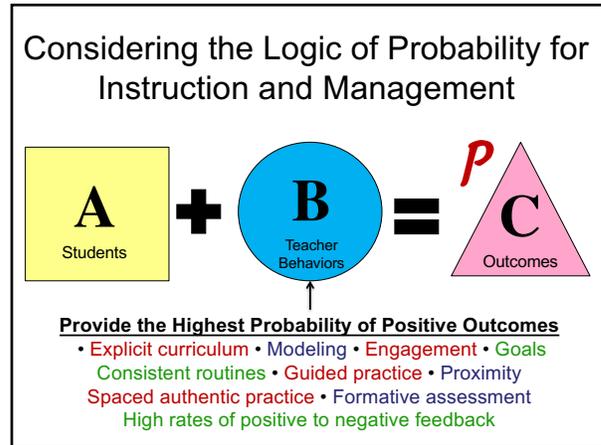
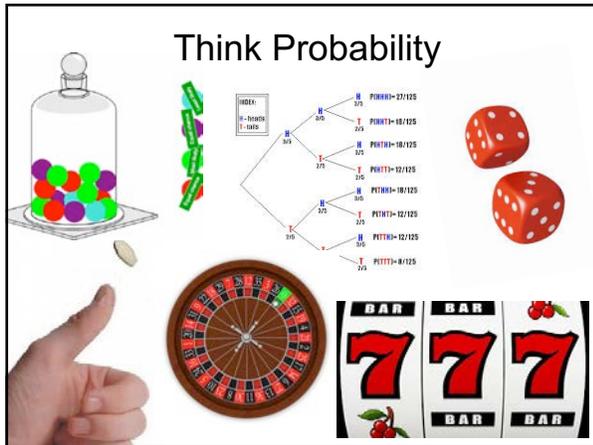


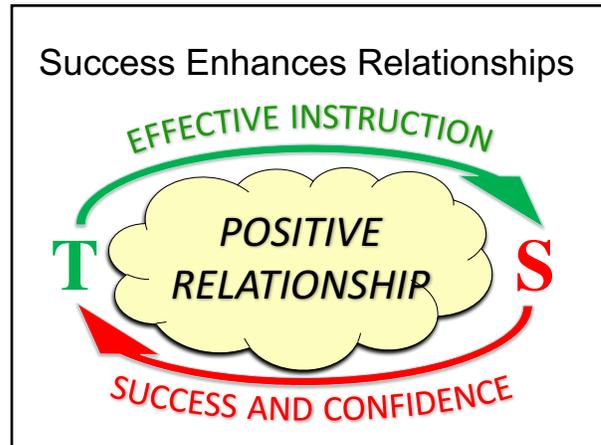
Effective Instruction and Management: Critical Elements in Developing Positive Relationships with Students



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 |
|--|--|---|
| <ul style="list-style-type: none"> • Teacher facilitated • Direct and explicit • Authentic examples • Multiple opportunities • Engages students | <ul style="list-style-type: none"> • Arranges physical space • Develops routines • Develops Procedures • Consistent across time and students | <ul style="list-style-type: none"> • Communicates often • Conveys genuine interest in students • Maintains role of encouraging teacher |



We Have the Evidence

In classrooms where teachers use the least amount of

1. Active Teaching
2. Engagement Strategies
3. Positive Feedback

Students are

- **27% more likely to be off task**
- **67% more likely to be disruptive**

Gage, Scott, & Hirn, In Pres
(Behavioral Disorders)

Creating Instructional Environments to Facilitate Student Success

Effective Instruction and Management: Critical Elements in Developing Positive Relationships with Students

Schedule

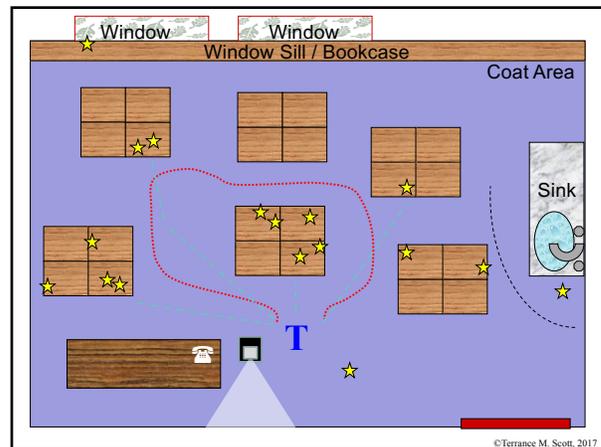
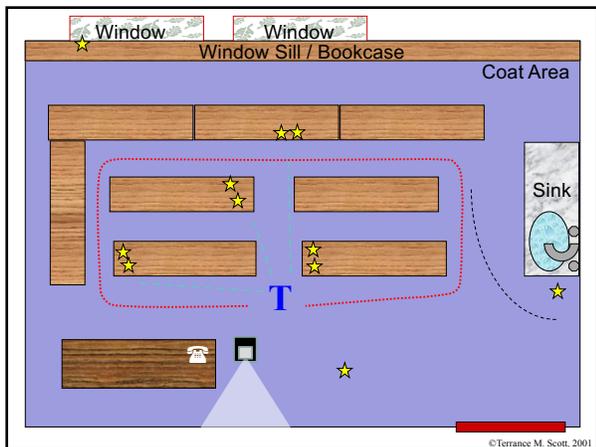
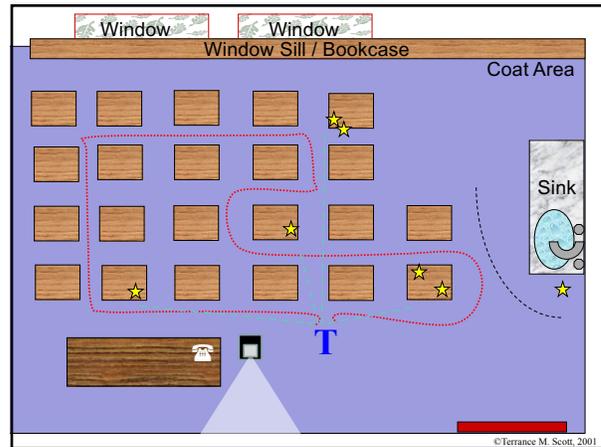
- Consistency!!
- Expectations for arrival times
- Sequencing and length of activities
- Explaining changes

