

Behavior and Classroom Management

Presented by:

Curriculum, Instruction and Assessment



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Making a Connection with You...

FRONT

Campus/Grade Level

Your Name

BACK

Name 3 words to describe
yourself



Inside TOP

What is your goal for today's session?

Inside BOTTOM

To be completed at the end



Today's Agenda

- Introduction & Self Assessment
- Managing the Classroom Environment
 - Time
 - Space
 - Materials
- Maintaining Productive Student Behavior
 - Connection
 - Direction
 - Redirection
- Closure and Reflection



Objectives

- Facilitate a meaningful learning environment through respectful relationships between and among the students and teachers.
- Establish a safe, efficient and accessible classroom through clear procedures and routines.
- Set behavior expectations and plan for the implementation of an effective behavior management system, including rewards and consequences.

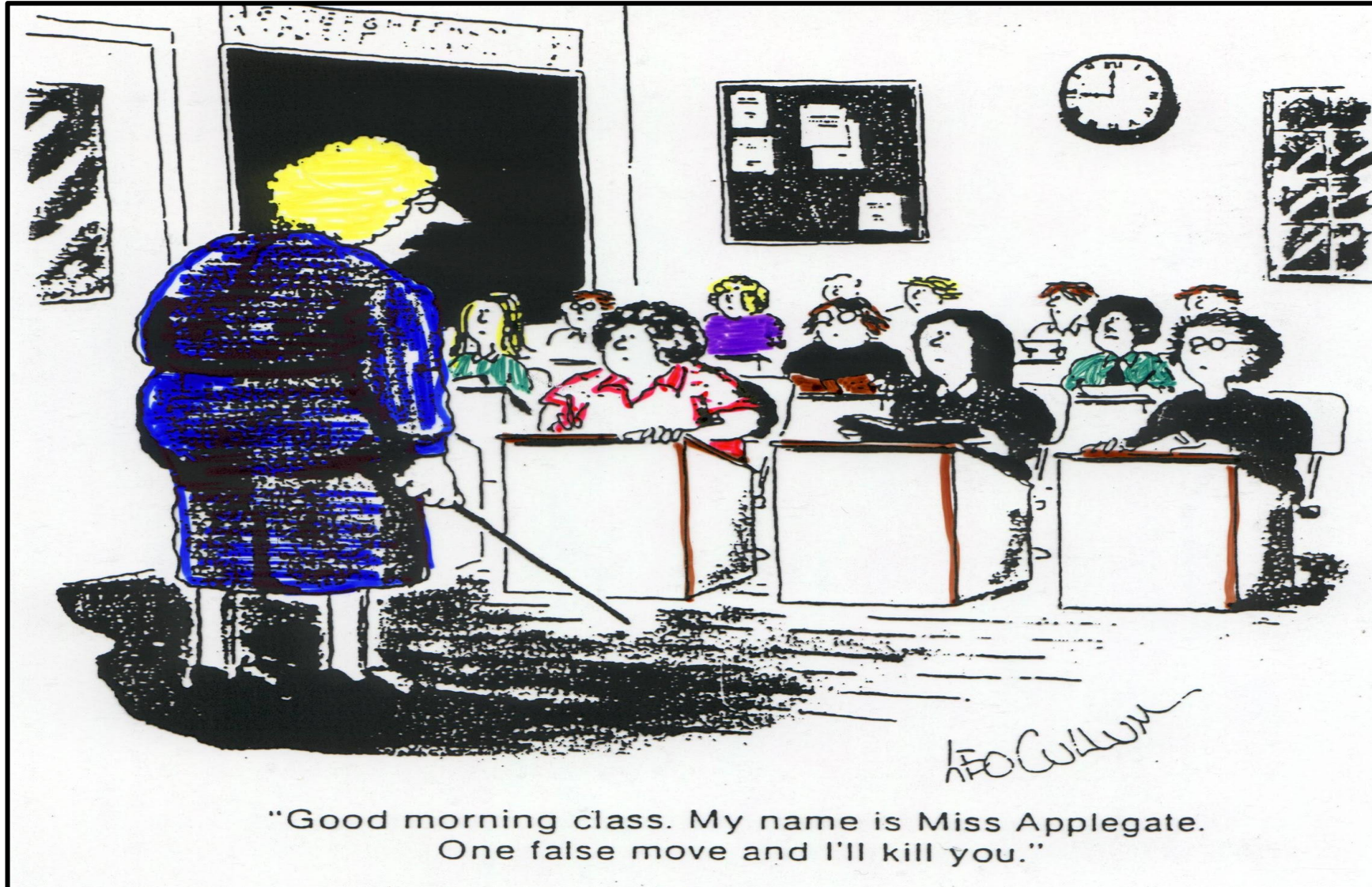


Best & Worst Point-and-Go

- Think about 1 word to describe the **best** teacher you have ever had. Be prepared to share out.
- Think about 1 word to describe the **worst** teacher you have ever had. Be prepared to share out.



Is this Classroom Management?



What is Classroom Management?

- Write your definition of classroom management in one of the boxes.
- Record responses from your group members in the other boxes as you take turns sharing your definition
- As a group, write a collective definition that incorporates like-ideas.
- Be prepared to share out your collective response.

Think Apart, Then Together

PLACE YOUR RESPONSE IN A SQUARE. THEN COLLABRATE TO CREATE A NEW STATEMENT BLENDING THE BEST ASPECTS OF EACH RESPONSE.

The graphic organizer consists of a large square divided into four quadrants by a horizontal and vertical line. In the top-left quadrant, there is a smaller square. In the bottom-left quadrant, there is a rectangular box with five horizontal green lines for writing. In the top-right quadrant, there is a smaller square. In the bottom-right quadrant, there is a rectangular box with five horizontal green lines for writing. The entire graphic is set against a background with a sun in the top-left and a moon in the top-right.

