

RED . YELLOW . GREEN



Observing Classroom Engagement
Six Months in 26 Seattle Public Schools

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INTRODUCTION

This paper analyzes observation-based research collected by the author, Pamela Belyea, who works as a substitute paraeducator in the Seattle Public Schools, the largest school district in Washington State. The students supported by Belyea are high-needs children and young adults, ages 3 to 21, with a range of disabilities including autism and Down syndrome, learning disabilities, medically-fragile conditions and/or emotional and behavioral disorders (EBD). Belyea works with these students in self-contained Resource Rooms and inclusive General Education classrooms, or both, depending on the severity of the students' disabilities.

As a classified employee, Belyea plays the secondary role in the classroom. It is the teacher who plans the lessons, introduces the key concepts, leads the learning content, and maintains student behavior according to his or her personal philosophy and professional wisdom. As the certificated teachers never changed their teaching style for Belyea's benefit, she was able to observe the authentic teaching styles of 85 different educators in 26 public schools over six months in a broad range of classroom settings—she was a veritable “fly on the wall.”

Initially, Belyea began this applied research project when she was working with EBD students in self-contained Resource Rooms. She wanted to study research-based interventions proven to ameliorate the academic outcomes of students with emotional and behavioral disorders. Belyea could see that the EBD students' inappropriate behaviors, typically defiance

and disruptions, undermined their social and academic growth. She saw how the EBD students' negative behaviors became even more acute when their teachers chose to punish and/or disrespect them. For Belyea, at first, it seemed obvious that the antisocial behaviors of the EBD students posed the primary obstacle to their academic success.

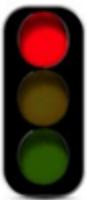
However, over time, Belyea observed an unexpected co-related phenomenon, namely that incompetent, or unmotivated, teachers in Resource Rooms and General Education classrooms contributed to the unfocused and unengaged behaviors of the EBD, as well as general education students in inclusive classrooms. Was it possible that the teachers, through their unprofessional behaviors, were perpetuating the students' vacuum of learning? Belyea began to take note of how much time each teacher spent actively teaching or guiding the students; how often they sent certain students out of the room, or picked on a student; whether they maintained a respectful manner with students, whether they praised good student behavior, etc., to better understand the teacher's role in whether general and special education students chose to be positive participants in the learning environment.

To find a method to describe these teacher and student classroom dynamics, Belyea created three measurables: the Teacher Engagement Quotient (TEQ) and the Student Engagement Quotient (SEQ) which, when added together, equal the summative Classroom Engagement Quotient (CEQ). A description of TEQ and SEQ are outlined in the below chart:

MEASURING QUOTIENTS of TEACHER and STUDENT LEARNING ENGAGEMENT					
	0	1	2	3	4
TEQ - TEACHER Engagement Quotient*	Teacher does not engage/guide students in any learning activities** during class time.	Teacher spends 25% of class time engaging/ guiding students in learning activities.	Teacher spends 50% of class time engaging/guiding students in learning activities.	A teacher spends 75% of class time engaging/guiding students in learning activities.	A teacher spends 100% of class time engaging/ guiding students in learning activities.
SEQ - STUDENT Engagement Quotient	Most of the students are not on task most of class time OR all of students are on task less than 25% of class time.	25% of students on task most of class time OR all students are on task 25% of class time.	50% of students on task most of class time OR all students are on task 50% of class time.	75% of students on task most of class time OR all students are on task 75% of class time.	100% of students are on task for over 75% of class time.

PURPOSE AND RATIONALE

Belyea set out to study academic interventions for EBD students, but after witnessing a surprising number of unprofessional teachers, she decided to look at classroom dynamics through a bigger lens. In order to give clarity to her observations, she categorized all 85 classrooms into three ranges of CEQ, using the simple traffic signal as her metaphor:



RED: (*TPEP Unsatisfactory* | *CEQ = 0 to 2*) In RED classrooms, teachers abandon their learning goals and/or neglect their students for the majority of class time. Concurrently, students engage in inappropriate behaviors that disrupt the educational focus of themselves, their peers, and their teachers. **14 TOTAL**



YELLOW: (*TPEP Basic to Proficient* | *CEQ = 3 to 5*) Teachers in YELLOW classrooms actively teach for most or all of class time, but tend to be less than effective in managing their students who may be engaged, disruptive, or “checked out” for some, or all, of class time. **42 TOTAL**



GREEN: (*TPEP Proficient to Distinguished* | *CEQ = 6 to 8*) GREEN classrooms are a “go!” Teachers and students participate in high quality educational experiences; students are engaged and responsive to teacher and peer inputs with appropriate and well-modulated behaviors for most of class time. **42 TOTAL**

