



Creating Conditions for Learning

EXTENSIONS TO COMP

COMP for CREDIT?!

Dr. Barbara Mullins, COMP National Trainer

Are your workshop participants looking for an exciting and innovative route to earn professional development credit? There is a simple, low-cost way to meet this goal. To make things even better, COMP Workshop participants already have the text for the course – the COMP Manual!

Educators who have participated in a COMP Workshop can earn 3 semester units

Multiple ways exist to extend the learning teachers have through COMP. This issue of the COMP Newsletter features descriptions of some of these extensions.

Beginning on this page, Dr. Barbara Mullins describes the University of the Pacific course she teaches based on COMP. Participants from the COMP Workshop can enroll and earn 3 graduate hours for describing their implementation of COMP strategies. Sample course activities are provided on page 2. Page 2 also includes ideas for extending COMP in other ways.

On page 3, consider how the featured online resource, *AERA Open*, might help you to identify new research of interest in the field of education. Finally, on page 4, we provide a quick repeat of the information on the University of the Pacific course.

(hours) of graduate level professional development credit online through University College at University of the Pacific. Course enrollees complete activities implementing the strategies learned in their COMP Workshop to promote success in their classrooms and schools.

Each aspect of the course highlights areas of concern regarding classroom environment, organization and management. The primary goal of this course is to give enrollees an opportunity to unpack the principles and skills gleaned from their COMP Workshop and actively engage with these in their own school.

Activities in the University of the Pacific *Classroom Organization and Management* Course provide the opportunity to improve overall instructional and behavioral management skills through planning, implementing, and maintaining effective classroom practices. Course enrollees select 4-5 assignments from 21 possible options based on the COMP Manual and Workshop. For each assignment selected (strategy implemented), submitted reflection papers help the enrollee to describe their learning: ***What worked and why? What didn't work and why? What would I continue to do? What might I change? How might I plan to make such a change?***

For more information, visit go.Pacific.edu/COMP or call 1-800-959-5376. Specific course questions and assignment submissions can be directed to Dr. Barbara Mullins via email at barbaramullins@hotmail.com.

Sample course activities are provided by module on page 2.



Dr. Barbara Mullins is a COMP National Trainer and serves as course instructor for the University of the Pacific professional credit course based on COMP.

University of the Pacific
University College COMP Course
Sample Activities
(See related article p. 1)

1. **Module One: Analyze and improve your classroom arrangement** by following the steps listed on p. 1.14. Submit a 2 to 4-page reflection paper of your findings regarding VAD in your classroom.
2. **Module Three: Improve the effectiveness of praise statements** using the guidelines on effective praise (p. 3.19), and develop and

Sustaining COMP

Darling-Hammond, Hyler, and Gardner (2017) have identified 7 characteristics of effective educational professional development, and these validate the modeling, active participation, reflection, and goal-setting provided with COMP. Another of the characteristics is *sustained duration*. The 18-24 contact hours of a COMP Workshop can be scheduled to provide extended training (across multiple days including follow-up). Other ideas COMP Workshop Leaders have shared for sustaining the great training COMP provides:

COMP Theme: Make Visible Your Invisible Expectations

deliver to students (both individual and whole class as appropriate) two “more effective praise” statements per day for five consecutive days. Submit a copy of your 10 statements and a 2 to 4-page reflection paper on any differences you may have noticed either in students or yourself as a result.

3. **Module Four: Practice following the *Law of Least Intervention* and develop the habit of nipping potential misbehavior in the bud.** Make a copy of the *Hierarchy of Intervention Strategies* (p. 4.19) and post it where you will see it as a visual reminder. For two weeks, deliberately refer to it each time you observe a potential misbehavior arising. Submit a 2 to 4-page reflection paper citing selected instances, the results, and your feelings about this strategy.

4. **Module Six: Improve the quality of student response** by developing the habit of using a 3-5 second wait time (p. 6.13-6.14). (You may wish to ask students to help you monitor and allow this time.) Each day for two weeks, make a conscious effort to allow these seconds of thinking time before randomly designating a student to respond. Submit a 2 to 4-page reflection paper on the results.

