



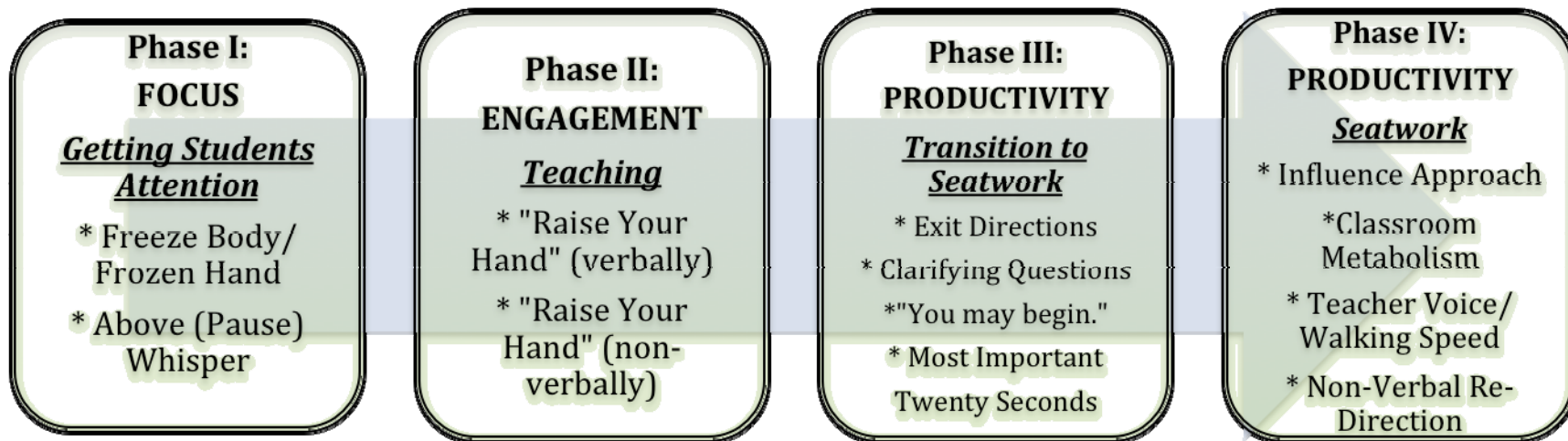
***Coolidge High School
ENVoY Implementation Scan Results
2012-13 School Year***

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Introduction:

1. The observation collected data on the Four Phases of the Learning Experience: **Getting Students' Attention, Teaching, Transition to Seatwork, and Seatwork**. Embedded in each phase are ENVoY's 7 Gems that increase a teacher's ability to manage students and enhance learning. This analysis compiles data for the purposes of: A) Providing a school wide report on the **correct** implementation of ENVoY by teachers; and B) Measuring the effectiveness of ENVoY on students at HMS in the areas of Focus, Engagement, and Productivity.

The diagram below outlines the four phases and key embedded ENVoY skills for each phase:



2. For the above phases, this report provides Introduction Rationale, Target Goals, CHS ENVoY Implementation Findings and Conclusions.

Recommendations for continued improvement and sustainability of ENVoY at CHS are provided in the final section of the report.

3. During May 2013, 31 teachers at CHS were observed for 30 minutes each, with results entered on scanned forms.

4. All 31 teachers had been trained and coached monthly from August through May, with the exception of December.

5. The class size range was 4-36 students. The average number of students per class was 18

FOCUS

Phase I: Getting the Students' Attention

Target Outcome: 100% students focused (still, silent, and looking at the teacher)

Goal: 0-5 seconds

Introduction: Phase I focuses on the teacher's ability to command every student's attention by **correctly** using 2 key ENVoY skills of Gems 1 & 2: **Freeze Body and Above (Pause) Whisper** in addition to two optional refinements: Yellow Light and Frozen Hand.

Findings: Figure A below shows **the percentage of staff** that demonstrated the skills.

Figure A: Implementation Accuracy and Effect of Gems 1 & 2 and Refinements (Frozen Hand and Yellow Light).

