

Using ENVoY Non-Verbal Classroom Management to Improve Student Behavior, Academic Performance and Teacher Satisfaction

Abstract

Joseph Rhoads Elementary and Lucile Gregg Elementary were targeted for this study. Both schools are located in the Houston Independent School District in Houston, Texas. They both have similar demographics. Both South Region elementary schools were performing at Texas Education Agency's Acceptable status on yearly standardized and TAKS tests, have high percentages of minority and/or bilingual learners, and have high percentages of free and reduced lunch students. Both campuses have experienced a small decrease in student populations over the three year study, and just over 50% of teachers on both staffs have 10 or fewer years of experience. Both campuses serve students through Grade 5. Differing demographics also exist. Rhoads has only 308 students, while Gregg's enrollment is 587.

ENVoY Non-Verbal Classroom Management was introduced to Rhoads' administration and staff in August 2006. Gregg staff members were trained in January 2007. Monthly, job-embedded coaching was provided by the same coach to increase implementation of skills learned. Peers, administrators, and community guests observed teachers at random intervals during the 3 year study timeframe. The goal was to determine if ENVoY's systematic, consistent use would either directly or indirectly result in: 1) an improvement in school wide TAKS scores, 2) a reduction of office discipline referrals that resulted in missed student classroom time, and, 3) a measurable improvement in overall teacher classroom management satisfaction.

The study was done over a period of three school years from August 2006 through May 2009. Mid-term and year end implementation scans tracked staff implementation, and follow-up coaching was used with all teachers. Teacher surveys were administered at the end of the second and third years to collect data on teacher perceptions of the effectiveness of ENVoY and their satisfaction with the model. TAKS scores for pre-ENVoY training 2005-06, were compared with post-ENVoY training 2008-09 preliminary scores. Discipline referral numbers for pre and post ENVoY training years were also collected and compared.

Quantitative results show an improvement in TAKS scores, a reduction of student discipline referrals of 68% at Rhoads and 58% at Gregg, as well as 93% (Rhoads) and 81% (Gregg) teacher implementation of the ENVoY model by the end of the study. Qualitative teacher survey data and comments showed favorable perceptions and attitudes regarding ENVoY use in schools.

Students now pass quietly in hallways, begin seatwork within 20 seconds of release, know when to raise their hands or speak out, give the teacher attention within 5 seconds, remain on task during seatwork, and other numerous other daily behavioral expectations.

The study concluded that, while ENVoY may not have been the only factor for improvement in student behavior, academic performance and teacher satisfaction, the use of ENVoY at Rhoads and Gregg did result in positive data findings.

Introduction

The ENVoY Non-Verbal Classroom Management model was developed by Michael Grinder, author of *ENVoY, Your Personal Guide to Classroom Management*. After over 6,000 hours of classroom observations, Grinder identified patterns of non-verbal communication that result in effective, respectful, and influential management of students. Seven basic, and often counter-intuitive, skills along with 25 refinement skills are the components of ENVoY. (See Appendix A, *Certifying an ENVoY School*, for a list of some of the skills taught in ENVoY 7 Gems trainings.)

The purpose of this study was to determine if, after school administration and staff were ENVoY trained and coached in implementation, there would be measurable differences in school-wide standardized testing scores, fewer student discipline issues and referrals to the principal's office, and an improvement in overall teacher classroom management satisfaction.

Providing teachers with an effective model for managing student misbehavior was the highest need for consideration when looking for a way to reduce discipline referrals. Principals at Rhoads and Gregg were spending a large portion of their work days dealing with a variety of obstacles related to student misbehavior and achievement. The list included:

1. Excessive numbers of student discipline referrals and parent conferences about misbehavior that resulted in a loss of administrative and teacher time to be available for working on other school improvement challenges.
2. Too much instruction time lost to students as a result of students being in the office awaiting or receiving disciplinary action or student suspensions.
3. Teacher frustration and lack of skills to effectively and systematically manage without situations resulting in teacher/student conflicts.
4. The principals' own learning curve due to new appointment as administrators in their schools.
5. New and/or inexperienced teachers who were struggling with classroom management and/or curriculum instruction.
6. Veteran teachers who had existing ineffective management habits.
7. Pre-existing building cultures that often affected staff and returning students.
8. Lack of student motivation and productivity.
9. Lack of teaching, curriculum, and managing skills, resources, and funds.
10. Lack of teacher skills for individualizing and differentiating management based on student learning styles and preferences.
11. Frequent chaotic and distracting learning environments (classrooms, hallways, common spaces) resulting in high student metabolism and off-task, disruptive, or unacceptable behaviors.

Principals specifically recognized the need to improve certain aspects of their discipline model. First, no campus classroom management model was collectively being used on either campus. Second, while both campuses had several first year teachers who might benefit from early and specific management training, principals were also noticing that experienced teachers were frequently sending students to the principal's office for "management" rather than "discipline" issues, (i.e. students' refusal to engage and do classwork, off-task and distracting behaviors during class, failure to follow class rules or teacher requests and directions, talking back to the teacher,

etc.). Teachers could often be heard yelling at students in classrooms and hallways in an effort to gain attention, teach, or manage students. The classrooms, hallways, and common spaces on campus were more often loud and distracting to the learning environment than not. Because of the large numbers of office referrals for misbehavior and, in addition, lackluster “Acceptable” performance of their students on standardized TAKS tests, both principals believed that a systematic management model was needed.

Knowledge Arts Foundation (KAF) was founded in 2005 with the purpose of helping schools find ways to improve education for students in the Louisiana and Texas areas. This non-profit foundation established 3 criteria to target schools for assistance based on need. They were: 1) Low performing standardized academic test scores; 2) At least 80% of students who qualified for Free and Reduced Lunch; and, 3) Administrators who would agree all staff would be trained and that teachers and administrator would fully participate in the grant-sponsored model.

In April, 2005-06, several South Region schools were invited by Knowledge Arts Foundation to apply for Foundation funding. If selected, Knowledge Arts would provide nationally qualified ENVoY certified trainers and coaches to work with administrators and teachers for up to 3 years with minimal costs to schools. Both Rhoads Elementary and Gregg Elementary met the qualifications for the grant in areas of demographics and administrative commitment and sought funding from KAF.

ENVoY was new to the Houston area. No other schools in Texas had been trained in this model; however, since 1990 numerous elementary and secondary schools in the United States had been using ENVoY with favorable results. Several school districts had collected data about ENVoY’s use and implementation, but it was uncertain whether or not this model would affect positive change within the culture of these two Houston schools. No previous research had been done at Rhoads or Gregg regarding classroom management; therefore this study would be the first of its kind at both schools.

A two-day ENVoY 7 Gems workshop provided baseline training and instruction on how to manage learners based on a variety of variables. Learning how to recognize physiological behaviors for identifying different learning styles of the visual, auditory, and kinesthetic students provided a means for choosing a systematic process of managing individual students in an effort to maximize their capacity to understand a teacher’s expectations. Information about how the brain and body reacts to managing with power rather than influence provided knowledge and rationale about why ENVoY’s model can be helpful in keeping students cognitively focused and able to concentrate. Each of the skills taught during the training instructed staff in how to purposefully use the 4 non-verbal behaviors of eyes, voice, body, and breathing. Staffs learned the use and importance of the “pause” to aid students in comprehension of both management and content. Job-embedded coaching each month provided references to educational articles and ENVoY refinements of the skills the teacher was using with the class and/or individual students. Regular coaching, peer observations, and periodic short trainings during faculty meetings made on-going education about ENVoY content available. Two teachers from each school were trained as campus building coaches and assisted peers in continued implementation of the skills. The building coaches provided sustainability for future ENVoY coaching and support to new hires and existing staff.

Throughout the campus, teachers, support staff, and administrators now had a common vocabulary for managing students, a common understanding of why one method of managing a given student might or might not be working, and a common goal and understanding of how non-verbal management might systemically and systematically be used to improve learning environments and student behavior. Sharing the on-going collection of statistics and data with staff at faculty meetings, and providing copies of this study for discussion with staff will further offer opportunities for professional dialogue among staffs and grade level professional learning communities to continue to monitor and adjust ENVoY's implementation within their school.

In this study both staffs were trained in a 2 day ENVoY workshop, assessed with an implementation scan at the beginning, middle, and end of the school year, coached monthly by the same certified ENVoY coach, trained in a 1 day ENVoY refinement workshop before the second and third school years began, and assessed with the ENVoY school certification tool at the end of the third year. Demographics were collected from HISD and then compared. Data were derived from yearly TAKS scores, principal reports to HISD on discipline referrals numbers, teacher post implementation perception surveys, and principal and staff summary comments. Numerous tools and documents are included in the Appendix section that were used during the study. The summary page of The University of Houston study entitled *Effectiveness of ENVoY 2006-2007: Analysis of Observed Change in Classroom Management in Elementary and Middle Schools* by W. Robert Houston is also included for reference. (See Appendix B.)

Research Questions and Hypotheses

How does the implementation and use of the ENVoY Non-Verbal Classroom Management affect student behavior, academic performance, and teacher satisfaction for classroom related management issues?

This study hypothesizes that based on quantitative and qualitative data, the results will show ENVoY has had a positive effect on student behavior, standardized test performance, and the overall teacher satisfaction of classroom related management issues at Rhoads and Gregg Elementary schools.

Review of Literature

The challenges of raising student achievement levels and improving student behavior and engagement in the classroom are not unique to Houston schools, but just how common are these challenges nationwide among schools? A brief look through professional and educational literature reveals that the topic of student achievement and its myriad of possible barriers is steeped in articles offering research findings and expert opinions addressing as many possible solutions.

