

Data, Evaluation, and Continuous Improvement of Classroom Management

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Academic Instruction

Tertiary Interventions
(for individual students)

- Assessment-based
- High Intensity

Secondary Interventions
(for some students)

- High Efficiency
- Rapid Response

Universal Interventions
(for all students)

- Preventive, Proactive

Behavioral Instruction

Tertiary Interventions
(for individual students)

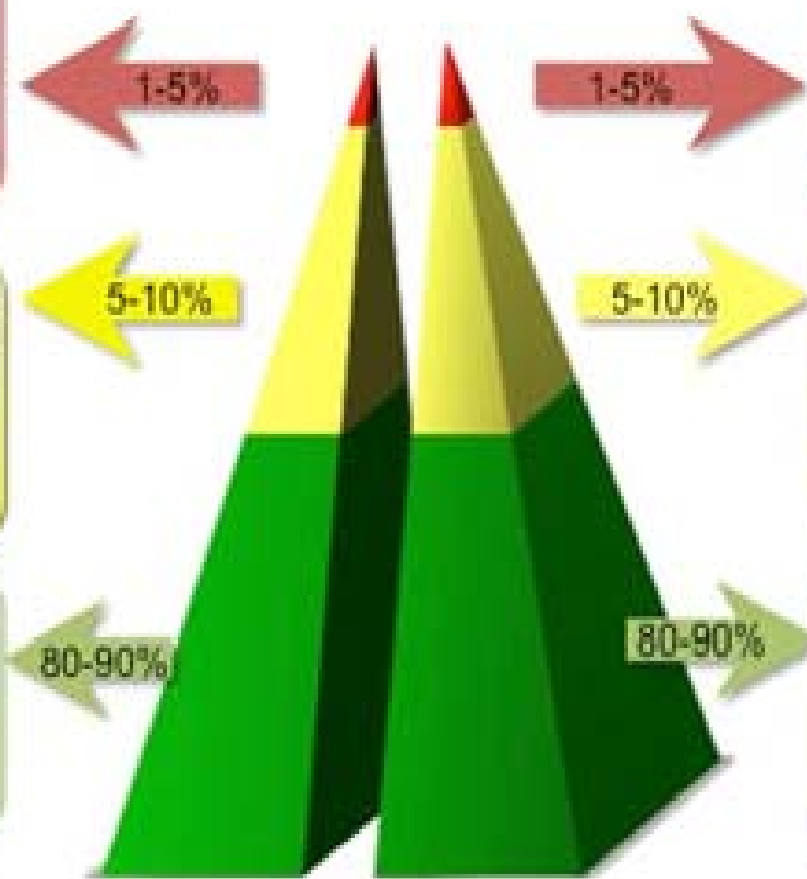
- Assessment-based
- Intense, durable procedures

Secondary Interventions
(for some students: at-risk)

- High Efficiency
- Rapid Response

Universal Interventions
(for all students)

