



# **A HANDBOOK FOR USING TITLE I FUNDS**

# TITLE I AND NO CHILD LEFT BEHIND

A new requirement under the *No Child Left Behind Act* states that schoolwide Title I schools are required to dedicate adequate resources to providing ongoing, high quality professional development for its teachers. In fact, Section IV of the Title I Schoolwide Plan Checklist specifically addresses the need for a campus professional development plan, documentation of professional development events, and all other professional development received by individual staff members such as conferences and workshops.

We realize that professional development is essential to your schoolwide plan. The *Teach Like A Rock Star* event engages teachers in a process of learning how to improve instruction to meet the needs of *all* sub-populations. And don't just take our word for it: literally tens of thousands of teachers who have been trained at our events have returned to their campuses with the practical and applicable strategies they needed.

## MAKING THE MOST OF YOUR PROFESSIONAL DEVELOPMENT

To assist you in your documentation efforts as you address Section IV of the Title I Schoolwide Plan Checklist, each Teach Like a Rock Star event encourages:

- ★ Participants to connect workshop content with school improvement goals.
- ★ Participants to provide feedback presentations to school staff to summarize and offer suggestions for implementation ideas.
- ★ Participants to connect with Teach Like a Rocks Star's virtual learning community for ongoing peer consultation.

For more information on using Title I funds, please contact a Title I Program Specialist at 713.264.8227.

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# **OVERVIEW:**

## **TEACH LIKE A ROCK STAR AND TITLE I FUNDS**

### ***What is Teach Like A Rock Star?***

Teach Like A Rock Star is a one-day professional development event that equips teachers to develop the types of teacher/student relationships that are necessary for academic success.

### ***Is there a research base for Teach Like A Rock Star?***

Yes. Teach Like A Rock Star is based fundamentally on the wealth of established and emerging research that validates the teacher/student relationship as a variable of primary importance in student engagement and achievement. Factors once thought to be central to student engagement and achievement - pedagogy and curricula - are now being examined in the context of the relational environment in which they occur. Further, Teach Like A Rock Star incorporates the long-established principles of behavioral psychology (e.g., emotional conditioning) and Reality Therapy to provide teachers a roadmap to favorably change the emotional and behavioral experience of students who have experienced chronic academic and behavioral struggles. In addition to the already-gathered qualitative data to support the relevance and efficacy of Teach Like A Rock Star, our staff are launching efforts to gather quantitative data to complement our qualitative findings.

A review of research supporting the principles of Teach Like A Rock Star is included.

### ***Will Teach Like A Rock Star complement my campus' Response to Intervention plan?***

Absolutely. Teach Like A Rock Star is a Tier I behavioral intervention. Thus, when implemented by teachers consistently, the principles endorsed by Teach Like A Rock Star will benefit all students at all grade levels. In addition, as teachers develop effective teacher/student relationships, they will learn to engage a relational approach to differentiate instruction based on their knowledge of individual student preferences, skills, and needs.

### ***Is Teach Like A Rock Star relevant to my Title I campus?***

By definition, Teach Like A Rock Star meets the requirement of Section IV of your Title I School-wide Program in that it is a one-day staff development designed to equip teachers to engage all students, regardless of the student demographic. Qualitative data suggests that students who stand to benefit most from this staff development are those who have experienced chronic academic and behavioral challenges.

## ***What are Teach Like A Rock Star's learning objectives?***

Teach Like A Rock Star's primary learning objectives are as follows:

- ★ Teachers will gain increased confidence in their ability to deliver academic content through a meaningful interpersonal relationship.
- ★ Teachers will distinguish between classroom management and classroom leadership.
- ★ Teachers will understand the role of a student's emotions in learning.
- ★ Teachers will learn strategies to undo the effects of a student's longstanding acceptance of low performance.
- ★ Teachers will develop effective strategies for giving students constructive feedback.
- ★ Teachers will discover strategies for changing the thoughts and beliefs that drive student habits which result in low academic achievement and behavioral challenges.