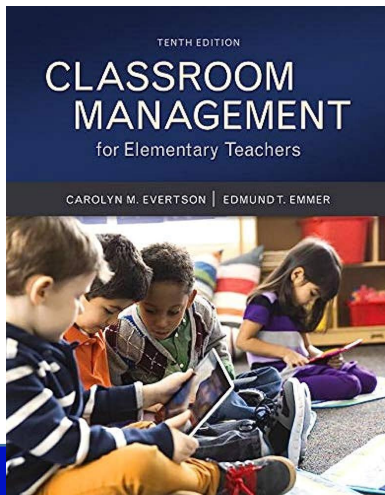
2:00



Classroom Management

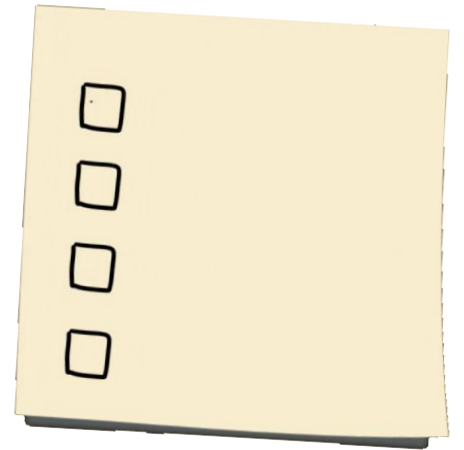
Effective classroom management consists of teacher behaviors that produce high levels of student involvement in classroom activities, minimal amounts of student behavior that interfere with the teacher's or other student's work, and efficient use of instructional time.

(Emmer and Evertson)



Classroom Management Self-Assessment

- Using the “Classroom Management Self-Assessment” tool, read through each practice statement and rate yourself with a Yes/No.
- Be honest with your responses.
- Use the *Proactive Planning* sheet to write down strategies you learn throughout the session and will use to improve your current level of performance.



Managing the Classroom Environment



Behavior Management

- The **purpose** of a behavior management plan is to **prevent** discipline problems and to create a safe learning environment.
- The **goal** is to have a plan that will minimize classroom disturbances and maximize learning.

