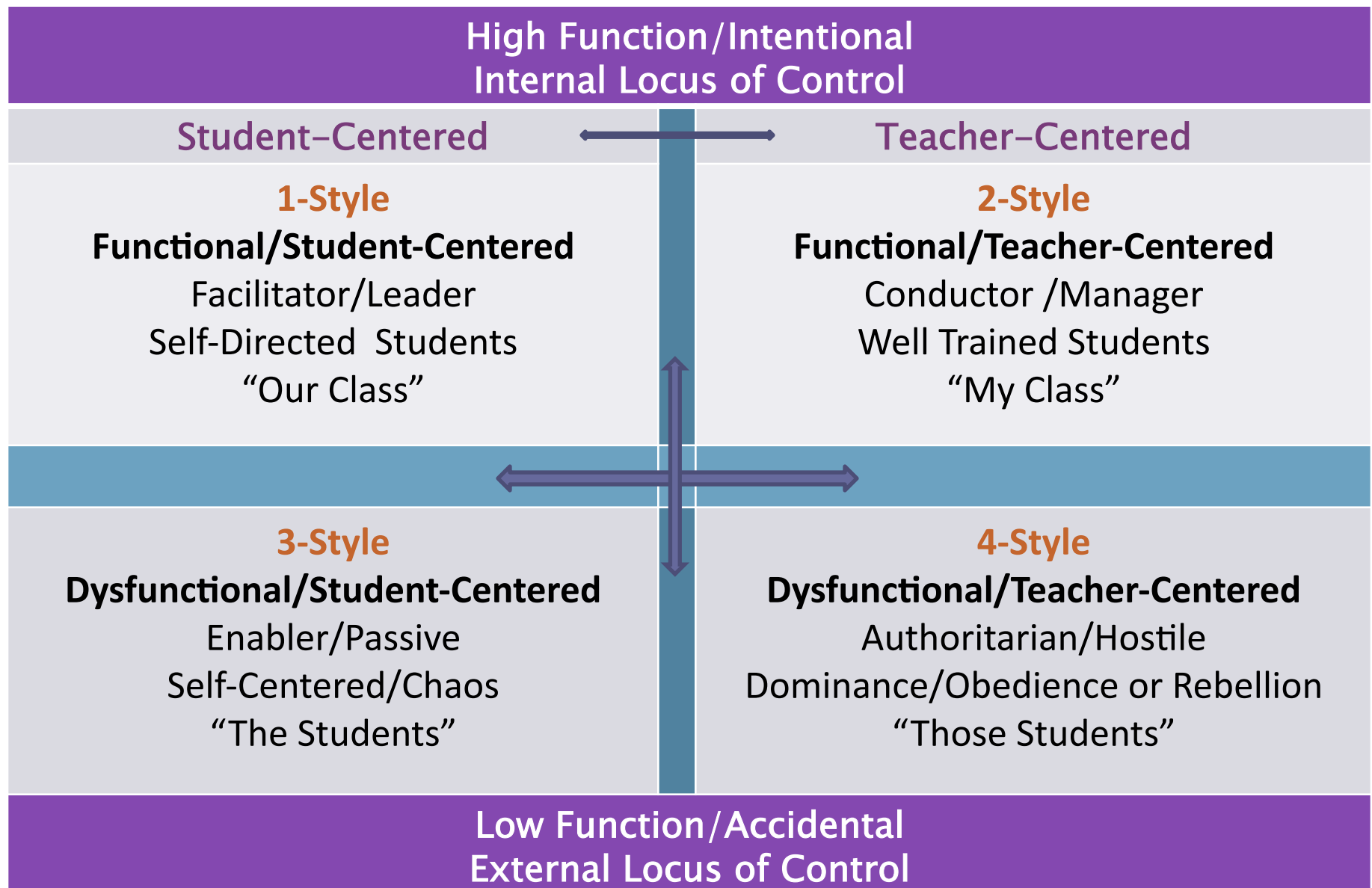
Psychology of Success (POS)

▶ **INTERNAL vs. EXTERNAL LOCUS OF CONTROL (LOC)**: This factor is defined by one's sense of internal causality and orientation toward personal responsibility. The more internal our LOC the more we feel that our destiny is in our own hands.

▶ **SENSE OF BELONGING AND ACCEPTANCE vs. ALIENATION**: This factor reflects how much one feels wanted and a part of the group, and how much one likes and accepts themselves as they are. The more one feels accepted and acceptable, the more they are able to express themselves, act authentically, and be fully present to others.