What then, are the commonalities that appear in the literature? What do educational experts and researchers have to tell us systematically and collectively about how important these obstacles really are and how we might begin to deal with the problem of improving student achievement and behavior? Is the one directly linked to the next? In other words, does classroom management have an effect on student achievement?

Robert Marzano notes, "Today, we know more about teaching than we ever have before. Research has shown us that teachers' actions in their classrooms have twice the impact on student achievement as do school policies regarding curriculum, assessment, staff collegiality, and community involvement. We also know that one of the classroom teacher's most important jobs is managing the classroom effectively (Marzano, 1). He adds, "Of all the variables, classroom management had the largest effect on student achievement (Marzano, 2). His opinion leaves no room for confusion as he concludes, "Teacher-student relationships provide an essential foundation for effective classroom management--and classroom management is a key to high student achievement (Marzano, 13).

While teacher-student relationships are a critical element to classroom management and student achievement, we still need to understand why that is. Geoffrey Caine's explanation of *The Triune Brain*, provides some clarification. We can consider that our brain is actually 3 brains in one. First, the Reptilian (R) complex, consists of the brain stem and the cerebellum. Its purpose is closely related to actual physical survival. Digestion, reproduction, circulation, breathing, and the execution of the "fight or flight" response in stress are all housed in the R-complex.

Second, the limbic system, houses the primary centers of emotion. Third, the neocortex, also called the cerebral cortex, constitutes five-sixths of the human brain. It renders logical and formal operational thinking. On-going communication between the neocortex and the limbic system links thinking and emotions; each influences the other and both direct all voluntary action. (Caine)

Therefore, if we want students to maximize their cognitive ability, teachers need to have the skills to be able to manage effectively without a student becoming focused on negative emotion or becoming even more cognitively removed by reverting to "fight or flight" status. Michael Grinder suggests that managing with influence rather than power will not only keep students emotionally able to concentrate, but equally as important, will preserve relationships between student and teacher. (Grinder)

What does the literature say to provide this study with both a general and theoretical basis for the study? The project is based on 6,000+ hours of Grinder's observational research that modeled best practices in the area of classroom management and learning styles. Because his research revealed a

small set of non-verbal patterns common to successful teachers, the project focused on helping teachers become competent, even artful, in the use of these non-verbal patterns. Three additional components of the project were 1) related brain research on the effects of stress (such as chaos in the classroom/school) on a student's ability to learn, 2) a training design that emphasized implementation of the new skills through personal, job-embedded coaching, and 3) active administrator support.

- *Observational research* and 20+ years of successful practice underlie all skills taught. The current action research project is based on an approach synthesized by Michael Grinder, who distilled and published his discovery of the key non-verbal commonalities among successful teachers. Grinder found that consistent use of certain non-verbal patterns resulted in predictable improvement in student behavior and student-teacher relationships, both critical to student learning. *Communication studies* have shown the relative impact of verbal and non-verbal communication. According to Grinder, based on a National Education Association study, 82% of all teacher communications are non-verbal messages. (Grinder, 2) When there is a mismatch between verbal and nonverbal messages, people tend to believe the nonverbal, so a teacher who wants to encourage learning and foster positive attitudes with students can benefit from a solid grounding in the specific non-verbal skills that lead to effective, respectful classroom management.
- *Brain research* has addressed the effect of high breathing (stress) on students. When a student feels threatened due to inconsistent and/or power-based management by a teacher, chemicals of fight-or-flight are released into the bloodstream, thus reducing the amount of oxygen that is available to the brain for thinking and learning; in addition, the fight-or-flight chemicals make aggressive behavior more likely. With less oxygen to the brain, learning ability is compromised and behavior is more impulsive. Skilled non-verbal management can bypass the fight-or-flight tendency and preserve calmness. (Caine)
- *Implementation studies* demonstrate that competence in new skills requires more than group instruction in workshops. Studies of various training designs suggest the importance of job-embedded coaching and/or peer coaching in getting new skills from the training room into automatic, habitual use in the classroom. (Joyce and Showers)
- *Administrator involvement*. According to Robert Marzano, the administrator's influence on student learning is second only to teacher quality. (Marzano)

Other related studies, ones that apply to classroom management, intervention- (training in non-verbals *plus* coaching *plus* building capacity at local level), and methods (interactive workshops, administrator leadership, plus follow up support that includes encouraging, job-embedded coaching by mentor and peers) provide a more comprehensive review.

- Topic: Classroom management. ENVoY was compared to four other well-respected classroom management systems.

1. *Project Grad's* system, called Consistency Management & Cooperative Discipline is similar to ENVoY in that it values consistency and makes ongoing support available to teachers. It differs in that it involves not only teachers, but students and parents. ENVoY is easier to

implement in that it concentrates solely on developing the skill of the teacher in managing the classroom, thus allowing teachers to prevent most disciplinary problems through proactive management. ENVoY does not require that extra time be spent in non-instructional activities with students and parents. ENVoY suggests that good curriculum is preventive management; good management is preventive discipline; and management and discipline are different. Management is within the teacher's professional judgment and how students are managed is up to the teacher, but discipline is school or district policy and administrators are often bound by those policies when dealing with student referrals.

A second difference between Project Grad and ENVoY is that ENVoY coaches are not just *available*, but instead go to the teachers' classrooms (as long as teachers are agreeable--and as of today, very few teachers have refused the encouraging coaching visits). When a coach goes into the teachers' own classrooms, skill development is made easier for the busy teacher. A teacher whose plate is already full is less likely to go to the extra effort of initiating requests for help from Project Grad facilitators in another room or location; however, with ENVoY, coaching is easy and available, and thus more likely to occur. And because the coach regularly observes the teacher-student interactions, coaching can be customized precisely to the specific teacher's situation. A third consideration is teacher retention; in urban ENVoY schools, successful non-verbal classroom management and administrator support contribute to significantly lower turnover amongst teaching staff.

2. *Boys Town*. "Boys Town Education Model is a school-based intervention strategy that emphasizes behavior management practices, relationship-building techniques, and social skills instruction" (Hensley et al, 2007). As part of the Boys Town model, teachers use class time for instructing children in social skills. This is different from ENVoY in that ENVoY teachers model, day in and day out, social skills such as respect, self-control, and high expectations of their students, but teachers need not spend time discussing social skills as part of the approach. Rather, ENVoY's focus is on the teacher manifesting his or her own non-verbal behavior in keeping with the small set of powerful non-verbal patterns that Grinder found effective with students from all demographic groups. Rules, procedures and consistent consequences are a natural part of both Boys Town and ENVoY. The difference between them is subtle, but important and time-saving; with ENVoY the focus is not on the rules themselves, but on the way they are displayed, and the moderate yet congruent way in which rules are enforced. Observers of an ENVoY classroom might notice little discussion of management issues and little overt attention on management, because the non-verbal strategies work almost transparently, without calling attention to themselves. The teacher governs his or her own behavior first rather than focusing on how best to respond to misbehaviors of students. Both models work well, but ENVoY is more simple to master, especially for teachers new to the profession.

3. *Love and Logic (L&L)*. Jim Fay and Dr. Charles Fay's approach to management includes a focus on developing a positive relationship with children and helping children internalize the desire to behave well, rather than imposing the teacher's will through use of power. In this preference for using relationship and influence more than power, Love and Logic is similar to ENVoY. Both incorporate non-verbal behaviors and both preserve relationships while

managing. The difference is that ENVoY simply prepares a *teacher* to demonstrate the non-verbals of influence in his or her own behavior, without presuming that time will be spent on discussions with students. However, as a backup for especially difficult situations, ENVoY includes training and coaching in the non-verbals of congruent authority. Love and Logic is also similar to ENVoY in its encouragement of collegial learning, but L&L does not emphasize one-on-one coaching within the classroom either by a mentor coach or by peers. In recommending study groups, Love and Logic suggests a structure for ongoing professional development that is sound, but it does require an extra time commitment on the part of teachers. L&L implementation is described as taking six months. This short time frame to mastery may be possible, but ENVoY developers and practitioners have found that even though the set of non-verbal management skills is small and easy to understand, it may take up to three years or more to transform the culture of a power-based school into a peaceful, influence-based school where student learning flourishes.

4. Harry Wong. Harry and Rosemary Wong, authors of *First Day of School*, have developed hundreds of tips for teachers, and like ENVoY, most strategies can be used without cost or controversy. The Wongs' tips on setting up smooth procedures in the classroom to proactively manage behavior are useful additions to a teacher's repertoire. Material developed by the Wongs is complementary to ENVoY, with little overlap. With its focus on "The Seven Gems" of Classroom Management, ENVoY is more limited and at the same time more laser-like in its focus on how the teacher uses voice, body, gestures, location, the pause, and other non-verbals to create a positive learning environment. Wong's approach does not include a systematic plan for supporting new teachers during the implementation of their management skills.

- Intervention: training in non-verbals plus coaching plus building capacity at local level.

As of this writing, no programs have been found that combine the three factors of 1) training for the teacher in the micro-skills needed for effective use of voice, body, breathing, location and other non-verbals; 2) related training and collaboration with school administrators, and 3) job-embedded coaching that uses Grinder's 14 strategies to bypass teacher anxiety and get "permission" to coach. Factors 1 and 3 appear to be unique to ENVoY.