Beginning with challenging student behavior as a focus of her research, Belyea learned that students exhibiting inappropriate classroom behaviors, in particular, special education students invariably suffer from poor social skills and substantially lower academic performance than their peers. Tragically, the research also revealed that students with extreme behavior

deficits, unless improved through deliberate interventions, are likely to encounter a lifetime of failure, including dropping out of school, un- or under-employment, and possible incarceration (Landrum, Tankersley & Kauffman, 2003). Fortunately, studies show that these grim outcomes can be reversed with focused interventions, including positive school context (Wiley, Siperstein, Forness & Brigham, 2010), teacher-delivered behavior modification (Feuerborn & Chinn, 2012; Benner, 2014) and academic interventions (Fuchs, Fuchs, Mathes & Simmons 1997; Mastropieri, Leinart & Scruggs, 1999; Garwood, Brunsting & Fox 2014)—critical responsibilities for all teachers. Interestingly, the research also revealed that sometimes well-intentioned teacher interventions can lead to aggravated negative patterns by the students (Sutherland & Snyder 2007).

The scope of this applied research project is of particular interest to Belyea because of her desire to launch and lead a small charter secondary school. As a public school, students of all abilities, including special needs adolescents with EBD, will be welcomed. Understanding optimum intervention programs to ameliorate EBD student behaviors will be crucial to the success of her school.

RESEARCH QUESTIONS

By examining interventions that modify the anti-social behaviors of students with severe behavior disorders, Belyea sought to answer the following questions:

1. How can teachers and instructional assistants best support students with emotional and behavioral disorders in self-contained Resource Rooms?
2. How can teachers and instructional assistants best support students with emotional and behavioral disorders in inclusive General Education classrooms?

3. What school-wide strategies can administrators put in place to improve the academic outcomes of students with emotional and behavioral disorders?

DESCRIPTION OF SETTING AND PARTICIPANTS

This applied research project took place over six months in 26 public schools in the Seattle School District. Based on 2013-14 data, the Seattle Public Schools employs 9,000 certified and classified staff to serve nearly 52,000 students from age four (pre-kindergarten) to twenty-one (transitional programs) in 97 schools. The gender count is close to even with 51.4% male and 48.6% females students.

While Seattle is 70% Caucasian, the “white” students in Seattle schools are counted at 45% or 23,000 students, suggesting a “white flight” from local public schools. Asian/Pacific Islander, Black/African American, and Asian all hover around 9,000 students each, or 16% of the total student population. Hispanics/Latinos of any Race with 6,500 students form the fifth largest ethnic group, followed by half as many students of two or more races. Finally, there are 422 American Indian/Alaskan Native students and 270 Native Hawaiian and other Pacific Islander students in Seattle Public Schools.

Of the school district’s 97 schools, 60 are elementary, 10 are K-8, 11 are middle schools, 15 are high schools, and 6 are “service schools.” Of that total, 18 Seattle Schools are “optional” schools which parents may choose for their children. Otherwise, each school has a strict boundary map and students living within each boundary are required to go to their neighborhood school. There are Special Education services offered at every school site. 128 languages are spoken by Seattle students across the district.

The school district is overseen by Superintendent Dr. Larry Nyland, the retired Superintendent of Marysville, who was appointed by the school board in 2014. The Seattle

School Board of Directors consists of seven Seattle citizens who are elected in the general elections in the odd-numbered years and who represent different Seattle neighborhoods.

The budget for Seattle public schools is \$689M. 73% of the budget is allocated to teaching and instruction, and 16% is allocated to operations, 5% to central administration and 6% to building administration. Unlike many school districts, the principals of all Seattle Public Schools are in charge of every aspect of their budget, including personnel costs.

The Special Programs in Seattle public schools include Free & Reduced-Price Meals at 40%; Special Education at 14.5%; Transitional Bilingual 12%; Migrant are .3%; Section 4 1%; and Foster Care .7%.

Across the district, in 2013-14, Seattle reading scores on state-mandated tests (Grades 3, 4, 5, 6, 7, 8 & 10) ranged from 75 to 81%; math scores ranged from 70 to 75%; and writing scores (Grades 4, 7 & 10) ranged from 70 to 82%. Science scores in 5th and 8th grades were identical at 78%. 10th Grade Algebra, Geometry and Biology scores all hovered just above or below 70%. High school graduate rates are recorded at 73% in four years and 78% in five years.

There are 3,003 classroom teachers in the Seattle school district (2,572 of these teachers teach core academic classes) of whom 69% hold a Master's degree, or higher. Altogether, Seattle teachers have an average of eleven years of teaching experience. Teachers who are highly-qualified by definition of the Elementary and Secondary Education Act (ESEA HQ) represent 93% of the total Seattle teaching staff; in poverty-impacted schools, 85% of the teachers are ESEA HQ, while in "low poverty" schools, 99% of the teachers are ESEA HQ. About 350 of Seattle public school teachers are Nationally Board Certified. In addition, there are 89 principals and assistant principals, as well as 1,000 paraeducators. All employees of

Seattle Public Schools are State of Washington employees and members of one of several unions.