# TITLE I AND NO CHILD LEFT BEHIND PROFESSIONAL DEVELOPMENT DOCUMENTATION

Date: \_\_\_\_\_

School: \_\_\_\_\_

Participant: \_\_\_\_\_

District: \_\_\_\_\_

Content ideas that connect with our Schoolwide Plan:

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Main Points to Share with My Colleagues:

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# TITLE I AND NO CHILD LEFT BEHIND DOCUMENTATION FOR USE OF FUNDS

1. What is being purchased?

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2. Total cost?

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3. Is the program/activity/strategy supported by this purchase described in your campus improvement plan?

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4. What campus plan **goal(s)** supports this purchase?

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5. What **target group** will benefit from this purchase?

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6. What campus plan **strategy/intervention** supports this purchase?

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7. How does this purchase support the district's curriculum?

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# TITLE I AND NO CHILD LEFT BEHIND DOCUMENTATION FOR USE OF FUNDS COMPLETED SAMPLE FORM

## 1. What is being purchased?

The item being purchased is the *Teach Like A Rock Star* workshop for educators.

## 2. Total cost?

The cost is \$X per participant. Our campus will send X participants at a total cost of \$X

## 3. Is the program/activity/strategy supported by this purchase described in your campus improvement plan?

Yes. The *Teach Like a Rock Star* workshop will serve at a Tier I behavioral intervention on our campus. This workshop is intended to address Section IV of the School-wide Program by providing staff development relevant to our campus' goals. One learning outcome of the workshop is to increase the participant's understanding of the difference between classroom management and classroom leadership.

## 4. What campus plan goal(s) supports this purchase?

Several campus goals support this purchase. As noted above, When implemented effectively and consistently, the concepts endorsed by *Teach Like A Rock Star* will increase both student and teacher efficacy in the classroom, resulting in more meaningful instruction. A primary goal of the *Teach Like a Rock Star* is to provide a format for teachers to differentiate instruction via the relational environment in the classroom, a process that involves understanding the how the student's emotions impact learning, and how to deliver constructive feedback.

## 5. What target group will benefit from this purchase?

All target groups will benefit from this purchase, as the strategies endorsed by the workshop are applicable to all students at all grade levels. Students with a history of academic underachievement are

likely to gain particular benefit, as the workshop's learning outcomes include equipping teachers with strategies to recondition both teacher and student expectations from academic and behavioral failure to academic and behavioral success.

#### **6. What campus plan strategy/intervention supports this purchase?**

*Teach Like a Rock Star* dovetails into the campus' Response to Intervention model by serving as a Tier I behavioral intervention. As noted above, since the workshop has potential applicability for all students, the workshop's learning outcomes will favorably complement existing campus plan strategies.

#### **7. How does this purchase support the district's curriculum?**

*Teach Like a Rock Star* participants will receive practical strategies to develop classroom leadership and practical strategies to change students' habits and motivation, including increasing teacher confidence in their ability to deliver academic content through a meaningful interpersonal relationship. These changes will create a classroom environment in which the district's curriculum can be implemented to achieve its maximum intended benefit.

# TEACH LIKE A ROCK STAR: A REVIEW OF RESEARCH

## INTRODUCTION

The purpose of the present literature review is to explore the theoretical underpinnings of *Teach Like a Rock Star* as a Tier I behavioral intervention for K-12 campuses. Attention will focus on the importance of the teacher/student relationship, and how that relationship can serve as a tool to engage principles of classical conditioning and reality therapy to enhance student outcomes. The conclusion connects *Teach Like a Rock Star's* learning outcomes with the reviewed research. A list of recommended readings is offered for further exploration of the research base.