- Methods

- *St. Louis training paradigm.* ENVoY's methods are consistent with the St. Louis Diocese training paradigm, attached as Appendix C. The author of this one-page document is unknown and we have been unable to find information online, but the content is so well-stated that it is included here.
- *Joyce & Showers.* In the 1980s, Joyce and Showers demonstrated the importance of peer coaching in getting new skills into use in the situation where they are needed. They showed that training alone, or training with demonstrations, will typically result in less than 10% of the content actually being remembered and used on the job. With peer coaching, implementation of new skills rises to 80%.
- *A&J Educational and Professional Consulting.* In schools in Washington State, Oregon, and Texas, A&J have seen results similar to those at Rhoads and Gregg Elementary due to the training design of workshop, ongoing job-embedded coaching, and administrator support. Demographics are similar in many of the inner city

Portland, Oregon schools where ENVoY has been introduced; however, teachers and administrators in more affluent school districts without high numbers of free and reduced lunch or low student performance on test scores have still found ENVoY to be a positive and useful management model. (A & J Educational Consulting 2008)

References to this specific action research project also provide information for this study.

1. *The University of Houston 2007 study, Effectiveness of ENVoY* (Appendix B). Four primary recommendations of Dr. Robert Houston, director of the study, are 1) *ENVoY should be offered to all teachers in a school.* Provide training during regularly scheduled professional development days for new teachers as well as veteran teachers; 2) *Provide implementation support.* Workshops should be followed by individual assistance in the classroom by a trained ENVoY coach to provide encouragement and support implementation of skills; 3) *Implement ENVoY practices school-wide so students are accustomed to a uniform management system, and 4) Continue the program for three years at each school.* With help from trained ENVoY coaches, determine if long-term experience with ENVoY can change the culture of the school.

2. *Windsor United School District.* A similar ENVoY program, directed by Grace Marie Curtin Fiano in California, yielded positive results. (See Appendix D.)

3. *St. Landry Parish (Louisiana) Before-and-After study.* Training and coaching in ENVoY were provided to approximately 30 teachers in St. Landry Parish during the 2002-2003 school year. At the end of the year, the Before and After table was prepared for the St. Landry Parish school board by project director Mary Yenik. (Attached as Appendix E)

4. Knowledge Arts Foundation (KAF), primary funder for this action research project, supplemented Houston Independent School District (HISD) data with two instruments to further evaluate results of training and coaching in ENVoY skills. The 10-item Classroom Scan, developed in collaboration with the University of Houston, was used before the project began and will be used again in 2009-2010 to measure changes that have taken place during the three years of the ENVoY main program. Also, teacher surveys were used at the end of each year to capture teacher evaluations of ENVoY and their satisfaction with ENVoY as a classroom management system. The two instruments are attached as Appendix F and Appendix G.

Research Design

In 2005-06 several Houston ISD South Region schools were performing at only the Acceptable rating on standardized tests and exceeded 80% Free and Reduced Lunch populations. Joseph Rhoads and Lucile Gregg Elementary schools were among that group. Knowledge Arts Foundation (KAF) Executive Director, Mary Czarnik, met with South Region Executive Principal Dr. Mary Addison and requested permission to offer KAF grants to interested, qualifying schools. Principals at Rhoads and Gregg accepted the three year KAF grant commitment.

This study was designed to compare pre-data and post-data in an effort to determine if the implementation of ENVoY Non-Verbal Classroom Management practices, when used school-wide,

would result in improved student achievement and fewer student discipline referrals. The project compares HISD discipline referral data and TAKS scores before and after ENVoY was implemented over a 3 year period.

To determine the effectiveness of ENVoY in schools, if any, beyond what the quantitative data from the TAKS scores and discipline referral numbers might reveal, this study gathered qualitative data of teacher and administrative perceptions through surveys and questionnaires. The qualitative data was collected post-ENVoY implementation.

The study recognizes individual teaching styles, curriculum, learning strategies, process practices, classroom dynamics and learner abilities might differ greatly; therefore, controlling extraneous variables posed a difficult challenge. This study does not suggest ENVoY alone may be the only reason for a change in test scores or discipline referral totals; however, by maintaining as many similarities as possible in the implementation of ENVoY, the study hoped to provide as many control variables as possible. By doing so, perhaps the study would increase the likelihood that the quantitative data and survey data might reveal similar results on each campus. The following control steps were used:

1. All staff and administrators in both schools were trained in the ENVoY 7 Gems model.
2. The same ENVoY trainer/coach was used in both buildings over the entire length of the study.
3. New teachers were trained in yearly “refinement” workshops.
4. Both staffs received job-embedded coaching at least 1 day per month.
5. Both staffs had 2 building coaches from among their teacher pool trained to assist peers in how to master and use the model.
6. The same coaching tools, surveys, and educational materials were used with both staffs.
7. Both principals held teachers accountable for implementing ENVoY and made visits for observation in classrooms.
8. Both staffs were trained for ENVoY school certification together in the summer before the 3rd year. (Certification would ensure at least 80% or more of the staff were using the ENVoY Gems correctly.)
9. Both schools earned ENVoY certification status within one day of the other.
10. During the first year, both schools hosted ENVoY Coaches Week participants (where staffs participated in an intense week of job-embedded coaching from 12 coaches-in-training).
11. Both schools were trained together, prepared ENVoY school plans for 2008-2009, and implemented building-wide ENVoY in the common spaces of their campuses at the beginning of the 3rd year of implementation.

In an effort to ensure the accuracy of the qualitative information, the TAKS scores and discipline referrals were acquired from the Houston Independent School District official website. A comparison of scores by year is being used to determine what differences or not the data might show. To ensure the integrity of the qualitative data of teacher perception, teacher surveys were administered to staff at a faculty meeting and no names were collected on the surveys. Common variables for the surveys were 1) the teacher had been trained in ENVoY, and 2) the teacher admitted using ENVoY in the classroom.

Limitations

Numerous limitations provided challenges during this study. First, there was no way to control the discipline referrals or non-ENVoY management techniques used by substitutes or visiting adults in classrooms. Second, there was limited time available to collect data from classroom observations and additional standardized tests scores. Third, funding to cover costs of trained personnel to collect data on implementation percentages in classrooms provided challenges. Fourth, while the demographics of these two campuses are similar in several ways, personal teacher management styles and building cultures are unique. Additionally, staff experience, expertise, and curriculum models are also different. Sixth, the team members, located on separate campuses and working on this study, lacked needed time to collaborate. Finally, because there was no prior ENVoY action research of this design which could be used as a model there may be other data and assessment tools unknown to the team that might have provided a more definitive assessment.

Methodology--Subjects

South Region is one of five regions that comprise the Houston Independent School District, one of the largest districts in the United States. South Region has one of the highest percentages of lower socio-economic, minority, and transient residents in HISD. Rhoads Elementary and Gregg Elementary both serve students in grades Kindergarten (and below) through Fifth. Both are South Region schools, Rhoads with 98% and Gregg with 100% minority populations.

Gregg Elementary's population consists of 587 students, 32% African American, 66% Hispanic, and 2% White. Bilingual programs at Gregg include 50% of the student body. In contrast, Rhoads' 308 students are 90.3% African American, 8.8% Hispanic, .6% Asian, and .3% White with no students in bilingual programs. Both schools have 94% or higher Free/Reduced Lunch with a 62% At-Risk population at Rhoads and a 75% At-Risk population attending Gregg.

The majority of teachers on both campuses have 10 or fewer years of experience with Rhoads at 56% and Gregg at 66%. Neither school has an Assistant Principal. Educational Aides and support staff proportionately serve in each building.

Several reasons exist as to why the sampling procedure for both schools included all teachers for grades 1 through 5 with Regular Ed and/or Bilingual programs. First, funding was available to pay the ENVoY coach for the amount of time it would take to coach all teachers in the sample. Second, teachers were subject to assignment, and could be re-assigned at any point in the 3 year duration of the study. Therefore, in order to minimize changes between a control and experimental group, all teachers were coached and the sampling procedure was comprehensive. Third, both principals in the target schools wanted all staff to use the ENVoY techniques. They expected all teachers to be accountable for implementation, develop ENVoY as a school wide common practice in an effort to shift the building culture to one of influence rather than power, and to learn the skills through coaching as well as peer support (visiting each other to observe the skills being implemented.) As a result, a control group did not exist.

Methodology—Instrumentation

A variety of training, monitoring, and adjusting instruments were used throughout the action phase of the study. Some of these were:

1. 7 Gems Teacher workshop/training evaluation/reflection sheets.

These feedback forms provided information to the Coach regarding which skills teachers would be attempting to implement and what questions they still had.

2. Teacher/Student Pre and Post Assessment Scans (Appendix F)

These forms were used before the first coaching visit, at the end of the second year and before the final coaching session in year three. The scan is a tool designed to measure to what degree of implementation the teacher is using the 7 Gems management skills. Information on this tool is used only by the coach. Collective percentages about staff implementation were informally shared with principals.

3. 7 GEMS Coaching Forms with Written and Verbal Feedback

This coaching tool provided specific feedback to teachers about their implementation of the ENVoY 7 GEMS and Refinements. The coach observes for 15 minutes, records non-evaluative information about “what the teachers did” and “what the student(s) did” in response. The coach may make suggestions or ask questions on the form to help teachers refine their implementation and use of ENVoY.

After observation, the teacher gives the class a seatwork assignment and sits at the back of the room with the coach. Immediate feedback is shared quietly between the coach and teacher from the 7 GEMS Coaching Form. Coach and teacher are then able to discuss how the teacher perceives the implementation and how the students are responding to the skills. The coaching form is left with the teacher and the coach either keeps a copy with the teacher’s permission, or records brief notes for reference on future visits.

4. Peer and Self Observation Forms

Teachers received a copy of *ENVoY Your Personal Guide to Non-Verbal Classroom Management* during the initial training. The Self and Peer Observation Forms in this book are used when teachers want specific feedback on a skill they are learning. These forms are used on an “as needed” basis or when teachers visit each others’ classrooms to observe.