▶ **GROWTH-ORIENTATION vs. FIXED-ABILITY ORIENTATION**: This factor relates to one's thinking related to the root of their competence (Dweck, 2007). A growth-orientation approaches tasks with the question " how can I learn and grow from the process of doing this?" whereas the fixed-ability orientation asks "what will the outcome say about my innate ability in this area?"

Explained in detail in the book *Transformative Classroom Management*

Levels of Perception

Abstract
General
Internal
Being

System Concept

Principles

Program

Or Knowledge

Sensory

Concrete
Specific
External
Doing

3

2

1

Beliefs

Social Contract

Everyday Activities
- Rules/consequences
- Tests, bells

The way we take in the world

Teaching Style Matrix – Orientation by Function Level

High Function/Intentional
Internal Locus of Control

Student–Centered	Teacher–Centered
1-Style **Functional/Student-Centered** Facilitator/Leader Self-Directed Students "Our Class"	**2-Style** **Functional/Teacher-Centered** Conductor /Manager Well Trained Students "My Class"
3-Style **Dysfunctional/Student-Centered** Enabler/Passive Self-Centered/Chaos "The Students"	**4-Style** **Dysfunctional/Teacher-Centered** Authoritarian/Hostile Dominance/Obedience or Rebellion "Those Students"

Low Function/Accidental
External Locus of Control

Teaching Style Matrix – Orientation by Function Level

**High Function/Intentional
Internal Locus of Control**

Student–Centered	Teacher–Centered
1-Style Level 3	**2-Style**
Functional/Student-Centered	**Functional/Teacher-Centered**
Facilitator/Leader	Conductor /Manager
Self-Directed Students	Well Trained Students
"Our Class"	"My Class" Level 2
3-Style	**4-Style**
Dysfunctional/Student-Centered	**Dysfunctional/Teacher-Centered**
Enabler/Passive	Authoritarian/Hostile
Self-Centered/Chaos Level 1	Dominance/Obedience or Rebellion
"The Students"	"Those Students"

**Low Function/Accidental
External Locus of Control**

SCAI Classroom Management Ratings, and Corresponding Predicted API Score Correlations by Teaching Practice

High Function/Intentional
Internal Locus of Control

Student-Centered   **Teacher-Centered**

4.8 SCAI @900   4.5 SCAI @800+

1-Style   System   4 SCAI @800   **2-Style**

Principle   3.5 SCAI @750

3 SCAI @650   Program

2.5 SCAI @550

2 SCAI @450

1.7 SCAI @400

3-Style   1.5 SCAI @350   Sensory   **4-Style**

1.0 @250

Low Function/Accidental
External Locus of Control

SCAI Classroom Management Ratings, and Corresponding Predicted API Score Correlations by Specific Teaching Practice (projected S3 schools)

High Function/Intentional Internal Locus of Control

| Student-Centered | | Teacher-Centered |

1-Style

4.8 SCAI @900

4.5 SCAI @800+

SELF-DIRECTED

System

COMMUNITY

3

4 SCAI @800

BELONGING

Principle

2-Style

CLEAR EXPECTATIONS

3.5 SCAI @750

SOCIAL CONTRACT

2

3 SCAI @650

Program

2.5 SCAI @550

REWARDS

PRAISE

2 SCAI @450

GRADES

PENALTIES

1.7 SCAI @400

1

3-Style

PERSONAL APPEALS AND CHALLENGES

1.5 SCAI @350

Sensory

4-Style

1.0 @250

Low Function/Accidental External Locus of Control

Process Considerations

1. **Moving up from "level 1" (where most of our schools will be)**

    1. Recognizing facilitation requirements
    2. Building intention and ownership
    3. Identifying what they need to move up and what keeps them down

Facilitating Change

1. Solve real fundamental discipline problems

   - <u>Symptoms</u> vs. <u>real</u> problems
   - **Symptoms** – disrespect, low motivation, power struggles, poor attention, casual abusiveness, etc.
   - **Real problems** – climate in the class, instructional quality, relationships, clarity of expectations, etc.

2. Collective ownership

   - Can we help them identify <u>their</u> real problems and recognize how <u>their lives</u> will be better if they address them?