- Maintaining and online cohort across the training and beyond (posting photos of room arrangement, classroom rules, etc.)
- Observing in participants’ classrooms for support, feedback, encouragement, etc.
- Using COMP content for mini-lessons with teachers as an extended follow-up (e.g., supporting participants who want to use a specific format of instruction)
- Completing participant “field trips” where participants visit one another’s classrooms
- Emailing periodic check-ins to see what questions/concerns participants have
- Posting resources mentioned in the workshop online for participant access in the future

COMP Premises (from p. 0.06 of the *COMP Manual*):

- * Effective classroom management is proactive, not reactive.
- * In effective classrooms, management and instruction work together.
- * Students are active participants in the learning environment.
- * Teachers working together help one another in synergistic ways.

TELLING IS
NOT
TEACHING!

p. 2.25

Featured Resource: AERA Open

AERA Open (<https://journals.sagepub.com/home/ero#focus>) is an online publication of SAGE Journals. Designed specifically to offer open access to peer-reviewed educational journal articles, AERA Open enables the reader to search for pertinent up-to-date research on areas of concern or interest.

Three of the available articles from recent issues that resonate with COMP themes are described with links below. Search the site to find other connections that may support you as a COMP Workshop Presenter and/or your participants in the classroom. Consider how you might use the information from these studies (and others from this site) to support your and your participants' learning!

- Finch, J. E., Garcia, E. B., Sulik, M. J., Obradovic, J. (2019). Peers matter: Links between classmates' and individual students' executive functions in elementary school. *AERA Open*, 5(1), 1-14. DOI: 10.1177/2332858419829438.
 - The authors consider individual students' executive function, EF, their individual self-regulation cognitive and attention skills, in connection with their classmates' EF for third through fifth-graders. One finding of this study was that when classmates completed EF tasks more quickly, individual students' speed on these tasks increased across the school year.
- Konold, T., Cornell, D., Jia, Y., Malone, M. (2018). School climate, student engagement, and academic achievement: A latent variable, multi-level multi-informant examination. *AERA Open*, 4(4), 1-17. DOI: 10.1177/2332858418815661.
 - With this study, the authors evaluated authoritative school climate theory by analyzing data from 298 high schools (60,000+ students, 11,000+ teachers). Their findings support higher student engagement is associated with student support and structure and is an intervening factor with academic achievement.
- Lee-St. John, T. J., et al. (2018). The long-term impact of systemic student support in elementary school: Reducing high school dropout. *AERA Open*, 4(4), 1-16. DOI: 10.1177/2332858418799085.
 - The researchers in this study compare the high school drop-out rate of approximately 900 students who were enrolled in a comprehensive intervention elementary school against just over 10,000 students from the same district who were not part of this intervention. The high school drop-out rate for the intervention students was 9.3%, whereas students from other district schools had a rate of 16.6%.

Considering these articles in the context of COMP, some of the things that come to mind might be the role of building a positive classroom climate (Introduction), successful strategies to intervene with students both proactively (Module 2) and in response (Module 4), the role of student self-management (Module 8), and the ways that social-emotional learning, SEL, can support the growth of self-management (Introduction and across manual). What else comes to mind for you?

“Through University of the Pacific, COMP has helped to increase the likelihood that the learning will stick and be used long term in new teacher’s classrooms. Schools and entire school districts have reported that there have been observable positive changes in teachers who have participated in COMP. Having the opportunity to select ideas from the different modules, return to the classroom and implement the learning, and then reflect on the effectiveness of the technique helps build strong practice around management and social emotional skills. Enrolling with Pacific facilitates the kind of implementation and reflection that creates and sustains long term change in practice. I highly recommend that everyone who participates in a COMP workshop take the class through UOP to ensure the deepest learning possible.”

*~Stacy Shasky, Coordinator of Educational Services,
Merced County Office of Education*

UNIVERSITY OF THE
PACIFIC
University College

For more information on the graduate course based on COMP, visit go.Pacific.edu/COMP or call 1-800-959-5376. Specific course questions and assignment submissions can be directed to Dr. Barbara Mullins via email at barbaramullins@hotmail.com.

www.comp.org

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