



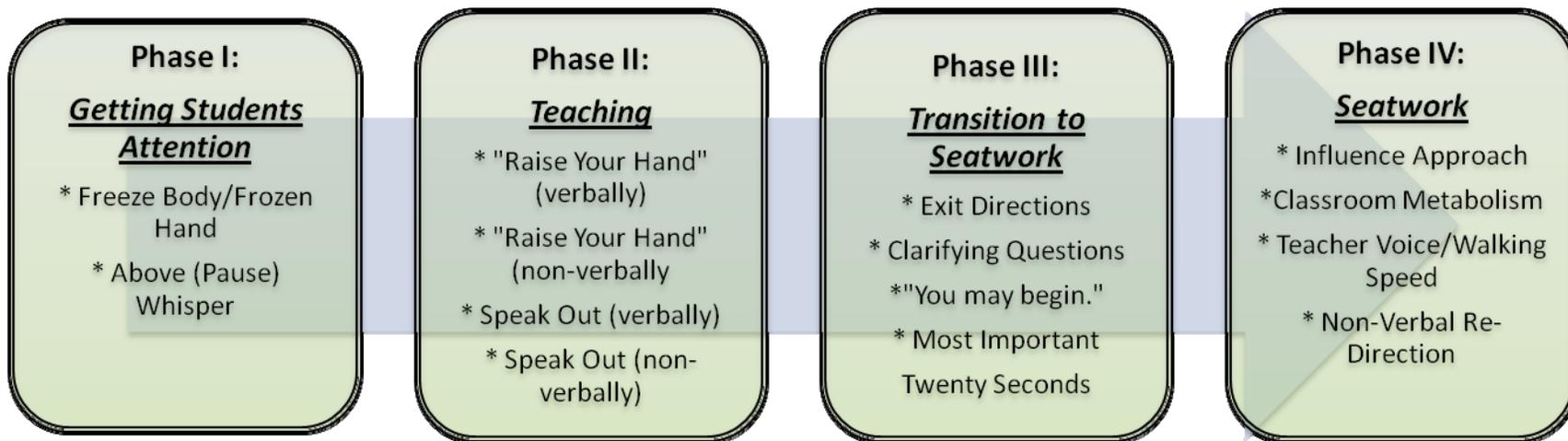
***Heartland Ranch Elementary School
ENVoY Implementation Scan Results***
2012-13 School Year

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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 schoolwide 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, HRE ENVoY Implementation Findings, and Conclusions. Recommendations for continued improvement and sustainability of ENVoY at HRE are provided in the final section of the report.

3. During May 2013, 15 teachers were scanned/observed for 30 minutes each.

4. All 15 teachers were trained (with the exception of 1 teacher who was trained during job-embedded coaching) and all were coached. Teachers for PE and pull-out classes were not coached or scanned.

5. The class size range was 5 to 32 students. The average number of students per class was 23.

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 the optional refinements **Yellow Light** and **Frozen Hand**.

Findings: Figure A below reveals implementation, goal, and target outcomes by **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 Goal
10 of 13 teachers used both Gems 1 & 2	77%	80%	100%	4
3 of 13 did not use both Gems 1 & 2	23%	66%	0%	31
2 of 3 used only Gem 1	(66%)	50%	0%	
1 of 3 used only Gem 2	(33%)	100%	0%	
2 of 15 were not observed in Phase I	13%	NA	NA	NA
Estimated number of days lost for instruction based on the average seconds to goal difference between those teachers who used both Gems 1 and 2 and those teachers who did not is 3.35 days.				

**The estimated number of days of lost instruction time was calculated based on the teacher getting students’ attention 15 times per day for 180 days of instruction and 6 hours per day. (Based on monthly observations, we suggest 15X per day in elementary classrooms conservatively estimates the days lost at 3.35.)*

Figure B: Implementation percentages by Gem and Refinement.