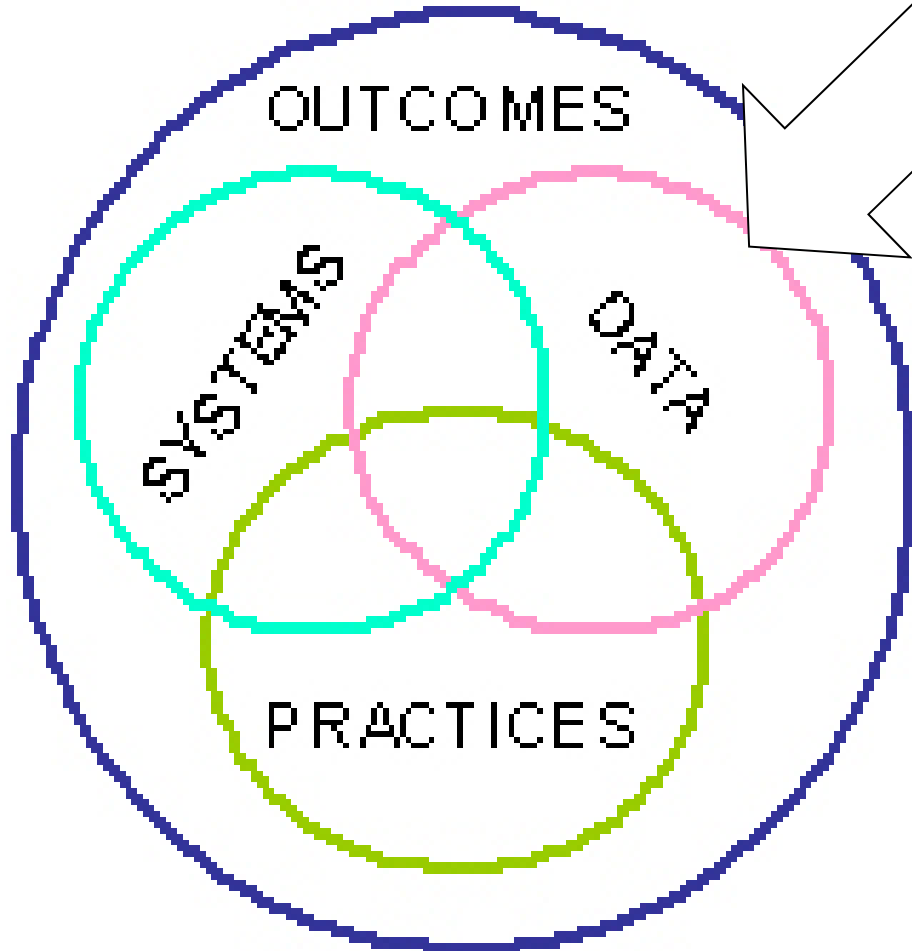
- All Settings
- Preventive, Proactive



Social Competence &
Academic Achievement

Positive
Behavior
Support

Supporting
Staff Behavior



Supporting
Decision
Making

Supporting
Student Behavior



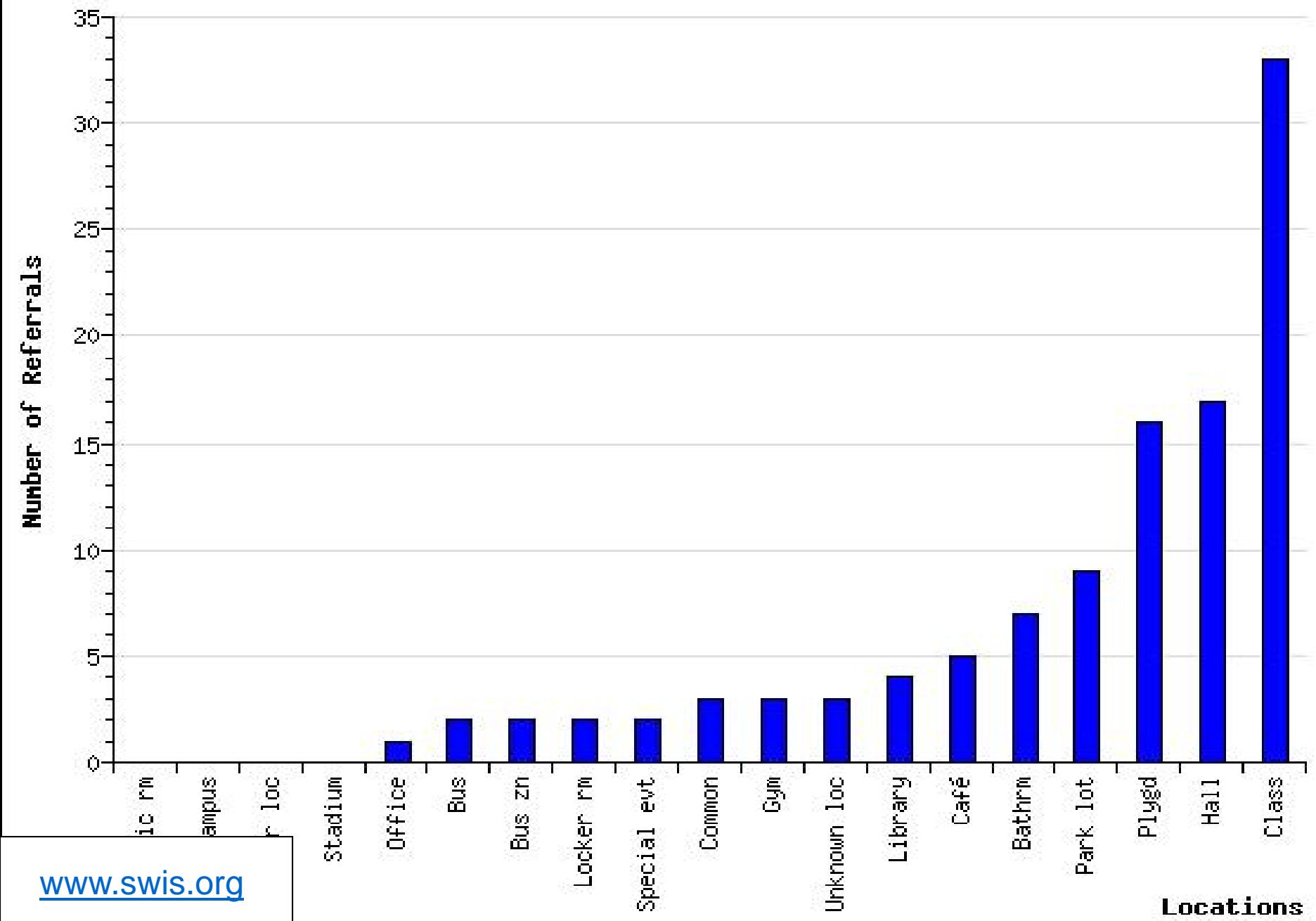
Continue to think School-wide!