5. Teacher Post-Implementation Surveys (Appendix G)

This survey was administered in May 2008 and again in May 2009. The 2009 survey included 3 additional questions (#s 10, 11, and 12) that provided information about teacher perception of “overall use and implementation” of ENVoY. Results of the surveys were shared with building administrators.

6. Variety of Coaching Tools

Depending on the coaching focus and the teacher’s preference for working on mastery of specific skills, the coach selects from several different forms to use for observation and/or feedback. These action tools are chosen at the discrepancy of the coach and/or by teacher requests.

Procedures

We believe the procedures used in this study were appropriate and useful. Individual teachers and students were not singled out, spotlighted, or favored in the study. The content of feedback forms and observation tools was kept anonymous, with only sample group total percentages provided to administrators and staff. Individual feedback was shared only between teacher and coach and coaching forms were the property of the teacher.

Teacher cooperation was gained initially through administration directive and expectation that ENVoY would be implemented. Only three teachers from among the sample group of combined staffs rejected ENVoY coaching, but two of these teachers eventually accepted coaching from their own ENVoY building coaches (peers trained as coaches). One teacher never implemented or accepted ENVoY coaching.

Initially some teachers were apprehensive about the ENVoY coach observing in their classrooms, especially if they felt students were difficult to manage. While none actually refused the coach to enter the room, some would say things like, “Oh, I didn’t know you were coming in today...It’s today?...Oh, gee, well come on it...Oh, these students are really misbehaving today...” After a few visits, teachers began to trust that the coach was not evaluating the teacher and that the feedback was non-judgmental. They began to be more comfortable with coaching visits, talk with peers about skills they were trying or didn’t yet understand. By the spring of the first year of coaching (usually the 4th or 5th coaching visit) the same teachers who had been reluctant to have the coach visit were making comments such as, “Oh, hi! Come on in”...”Didn’t know you were coming today. That’s fine.”...”Oh, hi, are you going to come to my room today? I need some help with ___ skill.” Their comments became positive and their confidence in the model increased as the study continued over time.

At the 2008-09 August workshop the staffs and principals worked together to design their ENVoY Common Spaces and Building Plans. Every teacher was given opportunity to share their ideas and input with their colleagues. Rhoads staff even performed a staff song embracing their commitment to implementation!

Data Analysis

The following charts show the pre-ENVoY year data for Rhoads and Gregg Elementary schools. Because this study did not attempt to measure growth by intervals, but rather to determine if ENVoY implementation would affect student achievement, discipline referrals, and teacher satisfaction with ENVoY’s classroom management use, pre-ENVoY data, year 2005-2006 and ENVoY certification year 2008-2009 data were used. Since both schools reached certification level with over 80% of all staff correctly implementing ENVoY, this study asserts the data to be more reliable and valid than data based on partial implementation that we could not or were not able to determine at intervals over the course of the study.

Charts and graphs on the following pages display the collected data, comparisons, and results.

Student Behavior Results-- based on discipline referrals and submitted to HISD by Dr. Debera Balthazar, Principal Rhoads Elementary and David Jackson, Principal Gregg Elementary shows the following:

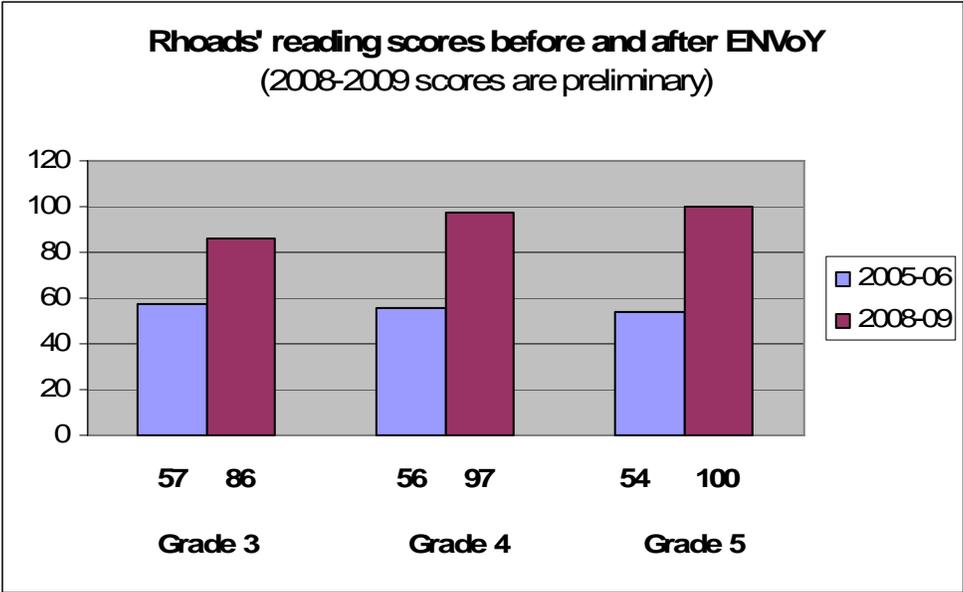
Chart 1: Discipline Referrals at Rhoads Elementary and Gregg Elementary before ENVoY (2005-2006) and after third year of ENVoY (2008-2009)

| Number of Disciplinary Actions at ENVoY Certified Schools | 2005-2006 School Year | 2008-2009 School Year | Percent Decline in Disciplinary Actions |
|--|------------------------------|------------------------------|--|
| Lucile Gregg Elementary | 193 | 81 | 58% |
| Joseph Rhoads Elementary | 149 | 47 | 68% |

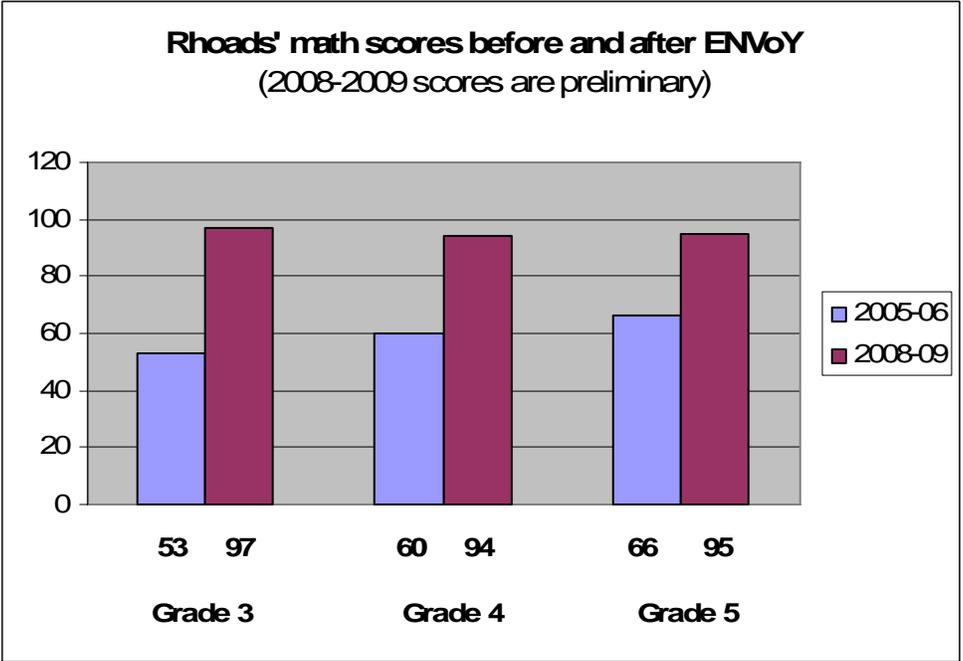
Chart 1 displays discipline referral declines at schools after implementing ENVoY for 3 years.

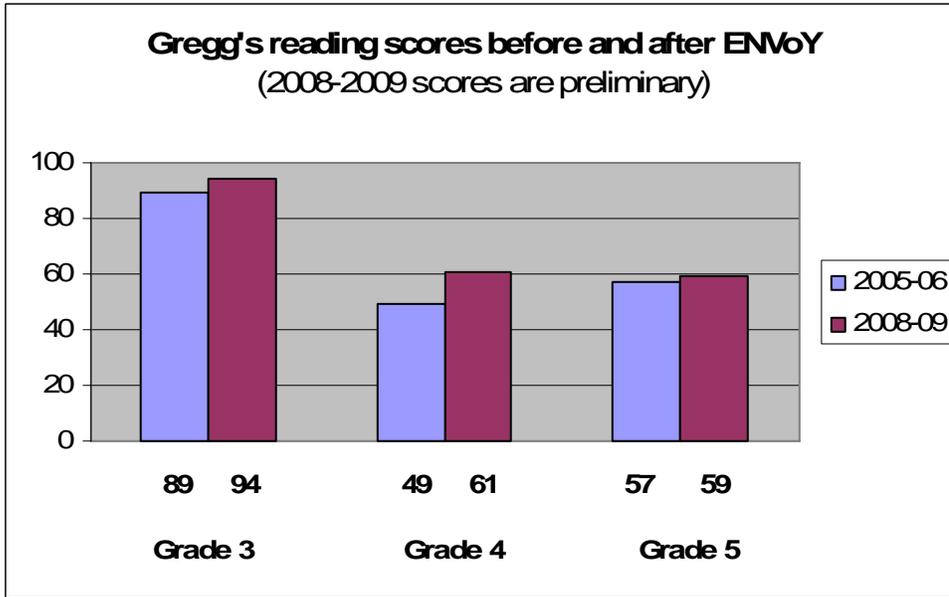
Academic Performance

In 2005-06 both Rhoads and Gregg earned TEA’s “Academically Acceptable” rating. For 2008-2009, as of June 5, the Preliminary TEA ratings resulted in “Recognized” for Gregg and “Exemplary”, the highest rating, for Rhoads. The following charts and data are based on HISD final (2005-2006) reports and preliminary (June 5, 2009) reports from Dr. Debera Balthazar, Principal Rhoads Elementary and David Jackson, Principal Gregg Elementary.