Proactive, not Reactive



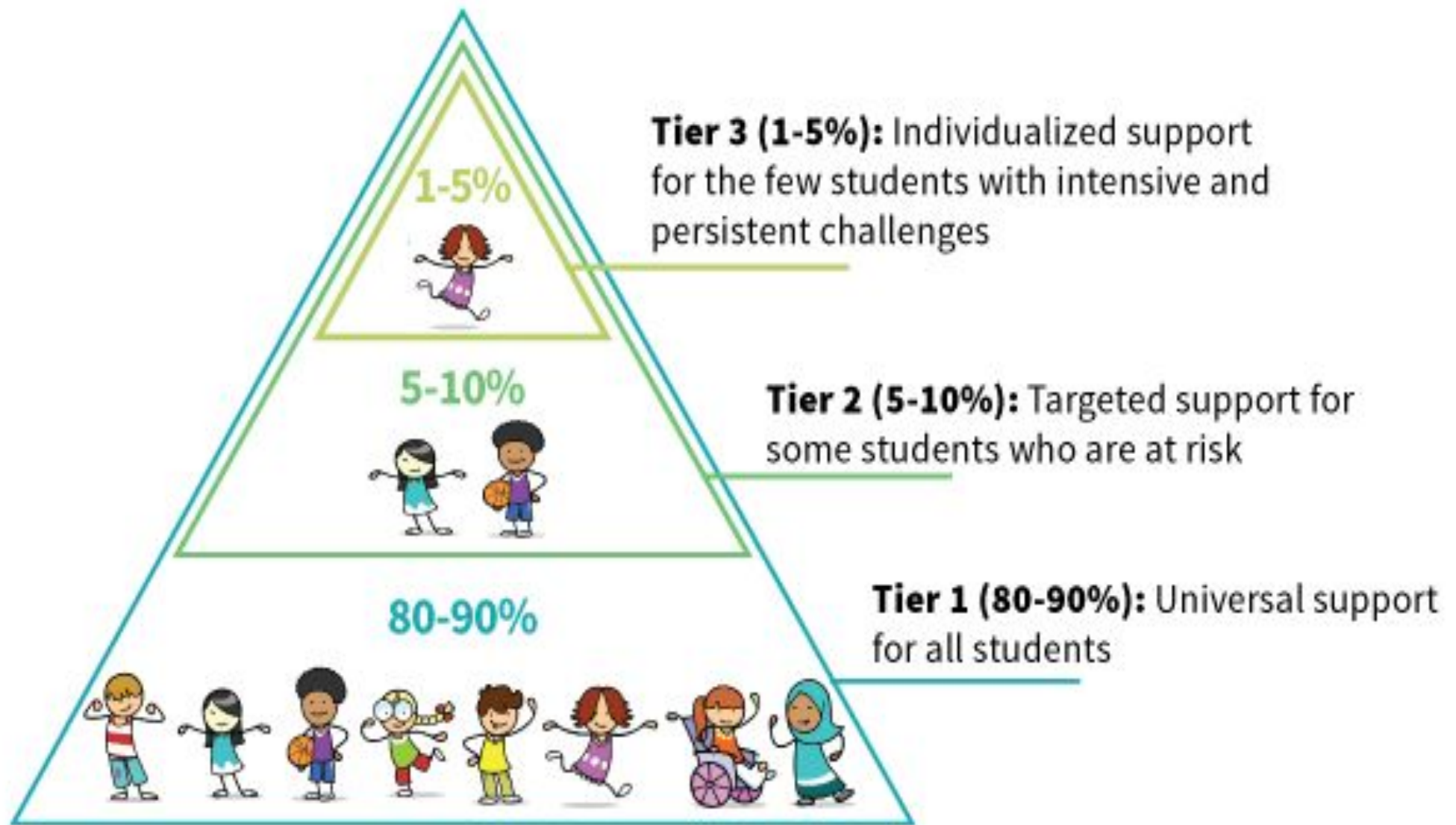
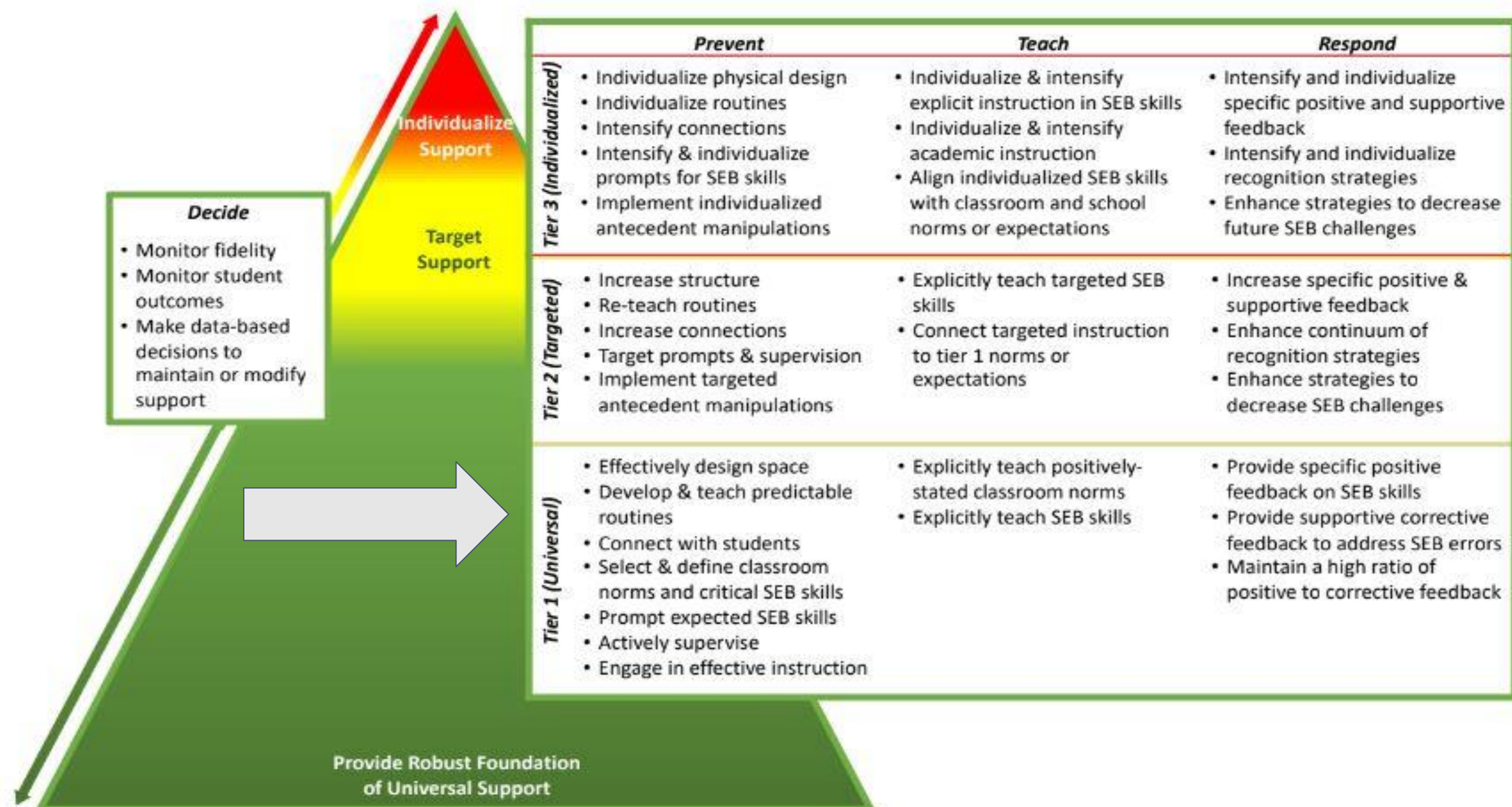


Figure 1. Prevent, Teach, Respond, and Decide within a MTSS Framework



Effective teachers have a well-organized and well-managed classroom that is characterized by high expectations and is conducive to learning.



Proactive, not Reactive

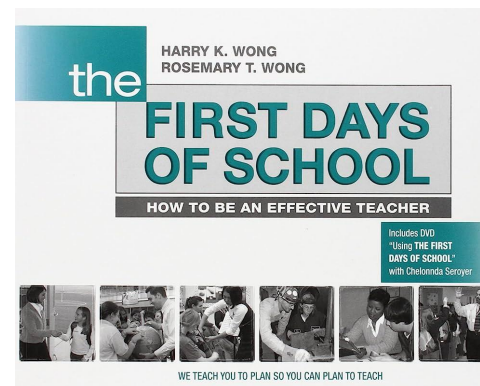


Characteristics of a Well-Managed Classroom:



- Students are deeply involved in their work
- Students know what is expected of them and are generally successful
- There is little wasted time, confusion, or disruption
- The climate of the classroom is work-oriented but relaxed and pleasant

from Harry Wong (2009)



Time

Materials

**Four Aspects of
Classroom
Management**

Behavior

Space



Ink Think Brainstorm

- In groups of four, each will **select a topic to begin the brainstorm**. Each person will use a **different color marker**.
- At the signal, you will **write in your assigned section** everything you know about **how that topic impacts classroom management**.
- When time is called, **rotate the chart paper** add additional comments and respond to what was written.
- Repeat until each group has responded to the four sections.