<i>Gem 1: Freeze Body and Gem 2: ABOVE (Pause) "whisper"</i>	Gems 1 & 2 Implementation	Refinement Implementation	Met Goal	Average Seconds to target outcomes
10 of 27 teachers used both Gems 1 & 2	36%	50%	10%	8
14 of 27 did not use both Gems 1 & 2	50%	0%	0%	*1 min 30 seconds
13 of 14 used only Gem 1	(93%)	21%	0%	
1 of 14 used only Gem 2	(7%)	7%	0%	
3 out of 30 were not observed in Phase I	10%	NA	NA	NA

Estimated number of days lost for instruction based on the average seconds to target outcome difference between those teachers who used both Gems 1 and 2 and those teachers who did not is 6.4 days.

Estimated Number of Days of Lost Instruction Time

This number was calculated based on the teacher getting students' attention 15X per day for 180 days of instruction divided by 6 hours of student contact time per day.

These graphs show implementation percentages for Gem 1, 2 and Frozen Hand refinement.

Figure B

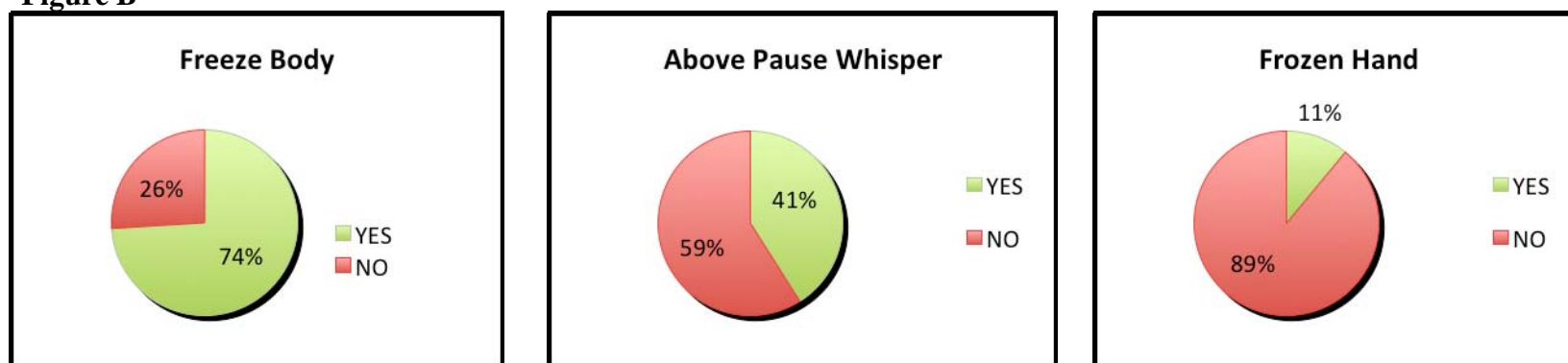


Chart C: Shows student response time to the teacher based on the percentage of staff that correctly demonstrated the skills.

Time	5-10 sec.	10-20 sec.	10-20 sec.	5-45 sec.	10-90 sec.	20-90 sec. or more	10-40 sec or more
Frequency (%)	3% used all 4 skills	7% used only Freeze Body and Above (Pause) Whisper	3% used only Freeze Body and Above (Pause) Whisper and Frozen Hand Gesture	11% used only Freeze Body and Above (Pause)Whisper and Yellow Light	11% used only Freeze Body and Yellow Light	33 % Only Freeze Body	3% Used a (P)w & yellow light

***27 POST-Scans collected data on Student Response Time.**

Conclusions:

- # 74% of HS teachers are able to freeze their body (Gem #1) while focusing and getting students attention. However, only 37% of the teachers used bot Gem 1 & 2.
- # Of this 37%, 3% of these teachers met the goal of getting their students attention in 5 seconds or less. Reaching this is ideal. 50% did not add any refinements. By getting students attention and meeting the goal teachers are able to move into the teaching phase of the lesson and have more time for content. Having student's attention is critical to teaching and for student understanding.
- # The average time for getting students attention using FB & Above Pause Whisper was 18 seconds verses the group who did not use the gems or refinements taking 1 minute and 30 seconds. When calculated on a 6 hr. school day averaging 2 times per hour, focusing students and getting their attention, the time lost by those not using Gems 1 & 2 and any refinements verses those that did, came to 6.4 days of instructional time lost.
- # Teachers who use the Freeze Body, Above Pause Whisper, Frozen Hand and a designated spot to call students' attention get students focused more quickly
- # Teachers who do not use these skills take longer to acquire students' attention or begin teaching before focusing the class.
- # Before beginning the Teaching or Transition Phases, teachers who are not using these skills are experiencing lost content time and more frequently re-directing students into focus.