REVIEW OF LITERATURE

For her literature review on student behavior, Belyea studied eleven research articles, one PowerPoint training module, a manual of behavior intervention strategies, and classroom management criteria for all three TPEP evaluation frameworks. Her research focused on five different, but related, themes around high-need students and behavior interventions:

1. Three papers discussed **best practices and underused support therapies** for special education programs.
2. Two papers, a PowerPoint training module, and a behavior intervention manual covered methods for educators to provide **positive behavior modification strategies**.
3. Four papers outlined **reading comprehension and fluency programs** proven to improve EBD students' classroom behaviors and academic performance.
4. Two papers introduced themes around **poverty-impacted students and their families** and why interpersonal relationship building, setting high expectations and providing direct instruction are critical to the students' social development and academic success.
5. Danielson, Marzano and CEL's 5D+ teacher evaluation frameworks with a focus on criteria, such as, **setting teacher expectations for establishing a culture for learning**, demonstrating effective teaching practices, as well as fostering and managing a safe, positive learning environment.

Belyea began her research studying a paper that outlined which special education interventions and practices, if applied with precision and fidelity, make special education *special* (i.e. meaningful and significant) for students with EBD (Landrum, Tankersley,

Kauffman, 2003). The researchers summarized their findings with five concrete suggestions: invest greater resources in effective EBD interventions; begin working with EBD students at an earlier age; implement known procedures with integrity and precision; sustain intervention efforts over an extended period of time, and take full advantage of all proven technology and intervention practices offerings.

Researchers King and Schwabenlender (1994) outlined a variety of proven, yet often underused, supportive therapies to address the anti-social behaviors of EBD students. Proposed therapies include: a) proven stress management curricula and social skills training to help students identify, self-manage, and cope with stresses that trigger their inappropriate behaviors; b) bibliotherapy to give students a literary character who can help them empathize and relate to others in successful and productive ways; c) expressive arts to give EBD students an avenue for emotional release, improved social development, and a means to develop their creative and critical thinking skills, and (d) leisure recreation to provide EBD students with success, satisfaction, enrichment, and feelings of joy.

In an article on school context, researchers studied what key school characteristics influenced the external and internal behaviors of emotionally-disturbed (ED) students (Wiley, Siperstein, Forness, & Brigham, 2010). The research showed that the lower the families' incomes, the greater the externalizing behavior of ED students. It is worth noting that EBD students' externalizing behaviors were higher in "low income" schools with high academic performance and lower in "high income" schools with high academic performance. Interestingly, the higher the academic performance of any school, the higher the internalizing behaviors (anxiety, depressions, withdrawal and eating disorders) of students with ED.

Looking for cognitive behavior-modification tools that educators have used

successfully, Belyea read an article on behavior specific praise (BSP) in inclusive classrooms (Allday, Hinkson-Lee, Hudson, Neilsen-Gatti, Kleinke, & Russel 2012). The research showed that BSP improved the task engagement of students, with or at-risk of EBD, while decreasing teacher “correction statements” to *all* students. (Belyea saw these techniques successfully implemented in classrooms with the highest level of student engagement.)

A research article on a similar topic examined the best way to encourage general education teachers leading inclusive classrooms to use school-wide positive behavior supports (SWPBS) versus punishment-based, reactive discipline systems (Feuerborn, & Chinn, 2012). SWPBS, a prevention-based model known to reduce rates of office disciplinary referrals, detentions, and suspensions, is most beneficial for the most difficult students. The research described challenging students behaviors, in ascending order of teacher concerns as: social withdrawing and poor interactions with peers; poor relationships with adults, including lack of trust, noncompliance, and disrespect; students’ internal characteristics, lack of motivation, poor attitude about school and low self-esteem; and, difficult external conditions, including a dysfunctional home life and low parent involvement. (Interestingly, when teachers who worked in schools without SWPBS were surveyed about challenging student behaviors, they suggested only punishment-based interventions, while teachers working in schools with SWPBS did not suggest any punishment-based plans.) Also, of note: no teacher, regardless of experience, suggested collaborating with school administrators on solving their behavior problems with challenging students. This article made it clear that it is difficult to align all of the educational staff in any school around one singular behavior discipline program because of teachers’ personal and professional biases.

A PowerPoint presentation by a pre-eminent special education behavior specialist, Dr. Gregory J. Benner (2012) focused on sustained positive interactions with students with EBD.

Dr. Benner outlined effective cognitive-behavioral interventions for teachers to address student disruptions in their classrooms including 1) preventing coercive interactions through healthy teacher-student relations, 2) providing social-emotional learning cues to improve student's self-regulation, and 3) developing a response plan to address continued challenging behaviors.