Time



- ✓ Schedule time to plan.
- ✓ Have a system. Use a planner & timer
- ✓ Set goals and prioritize
- ✓ Save time that would've been wasted

Materials

Four Aspects of Classroom Management

Behavior

Space

Time

- ✓ Schedule time to plan
- ✓ Have a system. Use a planner & timer
- ✓ Set goals and prioritize
- ✓ Save time that would've been wasted



Materials

- ✓ Develop & implement a system for organizing, distributing, & managing classroom materials & student work

Four Aspects of Classroom Management

Behavior

Space

Time

- ✓ Schedule time to plan
- ✓ Have a system. Use a planner & timer
- ✓ Set goals and prioritize
- ✓ Save time that would've been wasted



Materials

- ✓ Develop & implement a system for organizing, distributing, & managing classroom materials & student work

Four Aspects of Classroom Management

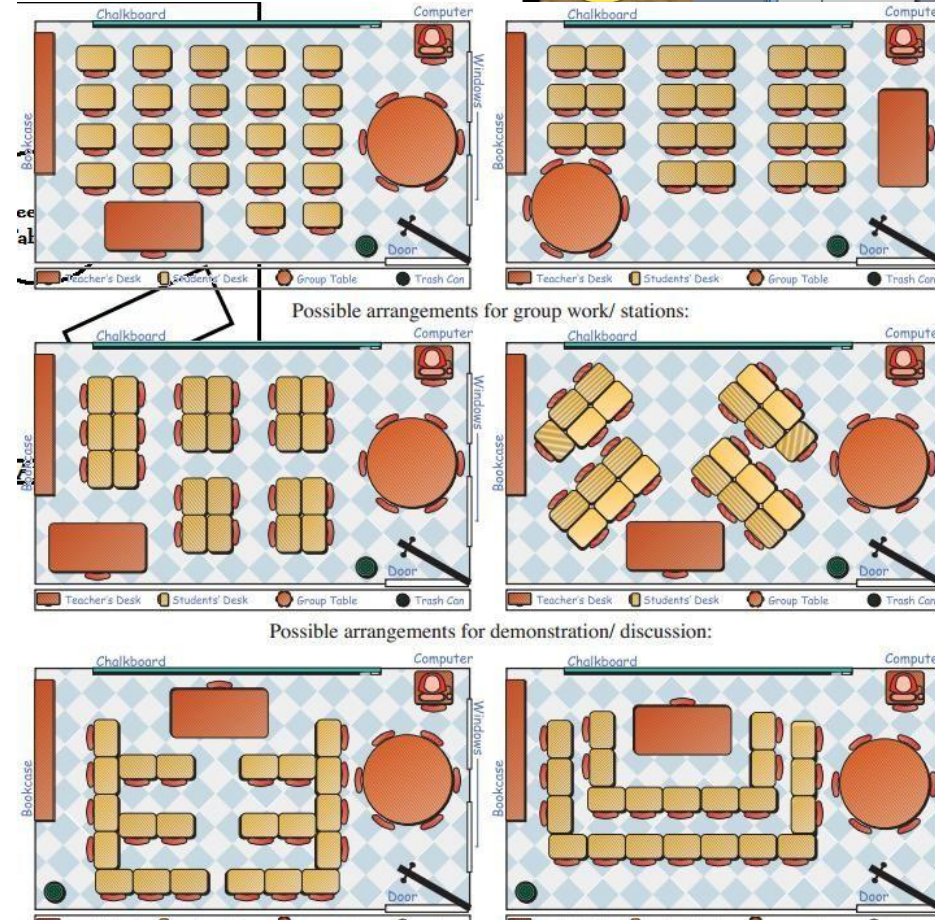
- ✓ The classroom arrangement must be safe, effective, & efficient
- ✓ Consider visibility and distractibility
- ✓ Create a classroom environment conducive to various student needs & accessibility

Behavior

Space

Classroom Layout

- Can you see every student at all times?
- Can you maneuver around the room easily?
- Is anything a distraction from learning?
- Reflect on your classroom layout and what has worked for you and what can be improved upon?



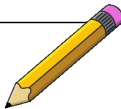
Reflection: Give One, Get One

Based on what was discussed about
time, materials, & space

- Choose the highest leverage changes that you can implement that will positively impact student behavior.
- Write it down on note catcher, share with a partner, and write down a new idea that was shared with you.



PROACTIVE PLANNING
The purposes of this assessment are to determine the extent to which effective general classroom management practices are in place and to develop an action plan for enhancement/maintenance based on this information. For each of the attributes of productive classroom management record enhancement activities or reminders of things you should continue to implement to promote productive student behaviors.

ACTION PLANNING		
ATTRIBUTE	Current perceived proficiency	Enhancement/Maintenance Activities
ENVIRONMENT TIME-SPACE-MATERIALS		

Behavior Management

**It is easier to
lighten up
than
tighten up.**





What changes in student behavior have you observed since the pandemic?



The Department of Education says...



The following student behaviors were most frequently reported as having increased in part due to the COVID-19 pandemic and its lingering effects:

- Classroom disruptions from student misconduct (56% increase)
- Acts of disrespect towards teachers and staff (48% increase)
- Rowdiness outside of the classroom (49% increase)
- The prohibited use of electronic devices (42% increase)