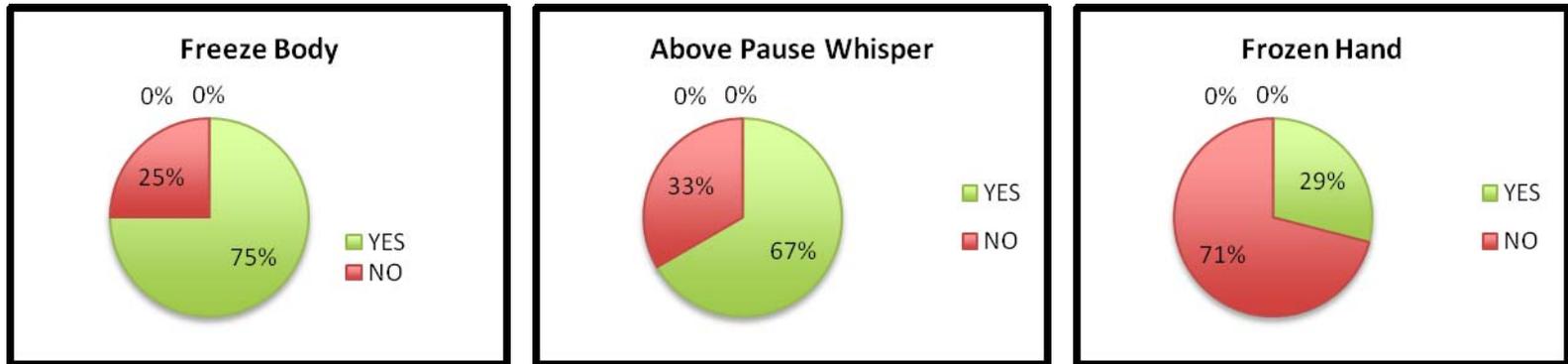


Figure C: Shows student response time for 100% student attention to the teacher based on the percentage of staff that demonstrated the skills.

Time	0-5 sec.	0-5 sec.	0-5 sec.	0-5 sec.	10-20 sec.	20 sec.	70+ sec.
Frequency (%)	15.3 %	15.3 %	38.4%	7.6%	7.6%	7.6% of	7.6 %
	used all 4 skills	used only Freeze Body and Above (Pause) Whisper	used only Freeze Body and Above (Pause) Whisper and Frozen Hand Gesture	used only Freeze Body and Above (Pause) Whisper and Yellow Light	used only Above (Pause) Whisper and Frozen Hand Gesture	used only Freeze Body and Frozen Hand Gesture	used only Freeze Body <i>(This teacher tried 3 times to get all students focused.)</i>

**13 of 15 POST-Scans collected data on Student Response Time.*

Conclusions:

- ✚ The data shows teachers who used **both recommended ENVoY Gems 1 and 2** were able to get 100% student focus within 5 seconds or less.
- ✚ Teachers who did not use both Gems took an average of 27 seconds longer to focus the class than their counterparts who used both Gems. Having all students focused and attentive quickly allows teachers to move into the Teaching or Transition Phases of the lesson and have more time for content. Having students' attention is critical for student understanding.
- ✚ Teachers who used both Gems 1 & 2 correctly, based on conservative estimates (see Figure A), regained approximately 3.35 days of teaching and learning time compared to those teachers who did not use the same skills.
- ✚ The implementation rate of Refinements Frozen Hand and Yellow Light is below average, at 69% and 23% respectively (See Figures B). Frozen Hand and Yellow Light increase the chances of successfully having all students focused within 5 seconds or less; therefore, these skills should be reviewed and used routinely
- ✚ Coaching and working with teachers who take an excess of 20+ seconds to gain student focus is recommended in order to maximize student engagement in the Teaching and Seatwork phases of the lesson.

Teachers who use Gems 1 and 2 and Phase 1 Refinements are able to gain, focus, and keep a greater percentage of their students' attention more quickly and recover approximately 3.35 days of instruction time yearly in comparison to their counterparts who do not use the same ENVoY skills.

ENGAGEMENT

Phase II: Teaching

Target Outcome: Student Engagement (teacher can see and/or hear student engagement)

Goal: 80-100% visible student response/hands

Introduction:

Phase II focuses on the teacher’s ability to manage **every** student into response or engagement by **correctly** using 2 key ENVoY skills of Gem 3: Raise Your Hand (RYH) verbally and non-verbally. 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 scan measured the teacher’s ability to correctly use RYH, length of process time given by the teacher, and the refinement skill of the 4 C’s to reach the target goal of 80 of 100% engagement.

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 RYH is being used.

Findings:

Figure D: The chart below reports the length of student “process/think time” teachers gave students before the teacher called for an answer.