ENGAGEMENT

Phase II: Teaching

Target Outcome: *Student Engagement (teacher can see student engagement)*

Goal: *80-100% visible student response/hands raised*

Introduction:

*Phase II focuses on the teacher's ability to manage **every** student into response or engagement by **correctly** using the ENVoY skill, of Gem 3,*

Raise Your Hand (RYH) verbally and non-verbally. *In addition, the teacher may intermittently use ENVoY's controlled format of Speak Out so that auditory learners remain focused during direct instruction.*

Correctly using these skills will increase student engagement, participation and help the teacher more accurately check for student understanding and comprehension when introducing new or reviewing previous content.

The May 2013 scan measured the teacher's ability to correctly use Raise Your Hand, length of process time, and the refinement skill of The 4 C's.

NOTE:

ENVoY recognizes there are many ways to manage students into thinking/processing content during Direct Instruction and respects those. Gem 3 and Refinements are ENVoY's recommended skills for use when Raise Your Hand, Speak Out, Teacher Only One Talking, Echo, and Choral are being used.

Figure D

The chart below shows the comparative outcomes and percentages of teachers who correctly used Gem 3 Raise Your Hand, The 4Cs Refinement and Wait Time data.

<i>Gem 3 Raise Your Hand</i>	<i>Total Scans 10 of 31 Attempted Gem 3</i>	<i>Total Scans 21 of 31 Not Observed</i>	<i>1 of 10 Used Gem 3 Correctly</i>	<i>9 of 10 Used Gem 3 Incorrectly</i>
<i>Implementation</i>	<i>31%</i>	<i>68%</i>	<i>10%</i>	<i>80%</i>
<i>Class size range</i>	<i>8-25</i>	<i>4-36</i>	<i>8*</i>	<i>14-24</i>
<i>Used 4 Cs Refinement</i>	<i>NA</i>	<i>NA</i>	<i>0%</i>	<i>NA</i>

*The teacher who met the goal only had 8 students in total

Figure E

Gem 3 Raise Your Hand	Total Scans 10 of 31 Attempted Gem 3	Total Scans 21 of 31 Not Observed	1 of 10 Used Gem 3 Correctly	9 of 10 Used Gem 3 Incorrectly	*1 of 10 Used Non-Applicable Questions
Implementation	31%	68%	10%	80%	10%
MET GOAL	NA	NA	10%	90%	NA
Average % Engagement Response	NA	NA	75%	39%	NA
Average Wait Time/ Seconds Per Question	NA	NA	10	5	NA
Class Size Range	8-25	4-36	8*	14-24	19

The chart below shows the opportunities and concurring length of time teachers gave students to process questions when using Raise Your Hand for response.

Figure F STUDENT “THINK TIME” BEFORE TEACHER CALLS ON ANSWER

Time	0-10 sec.	10-20 sec.	20-30 sec	30-40 sec.	40-50 sec.	50+ sec.
Frequency for 10 teachers who attempted RYH	20 questions asked in total by 10 teachers 100%	0 questions	0 questions	0 questions	0 questions	0 questions

The data above is based on 10 teachers who used “Raise Your Hand” verbally and/or non-verbally

Conclusions:

- ✚ During the time of data collection 21 of the 31 teachers observed either did not use Gem 3 or were not in this phase of the lesson. 10 teachers attempted Gem 3 but only one met the goal. Data states that teachers are not checking for understanding before releasing to independent practice. Additionally a very short process time of 0-10 seconds is being given for think time. One of the guiding questions for assessing student understanding in this phase of the lesson is, “Can the students do the independent work?” If teachers do not check for understanding or do and assess students cannot do the work, the likelihood of management issues and off task behaviors during the independent practice phase of the lesson will increase. Our goal as teachers is that 80 to 100% of all students will be able to do the work before releasing them to independent practice.*
- ✚ Lack of knowledge, mastery, or implementation of Phase II ENVoY skills: Raise Your Hand verbally and non-verbally, Speak Out verbally and non-verbally, Teacher Only One Talking verbally and non-verbally, and Choral/Echo.*
- ✚ Lack of teacher use of 4 Cs Refinement to raise visual engagement during Phase II.*
- ✚ Teachers who used Phase II skills had higher percentages of students who visually or verbally participated in active engagement responses to questions and/or comments during direct instruction as compared to those teachers who did not use Phase II skills.*
- ✚ There is a need to continue to raise student engagement by reviewing and implementing Phase II skills in order to help teachers better understand visual and auditory measurement*

PRODUCTIVITY

Phase III: Transition to Seatwork

Target Outcome: Student Engagement and Productivity

Goal: 100% of students are productively on-task during Independent Practice within 20 seconds or less upon teacher release.

Introduction:

Phase III focuses on two essential ENVoY Gems: **Exit Directions** and **Most Important Twenty Seconds (MITS)**.

1. **Exit Directions** should have **all 4 of the following: What to do, Where to put finished work, Finish Time, and What to do when done**. Systematically managing before releasing students is key to insuring maximum student engagement during the independent practice/Seatwork phase of the lesson. Exit Directions provide students with all directional information they need to be successful, thus avoiding potential off-task management issues. They are displayed with both written and pictorial/object/icon cues to assist students with what tasks they must do.

2. **Most Important Twenty Seconds** follows the verbal release of visual Exit Directions. The teacher stays silent and still next to the Exit Directions for at least 20 seconds (less time for grades 2 or below), establishing a maximum goal time for all students to begin and/or be on task. This empowers all students with needed process time and establishes a highly productive atmosphere in the classroom. Kinesthetic and Auditory learners especially need MITS' non-distracting time in order to engage in what has just been delivered both visually and verbally through the Exit Directions. While teachers are trained not to move or speak during MITS, they **are** encouraged and trained how to non-verbally gesture students on task during these 20 seconds.

Note:

Without visual EXIT DIRECTIONS teachers cannot manage non-verbally Gems 6 and 7: Influence Approach and OFF/Neutral/ON during Phase 4: Seatwork.

Findings: The following graphs show the percentage of teachers scanned who used GEM 4-Exit Directions and GEM 5-Most Important Twenty Seconds when releasing students to independent work. The chart identifies percentages for each element that were included on the Exit Directions.

<i>Elements of Exit Directions</i>								
<i>ELEMENTS</i>	<i>What to Do</i>		<i>Where to put</i>		<i>Finish Time</i>		<i>When Done</i>	
<i>FREQUENCY (%)</i>	<i>YES</i>	<i>NO</i>	<i>YES</i>	<i>NO</i>	<i>YES</i>	<i>NO</i>	<i>YES</i>	<i>NO</i>
	69%	31%	62%	38%	62%	38%	58%	42%