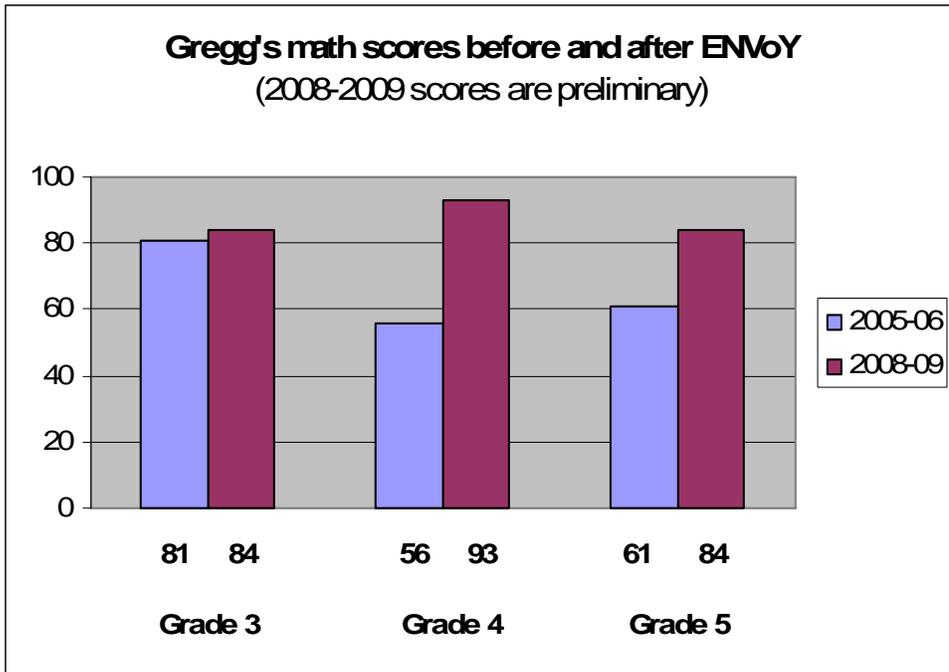


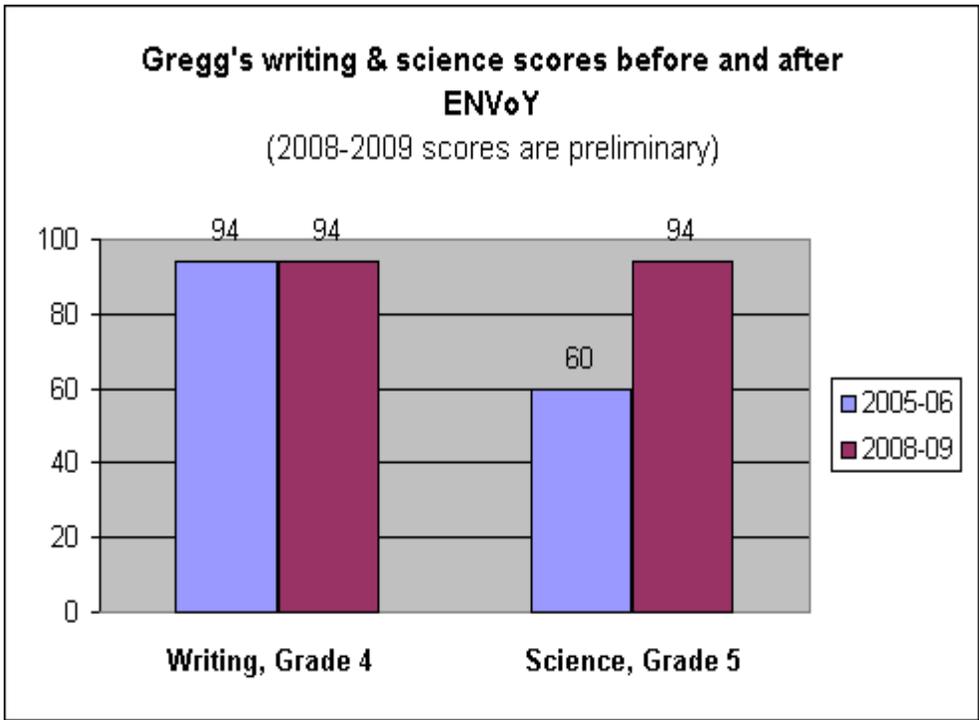
*Graph 1—Above: Reading scores improved for all grades.
Graph 2 – Below: Math scores improved for all grades.*



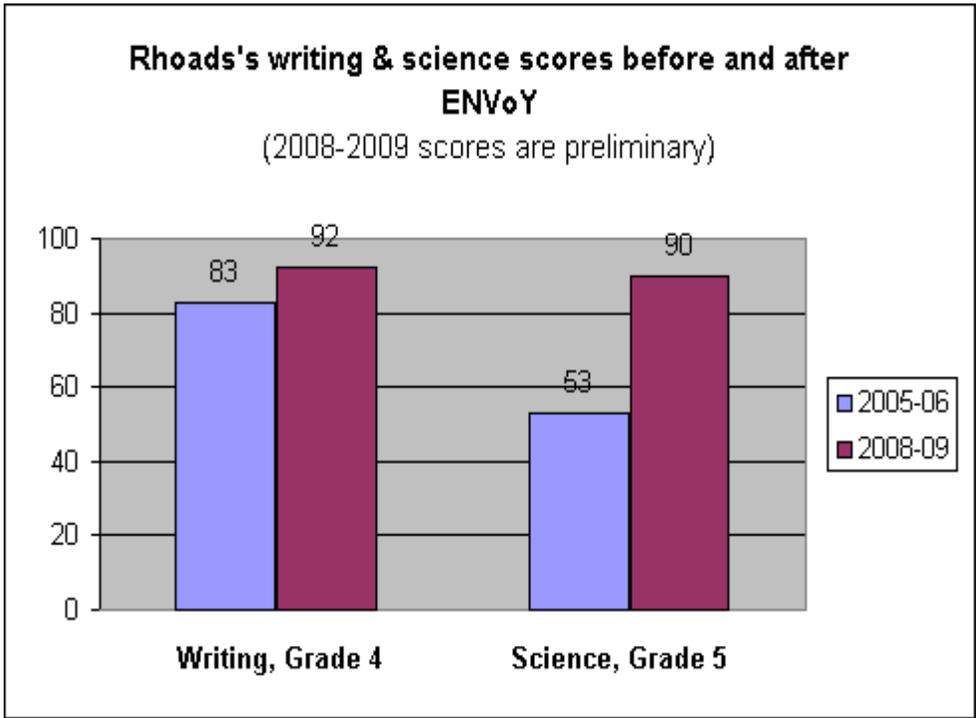


*Graph 3—Above: Reading scores improved for all grades.
Graph 4—Below: Math scores improved for all grades.*





*Graph 5—Above: Writing scores had no change. Science improved.
Graph 6—Below: Writing and Science scores improved.*