Belyea also reviewed a more comprehensive manual on student behavior interventions that cataloged 235 negative student behaviors with pragmatic, IEP-centric explanations of preventative and reactive interventions to improve student success (House, 2002). In spite of its breadth, Belyea found the manual simplistic and lacking a holistic approach to support the challenging issues confronting students with behavioral disorders.

In "Improving Reading Comprehension and Fluency Outcomes for Adolescents with Emotional-Behavioral Disorders: Recent Research Synthesized," the researchers sought to compile the most up-to-date, evidence-based research on adolescents with EBD since the Individuals with Disabilities Educational Improvements Act (ADA) was passed in 2004 (Garwood 2014). The research indicated that even secondary students can significantly improve their reading achievement with proper interventions.

This research was reinforced in another article on reciprocal peer tutoring and student self-graphing of their own reading scores which showed significantly improved student behavior and reading fluency (Sutherland 2007) using PALS (Peer-Assisted Learning Strategies) which provides frequent peer-interaction and peer-feedback. From their research, the researchers correctly hypothesized that self-directed improvement by EBD students would have a beneficial effect on their academic performance. The self-graphing allowed students to visually relate to their performance over time with positive feedback also provided through teacher spreadsheets. By the end of the intervention, students' disruptive behavior had stabilized and active responding by all students had increased.

In a further article, the researchers did a meta-data analysis to find evidence-based strategies proven to improve the reading fluency of students with EBD and found repeated reading, peer-mediated instruction, computer-guided practice, previewing and different combined approaches to be effective interventions (Mastropieri, 1999).

Belyea also reviewed an article on the benefits of peer-assisted learning strategies in highly-diverse classrooms as a means for teachers to effectively improve the learning skills of the most number of students in their classrooms (Fuchs 1997). The researchers made the astute observation that low-achieving students typically receive less respect, instruction and practice than their more accomplished classmates, resulting in their falling even further behind. The researchers focused their study on the effectiveness of providing a class-wide, one-on-one, peer tutoring program in reading fluency and comprehension to students who are identified as low-achiever with disabilities, low achiever without disabilities, and average achiever. After 15 weeks, the success of the PALS students was impressive. The teams enjoyed both the cooperative and competitive spirit of working together, with the highest-scoring teams winning peer recognition. The researchers suggested that the success of the PALS program resulted from the PALS materials being concrete, specific, and user-friendly. The technical support provided by the researchers also aided in the fidelity of program delivery.

Finally, Belyea focused her research on two papers that discussed the impact of poverty on the social and language development of students who come from multi-generational poverty, with an explanation of how the “hidden code” of middle-class expectations is built into the language and learning expectations of public school students which can create behavior dysfunctionality (Payne, 1996). The second article focused on developing resilience in children living under adverse conditions and states clearly in its conclusion that the

influence of one stable, supportive, and caring teacher during a child's education can have a transformative effect on his or her development as a resilient adult (Lewis, 1999).

RESEARCH METHODOLOGY

This applied research project used a grounded theory approach. Belyea collected months of observation-based notes while working in different schools and classrooms with high-needs students. In order to construct meaning from her varied classroom experiences, Belyea analyzed her journal data to find a common theme which emerged as a direct correlation between the level of professional engagement of the teacher and the level of learning engagement of the students.

The researcher compiled her observations into one lengthy excel spreadsheet with 85 unique classroom entries of primary data that include:

1. School name and grade level (*Elementary including K-8, Middle, or High*)
2. Number of days researcher spent in the school
3. Type of classrooms (Self-Contained, Inclusive, etc.) where researcher worked
4. General notes on classroom activities

Belyea also numerically quantified the teachers' and students' level of engagement to create three "engagement" quotients. Using her simple color-coded system, Belyea could predict whether students were actively learning in a positive classroom environment. (Please consult the Appendices at the end of this paper to see the distribution of schools and classrooms with different CEQ, as well as narrative examples of RED, YELLOW and GREEN classrooms.)

RATIONALE

During her six months as a substitute paraeducator, the researcher discretely recorded teacher/student dynamics in a wide variety of classrooms in order to collect authentic data

relating to student behavior. Based on a literature search, the researcher determined that no similar research had ever been collected by any paraeducator, and she notes that comparable objective research would not be possible through teacher surveys or formal teacher evaluations. The contributions of this research are unique, and may provide administrators with insights into the role of teachers' negative behaviors in the context of students' negative behaviors. Understanding these dynamics may provide administrators and Special Education educators with new perspectives on how to support their highest-needs students.

Alternative Approaches – Under different circumstances, Belyea could have studied one group of special education students in a self-contained classroom over a longer period of time to observe teacher engagement more fully. Or, Belyea could have chosen to include the ethnic differences between teachers and students to determine if racial discrimination contributed to positive and/or negative behaviors in the classroom.