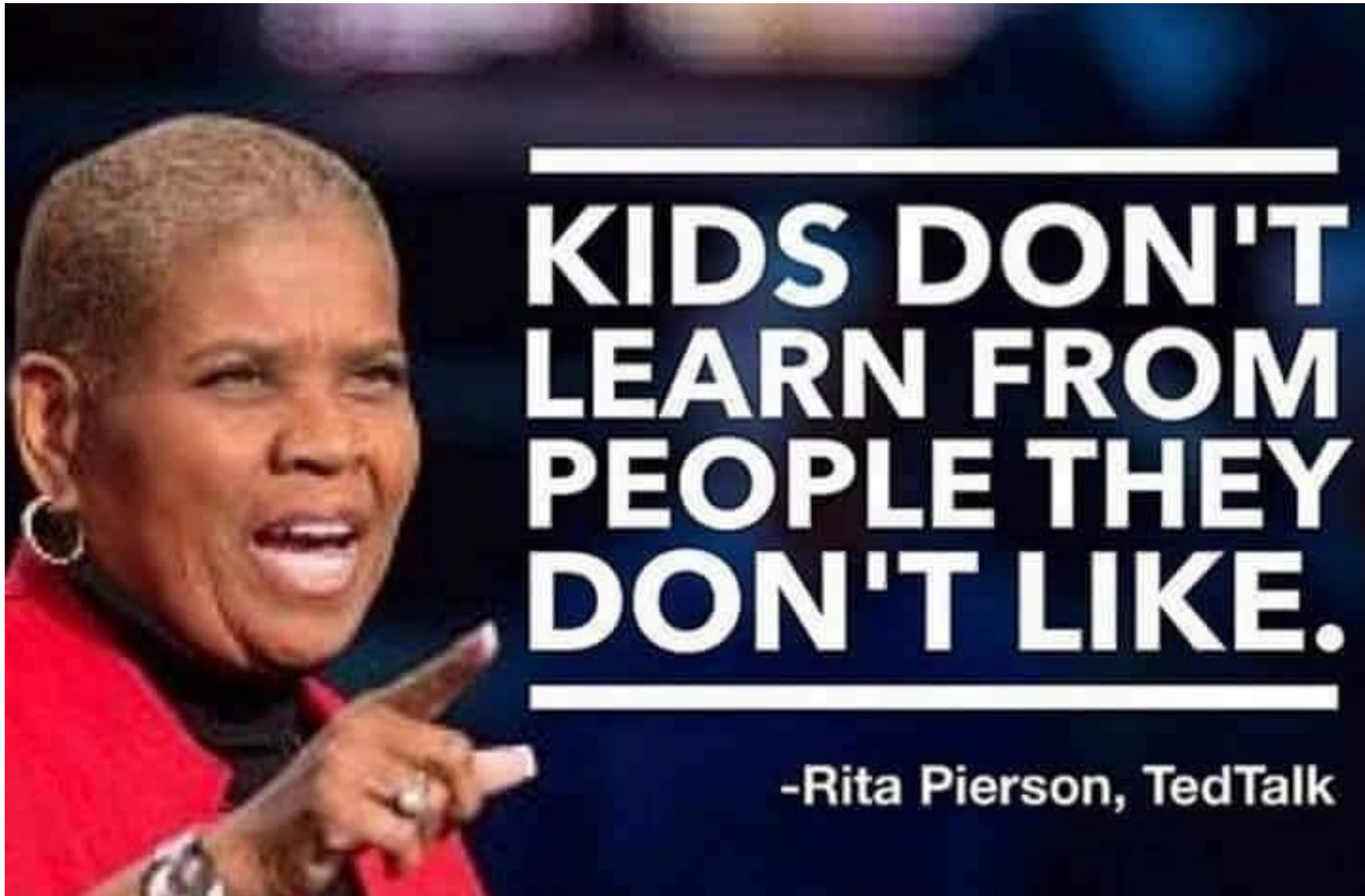
National Center for Educational Statistics

Behavior Management Approach

Connection before direction, and then you can give redirection!

1. Connection
2. Direction
3. Redirection





Connection: Relationships First

Relationships we build with children, families and colleagues are at the foundation of everything we do. It is important to build these relationships early on rather than waiting until there is a problem.

Children learn and develop in the context of relationships that are responsive consistent and nurturing.



Center on Positive Behavior Intervention Supports
(PBIS)



Establish Relationships- Examples:

1. Positively greet each student as they enter the learning environment: say their name and connect briefly on a shared interest or academic skill



adapted from Center on Positive Behavior Intervention and Support, 2022 (PBIS)

Establish Relationships- Examples:

1. Positively greet each student as they enter the learning environment: say their name and connect briefly on a shared interest or academic skill
2. Provide structured opportunities for students to engage with each other



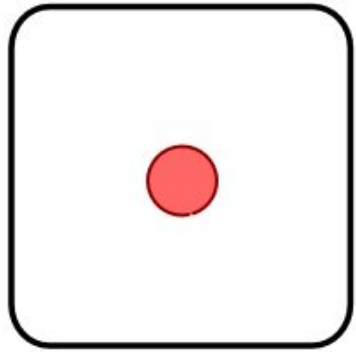
adapted from Center on Positive Behavior Intervention and Support, 2022 (PBIS)

Structured Opportunities for Students to Engage with Each Other

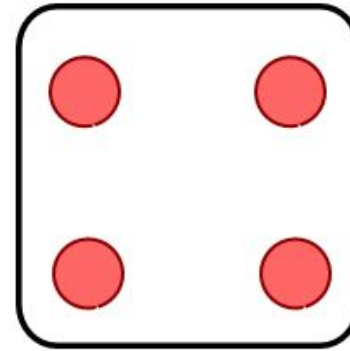


- About Me Question Activity
- Interest Pie
- Classmate Bingo
- Would You Rather
- People Hunt
- Inside Outside Circle

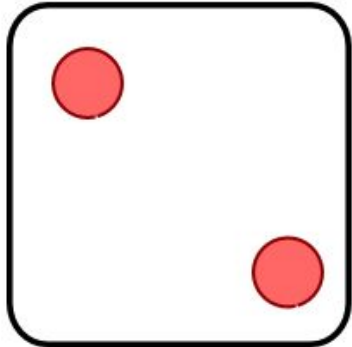




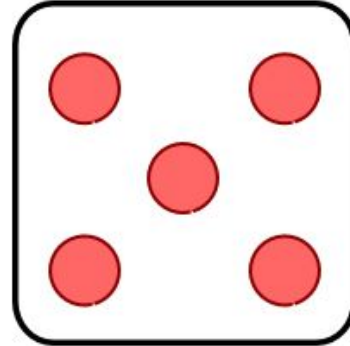
Who is your hero &
Why?