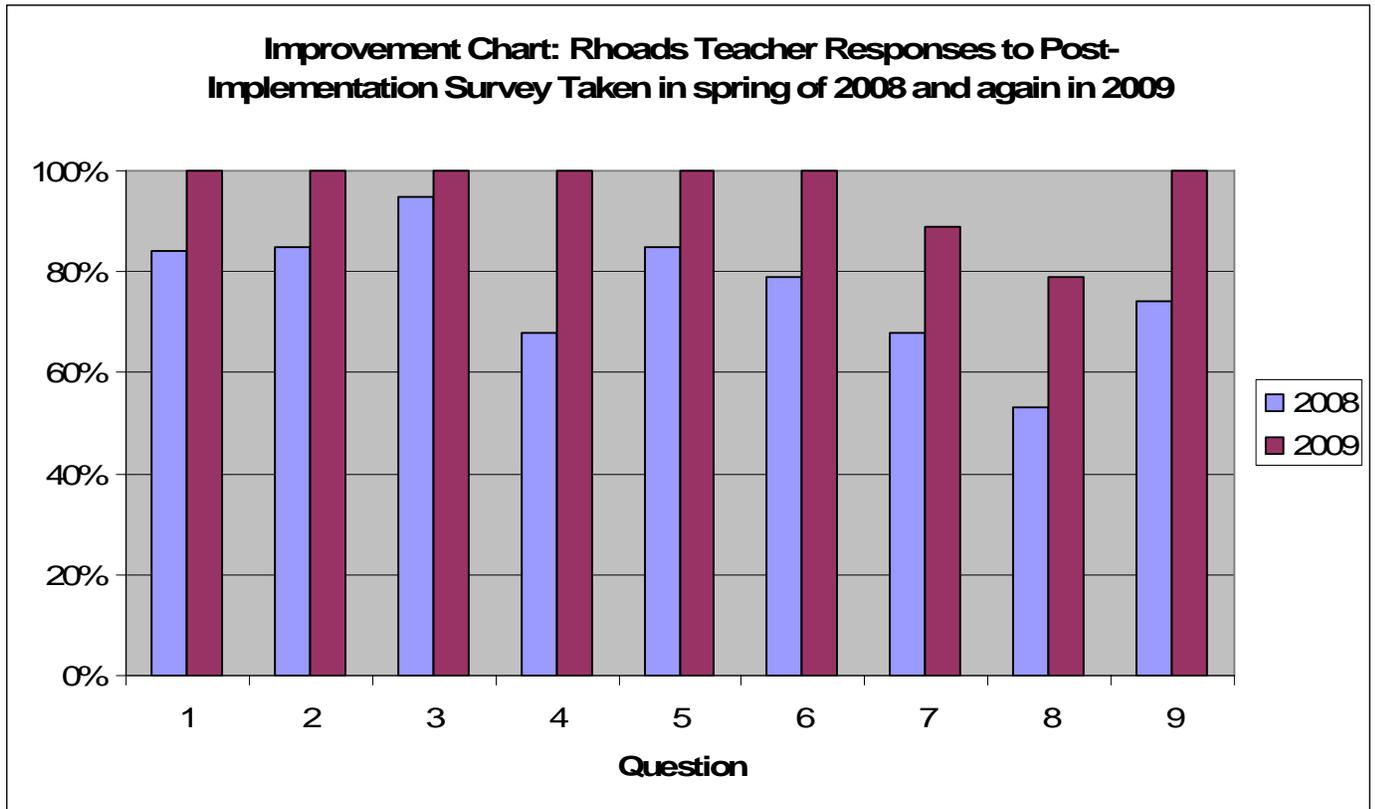


ENVoY 7 Gems Staff Survey Post Implementation

Rhoads Elementary

These 19 teachers were either trained, coached or both in the 7 Gems:

| | Improvement noticed in | 2008 | 2009 |
|---|--|------|------|
| 1 | Noticed an increase in overall classroom control | 84% | 100% |
| 2 | Easier to transition between activities | 85% | 100% |
| 3 | Easier to gain and maintain student attention | 95% | 100% |
| 4 | Able to cover more curriculum | 68% | 100% |
| 5 | Increase in overall learning environment | 85% | 100% |
| 6 | Increase in establishing and maintaining rapport with students | 79% | 100% |
| 7 | Increase in overall academic performance of students | 68% | 89% |
| 8 | Increase in teacher energy level | 53% | 79% |
| 9 | Have given fewer disciplinary referrals since using ENVoY | 74% | 100% |



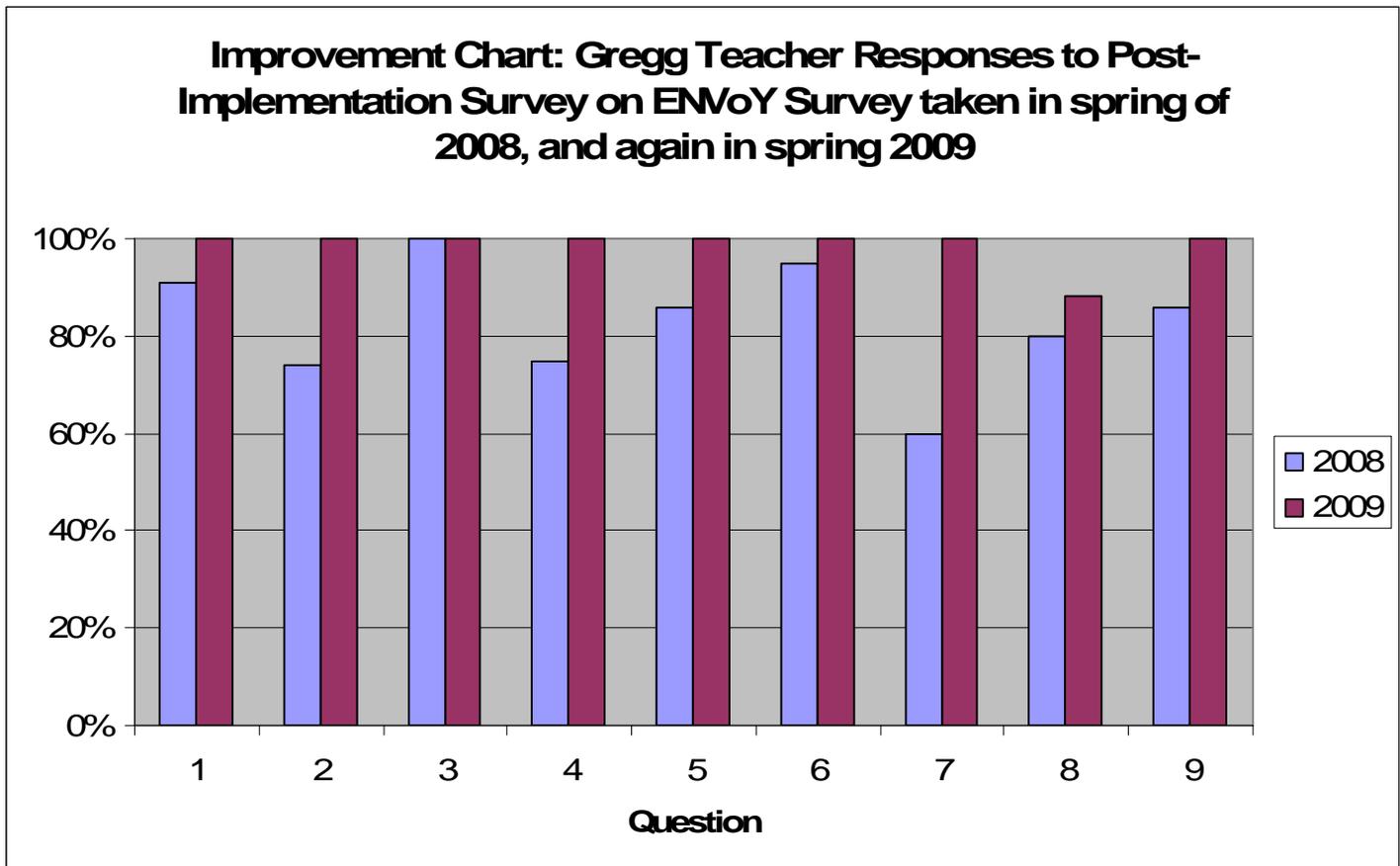
Note: See Appendix G for additional questions and answer results for 2009 survey.

ENVoY 7 Gems Staff Survey Post Implementation

Gregg Elementary

These 16 teachers were either trained, coached or both in the 7 Gems:

| | Improvement noticed in | 2008 | 2009 |
|---|--|-------------|-------------|
| 1 | Noticed an increase in overall classroom control | 91% | 100% |
| 2 | Easier to transition between activities | 74% | 100% |
| 3 | Easier to gain and maintain student attention | 100% | 100% |
| 4 | Able to cover more curriculum | 75% | 100% |
| 5 | Increase in overall learning environment | 86% | 100% |
| 6 | Increase in establishing and maintaining rapport with students | 95% | 100% |
| 7 | Increase in overall academic performance of students | 60% | 100% |
| 8 | Increase in teacher energy level | 80% | 88% |
| 9 | Have given fewer disciplinary referrals since using ENVoY | 86% | 100% |



Note: See Appendix G for additional questions and answer results for 2009 survey.

Findings and Recommendations

Findings

1. Test scores went up. While not solely related to the implementation of ENVoY, the data reveal both schools improved. TAKS scores dramatically increased between 2006 and 2009. Gregg moved from Academically Acceptable to Recognized (preliminary) and Rhoads from Academically Acceptable to Exemplary (preliminary).
2. Student discipline referrals were reduced. Results show that when ENVoY was implemented school-wide by staff and when administrators modeled, supported, and held staff accountable, there was a substantial reduction of discipline referrals; 58% decline at Gregg and 68% decline at Rhoads.
3. Teachers perceive favorable outcomes. Teacher surveys showed that over time as they used ENVoY, they noticed an increase in overall classroom control. Teachers said they can gain and keep student attention more easily, cover more curriculum, save their energy level for teaching rather than managing, and establish and maintain rapport with more students by using ENVoY non-verbal management. Overwhelmingly, (100%) they feel ENVoY produced a positive difference in their school and how they manage students in their own classrooms.

Recommendations

1. HISD should offer ENVoY through the Professional Development Department district wide; thereby creating a common model, vocabulary, and network of classroom management for students across the district in the event a student or teacher moves from one campus to another.
2. Continue to offer ENVoY training for new teachers and new hires in already existing ENVoY schools.
3. Make a commitment to support ENVoY training and coaching for a three year period in order to reach school certification in ENVoY in an effort to realize significant positive outcomes that result from culture shifts and pre-existing management habits.
4. School principals should be directly involved and supportive of ENVoY's implementation and coaching within their schools. They should purposefully and personally visit classrooms to observe ENVoY skills, and they should hold teachers accountable for implementation. They should provide at least one day per month for their building coaches to coach teachers, both new and veteran to ENVoY.
5. Continue to increase the number of in-building ENVoY coaches in an effort to maintain and assure sustainability in the event of teacher retirement or attrition.
6. Continue to be re-certified each year as an ENVoY school in order to maintain staff accountability and ensure techniques become habit.
7. Consider how substitutes, especially long-term and regular subs can be instructed in ENVoY practices.
8. Build ENVoY book study groups into PLC.
9. Revisit ENVoY skills and refinements at faculty meetings.
10. Consider and plan to train staff in Advanced ENVoY: A Healthy Classroom course thereby introducing instruction in the art of developing health group dynamics.
11. Continue to collect and compare data, both quantitative and qualitative, in an effort to assess ENVoY's effectiveness and implementation.
12. Consider how all other adults working with students in the building can be instructed in ENVoY practices.
13. Revisit ENVoY skills and refinements at faculty meetings.