Figure H MET GOAL IN 13 Seconds or less

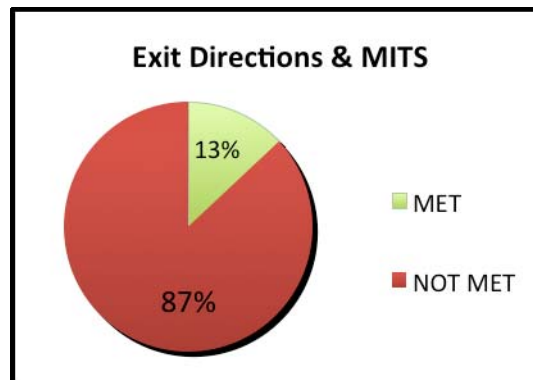
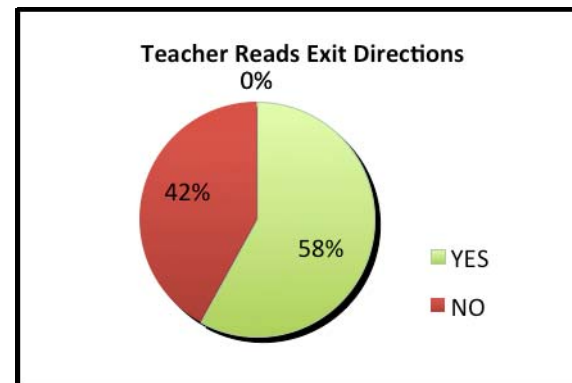
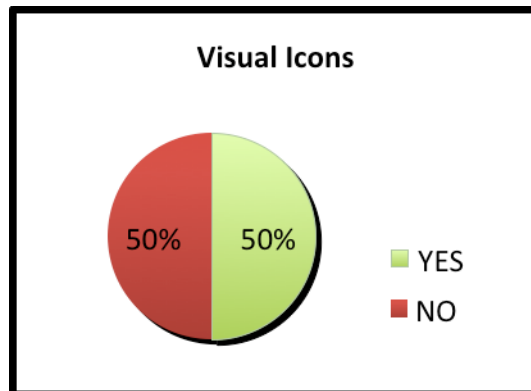
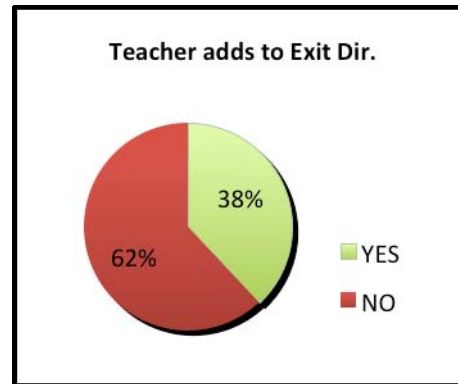
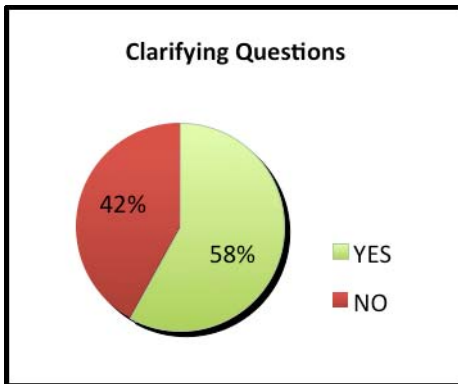


Figure I

The following graphs show the percentages of teachers who released students to begin with recommended delivery refinements of visual **Exit Directions** and **Most Important Twenty Seconds**.



- ✚ 84% of the teachers at CHS are using some form of visual directions for students in the independent seatwork phase of the lesson. Of this 84% only **13%** are meeting the goal before releasing to work. These 13% of teachers are releasing students to independent practice and allowing individual learning style process time by using Exit Directions and MITS. The goal during independent practice is that **ALL** students will be engaged in **20 seconds or less**. By doing this students are able to maximize their productivity

- ✚ 5 out of 31 teachers were not observed in this phase of the lesson.

- ✚ Scan observations concluded that while some students are not causing management issues, they were compliant, yet not engaged in both the teaching phase and the independent phase of the lesson.

- ✚ When compared, those teachers using exit directions and MITS and those who were not, those using were able to get students on task with the average time of 13seconds. That not using these two gems the average time was 90+ seconds. When calculated as in the Focus phase of the lesson, data shows **that 3.3 days of instruction would be lost by those not using Exit directions and MITS.**

PRODUCTIVITY

Phase IV: Seatwork

Target Outcome: Student Engagement and Productivity

Goal: Teacher is able to maintain a Productive and Engaged Learning Atmosphere so 100% of students are on task.

Introduction:

Phase IV focuses on a teacher's skills for maintaining a highly productive atmosphere and classroom metabolism that is conducive for maximum student engagement on content. How teachers manage students during seatwork has a direct impact on productivity. Once students are transitioned into seatwork, ENVoY recommends teachers use **GEM 7: INFLUENCE APPROACH** and **GEM 6: OFF/Neutral/ON**.