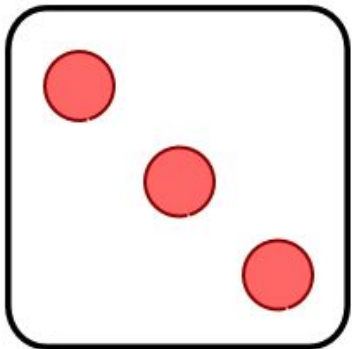
Complete the phrase: One
thing not many people know
about me is...



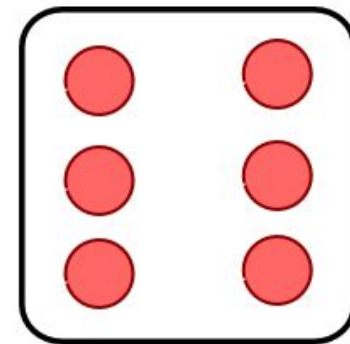
Which superpower
would you want to
have & why?



What are three things
you are thankful for?



What really makes
you angry & Why?



If you could travel
anywhere, where
would you go & why?



Establish Relationships- Examples:

1. Positively greet each student as they enter the learning environment: say their name and connect briefly on a shared interest or academic skill
2. Provide structured opportunities for students to engage with each other
3. Incorporate student's preferences into learning opportunities to increase connections with others & content during instruction



adapted from Center on Positive Behavior Intervention and Support, 2022 (PBIS)

Incorporate Student's Preferences into Learning Opportunities

- Choice Boards
- Learning Menus
- Tic-Tac-Toe



<https://tinyt.io/8ofG>

Force, Motion, & Energy Choice Board

<u>PPT Presentation</u> Complete a multi-slide presentation that covers the types of motion discussed in this unit. Include relevant images and captions.	<u>Motion Game</u> Compile an organized list of 20 questions that can be used for a review game about the motion unit. You must also include an answer for each question.	<u>Science Project</u> Conduct an experiment involving friction and motion. Report your findings and include photographs.
<u>Research</u> Conduct online research related to rollercoasters. Type a paper describing the various forces that people experience while riding.	<u>Student Choice</u> Do you have a different idea for how you can approach this project? Great! Be sure to discuss your idea with the teacher for approval.	<u>Movie Time</u> Create a video that includes real world examples of push, pull, gravity, friction, and each of Newton's laws.
<u>Poster Project</u> Divide a piece of posterboard into 3 sections and create a detailed illustration of each of Newton's Laws.	<u>Song</u> Write and submit a performance of a poem or song about one of Newton's Laws. Be sure to use key vocabulary.	<u>Short Story</u> Write a short story that involves the loss of gravity on Earth. Give detailed descriptions of what would happen.



Establish Relationships- Examples:

1. Positively greet each student as they enter the learning environment: say their name and connect briefly on a shared interest or academic skill
2. Provide structured opportunities for students to engage with each other
3. Incorporate student's preferences into learning opportunities to increase connections with others & content during instruction
4. Establish a system of frequent student check-ins



adapted from Center on Positive Behavior Intervention and Support, 2022 (PBIS)

Establish a System of Frequent Check-ins

Check-ins can be done on a weekly or monthly basis

Emotion Wheel I



The screenshot shows a Google Forms interface for a 'Weekly Check-in'. At the top is a decorative header with a pink and orange abstract design. Below the header, the form title 'Weekly Check-in' is displayed, followed by the email 'mabernal@esc1.net' and a 'Switch account' link. A red asterisk indicates required questions. The form contains three input fields: 'Email *' with a placeholder 'Your email', 'Type your NAME' with a placeholder 'Your answer', and 'How are you doing emotionally? *' with a radio button option 'I'm Great'. To the right of the form is a large QR code. At the bottom right, a black-bordered box contains the URL <https://ggle.io/5v6z>.



Being Intentional: Two-by-Ten Strategy

- Focus on the most challenging student for two minutes every day for ten consecutive days
- Have personal conversations with the student about things that interests them
- Be very intentional about the two minutes and sincerely listen



Increase Connections with Content through Student Engagement

- When students are TRULY engaged in learning, they don't have opportunities for non-productive behavior
- Increased student engagement leads to decreased disruptive behavior



To engage students, effective educators

- incorporate **interests and experiences** during intentionally planned engaging lessons
- provide frequent, high-quality opportunities to engage during **relevant** and responsive instruction
- use **data** from student work to **guide instruction**



To engage students, effective educators cont.

- implement strategies to **increase students' opportunities to engage** (e.g., response cards, wipe-off boards, online applications that track and graph student responses) throughout the lesson
- provide student opportunities to engage that are **inclusive, and all students have the skills**, support, technology, and **accommodations** necessary to meaningfully engage





Clipart by Kate
Hadfield & Sarah
Pecorino

Strategies for Building Relationships with Learners



www.thepathway2success.com

Pathway
2 SUCCESS



Embrace their
individuality



Look for the
positive every day



Make sure your eyes
light up when you
see them



Remember little things
about their lives



Give special
responsibilities



Greet by name every
morning



Invite students to eat
lunch with you



Don't take tough days
personally



Be a little silly
sometimes



Go to sports
games or activities



Apologize when you
mess up



Tell them you care
about them



***“Effective teachers
lead and manage;
ineffective teachers are always
having to discipline.”***

-Harry Wong



Behavior Management Approach

Connection before direction, and then you can give redirection!

✓ Connection

2. Direction

3. Redirection



Direction:

Just because students know they SHOULD behave, does not mean they have the skillset to behave.....