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APPENDIX A

Certifying an ENVoY School

Michael Grinder & Associates selects a trained ENVoY coach who comes into 80% of the teachers' classrooms and verifies that each teacher can perform the 7 Gems. The teacher doesn't receive any feedback from the coach. The process takes 3-4 minutes:

When the coach enters the room the teacher is in the Seatwork phase of a lesson:

- goes to the front,
- gets the class' attention,
- makes a tangential announcement,
- asks if there are any questions,
- releases the class
- then approaches a student who is off-task but capable of doing the work

Teacher: _____ School: _____ Date: _____ Coach: _____

When Getting the Class's Attention:

“Freeze Body” (page 14)

___ The teacher stands still

“ABOVE (Pause) Whisper” (page 18)

___ The teacher initially has a voice just above the class' volume,

___ pauses with a frozen hand gesture

___ and then lowers voice to a whisper for one or two sentences

When Teaching:

“Raise Your Hand vs. Speak Out” (page 22)

___ The teachers non-verbally requests the class to listen to the teacher:

___ e.g., credible voice pattern

___ e.g., palm down or stop sign hand gesture

___ The teacher says and models “Raise Your Hand”,

___ then just models,

___ and then does not model and the students still raise their hands.

___ The teacher says and models (i.e., palm up and fingers curl towards the teacher) when the class is to “Speak Out” without raising their hands.

When Transitioning into Seatwork

“Exit Directions” (page 28)

___ The teacher visually shows as well as says what the directions are.

___ The teacher asks (the teacher models, “Raise Your Hand”) if there are any questions about the directions.

___ The teacher writes the answers as well as says the answer.

“Most Important Twenty Seconds” (page 32)

___ The teacher releases the class and then stands still.

[Kindergarten teachers are excused from this requirement ; First Grade teachers have this as an optional choice; Second Grade teachers are required in first semester to wait for 10 seconds and in the second semester 20 seconds; all other grades are required to wait 20 seconds.]

___ The teacher non-verbally communicates with students to wait for a while before the teacher helps individual students. Teachers are encouraged, but not required, to stand in a hula hoop during this time.

During Seatwork:

“OFF/Neutral/ON” (page 34) and “The Influence Approach” (page 38)

___ When approaching a student who is mildly off-task but capable of doing the work, the teacher walks slowly when approaching student.

___ The teacher attempts to be at the student’s side or, at most, 90°

___ The teacher looks either at the student’s deskwork or somewhere other than the student’s face.

___ The teacher stops when the student shifts from off-task to “neutral”

___ If the student starts to go back to off-task or never shifts from off-task to neutral, the teacher adds some non-verbal components from the Power Approach:

___ in front of student

___ eye contact

___ physically closer

___ minimal sounds/words (e.g., whisper the student’s name)

___ Once the student starts to shift to neutral the teacher immediately returns to the Influence approach:

___ on the side of the student

___ looks at the student’s desk work

___ is physically farther away.

___ The teacher remains still while the student progresses from “neutral” to on-task

___ The teacher leaves the student slowly and, if possible, in such a manner that the student can’t easily see the teacher.

Appendix B

Effectiveness of ENVoY Classroom management system sponsored by Knowledge Arts Foundation Results of University of Houston study, 2006-2007*

OVERVIEW

Does it work? Yes. In a study conducted by the Dr. Robert Houston at the University of Houston Institute for Urban Education, ENVoY is shown to be effective in improving classroom environment for students. Data from seven local schools were collected before, during and after the program, then analyzed at U of H.*

FINDINGS

1. *Positive changes.* ENVoY resulted in positive changes in teacher classroom management procedures.
2. *Coaching helps significantly.* Best results showed up in classrooms where teachers received individual, job-embedded coaching after their group training.
3. *Program well-accepted by teachers.* Teachers like ENVoY because more curriculum can be covered when management is not a problem. Job satisfaction is greater and stress is reduced when teachers can rely on written assignments and students can be more independent; teachers can manage a class without having to yell at students.
4. *Test scores went up.* While not directly related to the implementation of ENVoY, 84% of TAKS scores in elementary schools and 66% in middle schools increased between 2006 and 2007 in the schools where ENVoY was used.

RECOMMENDATIONS

1. *ENVoY should be offered to all teachers in a school.* Provide training during regularly scheduled professional development days for new teachers as well as veteran teachers.
2. *Provide implementation support.* Workshops should be followed by individual assistance in the classroom by a trained ENVoY coach to provide encouragement and support implementation of skills.
3. *Implement ENVoY practices school-wide so students are accustomed to a uniform management system.*
4. *Continue the program for three years at each school.* With help from trained ENVoY coaches, determine if long-term experience with ENVoY can change the culture of the school.

**Effectiveness of ENVoY 2006-2007: Analysis of Observed Change in Classroom Management in Elementary and Middle Schools.* W. Robert Houston, Executive Director of the Institute for Urban Education, College of Education, University of Houston. Dr. Houston is the John and Rebecca Moores Professor of Education. For more information, or to request a copy of the full report, contact Mary Yenik, myenik@gmail.com.

Appendix C
St. Louis Diocese Training Paradigm

| LESS OF THIS | MORE OF THIS |
|--|---|
| Emphasis on enhancing educators' knowledge and skill base | Emphasis on changing educators' practice |
| Methods that emphasize presentation and discussion | Methods that emphasize practice, feedback, reflection, coaching, and support |
| Same activity experience provided for all teachers | Tailored to needs of teachers at a particular school, grade level, or subject area |
| Provided for teachers of multiple schools simultaneously at a central location | Provided at the school site |
| Presentation of information | Coaching on incorporating skills into practice |
| Evaluation based on participants' reactions to the experience | Evaluation based on participants' changes in their practice |
| One-time addressing of topics | Sustained and intensive addressing of priority topics |
| Workshops and courses | Study groups, e-mail networks, peer coaching, action research, lesson study, analysis of students' work, reflective journaling, portfolio development, etc. |

Appendix D

"82% of all communication is non-verbal communication*."
—National Teacher's Association

Windsor Unified School District's ENVoY Research

As applied research demonstrates, the systematic use of non-verbal messages is the single most important skill any professional utilizes. By employing the full range of the non-verbal skills taught in ENVoY, we can manage with influence as opposed to power in any setting.

Windsor Unified School District's ENVoY (Educational Non-verbal Yardsticks) Program has proven to be very effective. The following data was collected from both WUSD teachers and administrators. Data was studied by Dr. Emily Garfield of Stanford University and Grace Marie Curtin, ENVoY Coach/Trainer.

Student Data

Academic Performance Index (API)* for Windsor Middle School, Windsor, California, 95492
Copyright 1/2005 Grace Curtin-Fiano

| | |
|---|---|
| 2004 - 2005 School Year | API increase of 19 points and a redesignation from a "7" to an "8". (10 = performance top 10%) 5 staff members no formal training |
| 2003 - 2004 School Year | API 31-point increase 5 staff with no formal ENVoY training |
| 2002 - 2003 School Year | WMS staff consistent - 92% report utilizing ENVoY techniques during 95% of the instructional day* API increase of 37 points |
| 2001 - 2002 School Year | 92% of all WMS teaching staff ENVoY Graduates 92% WMS staff report utilizing ENVoY techniques during 95% of the instructional day* API increase of 39 points |
| K-12 Windsor Teachers who utilize ENVoY Techniques report: | 92% increase in overall classroom control 92% increase in ease of transition between activities 92% increase in the ability to gain and maintain student attention 82% increase in the overall learning environment 67% increase in overall academic performance 45% increase amount of curricula that is covered an average of 2-3 weeks of additional material covered 67% increase in teacher energy level 54% decrease in disciplinary referrals |
| K-12 Administrators report that staff members utilizing ENVoY | 70% make more effective use of instructional time 80% have interactions with students from a position of influence rather than |

Techniques: power

70% share and teach their peers ENVoY techniques

70% make less discipline referrals

80% communicate more effectively during challenging parent conferences

50% include ENVoY as part of their formal evaluation process

As an administrator of a K-12 setting..... 100% have suggested ENVoY techniques for staff to consider; 100% report utilizing ENVoY techniques when conferring with a parent or in a difficult meeting; Windsor High School admin. and faculty report a 75% increase in academic preparation of incoming freshman compared to 3 years ago when few WMS staff members had ENVoY training; 100% embrace ENVoY as an effective staff development model

Facts:

*Currently, WUSD has 120 ENVoY Graduates.

Our graduates include:

- 1 school board member;
- 1 Program Director for Circuit Riders Counseling/Prevention Program;
- 2 administrators, bilingual teachers and bilingual instructional assistants at Cali Calemeic Spanish Immersion Charter School; school counselors for 2-3rd, 6-8th and 9-12th graders;
- general and special education teachers K-12;
- campus supervisors;
- 1 school bus driver;
- librarians

The Data:

- Academic Performance Index (API)** of WMS indicated an increase of 39 points.

The single common variable -

- 92% of all teaching staff are ENVoY Graduates.
- The same 92% report utilizing ENVoY techniques during 95% of their instructional day.

Techniques report:

- 92% increase in overall classroom control.
- 92% increase in ease of transition between activities.
- 92% increase in the ability to gain and maintain student attention.
- 45% increase amount of curricula that is covered - an average of 2-3 weeks of additional material covered.
- 82% increase in the overall learning environment.

- 27% increase in effectiveness during parent conferences.
- 74% increase in establishing and maintaining rapport with students.
- 67% increase in overall academic performance.
- 67% increase in teacher energy level.
- 54% decrease in disciplinary referrals K-12. Administrators report that of staff members utilizing ENVoY.