Note: Because OFF/Neutral/On is dependent on student off-task performance, the scan data does not reflect this skill unless the situation should occur. Teachers should demonstrate INFLUENCE APPROACH before using POWER.

To minimize distracting students, ENVoY recommends the teacher maintain a low, private one-on-one voice, manage non-verbally with gestures and/or by referring off-task students to posted EXIT DIRECTIONS, and move slowly throughout the classroom when monitoring and helping students. When teachers go verbal with their management they run the risk of student misbehavior escalating and other students disengaging. Student voice modulation and on-task behavior is also observed and reported on the scan.

Figure J

Phase IV: Refinements Maintaining the Productive Atmosphere					
<i>Refinements include: Exit Directions, Non-Verbal Re-directs, Slow Teacher Walk, and Private Teacher Voice</i>					
Classroom Atmosphere	% Silent	% Quiet	% Productive, Soft Hum	% More Socializing than Work	% Loud & Chaotic
67% of Teachers using Exit Directions and Slow Walk and Private Voice Refinements had classrooms that were...	17%	50%	25%	8%	0
17% of Teachers that did use Exit without refinements...	0	0	25%	50%	25%
13% of Teachers with no exit directions but refinements	0	33%	67%	0	0
3% of the Teachers with no exit directions and no refinements	0	0	20%	60%	20%

7 out of 31 teachers were not observed during this phase

Figure K

Student Productivity	% 100% On Task	% On Task with Help	% Some On, Some Off	% More Off Than ON	% None On Task
67% of Teachers using Exit Directions and Slow Walk and Private Voice Refinements had classrooms where students were...	17%	58%	17%	8%	0
17% of Teachers that did use Exit without refinements...	0	0	50%	25%	25%
13% of Teachers with no exit directions but refinements	0	0	67%	33%	0
3% of the Teachers with no exit directions and no refinements	20%*	0	0	80%	0

**This classroom only had 4 students*

Conclusions:

- ✚ For those managing with the influence approach classrooms are quiet, productive and most or all students are on.
- ✚ The use of Influence helps foster a better learning environment and preserves and improves teacher-student relationships. ENVoY suggests the higher the relationships, the higher the expectations can be.
- ✚ There is a continued need for some teachers to lower their voices and use more non-verbal cues and gestures to help maintain or improve productivity in the classroom.

Recommendations:

1. Share findings and data with staff specifically around those using and those not and the instructional time that is lost by not using the gems.
2. Train all new staff to CHS and train returning staff with review and refinements
3. Continue classroom coaching with current and new staff:
Based on Joyce and Showers' research, staffs who receive job-embedded coaching have an 80% greater mastery level after training than those who do not. We recommend a minimum visit of once per month per teacher for 30 minutes, 15 for observation and 15 for feedback.
4. Hold participants accountable to goal set:
Based on teacher final observations, most teachers still have ENVoY skills they believe need improvement or mastery. When a teacher selects a focus and goal for mastery with management skills of ENVoY or Healthy Classroom (Advanced ENVoY), then demonstrates the skills for the coach, there is a greater increase in mastery than if the teacher does not use the skill for coaching feedback. This is an area at CHS that needs targeting. Having administration have frequent conversations and feedback of this goal setting process will further help classroom management implementation
5. Increase administrative **voice** regarding implementation in all classrooms. Schools where administrative staffs are trained show much higher implementation and accountability by staff. When administration does walk-throughs and formal observations, be mindful of the 4 Phases and mention the teacher's strengths, challenges, and the need to implement ENVoY in specific lesson phases.
6. Track discipline statistics and see if there is a direct connection to those teachers using ENVoY strategies and those not. ENVoY is research based. Research shows teachers who implement ENVoY strategies and techniques have fewer discipline referrals and higher standardize test results.
7. Continue to align ENVoY with TAP. When administration, master and mentor teachers are doing classroom observations the reference to their strengths and challenges in regards to classroom room management can be mentioned.