Plan Strategy – Belyea chose to work in as many Seattle public schools as possible over a six month period—12 K-5 and K-8 schools, 7 middle schools, and 7 high schools—to study the broadest range of students, by age and disability, in the broadest variety of classroom environments during the period from October 31, 2014 to May 30, 2015.

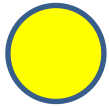
Resource Requirements – Belyea needed minimal resources to complete the research for this project – a notebook and spreadsheet software. No surveys or permission forms were required from administrators, teachers, students, or parents.

RESEARCH FINDINGS

Referencing the five Appendices at the end of this paper, Belyea analyzed her data, as follows:

**RED CLASSROOMS (0 to 2 CEQ)**

- Belyea-rated RED classrooms (TPEP Unsatisfactory) with the lowest level of teacher and student engagement represented almost 20% of classrooms in her district-wide sampling.
- High schools had the most RED classrooms (9 out of 15) of which five were self-contained Resource Rooms, and four were inclusive General Education classrooms. Belyea rated almost half (4 out of 9) of the RED high school classroom with a CEQ of 0.
- EBD Resource Rooms made up the highest number of RED classrooms in the district with 6 located in high schools, 4 in middle schools, and 2 in Elementary/K-8 schools. In the middle and elementary schools, the only RED classrooms were the EBD self-contained Resource Rooms.

**YELLOW CLASSROOMS (3 to 5 CEQ)**

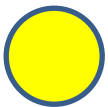
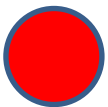
- Belyea-rated YELLOW classrooms (TPEP Poor to Proficient) with a low to medium level of teacher and student engagement represented 42% of classrooms in her district-wide sampling.
- Middle schools had the most YELLOW classrooms—19 out of 32 of the total number in any type of school. YELLOW classrooms also represented 60% of total middle school classrooms studied.
- In high schools, 34% of the classes attended by Belyea were ranked as YELLOW. Elementary/K-8 schools had the lowest number of YELLOW classrooms with 4 out of 18 (22%)

- 10 out of the 35 YELLOW classrooms were self-contained Resource Rooms district-wide—7 in high schools, 1 in a middle school and two in Elementary/K-8 schools. Of those, 2 high school, 2 middle school, and 1 elementary/K-8 school YELLOW classroom were EBD Resource Rooms.



GREEN CLASSROOMS (6 to 8 CEQ)

- Belyea-rated GREEN classrooms (TPEP Proficient to Distinguished) with the highest level of teacher and student engagement represented 42% of classrooms in her district-wide sampling.
- Elementary schools had the highest number of GREEN classrooms (67%). Middle schools had the lowest number of GREEN classrooms (nine out of 32, or 28%). In high schools, 40% of the classes attended by Belyea were ranked as GREEN.
- 37% of GREEN-ranked classrooms were self-contained Resource Rooms—7 in high schools, 4 in middle schools and 2 in Elementary/K-8 schools, of which only 1, in a high school, served students with EBD.



GENERAL NOTES

- During the six months Belyea spent working with high-needs students, she never encountered a building principal in a self-contained Resource Room or an inclusive General Education classroom when an educator was teaching.
- Unengaged teachers who abandoned their students for most of class time to work on SPS computers were rampant at the high school level; mediocre teachers who has limited

classroom management skills were the most abundant in middle schools and the most engaged and lively classrooms were found in elementary/K-8 schools.

- Belyea was unimpressed by the number of large inclusive General Education classes that consisted of a short teacher presentation followed by a worksheet assignment for each student to complete for the rest of class time, typically 40 minutes.
- The greatest source of distraction and disruption in middle and high school classrooms was students' universal obsession with their mobile phones, followed closely by students' unauthorized use of classroom PCs to surf the web, watch YouTube, browse online retailers, and play video games during class time.
- The more a teacher engaged with his or her class, the more students engaged in the learning experience. The reverse never proved true – if the teacher was not engaged in teaching a lesson or guiding student learning, the students were not actively engaged in learning.
- Candy and junk food were often given to students with EBD as incentives for good behavior which, in turn, begat petty fights and elevated energy levels.
- Punishments given to students with EBD for inappropriate behaviors included leaving the room to fill out a “Self Reflection” form; lunchroom or after-school detention; loss of privileges (recess, computer time, etc.); visit to the Main Office, suspension and expulsion.

The limitations of Belyea's primary research includes working with a small scale of the sample, the short duration of observations in certain schools (one to two days), and Belyea's limited information about the teachers and the students being observed (due to confidentiality issues).

