



EMERGENT TREE

Integrating Behavior Data into Campus Leadership Walk Through Process



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Challenging Classroom Management Scenarios

K-Cop Video Examples

Short and long-form classroom management scenarios showing real challenges.

Word Cloud Activity

Share experiences from disruptive classrooms you've observed.

Table Discussion

Compare observations with colleagues to identify common patterns.





In 5 words or less, what was happening in the most disruptive classroom you've ever walked into



When data is typically collected related to student behavior, what indicators are most commonly looked for?



When data is typically collected related to instruction, what academic or instructional indicators are most commonly looked for?



Leading vs. Trailing Behavior Indicators

1

Academic Indicators

What we typically track: engagement, questioning, work completion.

2

Behavior Indicators

Often limited to referrals, which measure teacher tolerance, not prevention.

3

Leading Indicators

Proactive measures that predict and prevent behavior issues.

Students from Structured Homes: Born on Third Base

Structured Homes

Students from structured homes often have a strong foundation in behavior expectations and rewards. They understand the rules and are motivated to succeed.

Third Base

The "born on third base" analogy refers to these students' advantages, starting with a head-start in understanding and navigating the game of school.

Celebrating the "Home Run" Students

1 Home Runs

These students excel and achieve "home run" successes, easily meeting expectations and exceeding them. They have a strong understanding of the game.

2 Celebration

We celebrate their success and encourage them to keep hitting those home runs. It's important to recognize their hard work and achievements.





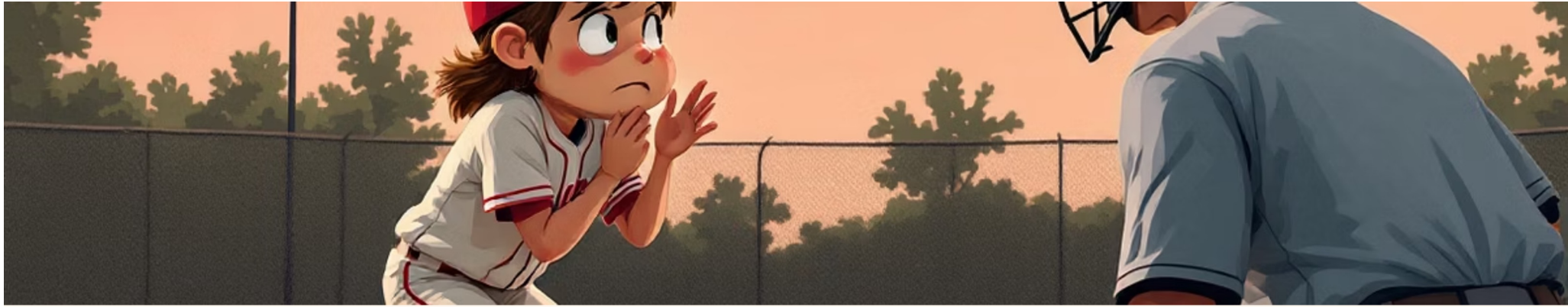
Other Students: Walking Up to Bat

Lack of Structure

Students without structured homes might not have the same background in behavior expectations and rewards. They may lack the support needed to understand the game.

Walking Up to Bat

These students are "walking up to bat" for the first time, without knowing the rules, strategies, or how to succeed in the game.



Not Understanding the Game



Confusion

These students are confused and overwhelmed, not understanding the game's rules, expectations, or the rewards system.



Frustration

Frustration arises when they don't understand how to succeed, feeling like they are failing despite their best efforts.

Frustration with Lack of Home Runs

1

We may become frustrated when these students struggle to hit home runs, not realizing their lack of understanding of the game.

2

It's important to remember that they're still learning and may need more time, support, and guidance to succeed.



Closing the Gap for Disadvantaged Students

1

Understanding the Game

We need to teach these students the rules, strategies, and expectations, helping them understand the game of school.

2

Providing Support

We must offer them the resources and support they need to succeed, like a coach helping a player learn new skills.





Importance of Empathy and Support

When we show empathy and understanding, we can help all students succeed, regardless of their background. It's a collective effort to create a supportive and inclusive environment.

DISCIPLINE

MOTIVATION

INSTRUCTION

Teach Skills & Strategies
Respond to Mastery
Respond to Non-Mastery

How do we develop BEHAVIOR skills?

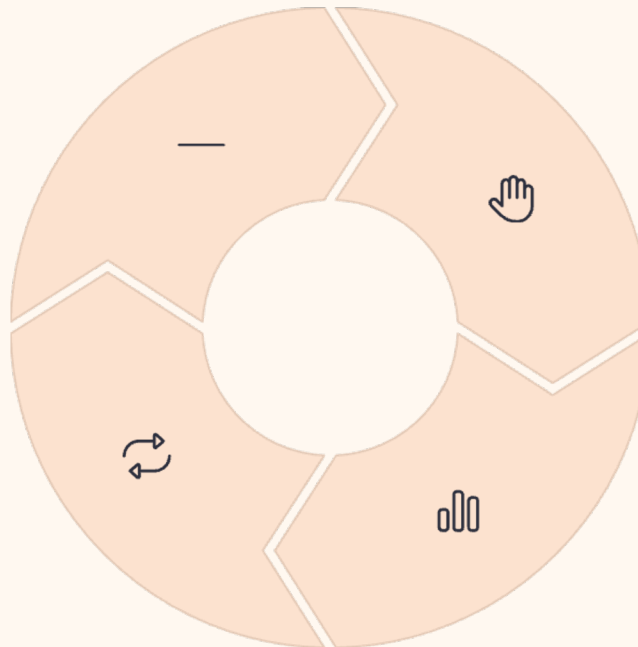
Instructional Approach

Core Values

Teaching, posting, and establishing simple classroom expectations.