Physical Arrangement

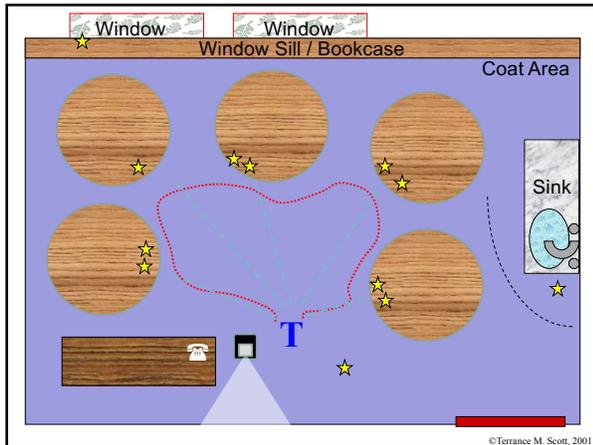
- Furniture
 - Teacher's desk
 - Students' desks
- Sight lines
 - Teacher positions
 - 1-second rule
- Traffic Flow
 - Associated activities (e.g., pencil sharpening, getting water, using the bathroom, beginning and end of day)

Physical Arrangements

- Sight lines
 - KEY: Student Eye Contact**
 - Teacher movement
 - 1-second rule
- Furniture
 - KEY: Consider Prevention**
 - Teacher's desk
 - Students' desks
 - Assigned Seating

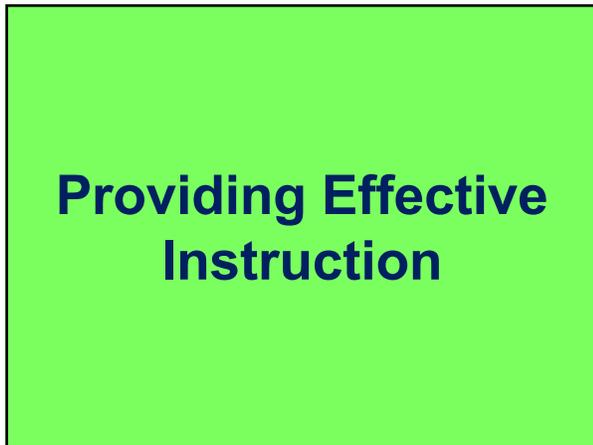


Effective Instruction and Management: Critical Elements in Developing Positive Relationships with Students



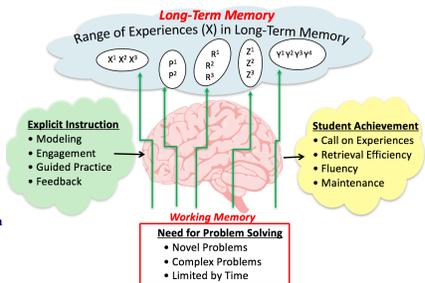
Proximity

- 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?



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

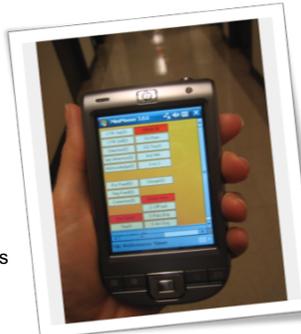


(Based on Kirshner, Sweller, & Clark, 2006).

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
- 8000 classroom observations around the world



Engagement

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

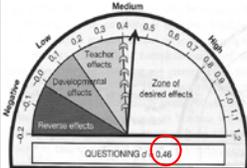
- Engagement is a Teacher Behavior
- Effective Teachers find ways to engage all students
 - Verbal responses
 - Raise hand to indicate agreement
 - Create and share
 - Demonstrate
 - Talk to neighbor
- Keys
 - High rates of success
 - Used as vehicles for delivering positive feedback



Effective Instruction and Management: Critical Elements in Developing Positive Relationships with Students

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 (N) | 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 |

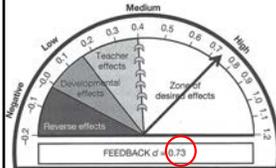
Note. ICC = Intraclass Correlation Coefficient.
** $p < .05$. *** $p < .001$.

- 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)

Providing Feedback as a part of Effective Instruction

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



| KEY | |
|-------------------------|----------------|
| 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 (N) | 67,931 |

Frequent Feedback

Positive acknowledgement is associated with positive relationships and increased student achievement

- Feedback is a Teacher Behavior



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



Effective Instruction and Management:
Critical Elements in Developing Positive Relationships with Students

Acknowledge Success

- Level 2: Access to Privilege
 - Things that are already exist and are used
 - Make contingent



Acknowledge Success

- Level 3: Public Acknowledgement
 - For those who like it
 - For those deserving more
 - Free



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)

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."



Elem Rate = .007 Middle School Rate = .004 High School Rate = .005

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