The Classroom Checkup Model

Outcome

- Disclaimer: We have condensed 12 hours of PD and 8 additional hours of coaching into 75 minutes, our goal is to provide an overview of the Classroom Check-up process.
Why did we Adopt The Classroom Check-Up

TIC Data

TIC Cohort 1
Training Outcomes Related to Training Components

<table>
<thead>
<tr>
<th>Training Components</th>
<th>Knowledge of Content</th>
<th>Skill Implementation</th>
<th>Classroom Application</th>
</tr>
</thead>
<tbody>
<tr>
<td>Presentation/ Lecture</td>
<td>10%</td>
<td>5%</td>
<td>0%</td>
</tr>
<tr>
<td>Plus Demonstration</td>
<td>30%</td>
<td>20%</td>
<td>0%</td>
</tr>
<tr>
<td>Plus Practice</td>
<td>60%</td>
<td>60%</td>
<td>5%</td>
</tr>
<tr>
<td>Plus Coaching/ Admin Support Data Feedback</td>
<td>95%</td>
<td>95%</td>
<td>95%</td>
</tr>
</tbody>
</table>

Joyce & Showers, 2002
Implementation to Date

- Saw the need (challenging to impact!)
- Saw the model in a one hour PBIS Conference workshop in San Diego
- Bought and read the book
- Implemented ourselves
- Developed materials and implemented at coaches meetings...
- Refined implementation process
Current Implementation Model

- Initial PD: 12 Hours (2 Days x 6 Hours Each)
  - Teachers
- Four 2-Hour Follow-up Sessions
  - Process oriented
- Implementation Check-ups Via Google Doc with Goal Setting and Action Planning

Classroom Check-up Model

- Read 73-74

- In partners, describe the 6 components of the CCU to your partner.
Step 1: Assess Classroom

- Teacher Interview
- Classroom Ecology Checklist
- 10 and 5 minute observation forms
- Overall Classroom rating form

Teacher Interview

- Why: to establish rapport, learn about the teacher’s classroom management style, and to gain knowledge about the teacher’s past consultation experience.

Turn and Talk: What do you see as the advantage of using a structured teacher interview form during consultation?
II. Teacher Experience
1. How long have you been a teacher? Have you always taught this grade level?
2. What do you think it was that made you want to become a teacher?
3. What is the best thing about being a teacher? What excited you about teaching?
4. What do you think is the most difficult or hardest thing about being a teacher?

Classroom Ecology Checklist
- Teacher evaluates current classroom practices and consultant completes alternative form
- Checklist is organized by the six evidence based domains.
  - Classroom Structure
  - Behavioral Expectations
  - Instructional Management
  - Interacting Positively
  - Responding to Appropriate Behavior
  - Responding to Inappropriate Behavior

Turn and Talk: Which of these domains do you believe is most important for developing an effective learning environment?
Classroom Ecology Checklist

Observing the Classroom

10 Minute Form
- Measures the following
  o Opportunities to Respond
  o Correct Academic Response
  o Disruptive Behavior
  o Praise (Bx specific & General)
  o Reprimand (Explicit & Critical)

5 Minute Form
- Measures academic engagement

Use all of this information to complete classroom rating form
Step 2: Provide Feedback:

Turn and Talk: How would you propose reviewing this data to ensure Sandy continues to be engaged in the consultation process?

Step 3: Develop Collaborative Menu of Options

Turn and Talk: Knowing that individuals are likely to resist our attempts to persuade them, how could you help ensure a collaborative process when planning for change?
Step 4: Choose Interventions

**Classroom Check-Up Action Planning Form**

**Teacher:** Ms. Morris  
**Grade:** 5th  
**Date:** 1/02/15

**Those things going well in my classroom:**  
Very positive; students know expectations and routines

**Areas I would like to focus on improving in my classroom:**  
Increase pace of instruction during math and use more behavior-specific praise than reprimands

**Specifically, my goal is to:**  
Provide four opportunities to respond per minute during math instruction. To use behavior-specific praise and have a ratio of interactions of 2:1.