RECOMMENDATIONS

By simplifying the classroom data into numeric and corresponding graphic terms, Belyea identified five areas for success-oriented administrators to focus on ways to increase teacher/student engagement and, correspondingly, improve student outcomes:

1. Because school administrators are the cultural leaders of the school community, it behooves them to inspire all teachers and students to uphold the mission and vision of the school, not just focus on teachers whom they have identified as incompetent, ineffective or unengaged;
2. Because school administrators – principals and assistant principals – are accountable school-wide for student achievement, they should regularly visit their educators' classrooms, as a norm, not episodically during evaluation sessions. Through casual observation and intentional coaching, administrators can focus on supporting non-engaged, as well as quasi-engaged, educators to change their classroom teaching paradigm;
3. Because the researcher ranked most EBD classrooms as RED, administrators should be fully cognizant of, and take a more supervisory role with, all behavior modification programs in place for their high-needs students. They should also provide additional resources to support their Special Education teachers in the classroom;
4. Because teaching and learning engagement decreases radically when teachers and students misuse electronic devices during class time, administrators should set fair, clear and enforceable school-wide policies regarding productive classroom use of electronic devices;
5. Because punitive classrooms do not support successful student learning, administrators should actively implement school-wide positive behavior supports, with 100% teacher buy-in, to decrease inappropriate behaviors by all students, especially EBD.

SUMMARY

This paper reviews Belyea's primary and secondary research regarding learning engagement in a wide variety of Pre-K to Grade 12 classrooms. The paper also discusses the leadership mandate of building principals whose role is ensure the optimum performance of all teachers and students in their schools.

Belyea executed her applied research project data while employed as a substitute paraeducator over six months. As such, her candid "fly on the wall" insights into real-world teacher and student dynamics in the classroom make a unique contribution to educational research.

CONCLUSIONS

The results of Belyea's applied research project place significant emphasis on the educator's role in leading an engaged classroom, through active, positive, and respectful teaching, with the goal of decreasing inappropriate behaviors and increasing student learning. Because the researcher observed many educators distracted by activities not directly related to their teaching responsibilities, she proposes that the re-alignment of classroom priorities begin with the leadership of the building principal whose educational values should permeate the school's whole learning community.

Belyea's own aspirations of leading a small public high school make the implications of this applied research project critical. Belyea plans to implement school-wide positive behavior supports, in addition to working with her Special Education EBD teachers to develop effective behavior interventions, as well as to regularly visit classrooms in session to support all teachers in maximizing their performance and engagement in the classroom.

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APPENDICES

- APPENDIX A:** CEQ by SCHOOL + CLASSROOM Types
- APPENDIX B:** 85 RED, YELLOW + GREEN CLASSROOMS
- APPENDIX C:** RED CLASSROOMS
- APPENDIX D:** YELLOW CLASSROOMS
- APPENDIX E:** GREEN CLASSROOMS

APPENDIX A




CEQ by SCHOOL + CLASSROOM Types

HIGH SCHOOLS (7 SCHOOLS)				
STUDENTS	Red	Yellow	Green	TOTALS:
Autism + Down	2	2	3	7
Log Cog	0	2	1	3
Transition	0	1	0	1
Med Fragile	0	0	1	1
EBD + Low Cog	3	2	2	7
Gen Ed – Incl.	4	5	7	16
TOTALS:	9	12	14	35









MIDDLE SCHOOLS (7 schools)				
STUDENTS	Red	Yellow	Green	TOTALS:
Autism + Down	0	0	4	4
EBD + Low Cog	4	1	0	5
Gen Ed – Incl.	0	18	5	23
TOTALS:	4	19	9	32

K-5 and K-8 (12 schools)				
STUDENTS	Red	Yellow	Green	TOTALS:
Dev PreK	0	0	1	1
Autism + Down	0	0	2	2
EBD + Low Cog	2	2	0	4
Gen Ed – Incl.	0	2	9	11
TOTALS:	2	4	12	18









APPENDIX B

C E Q		85 RED . YELLOW . GREEN CLASSROOMS					
		SCHOOL TYPES	CLASSROOM TYPES				85 CLASS ROOMS
			SELF-CONTAINED		INCLUSIVE	TOTALS	
			AUTISM SPECTRUM + DOWN SYNDROME	EBD + DD, LOW COG	GENERAL EDUCATION (incl. Remedial +Transitional)		
	0-2	HIGH SCHOOL	2	3	4	9	15 RED (18%)
		MIDDLE SCHOOL	0	4	0	4	
		ELEMENTARY + K-8	0	2	0	2	
	3-5	HIGH SCHOOL	2	5	5	12	35 YELLOW (41%)
		MIDDLE SCHOOL	0	1	18	19	
		ELEMENTARY + K-8	0	2	2	4	
	6-8	HIGH SCHOOL	4	3	7	14	35 GREEN (41%)
		MIDDLE SCHOOL	4	0	5	9	
		ELEMENTARY + K-8	2	0	10	12	