3. Systematic and transparent facilitation (<u>trust</u>)

Moving Up or Down the Continuum

- Attitude Defined by:
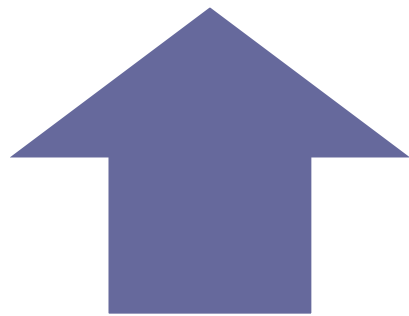
Intentional
Awareness
Internal LOC
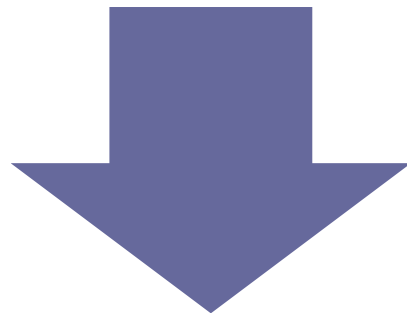
Accidental

Unaware

External LOC

Moving Up the Continuum

1. Clarity
2. Consistency
3. Pedagogy that supports your goals
4. Basic Needs satisfying environment
5. Social Bonds
6. Teach and practice your management
7. Psychology of Success
8. Leader
9. Community

Moving Down the Continuum

1. Relying on Bribes and Gimmicks
2. Incorporating negative strategies (disappointment, lectures, putdowns)
3. Punishment and "pain-based" logic
4. Intermingling the personal and the performance
5. Involving those that were not involved

Classroom Management

1. **Changes in practice that will get us the most positive outcomes for the least effort**
   1. Create Shared Expectations
   2. Stop trusting what has not worked
   3. Promote consistent and effective technical management
   4. Develop social contracts and student ownership of rules
   5. Effectively working with the most challenging students
   6. Recognize connectedness – (i.e., to instructional and assessment choices)

Shared Expectations

- If a school can develop shared expectations among faculty and students they can move up the levels of perception/teaching-orientation matrix.

- Why PBIS gets results in "accidental"/level 1 schools.

- Encourage schools to go through some process to create both classroom level and school level behavioral expectations (and the students should be involved)

- Consider assessing and/or debriefing process/participation/behavior (see TCM appendix) as a regular classroom activity.

Effect of common management practices related to their ability to 1) create **clarity** and 2) **positive association** of expectations

Practice	Effect
Purposeful Action Positive Recognition Clarifying Statements/Mantras Clarifying Questions/ Expectation Cues Debriefing Written Expectations	⬆
Personal Recognition/Praise Warnings Requests	⬌
Negative recognitions Irrational or Negative Actions Threats and Put Downs	⬇

Stop Trusting What Has Not Worked

There is a very delicate point that needs to be made to the teachers and administrators in our schools – *what you have done to this point is greatly responsible for the poor climate in your school* (i.e., it is not just the kids' fault) AND *most of your improvement will come from choosing to stop doing certain things.*

Among the things they need to stop doing are the following: Names on the board, use of shame, overuse of detention, manipulative praise, rewards/bribes, zero tolerance policies and/or pain-based punishments, the role of dictator, victimizing sarcasm, sending their problems to someone else.

Our message to them: "You might think you need them but you don't, and they are killing your climate!"

Technical Management

- Observe a few classes – what you find is that when the teacher has a means of obtaining 100% attention, gives clear directions, and the procedures are clear and practiced, there is not a lot of stress and strain in the class and more gets done.

- These "technical management" strategies are easy to learn. They simply require practice and commitment.

    - Attention cue
    - Direction giving sequence
    - Transitions and procedure protocols
    - See Chapter 5 of TCM

Social Contracts

- Creating a classroom social contract is becoming a more common practice. Schools of all kinds do it, and those that do implement it effectively get great results.

- In one class at LAHS (a very low performing school with a poor climate), the teacher created a social contract with his students to create clear expectations and sense of student ownership (he also did a good job leading cooperative learning and used mostly project based learning). The result was commonly 100% attendance and engagement (in a school in which classes were lucky to have 70% attend and 50% engaged).

- It can be equally valuable as a tool to help faculty get on the same page re: _____, and as a result own and commit to it.

Challenging Students

- The reality is that some teachers do not have trouble with any of their students and some are in constant battles with at least a few of them.

- Sending students out, getting mad at them, telling them how inadequate they are, or threatening them does not help, and it usually makes things worse. These interactions are typical in a poor climate school – and that is mainly why it is a poor climate school.