Time	0-10 sec.	10-20 sec.	20-30 sec	30-40 sec.	40-50 sec.	50+ sec.
Frequency	7 questions	5 questions	3 questions	1 question	0 questions	0 questions
(%)	(43%)	(31%)	(19%)	(6%)		

*** The data above is based on 7 teachers who used “Raise Your Hand” verbally and/or non-verbally to ask 16 content questions using this strategy.**

Figure E: The chart below shows the percentage of teachers who correctly and incorrectly used Gem 3 Raise Your Hand and the 4 C's Refinement. (*Note: 1 of 8 who "Attempted" Gem 3 did not ask content questions and could not be included in remaining categories.)

<i>Gem 3 Raise Your Hand</i>	<i>Total Scans *8 of 15 Attempted Gem 3</i>	<i>Total Scans 7 of 15 Not Observed</i>	<i>5 of 7 Used Gem 3 <u>Correctly</u></i>	<i>2 of 7 Used Gem 3 <u>Incorrectly</u></i>
Implementation	53%	47%	71%	29%
<i>Class size range</i>	6-32	5-31	6-31	31-32
<i>Used 4 Cs Refinement</i>	50%	NA	60%	0%

Figure F: The chart below shows the effectiveness of student response/engagement when Gem 3 is used correctly and incorrectly.

<i>Gem 3 Raise Your Hand Student Response</i>	<u>CORRECTLY</u> used on <i>13 of 16 questions</i>	<u>INCORRECTLY</u> used on <i>3 of 16 questions</i>
MET GOAL	100%	0%
<i>Average % Engagement Response</i>	90.4%	51%
<i>Average Wait Time/ Seconds Per Question</i>	19 sec.	11 sec.

Conclusions:

- ✚ Only 53 % of teachers being observed attempted to implement Gem 3 Raise Your Hand (RYH).
- ✚ 71% of teachers who used RYH did so correctly.
- ✚ Teachers who correctly used Gem 3 had approximately 40% higher percentage of students who visually or verbally participated in active engagement responses to questions and/or comments during direct instruction as compared to their counterparts who incorrectly used Gem 3.
- ✚ Wait/think time is longer, 8 seconds on average, for those students whose teachers met the Target Goal of 80%-100% participation as compared to those students whose teachers did not meet the Target Goal. Making sure students **can** answer content questions during the Teaching Phase helps students be more productive and able to work independently during the Seatwork Phase of a lesson.
- ✚ There is low teacher implementation (3 of 7) of the 4 Cs Refinement to increase participation of students.
- ✚ In addition to Raise Your Hand and Speak Out, **3 more skills are recommended** to manage students into high engagement during the Teaching Phase. They are:
 - Teacher Only One Talking (TOOT)** used to refocus **student attention**,
 - Echo/Choral (E/C)** response for managing the **engagement of auditory learners**, and
 - 4 Cs Refinement** (Count, Coax, Clue, and Confirm after 15 seconds of wait time when a Raise Your Hand question is asked in order to get 80% or more **student participation**).
- ✚ There is a need to continue to raise student engagement by reviewing and implementing Phase II skills in order to help **all** teachers better understand visual and auditory measurement of student engagement.

Teachers who command student participation responses that are both visual and verbal with the correct use of Gem 3 and Phase 2 Refinements have a greater percentage of students who are focused, responsive, and engaged than those teachers who incorrectly use, or do not use, these ENVoY skills.

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 skills—Gems 4 and 5 Gems: **Exit Directions** and **Most Important Twenty Seconds (MITS)**.*

*1. **Gem 4: 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. **Gem 5: Most Important Twenty Second** 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 figures show the percentages of teachers who used or did not use Gems 4 and 5, correctly and/or incorrectly, before releasing students to Independent Practice/Seatwork and the effectiveness of the Gems in getting 100% of all students on-task within 20 seconds or less.*

Figure G: *This chart shows the percentages of teachers at HRE who correctly and incorrectly implemented Gems 4 and 5.*