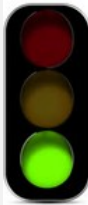




APPENDIX C: RED CLASSROOMS

H I G H	<u>Remedial Math Class</u>		TEQ = 1	Teacher gives math lesson straight from the book on overhead, then hands out worksheets to small class (6 students.) Does not circulate or correct any student work, let's students spend whole class live-chatting on phones or goofing off. Walked out of class one day for 10 minutes because he was angry.	<i>Author spent 5 days in this classroom + working directly w/ students who want to learn.</i>
			SEQ = 1		
			CEQ = 2		
S C H O O L	<u>Inclusive Gen Ed. Ceramics</u>		TEQ = 0	Teacher leaves students to their own devices for whole class, sitting at desk and playing on PC. Chats with a few students who come over – one pair are necking while sitting on his desk. Less than 25% students are doing something with clay or glazes. 75% of class on phones or chatting.	<i>Author present for 2 different days – same routine + same neglect</i>
			SEQ = 1		
			CEQ = 1		
S C H O O L	<u>Resource Room Autism</u>		TEQ = 1	Teacher and 3 IAs take 4 students to Northgate for lunch (4 hrs.) on pretense they are learning social skills. Wait at bus stop 1 hour each way where no adult interacted w/students. Students eat lunch in food court on own while adults chat. Back at school one BINGO game w/street signs.	<i>Author spends whole day in teen babysitting exercise.</i>
			SEQ = 1		
			CEQ = 2		
M I D D L E	<u>EBD Classroom Social Skills</u>		TEQ = 0	Students play video games and watch Hollywood action flicks for six periods; teacher provides BBQ chips + juice to celebrate good behavior on last Friday of each month; teacher on PC all day; only teacher interaction to stop fights + give \$20 cash (from own pocket) raffle prize at end of day	<i>Students fully engaged in junk activities. Author plays no role in class for whole day.</i>
			SEQ = 0		
			CEQ = 0		
S C H O O L	<u>EBD Classroom 15-day In-Suspension</u>		TEQ = 1	5 suspended boys in 15-day Anger Reduction Therapy (ART) class w/LA teacher who never interacts w/students. Spends 2 periods asking students to read silently and write ½ page. IA told to teach ART curriculum w/out training and attempts to deliver quality instruction while inventing subject material ad lib.	<i>Goals of ART program – to reduce violent behavior – seems untenable with current plan.</i>
			SEQ = 1		
			CEQ = 2		
S C H O O L	<u>EBD Classroom Social Skills</u>		TEQ = 1	Teacher presents poorly-prepared lesson (lots of amateur YouTube docu-dramas), Students subvert her attempts to teach behavioral modification: phone use rampant, junk food as bribe/reward, fight between students leads to injuries.	<i>Author works in this classroom for six weeks – no improvement noted.</i>
			SEQ = 1		
			CEQ = 2		
E L E M E N T A R Y	<u>Resource Rm EBD</u>		TEQ = 1	Seven 6-8 year old boys with anger management issues; no permanent teacher hired; daily fights in playground; violence in classroom; IEP requirements make each boy's class schedule random and disruptive. Combat-level behavior trumps almost all classroom learning.	<i>Author spent 8 days with these troubled boys who were getting minimal structure & support.</i>
			SEQ = 1		
			CEQ = 2		
E L E M E N T A R Y	<u>Resource Rm EBD</u>		TEQ = 1	Four 9-11 year old boys with severe behavioral disorders engage in physical violence and verbal abuse for most of each school day. Completely isolated from rest of school with no inclusion classes or play breaks with rest of school. No permanent certificated teacher.	<i>Extremely challenging classrooms with no plan in place to ameliorate behaviors.</i>
			SEQ = 0		
			CEQ = 1		