- Instead teachers need to find some strategies that they can live with. It does not take a whole personality change, it just takes an acceptance of what works and what does not.

- What works:
  - Teachers need to connect to their students.
  - Leading students in an exercise that will help them self-evaluate, and self correct. Glasser's Reality Therapy is a simple and effective and puts the responsibility on the student. This is spelled out in the independent contract sequence appendix.
  - Understanding "Negative Identities" and students who are "emotionally broken."
  - Other students need to feel safe from abuse, so there can be no tolerance for abuse in the class. Positive mantras are a great tool here.

Everything is connected

- In each of the schools that we work with there will be at least a couple of teachers who because they are so effective, and their lessons are so engaging, they have few if any discipline problems.

- We cannot separate discipline and management from instruction and assessment.

- Our research found that every area of climate was highly correlated to every other area.

Presenter Contact Information

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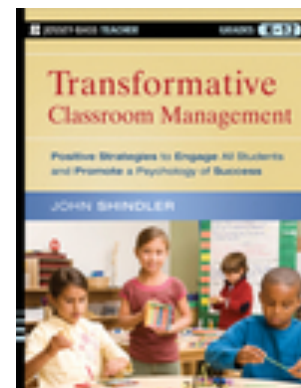
www.calstatela.edu/schoolclimate

(or just Google "School Climate")

Transformative Classroom Management

www.transformativeclassroom.com

(or just Google "Classroom Management Resources")

Appendices

- Reality Therapy Sequence for creating individual contracts
- Negative Identity Cycle
- Social Contract and Consequences
- Technical Management
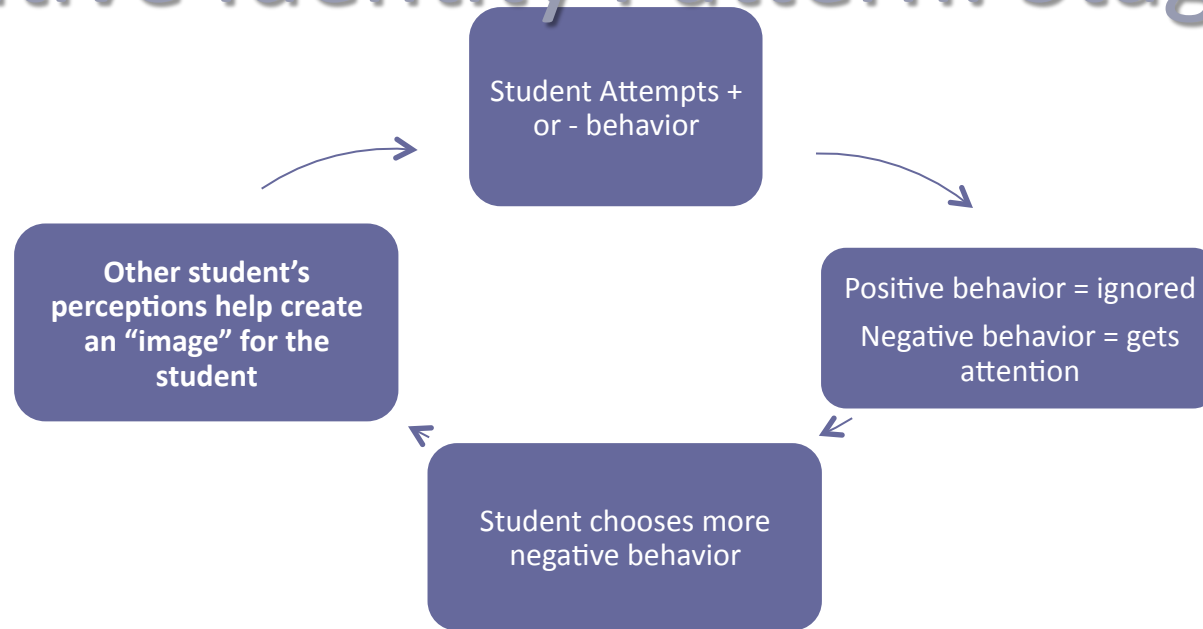- Facilitating the process

Approaching Challenging Students

To succeed with Level IIb types of problems, we need to take on an intentional, proactive and positive mindset. Therefore we need to begin by doing the following:

- Stop owning the student's behavior and/or taking it personally.