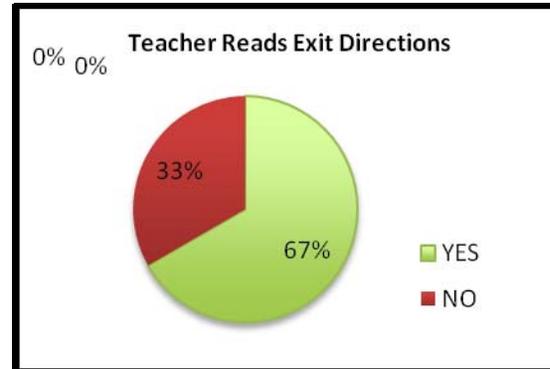
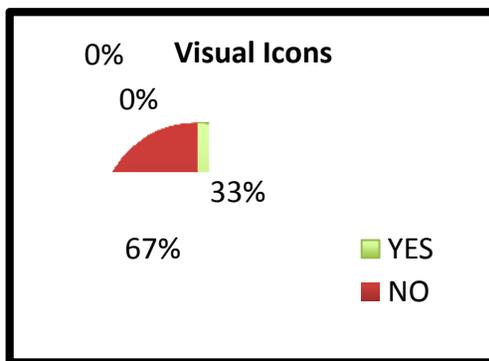
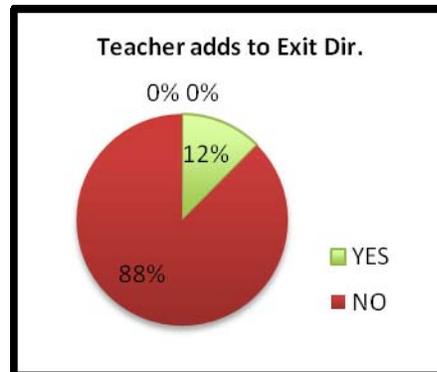
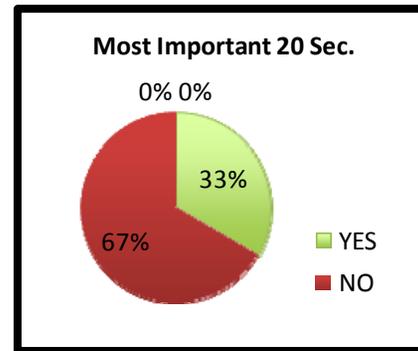
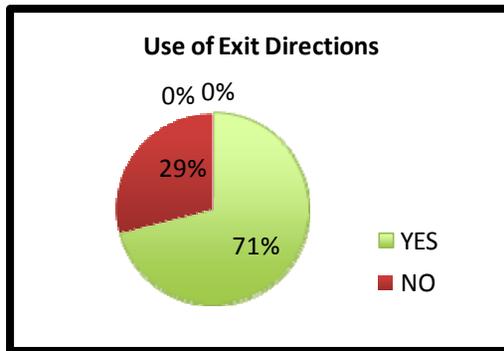
Gem 4 Exit Directions and Gem 5 MITS	% of Teachers Using Gems 4/5	% Who Met Goal	Average time for 100% of students to be On Task
6 of 12 correctly used Gems 4/5	50%	83%	16 seconds
6 of 12 incorrectly used Gems 4/5	50%	0%	81 seconds
3 of 15 were not observed in Phase 3	20%	NA	NA
*The estimated number of days lost for instruction, when based on 65 average seconds to Target Outcome difference between those teachers who used both Gems 4 and 5 correctly and those teachers who did not is 3.25 days.			

**The estimated number of days of lost instruction time was calculated based on the teacher releasing students to independent practice 6 times per day for 180 days of instruction and 6 hours per day. (Based on monthly observations, we suggest 6X per day, only once per hour in elementary classrooms, conservatively estimates the days lost at 3.25.)*

Figure H: This chart shows the comparison percentages of teachers who correctly implemented the elements of Exit Directions and MITS with those who did not include the elements or did so incorrectly. The chart represents 80% of teachers observed. Three teachers of 15 (20%) were not observed in Phase 3 of the lesson.

Exit Directions/MITS Skill Accuracy	% who did skill CORRECTLY	% who did not do or did skill INCORRECTLY
1. Teacher reads written directions from board, screen,etc.	100%	0%
2. What to Do	100%	0%
3. Where to Put	100%	0%
4. Time to Finish	83%	17%
5. Do Next When Done	100%	0%
6. *Icons/(optional refinement)	75%	25%
7. Asks for clarifying ?s	100%	0%
8. Writes T response on directions	60%	40%
9. Manages before releasing	92%	8%
10. Releases with, “You may begin,” or similar.	75%	25%
11. Teacher stays still beside directions, silent, redirects non-verbally if needed for 20 seconds (less for K, 1 st , 2 nd)	75%	25%

Figures 1: The following graphs show the total percentages of teachers who released students to begin with visual **Exit Directions** and **Most Important Twenty Seconds** and used recommended delivery refinements.