“If a child doesn’t know
how to read, *we teach.*
If a child doesn’t know to
swim, *we teach.*
If a child doesn’t know how
to multiply, *we teach.*
If a child doesn’t know how
to drive, *we teach.*
If a child doesn’t know to
behave, *we teach?*
Or punish?”

Herner 1998



Direction: Procedures

Procedures—have to be taught, like lessons.

- **Teach:** Explain, state
- **Model:** “I do”
- **Practice:** Students practice procedure/behavior with your supervision “We do”



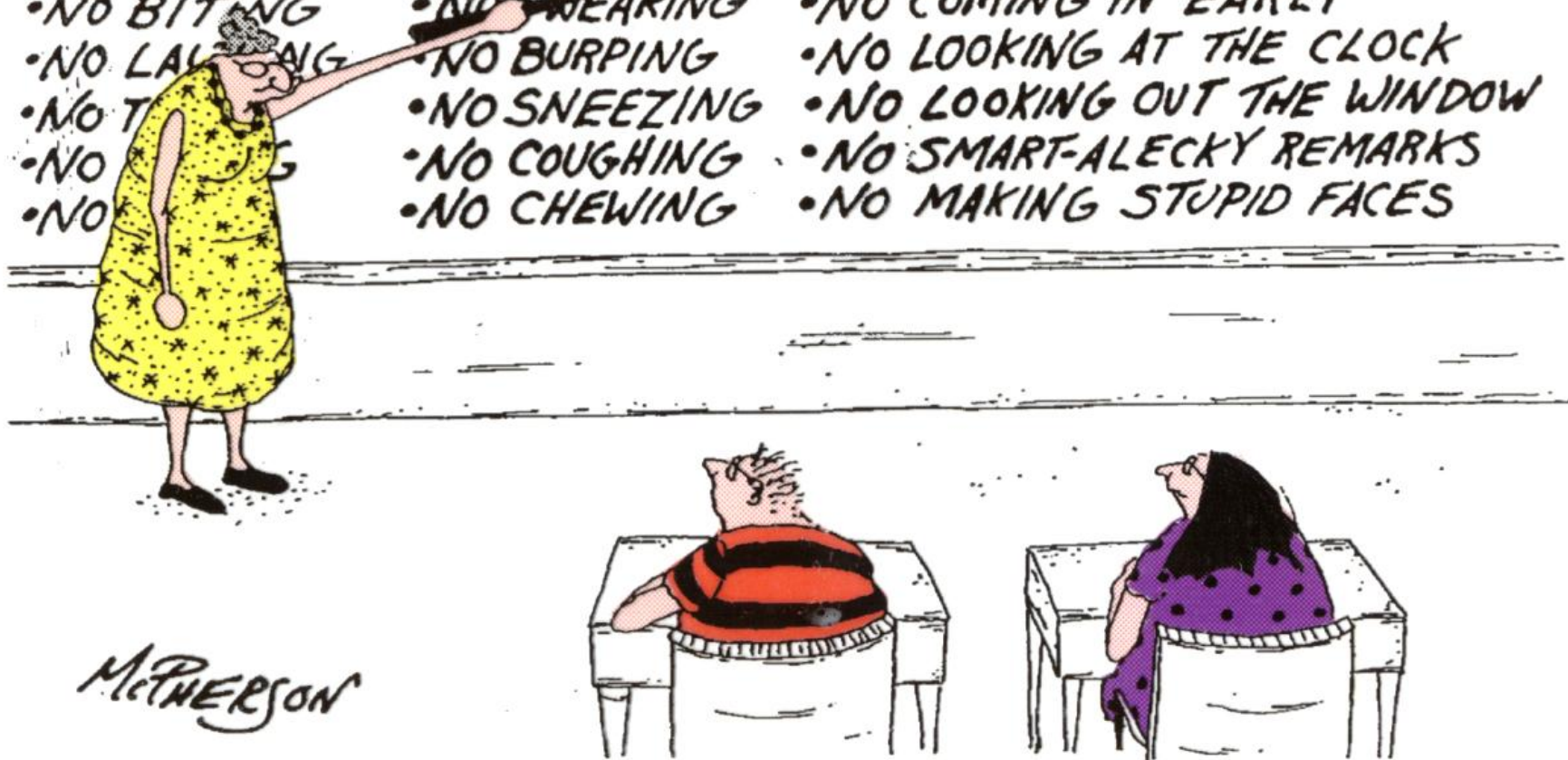
Sample Procedures:

- How to enter the classroom
- What to do when they enter the classroom
- What to do if they are tardy
- Where to find the assignment
- What to do if you want their attention (call-back signals)
- How a paper heading is to be done
- Where you want the paper placed
- What to do when they finish their work early
- What to do when they need to sharpen a pencil
- Where to find an assignment when absent
- What to do when you have a question
- What to do when you need to go to the restroom
- What to do upon dismissal of class
- What to do when you hear an emergency alert

In the first few days of school, teach only the procedures necessary at the time



- NO TALKING
- NO RUNNING
- NO KICKING
- NO BITING
- NO LAUGHING
- NO TALKING
- NO SWEARING
- NO BURPING
- NO SNEEZING
- NO COUGHING
- NO CHEWING
- NO SMILING
- NO EATING
- NO SWEATING
- NO SNEEZING
- NO COUGHING
- NO CHEWING
- NO WEARING WEIRD CLOTHES
- NO DUMB QUESTIONS
- NO COMING IN LATE
- NO COMING IN EARLY
- NO LOOKING AT THE CLOCK
- NO LOOKING OUT THE WINDOW
- NO SMART-ALECKY REMARKS
- NO MAKING STUPID FACES



MRS. MUTNER WENT OVER A FEW OF HER RULES ON THE FIRST DAY OF SCHOOL.