Questions to ask of your school-wide data?

- Where are most of our office discipline referrals coming from?
- Are teachers referring large numbers of students to SAT, TAT etc. for behavioral difficulties?
- Are either of these (above) occurring along with academic difficulties?

- If these *classroom* problems are occurring school-wide they require a school-wide solution (through professional development, problem solving etc.)

Referrals by Location



www.swis.org

The Behavior Engineering Model

	Information	Instrumentation	Motivation
Environment	<p><i>Data</i></p> <ol style="list-style-type: none"> 1. Relevant and frequent feedback about the adequacy of performance 2. Descriptions of what is expected of performance 3. Clear and relevant guides to adequate performance 	<p><i>Resources</i></p> <ol style="list-style-type: none"> 1. Tools, resources, time and materials of work designed to match performance needs 	<p><i>Incentives</i></p> <ol style="list-style-type: none"> 1. Adequate financial incentives made contingent upon performance 2. Non-monetary incentives made available 3. Career-development opportunities 4. Clear consequences for poor performance
Individual	<p><i>Knowledge</i></p> <ol style="list-style-type: none"> 1. Systematically designed training that matches the requirements of exemplary performance 2. Placement 	<p><i>Capacity</i></p> <ol style="list-style-type: none"> 1. Flexible scheduling of performance to match peak capacity 2. Prosthesis or visual aids 3. Physical shaping 4. Adaptation 5. Selection 	<p><i>Motives</i></p> <ol style="list-style-type: none"> 1. Assessment of people's motives to work 2. Recruitment of people to match the realities of situation

Using Data to Support Teachers' Classroom Management

- All teachers should have access to non-evaluative feedback
- Data should be shared with entire staff and with individual teachers
- Use data to provide constructive feedback as well as to celebrate successes

Observational Data of Classroom Management Practices

- First ask yourself: Are 90% of the students academically engaged?
- If more than a couple of students are not engaged, observe teacher behavior

(Sprick, 2010)

Data to Collect

Data to Collect	How to Analyze	Benchmark
<i>OTRs</i>	<i>Rate per Minute</i>	<i>0.5 Per Minute</i>
<i>Effective Praise (5:1 Ratio)</i>	<i>Frequency and Ratio</i>	<i>5:1 Positive to Corrective</i>
Correct Responses	Percentage	80%+
Active Supervision (Teacher circulates, visually scans)	Yes/No	

Teacher Data Collection to Support Continuous Improvement of Classroom Management:

Classroom Management Self- Assessment

Classroom Management Self-Assessment (CMSA)

(Todd, Horner, & Sugai, 2004)

1. 10 Item self-assessment tool used for continuous improvement
2. Each item rated as 2 (in place), 1 (partially in place), or 0 (not in place)
3. Data from CMSA used for action planning

Steps in Using CMSA

1. Have colleague observe your OTRs and ratio of praise statements
2. Complete the checklist
3. Find three areas that appear to need the most improvement
4. Devise action plan to improve each area

CMSA Action Plan

1. Set goals for each area of improvement
2. For each area, identify the smallest change that will make the biggest difference
3. Implement the action plan
4. Reevaluate periodically and set new goals