## THE NEED FOR PROFESSIONAL DEVELOPMENT

The need for effective staff development is more than just a legal mandate: in the context of a demographically-shifting nation (and, subsequently, demographically-shifting schools and classroom), effective staff development is a practical necessity. However, the sense of urgency to intervene on behalf of a country's youth is far from unique to our generation or nationality.

Consider the following:

“Our youths love luxury. They have bad manners, contempt for authority; they show disrespect for their elders, and love to chatter in place of exercise. Children are now tyrants, not the servants of their households. They no longer rise when their elders enter the room. They contradict their parents, chatter before company, gobble up their food, and tyrannize their teachers.”

--Socrates, 400 BC

Educating and training youth in public schools, certainly, involves equipping teachers. Gamoran and Nystrand (1992) noted that effective staff development is that which is built upon sound theory in research and translates into sound practice in the classroom. The most effective teacher professional development should be of high quality and relevant to teacher needs (Hooker, 2004). The ideal is for a school system to implement instructional strategies that derive from both common-sense experience and empirical findings.

### THE IMPORTANCE OF RELATIONSHIPS

The focus on the teacher/student relationship and how the relationship affects student engagement and performance has, in the past, been overlooked by researchers who have been more inclined to examine pedagogy and curricula as seemingly primary factors in effective learning (Murray & Greenberg, 2000). However, a wealth of established and emerging research points to the teacher/student relationship as a key factor in student success (Franklin, 1998). Ellison's 2001 view of social and emotional learning holds that developing trust and creating positive relationships are critical to establishing the kind of emotional connections necessary for effective learning. Wubbels & Levy's (1993) analysis of the interpersonal dynamics in the classroom echo Ellison's view, adding that effective teaching is more than just effective pedagogy, but also involves the effective use of the teacher-student relationship. Brophy and Evertson's (1976) meta-analysis found that teachers who respected and enjoyed interaction with their students were more effective instructors as evidenced by both student engagement and achievement. Hughes, Cavell, and Jackson's 1999 study noted that a positive teacher-student relationship was beneficial to second and third graders who demonstrated high levels of aggression; the authors added that the manner in which a teacher treats a child is

likely to impact how peers treat the child child. Further, student engagement directly impacts instruction, as students who are prone to being disengaged typically disrupt class (Newmann, 1992). Newmann further demonstrated a link between student engagement and student achievement (1981). Factors that contributed to student disengaging included teachers who attempt to coerce students into adopting their viewpoint (Parish, 2010). Finally, Forsten and Grant (2002) note that the relational environment in the classroom can become the primary medium by which teachers might differentiate instruction for their students.

Thus, research supports instructional strategies that are mindful of the relational environment in which instruction is delivered, and research suggests that traditional carrot and stick approaches to student motivation have limitations. The adage that students perform for teachers they like is supported by research.

### BEHAVIORAL CONDITIONING

The concept of conditioning, first brought to attention in America by behaviorist B. F. Skinner (Rescorla and Wagner, 1972), hold that human behavior can be altered via the presence of antecedents and consequences. Seligman (1975) noted that students may be prone to demonstrate a learned helplessness when they perceive an absence of control of the outcome of a situation. This process can be exacerbated by recurrent unpleasant emotion when experienced in the classroom. Goldman (1995) noted that emotions associated with fear, criticism, and insecurity can block the underlying neurological processes that facilitate learning. Sylwester's analysis of neurological activity (1995) endorsed the idea that emotional systems interact quite overtly with the learning environment

in the classroom to impact student motivation and learning. Skinner and Belmont (1993) suggested that when a student's basic social needs (e.g., competency, autonomy, relational involvement) are fulfilled, their academic engagement is maximized. Thus, as noted in the section above, the teacher/student relationship is critical to the learning process, and the student teacher/student relationship is a mediating variable in determining a student's emotional experience and associations in a classroom.