APPENDIX D YELLOW CLASSROOMS

H I G H	Inclusive Gen. Ed. Language Arts		TEQ = 1	Silent reading assignment for whole period; teacher walks around class 2x in 55 min., sends one student to VP office for not reading. Typ. class starts w/20 minutes of reading + over 50% of students on phones while teacher works on PC. Teacher dominates all class conversations w/min student engagement.	<i>Class is mostly well-behaved + quiet, which makes students seem "productive."</i>
			SEQ = 3		
			CEQ = 4		
S C H O O L	Inclusive Gen.Ed. French		TEQ = 3	French teacher presents fully prepared lesson every class but not assertive. Over half of all students disruptive and on phones for the majority of class time.	<i>A sweet teacher with low class management skills.</i>
			SEQ = 2		
			CEQ = 5		
S C H O O L	Resource Room EBD		TEQ = 3	Teacher presents lesson on human anatomy for science unit. Topic is somewhat of interest but students are disruptive, cussing and unable to focus on the worksheet for the class.	<i>The teacher really struggled to keep her composure.</i>
			SEQ = 2		
			CEQ = 5		
M I D D L E	Inclusive Gen. Ed. Math		TEQ = 3	Proficient math teacher has no control of classroom. Repeatedly gets upset with students and threatens punishment. Students on phones and messing around. Teacher works hard to keep students on track.	<i>Sad to see a good teacher so frustrated with his students.</i>
			SEQ = 2		
			CEQ = 5		
S C H O O L	Remedial Math		TEQ = 2	Math teacher has two modes – worksheets and unsupervised computer math program. Spends as much time as possible on her computer. Students out of control 50% of the time; sends any disruptive student out of classroom. Students have no basic math skills which she refuses to teach.	<i>This was a truly frustrating classroom to work in – hard to get students on task.</i>
			SEQ = 1		
			CEQ = 3		
S C H O O L	Inclusive Gen. Ed. Language Arts		TEQ = 3	Focused language arts classroom with directed tasks around reading and writing. Students somewhat engaged in group work. Intro tasks and exit tickets. Teacher attentive to all students.	<i>Author worked one on one with medically fragile student.</i>
			SEQ = 2		
			CEQ = 5		
E L E M E N T A R Y	Grade 1 No SpEd Students		TEQ = 2	Classroom filled with books; walls filled with educational materials i.e. impressive learning environment. Seasoned teacher, very organized, but regularly escalates to anger, scolding and punishment, if students don't behave according to her standards; most vulnerable kids picked on.	<i>Author found teacher painfully unaware of her abusive style.</i>
			SEQ = 3		
			CEQ = 5		
E L E M E N T A R Y	Resource Room EBD		TEQ = 3	Small class with focused teacher. Candy used as incentive, as well as Friday toy "purchases" based on good behavior. Good kids but lots of student meltdowns. Uses physical exercise to teach math.	<i>All boys grades 3 to 5.</i>
			SEQ = 2		
			CEQ = 5		

APPENDIX F GREEN CLASSROOMS

H I G H	<u>Autism & Downs</u> Physical Education		TEQ = 4	Vice-Principal walks 2 classes of teens w/Autism (5 non-verbal) & Downs to a play field and leads a lively game of “softball” with large rubber kick ball. Lots of encouragement and genial competition. Created sense of inclusion for all, including boy in wheelchair.	<i>First time I saw staff + students fully engaged in a group activity.</i>
			SEQ = 3		
			CEQ = 7		
S C H O O L	<u>Inclusive Gen. Ed.</u> Physical Education		TEQ = 4	Teacher highly energetic, well-prepared, great sense of humor, makes sure all students active and included. Every class has different activities. Shows respect and patience for all students.	<i>Author found most P.E. teachers to be on task all class.</i>
			SEQ = 3		
			CEQ = 7		
S C H O O L	<u>Inclusive Gen. Ed.</u> Algebra		TEQ = 4	Teacher extremely direct and always on target for majority of every class. Great at showing problem-solving strategies and engaging students in responding to her questions.	<i>One of the best math teachers author met.</i>
			SEQ = 3		
			CEQ = 7		
M I D D L E	<u>Resource Room</u> Autism		TEQ = 4	Focused and highly-organized classroom for students with autism; teacher and IAs always engaged with students who are highly-responsive and well-behaved.	<i>Teacher very clear with IAs regarding her expectations.</i>
			SEQ = 3		
			CEQ = 7		
S C H O O L	<u>Inclusive Gen. Ed.</u> US History		TEQ = 4	Teacher begins with intro task and ends with exit ticket every day. Covers material that is challenging and relevant. Students typically engaged with some behavior issues.	<i>Impressive content and delivery by teacher.</i>
			SEQ = 3		
			CEQ = 7		
S C H O O L	<u>Inclusive Gen. Ed.</u> Science		TEQ = 4	Teacher direct, funny, covers new material thoughtfully. Respectfully does not allow students to interrupt her or peers. Keeps students actively working together on group problem-solving.	<i>Teacher has classroom management techniques well established.</i>
			SEQ = 3		
			CEQ = 7		
E L E M E N T A R Y	<u>Developmental Preschool</u>		TEQ = 4	Teacher calmly and firmly directs daily activities with 11 children in am + pm classes which include non-verbal, EBD and “peer” students. Clear instruction, behavior specific praise, visual prompts. No child is “picked on” – all supported + facilitated at play + learning.	<i>A very active day “hands-on” day for all personnel.</i>
			SEQ = 3		
			CEQ = 7		
E L E M E N T A R Y	<u>Kindergarten</u>		TEQ = 4	Large class includes ELL and BD students. Bilingual teacher keeps class fully focused on daily activities and gives extra attention to her highest needs students. Class is lively; she gives behavior specific praise to every student.	<i>Principal introduces herself in hall outside classroom.</i>
			SEQ = 3		
			CEQ = 7		