Continuous Practice

Regular reinforcement of expectations throughout the year.



Reach & Respond

Consistent routines for addressing student needs.

Feedback Boards

Visual systems for tracking and acknowledging positive behaviors.
3:1 ratio

Acknowledgment to Correction in the Classroom

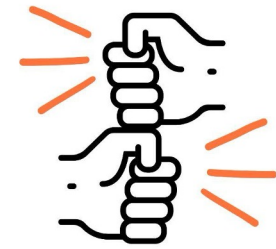
FOCUS

CELEBRATION:

EMERGENT TREE

Connection Example

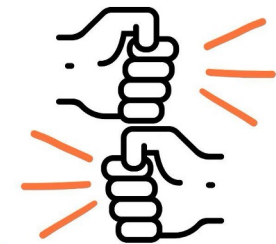
HOW ARE YOU DOING TODAY?



DOING GREAT!

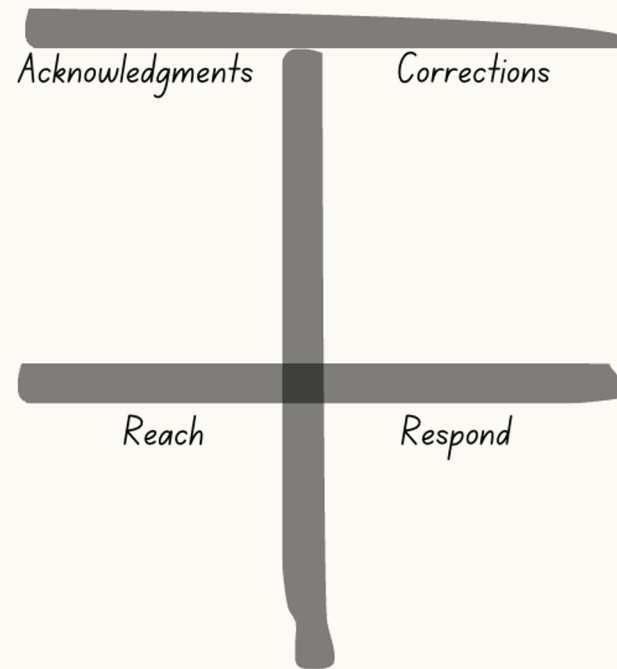


I'M OK.



NOT TODAY.

Behavior Data Collection



Practice Session



Ground Work Tier 1 Behavior Systems: Annual Review

SPECIFIC ACTION(S)	PERSONNEL RESPONSIBLE	DUE DATE

TOPICS ADDRESSED:

Core Values Matrix	Corrective Actions: Teacher Strategies
Teaching plan for Core Values (Students)	Disciplinary Actions
Communication plan for Core Values (Stakeholders)	Team Composition for next year
Core Values common area Posters	Updated Campus Handbook (for behavior)
Acknowledgment System (Individual, Class, School-Wide)	Staff Training plan

walkthrough reflection tool | interactive summary

T-TESS Sub-Domain	T-TESS Rubric Descriptor & Keywords from Proficient Level and Above	Examples of Supporting Evidence- What data are you collecting (Leading indicators) that aligns with this domain?
3.1 Classroom Environment, Routines, and Procedures	Proficient: Safe, accessible, and efficient classroom; routines and procedures are developed, communicated, and implemented; students comply with behavior standards; transitions are efficient. Accomplished: Students execute procedures and transitions with limited teacher direction; routines maximize instructional time. Distinguished: Students manage procedures with limited direction; transitions are student-directed; students contribute to routine design.	
3.2 Managing Student Behavior	Proficient: Behavior expectations are clearly defined, communicated, and maintained; behavior is monitored; teacher responses are appropriate and respectful. Accomplished: Students adhere to behavior expectations with minimal teacher redirection; teacher responds to behavior with consistency and respect. Distinguished: Students monitor their own and others' behavior; respectfully intervene; student input shapes expectations and consequences.	
3.3 Classroom Culture	Proficient: Culture is safe, inclusive, respectful; interactions are polite and respectful; students take ownership and support peers. Accomplished: Students demonstrate respect and support; teacher fosters a classroom community; high expectations are evident. Distinguished: Students show high levels of respect and support; lead and contribute to classroom culture; take initiative in upholding expectations.	



Applying the Instructional Approach to TTESS



Identify Gaps

Review current Domain 3 evaluation practices.



Integrate Components

Add Classroom Coaching Tool elements to your observations.



Observe Differently

Look for evidence of proactive behavior management strategies.



Provide Feedback

Coach teachers using specific behavior management criteria.

Building Your Take-Back Plan