### REALITY THERAPY

Given the frequency, intensity, and duration of emotion experienced by both the teacher and student on a daily basis, both are inclined to experience varying degrees of irrationality in the context of elevated affect. As Bailey (2001) noted, a primary challenge for educators is to maintain awareness of their own controls and self-awareness, lest they resort to emotion-based reactivity. Glasser's (1966) approach to creating successful learning environments is drawn from principles of his Reality Therapy approach to psychotherapy; namely, a successful learning environment is characterized by a) remaining non-judgmental, but encouraging students to ask whether their behavior is getting them closer to the people they need, and b) helping students make specific, workable plans to connect them with people they need to be successful. The five basic needs that should be targeted in a successful learning environment include survival, connecting, power, freedom, and fun (Randall, 2004). A publication by Simpson College (n.d.) related to the use of Reality Therapy principles in the classroom endorsed the idea that when teachers focus on the here-and-now, with both teachers and students maintaining an awareness of their responsibilities in the classroom, the classroom is has the potential to function at its fullest potential.

## APPLICATION

This brief review of literature, thus, supports the idea that ongoing staff development is critical to creating schools that favorably impact students. While research once focused on pedagogy and curriculum as key factors in student engagement and achievement, robust research points to the teacher/student relationship as a primary mediating variable in student engagement and achievement. Research further supports the concept that both teachers and students are prone to experience emotional conditioning based on chronic classroom experiences. Finally, given the presence of emotion in the classroom, an effective way to offer leadership in the classroom is by implementing a shared, values-based social contract that focuses on problem solving and maintained favorable interpersonal connection.

*Teach Like a Rock Star* is a staff development that emphasizes the need for teachers to engage the type of relational connection with a student that will impact the student's character, which, in turn, will impact the student's habits. Further, the training also addresses how teachers can use an effective teacher/student relationship to establish new emotional associations for students who have experienced chronic academic and social struggles. Finally, *Teach Like a Rock Star* trains teachers to establish a classroom leadership model in which the group dynamic is driven by values-based agreements versus sticks and carrots of classroom rules. As a behavioral intervention with potential benefits for every student on campus, *Teach Like a Rock Star*, when implemented effectively and consistently, can be considered an ideal Tier I behavioral intervention (Wright 2007).

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# TEACH LIKE A ROCK STAR: PRE-WORKSHOP SURVEY

1 = Strongly Disagree    2=Somewhat Disagree    3 = Not Sure    4 = Somewhat Agree    5 = Strongly Agree

**CIRCLE A NUMBER BELOW EACH STATEMENT:**

I feel confident in my ability to deliver academic content through a meaningful interpersonal connection.

1                      2                      3                      4                      5

I understand the difference between classroom management and classroom leadership.

1                      2                      3                      4                      5

I understand the role of a student's emotion in learning.

1                      2                      3                      4                      5

I have strategies to undo the effects of a student's longstanding acceptance of low performance.

1                      2                      3                      4                      5

I have effective strategies for giving students constructive feedback.

1                      2                      3                      4                      5

I have strategies for changing the thoughts and beliefs that drive the student habits that result in academic and behavioral success.

1                      2                      3                      4                      5

# TEACH LIKE A ROCK STAR: POST-WORKSHOP SURVEY

1 = Strongly Disagree    2=Somewhat Disagree    3 = Not Sure    4 = Somewhat Agree    5 = Strongly Agree

**CIRCLE A NUMBER BELOW EACH STATEMENT:**

I feel confident in my ability to deliver academic content through a meaningful interpersonal connection.

1                      2                      3                      4                      5

I understand the difference between classroom management and classroom leadership.

1                      2                      3                      4                      5

I understand the role of a student's emotion in learning.

1                      2                      3                      4                      5

I have strategies to undo the effects of a student's longstanding acceptance of low performance.

1                      2                      3                      4                      5

I have effective strategies for giving students constructive feedback.

1                      2                      3                      4                      5

I have strategies for changing the thoughts and beliefs that drive the student habits that result in academic and behavioral success.

1                      2                      3                      4                      5