- Avoid self-limiting labels such as "bad students" or "behavioral problem." When we label the student (even mentally) we reinforce the idea that problem is a fixed condition. We make a challenge into a plight and go from being a teacher to a victim.

- Acknowledge we *do* have the ability to change the pattern or at least get things moving in the right direction if we are systematic and consistent. So, we need to let go of our resentment, and fatalistic thinking that is so easy to do in these situations. Instead, we must take positive action. Action is the antidote to despair.

- Let go of assumptions that negativity, punishment, passive aggressiveness, or projecting disappointment are doing anything but making things worse. We need to look the student in the eye and send these messages: a) we like them and believe they can do better; b) what they are doing is going to change; and c) it needs to change ASAP.

- Avoid relying on external authorities to solve the problem.

Creating Individualized Student Behavioral Contracts (Reality Therapy)

1. Establish connection to student
2. Focus on the behavior
3. Get student to accept responsibility for their actions
4. Help student evaluate their behavior
5. Have student develop a plan
6. Promote commitment to the plan
7. Follow-up and follow-through

Negative Identity Pattern: Stage 4

Student Attempts + or - behavior

Other student's perceptions help create an "image" for the student

Positive behavior = ignored
Negative behavior = gets attention

Student chooses more negative behavior

What kinds of support strategies are critical at this last point of the cycle? What does the student need, and conversely what will undo our efforts? How are the other student in the class involved?

Creating Your Social Contract

- Few Rules
- Positively Stated
- Student Involvement
- "Expect what you can Accept"
- Logical and Related Consequences
- Your Role is the facilitator (not the boss)

Consequences	Punishments
Intend to teach lessons	Intend to give discomfort
Foster internal locus of control	Foster external locus of control
Are proactive	Are reactive
Are logical and related	Are unrelated and personal
Work in the long-term	Work in the short-term
Promote responsibility	Can promote obedience (but more likely resentment)

Figure 9.1 Consequences vs. Punishments: A Comparison

Attention Cue

There should be a behaviorally-conditioned response to your cue. The student should respond, in large part, because it is automatic and unconscious, and less because they are making a situational choice. The power of the conditioning will come from:

- the value associated with what comes after the cue
- the consistency of the expectation to listen
- the consistency of the consequences for failure to listen
- a positive association with performing the behavior

5 States of Attention

Do your students know at any time in which of the 5 states of attention they should be?

1. 100% attention to speaker
2. Casual attention
3. Free to talk at a reasonable level about the learning task
4. Free to talk about anything
5. Completely quiet

A Cue is as Effective as How it is Used

An Effective Cues is:

1. Followed by meaningful information such as concise directions

2. Used only to change state from #2,3,4 to #1.

3. Never used to redirect after a previous cue.

4. Followed by consequences if it does not produce 100% attention (i.e., waiting, starting over, individual consequences to inattentive students, etc).

Effectively Giving Directions

Effective Directions (and promoting the culture of listening)

1. Cue
2. Finish word
3. Directions (be clear and concise)
4. Call for questions
5. Random checks for accountability
6. Finish word

(followed by expectation that they *were* paying attention.

Facilitating the Process

- **Pre-Planning**
  - Data processing team in place (Site-team, Climate team, Vision team, etc.)
  - Understanding of the "loaded" nature of the process
  - Building/District politics have been laid on the table
  - Preparation for resistance
  - Assessment of current practice/initiatives/programs
- **Data Analysis**
  - Site committee (have them explain why data say what they say)
  - Focus groups (discuss "causal" issues at the school)
  - Meetings with administration (look for red flags and commitment levels)
- **Dissemination**
  - Whole faculty
  - Parents and students (selective)
- **Action planning**
  - Identify problems that are 1) real, 2) priority, and 3) climate related
  - Solution selection - Holistic, fundamental, and collectively owned
- **Facilitation** – Eyes on the prize, vision, and shared participation

Moving from Level 1 to 2
(what most of our schools will face)

- **Accidental to Intentional**
- **Independent to collective**
- **Build in some certainty, safety and confidence**
- **Current practice needs to be reassessed**. Most improvement will be a result of what the school decides to stop doing, rather than adding to their existing practice.
- **Offer perspective to "program" type initiatives**
  - Have their place, but will seldom lead to fundamental change
  - Help encourage shared norms and policies
- Nothing will improve without an intentional effort to raise the level of ***internal locus of control*** among both students and faculty. Accept **ownership** and "can do" approach.