Conclusions:

- ✚ 100% of teachers who were observed **transitioning** (Phase 3) students to Seatwork at HRE used some form of visual Exit Directions to assist students. This represents 80% of all teachers scanned. (Note: 2 of 15 were not observed in either Phases 3 or 4, and 1 additional teacher was observed only in Phase 4. This teacher did not have any visual directions posted, and therefore it is unlikely Exit Directions were delivered. No data is entered in Phase 3 for these teachers.)
- ✚ Accurate delivery of Exit Directions and MITS is below average at 50% (See Figure G). Recording answers to clarifying questions visually, the additional use of Icons, and the teacher’s release, “You may begin,” are areas that need correction most frequently.
- ✚ **In every instance where the teacher did not use Exit Directions and MITS, the Target Goal of 100% students on-task within 20 seconds was not met.**
- ✚ Students whose teachers correctly provided Exit Directions and used MITS upon release were able to get to task more quickly, on average over 1 minute more quickly, than those students whose teachers incorrectly or failed to use visual directions at all. Based on conservative estimates (See Figure G), these teachers regained approximately 3.25 days of instruction time when compared to their counterparts who did not use Gems 4/5 correctly.
- ✚ The high percentage of teachers at HRE who are attempting to use Exit Directions (80%) is evidence that the staff is working in a unified manner to help students become more self-directed during the Seatwork Phase of the lesson.

Teachers who use Gems 4 and 5 with Phase 3 Refinements save time and have a greater percentage of students productively focused and on-task more quickly than teachers who do not use these ENVoY skills.

PRODUCTIVITY

Phase IV: Seatwork

Target Outcome: Student Engagement and Productivity

Goal: *100% of students are on task, or if OFF, the teacher is able to get student(s) ON and maintain a Productive and Engaged Learning Atmosphere without disrupting the productivity of other students.*

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**. ENVoY recommends teachers use the INFLUENCE APPROACH prior to POWER. By doing this, the student/teacher relationship is preserved and the student is able to focus on the content rather than the management.*

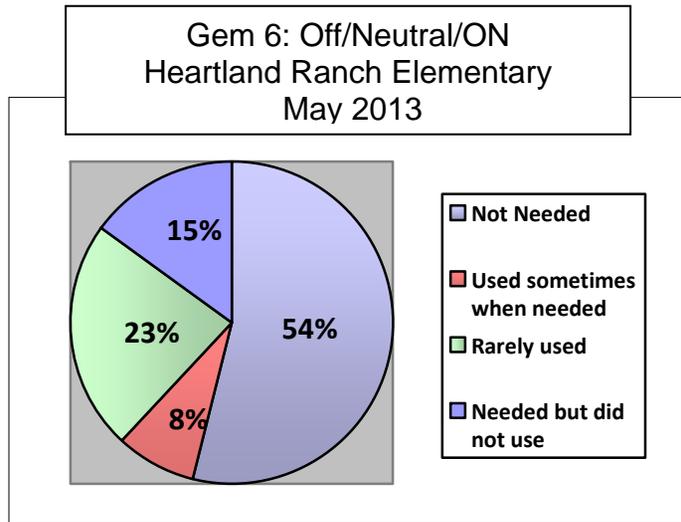
***Note:** Because OFF/Neutral/On is dependent on student off-task performance, the scan data does not reflect this skill unless the situation should occur.*

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

Findings:

Figure J: The graph below shows the percentage of teachers using Gem 6: Off/Neutral/ON during Phase 4 of the lesson.

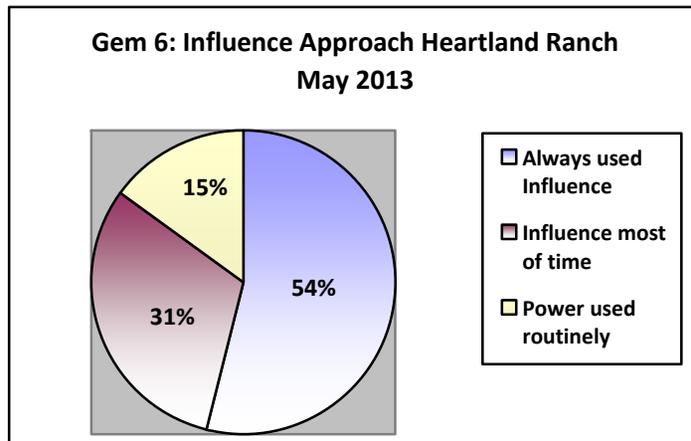
Note: 13 of 15 teachers were observed in Phase 4 . Data in Figures J and K represents 87% of teachers scanned.