Techniques:

- 70% make more effective use of instructional time.
- 80% have interactions with students from a position of influence rather than power.
- 70% share and teach their peers ENVoY techniques.
- 70% make fewer discipline referrals.
- 80% communicate more effectively during challenging parent conferences.
- 50% include ENVoY as part of their formal evaluation process.

As an administrator of a K-12 setting.

- 100% have suggested ENVoY techniques for staff to consider.
- 100% report utilizing ENVoY techniques when conferring with a parent or in a difficult meeting with high school administrators.
- faculty report a 75% increase in academic preparation of incoming students 3 years ago.
- 100% embrace ENVoY as an effective staff development model.

*Several studies have noted the figures that indicate 90-95% of all communication is non-verbal.

**A.P.I. increase was determined by the state of California from the results from the STAR Test, a yearly standardized assessment of K-12 Teachers who utilize ENVoY.

Compiled by Grace Marie Curtin, gcurtin@wusd.org, (707) 837 7737 ex. 133.
Please contact her for further details.

Appendix E

St. Landry Parish (Louisiana) Before and After Study

What Classroom Strategies Foundation does:

Professional development of educators in these areas:

1. Manage classroom behavior
2. Handle group dynamics
3. Establish relationships with the at-risk student

Our goal is to develop local leadership so that after three years the district can sustain programs independently.

What St. Landry Parish would do to have a full program in classroom management:

1. Train teachers who volunteer for classroom management workshop
2. Develop trainers for the district
3. Develop mentor coaches and Master Mentor Coaches for the district
4. Provide ongoing evaluation of the programs. Classroom Strategies Foundation's local Director of Programs and Applied Research will work with schools to measure progress.

Expected results for St. Landry Parish:

The following pages list the Top Ten Results of Classroom Management training-plus-coaching as observed here in St. Landry Parish in 2002. Similar results are reported from a variety of school districts, such as Minneapolis, Clark County and Issaquah (Washington State districts), Salt Lake City, and Denver.

“Our work with Michael Grinder is the best investment our district has ever made. Its contribution is unique - increased student achievement in a safe and inviting learning environment. More, by increasing instructional time and decreasing teacher stress, teachers affirm greater job satisfaction and commitment to remain in the teaching profession.”

Tina Butt, Ph.D.

***Assistant Superintendent, Issaquah School District (Seattle area) (425) 837-7052,
ButtT@issaquah.wednet.edu***

The following table includes references to specific Seven Gems of Classroom Management on which the Manage to Teach (ENVoY Program) is based. Endnotes provide page numbers in the ENVoY textbook where explanations of the Seven Gems can be found.

| | BEFORE | | AFTER |
|----------|--|---|--|
| 1 | Teacher repeatedly asks for attention; students continue to talk. | TRAINING PLUS COACHING OR COACHING ALONE | Teacher gets attention with a single word or sound. ⁱ |
| 2 | Teacher loses temper and yells at students. Students go into stress (poor physiology for learning). Teacher also goes into stress. | | Teacher can get attention without yelling. Both teacher and students are in an environment that is stress free and safe for learners. |
| 3 | Teacher asks a question. Student calls out the answer. Teacher berates student for not raising hand. | | Students are given clear signals as to how they are to answer. |
| 4 | Teacher gives instructions verbally. If students can't remember what teacher said, they have to ask teacher to repeat. | | Teacher ALWAYS gives visual "Exit Directions" ⁱⁱ so that when a student asks something like, "What page?" the teacher can silently point to directions. |

| | | | |
|----------|---|----------------------|--|
| 5 | Teacher releases class to complete seatwork and immediately starts walking around to help struggling students. Meanwhile, some students begin work immediately but other students daydream or otherwise fail to begin work. | TRAINING PLUS | Teacher releases class to complete seatwork and then stands perfectly still for 20 seconds with a posture ⁱⁱⁱ that conveys, "You are capable." Students settle down and begin working because teacher nonverbally conveys <i>there is no other choice</i> . |
|----------|---|----------------------|--|

| | | | |
|---|---|--|--|
| | | | |
| 6 | At beginning of seatwork, some students leave desks and come up to talk to the teacher. Teacher immediately gives them attention even though the students are off-task. | | When students approach during the 20-second settle-down-to-work interval, the teacher nonverbally indicates that they should return to desks. ^{iv} Only when most students have begun their seatwork does the teacher go to help individual students. Calm, productive environment is maintained. |
| 7 | During seatwork, teacher returns again and again to the same students to keep them on task, thus reinforcing the attention-seeking behaviors and pulling the surrounding students off task as evidenced by students looking at the constant interplay between the teacher and the student. Other students begin to “need help.” | | Teacher remains with off-task student until student goes from OFF to NEUTRAL to ON task. ^v Student internalizes that he/she can perform; this expectation promotes self-control and self-esteem. |

| | | | |
|----|---|---|--|
| 8 | Teacher primarily uses authority to get students’ compliance. Minor behavioral issues escalate into conflict. | TRAINING PLUS COACHING OR COACHING ALONE | Teacher primarily uses INFLUENCE Approach. ^{vi} Minor behavioral issues do not escalate into power struggles or conflict. |
| 9 | Teacher manages and disciplines in same location in the room where teaching occurs. Curriculum is “contaminated” by memories of discipline. | | Teacher has one specific location for management. Just taking a step or two toward this location gets the class back under control. Content is preserved, relationship between teacher and class is maintained, and time is saved. |
| 10 | Teacher talks nonstop. | | When making a key point, teacher |

| | | | |
|-----|---|--|---|
| | Students can not tell the difference between main points and “noise” and they do not get an opportunity to let the content sink in. | | pauses, with still body. Teacher drops voice to a whisper. Teacher says the important information while showing it. |
| 11* | Students do not take the teacher seriously as evidenced by the students’ casual remarks, lack of attention, and side conversations. | | Teacher has a range of styles for holding students accountable while maintaining relationships. <i>* Lagniappe</i> |

Appendix F—Classroom Scan

Assessment: Pre _____ Post _____ Trained _____ Coached _____ None _____

Phase I: Getting the Students’ Attention:

1. When asked to pay attention...

All students stop what they are doing and focus on teacher within:

0....3.... 10.....15.....30..... 40.....50.....60 seconds...1 min....2 min...> 2 min.

Freeze Body used: Yes _____ No _____

Above (Pause) whisper used: Yes _____ No _____

Frozen Hand used: Yes _____ No _____

Phase II: Teaching:

Number of students in classroom _____

2. During direct instruction:

When the teacher asks a question, the teacher waits while students are given time to cognitively process content before the question is answered by how long?

0 5..... 10.....15.....30.....45.....60 seconds..... > 1 min.....>2 min

3. Number of students who raise hands before teacher asks for answer: _____

4. "Raise Your Hand" verbally used: Yes _____ No _____

Raise Your Hand non-verbally used: Yes _____ No _____

Speak Out Verbal used: Yes _____ No _____

Speak Out Non-Verbal used: Yes _____ No _____

Phase III: Transition to Seatwork:

Exit Directions:

5. Before beginning seatwork, students, are given visual instructions (written) on the board or poster or screen. Yes _____

No, oral instructions only _____

6. Written instructions include:

1. What to do Yes _____ No _____

2. Where to put finished work Yes _____ No _____

3. What time to finish Yes _____ No _____

4. What to do if finished early Yes _____ No _____

7. Teacher reads the visually posted directions to students: Yes _____ No _____

8. Teacher invites students to ask clarifying questions about directions after reading and showing them to the class:

Yes _____ No _____

9. Teacher adds/writes additional information from clarifying questions to the directions.

Yes _____ No _____

10. The teacher releases the students to work in a calm voice saying, "You may begin."

Yes _____ No _____

Most Important Twenty Seconds: # of students in class: _____

11. Number of students engaged on assignment at following time intervals are:

** Teacher uses MITS _____ *** Teacher does not use MITS _____

0 to 10 seconds _____ 31 to 40 seconds _____

11 to 20 seconds _____ 41 to 50 seconds _____

21 to 30 seconds _____ 51 to 60 seconds _____

12. Total time before all students are working on the assignment: _____

Phase IV: Seatwork:

****Exit Directions used** Yes _____ No _____

13. Classroom metabolism is:

Silent Quiet Soft productive hum

More socializing than work..... Loud and chaotic

14. Teacher voice during seatwork is:

Silent/whisper _____ Regular, public voice _____ Loud/above class volume _____

Influence Approach

During Seatwork, the teacher manages students non-verbally:

Yes _____ Sometimes _____ No _____

Appendix G

School _____ Date _____

Teacher ENVoY Implementation Survey

Trained in ENVoY? Yes NO

Coached? Yes No

Use ENVoY at least some of the time? Yes No

When you use ENVoY do (are) you:

- Yes No 1.) Notice an increase in overall classroom control.
- Yes No 2.) Notice greater ease between transitions.
- Yes No 3.) Able to get and keep student attention more quickly.
- Yes No 4.) Able to cover more curriculum in the same amount of time.
- Yes No 5.) Notice an overall improvement in the learning environment.
- Yes No 6.) Enjoy an improved and increased rapport with students.
- Yes No 7.) Notice an increase in overall academic performance of students.
- Yes No 8.) Notice an increase in teacher energy.
- Yes No 9.) Give fewer student discipline referrals.
- Yes No 10) * Do you feel ENVoY has made a positive difference at your school?
- Yes No 11) *Do you feel ENVoY has made a positive difference in how you manage students?
- Yes No 12) *Would you recommend beginning teachers learn to use ENVoY?

On the back, please make comments as you see fit.

***Note: Questions 10-12 were added on the 2009 survey. Results were 100% yes for both Rhoads and Gregg Elementary staffs.**