<table>
<thead>
<tr>
<th>What actions will I take to meet this goal?</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Task:</strong> What needs to be done?</td>
</tr>
<tr>
<td>Provide drill-and-practice math problems.</td>
</tr>
<tr>
<td>Beat the timer during box math review.</td>
</tr>
</tbody>
</table>

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**Step 4: Choose Intervention ACTIVITY**

**Specifically, my goal is to:**  
Provide four opportunities to respond per minute during math instruction. To use behavior-specific praise and have a ratio of interactions of 2:1.

**Classroom Check-Up Action Planning Form (page 2 of 2)**

<table>
<thead>
<tr>
<th>How important is it for you to meet this goal in your classroom?</th>
</tr>
</thead>
<tbody>
<tr>
<td>0 1 2 3 4 5 6 7 8 9 10</td>
</tr>
<tr>
<td>Not Important at All</td>
</tr>
<tr>
<td>Important</td>
</tr>
</tbody>
</table>

The most important reasons for making this change and meeting this goal is:

I know that when students are engaged, they are learning. When I'm positive and they're engaged, everyone's happy.

<table>
<thead>
<tr>
<th>How confident are you that you will meet this goal in your classroom?</th>
</tr>
</thead>
<tbody>
<tr>
<td>0 1 2 3 4 5 6 7 8 9 10</td>
</tr>
<tr>
<td>Not Confident at All</td>
</tr>
<tr>
<td>Very Confident</td>
</tr>
</tbody>
</table>

Some reasons that I am confident:

Done it before. I know I can do it.
You will be giving me feedback and support.

Is there anything that could get in the way of meeting this goal? What can I do to help make sure this doesn't get in the way?
Self-Monitoring Form

Teacher Self-Monitoring Form

1. Write in the date for each day this week.
2. Write in the strategies to be used.
3. Check off those strategies that you use each day.
4. Provide comments about any challenges encountered.

<table>
<thead>
<tr>
<th>Strategy</th>
<th>1/1/14</th>
<th>1/8/14</th>
<th>1/14/14</th>
<th>1/21/14</th>
<th>1/28/14</th>
<th>2/4/15</th>
</tr>
</thead>
<tbody>
<tr>
<td>Provide drill-and-practice math problems 2-5 minutes beginning of math</td>
<td>✔️</td>
<td>✔️</td>
<td>✔️</td>
<td>✔️</td>
<td>✔️</td>
<td>✔️</td>
</tr>
<tr>
<td>Play beat the timer during box math review (2 min.), then have group respond</td>
<td>✔️</td>
<td>✔️</td>
<td>✔️</td>
<td>✔️</td>
<td>✔️</td>
<td>✔️</td>
</tr>
<tr>
<td>Use a prompt to remind to provide behavior specific praise</td>
<td>✔️</td>
<td>✔️</td>
<td>✔️</td>
<td>✔️</td>
<td>✔️</td>
<td>✔️</td>
</tr>
</tbody>
</table>

Step 6: On Going Monitoring

- WHAT TO MONITOR?

- Disruption and/or Engagement?

- Specific behaviors/strategies
  - Praise
  - …

![Graph showing Disruptions and Specific Praise]
### Classroom Check-up Model

<table>
<thead>
<tr>
<th>Would this be a useful model for your school/district/county?</th>
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</thead>
<tbody>
<tr>
<td>If you wanted to implement the CCU, what would be your next step?</td>
</tr>
</tbody>
</table>

<p>| | |</p>
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<tr>
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<tbody>
<tr>
<td>1.</td>
<td>Assess Classroom</td>
</tr>
<tr>
<td>2.</td>
<td>Provide Feedback</td>
</tr>
<tr>
<td>3.</td>
<td>Develop Menu of Options</td>
</tr>
<tr>
<td>4.</td>
<td>Choose Interventions</td>
</tr>
<tr>
<td>5.</td>
<td>Action Planning and Self Monitoring</td>
</tr>
<tr>
<td>6.</td>
<td>Ongoing monitoring</td>
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</tbody>
</table>