Gem 6: Off/Neutral/ON Frequency of Use

- A) 7 of 13 teachers did not need to use Gem 6.
- B) 1 of 13 used Gem 6 sometimes when needed.
- C) 3 of 13 teachers used Gem 6 only rarely when needed.
- D) 2 of 13 teachers never used the skill when needed.

Figure K: The graph below shows the percentage of teachers using Gem 7: Influence Approach during Phase 4 of the lesson.



Gem 7: Influence Approach vs. Power Approach Frequency of Use

- A) 7 of 13 teachers always used the Influence Approach or did not need to re-direct students.
- B) 4 of 13 used Influence most of the time.
- C) 2 of 13 routinely used Power to manage students.

Figure L: The charts below reveal the percentages of teachers using *Productive Atmosphere, Student Productivity Refinements, and results based on student response.*

Phase IV Maintaining the Productive Atmosphere <i>Refinements include: 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
(11 of 13 Teachers=85%) Using Exit Directions <u>WITH</u> Refinements had classrooms that were...	36%	36%	27%	0%	0%
(1 of 13 Teachers=8%) Using Exit Directions with <u>NO</u> Refinements had classrooms that were...	0%	0%	0%	100%	0%
(1 of 13 Teachers=8%) Using <u>NO</u> Exit Directions with <u>NO</u> Refinements had classrooms that were...	0%	0%	100% <i>Note: This SPED classroom had 3 stations, each supervised by an adult. Classroom Atmosphere varied between rather quiet to loud outbursts and off task discussions.</i>		

Student Productivity	100% On Task	On Task with Help	Some On, Some Off	More Off Than ON	None On Task
(11 of 13 Teachers=85%) Using Exit Directions & Refinements had classrooms where students were...	55%	18%	27%	0%	0%
(1 of 13 Teachers=8%) Using Exit Directions with <u>NO</u> Refinements had classrooms where students were...	0%	0%	100%	0%	0%
(1 of 13 Teachers=8%) Using <u>NO</u> Exit Directions and <u>NO</u> Refinements had classrooms where students were...	0%	0%	0%	100%	0%

Conclusions:

- ✚ 85% of teachers used Gem 7: Non-Verbal Influence rather than elements of Power to manage students during Seatwork either all or most of the time.
- ✚ When teachers used Gem 7: Influence Approach with Exit Directions and Refinements, 100% of those classrooms had students on task and working silently, quietly, or in a soft productive hum.
- ✚ In 85% of the classrooms (those having posted Exit Directions) scanned during Phase 4, teachers maintained a Productive Atmosphere with the use of a Silent or Private Voice, Slow Walk, and Non-verbal Redirects. In these classrooms, students responded by remaining productive and on-task during the Seatwork phase of the lesson.
- ✚ In **every classroom** where the teacher did **not** use Exit Directions, the teacher used Power rather than Influence to manage and re-direct OFF students back to task. Without the use of posted visual directions, teachers are unable to use Gems 6 and 7 effectively or at all.
- ✚ In **every instance**, those teachers who did **not** use Exit Directions and/or Phase 4 Refinements had classrooms where more students were less productive and socialized more often during independent practice than in those classrooms where teachers were using ENVoY management skills.

When teachers use Gems 6 and 7 and Phase 4 Refinements correctly, students respond with greater concentration and remain more productive than their counterparts in classrooms where the teachers do not use the same skills.

Recommendations

1. Share findings and data with staff, specifically around those using and those not and emphasize the instructional time lost by not using the gems.
2. Train all new staff to HRE 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. Time may be less for teachers with mastery of ENVoY and greater for new practitioners.
4. **Hold participants accountable to goal set:**
Based on final observations, many teachers still have ENVoY skills needing 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 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 observations, be mindful of the 4 Phases and mention the teacher's strengths, challenges, and the need to implement ENVoY in specific lesson phases. Providing a visual message with these items will result in longer term memory for the teacher.
6. Track discipline statistics and see if there is a direct connection to those teachers using ENVoY strategies and those not. ENVoY data shows teachers who implement ENVoY strategies and techniques have fewer discipline referrals and more time to improve standardized test results.
7. Continue to emphasize ENVoY's alignment with TAP. By doing so, when administration, master and mentor teachers conduct classroom observations, references to teacher strengths and challenges in regards to classroom management will be more specific.
8. Design a building plan and begin implementing ENVoY in Common Spaces areas on campus for maximum benefits.