- Be Respectful
- Be Responsible
- Be Ready

**How do
students know
what this looks
like?**

*Drive
Safely*



Rules — How to behave or expected norms of behavior

*Rules must be explicitly taught, explained, modeled, practiced, and retaught.
Rules have consequences.*

- **Guidelines for developing rules--Rules should be:**
 - Stated positively—what they are to do (***Enter the room quietly***)
 - Stated behaviorally— action required (***Follow directions***)



Rules *cont.* — How to behave or expected norms of behavior

*Rules must be explicitly taught, explained, modeled, practiced, and retaught.
Rules have consequences.*

- **Few in number—3-6**

- Consistent with school rules (***Follow all school rules***)
- Consistent with your goals and beliefs (***Speak politely to everyone***)
- Revolve around respect and cooperation
- Always applicable
- Consistent and enforced daily
- Consistent with your partner teacher/team



Remember...*Proactive, not Reactive*

- Rules and procedures are developed to achieve and support your goals.
- It is important to be **consistent** with both rules and procedures every single day!
- Always assign consequences fairly. Never let the consequences reflect your mood.



Behavior Management Approach

Connection before direction, and then you can give redirection!

✓ Connection

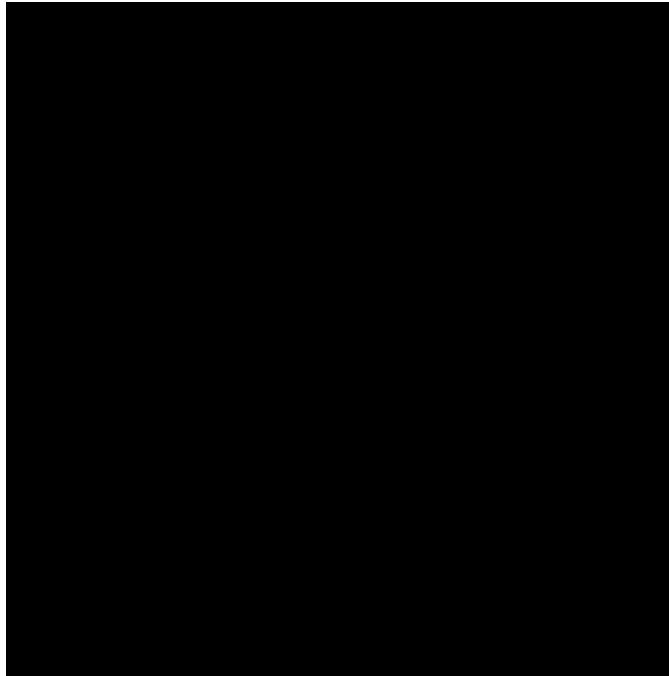
✓ Direction

3. Redirection



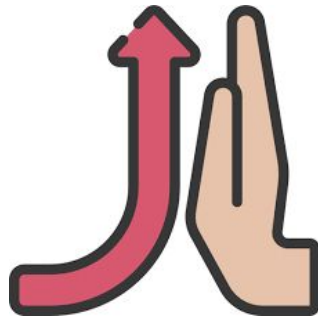
Redirection:

“The only difference between success and failure is the ability to take action.” – *Alexander Graham Bell*



Redirection:

- Easy and fast with good results many times saves instructional time
- Minimizes distractions and misbehaviors
- Keeps the class on track
- Avoids judgement and shame
- Can be utilized at any point of instruction, activities, and discussion



Redirection

What do you do if they choose not to cooperate with your rules and procedures?

Discipline means “to train”; the word “disciple” comes from the same root.

Misbehavior – anything a student does that interferes with—

- ✓ Your ability to teach and conduct class
- ✓ Their ability to learn
- ✓ Other’s ability to learn



When kids don't live up to your expectations, don't treat it as a crime, but as a problem to be solved.

-Scott Willis



SPECIFIC BEHAVIOR OR JUDGMENT?

SPECIFIC BEHAVIORS

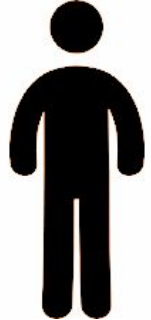
- THE WAY A PERSON ACTS, CONDUCTS, OR RESPONDS TO A SITUATION OR PERSON
- BEHAVIORS ARE OBSERVABLE
- WE CAN:
 - SEE BEHAVIORS
 - HEAR BEHAVIORS
 - FEEL BEHAVIORS

JUDGMENTS

- JUDGMENTS ARE OPINIONS WE FORM TO ASCRIBE MORALITY OR DEEM A VALUE TO THE BEHAVIOR OF OTHERS
- JUDGMENTS ARE **LABELS** WE ATTACH TO OTHER'S BEHAVIORS, ACTIONS, OR WORDS
- OFTEN BEHAVIORS ARE WRAPPED IN JUDGMENT STATEMENTS
- JUDGMENTS CAN CREATE CONFLICT AND MORE BEHAVIORS TO OCCUR

Lead with Empathy & Stay out of Judgment





- **Stand up** if you think the example is a JUDGMENT
- **Sit down** if you think the example is an BEHAVIOR



Jack was sleeping in class

Alex hates my class

JJ skipped class

Kayla turned homework in late

Mary is lazy

Bobby doesn't care about school

Sally likes to waste time

Mike doesn't raise his hand

Ashley was texting in class

Kelly is confrontational

David walks in class late and says "I'm Here!"





Standard Operating Procedure

- When a student misbehaves, always intervene at the lowest possible level that still holds the student accountable for their actions and allows you to continue teaching.



Standard Operating Procedure

- **Ignore** the behavior, if possible. If it stops, great!
- Make **eye contact** with the student. Say, “I see you; please stop it.”
- Use **proximity**. Move into his or her area.
- Drop student’s **name** in the lesson. “ Did you Know, John, that India is..”
- Stop teaching and calmly ask the student if he or she knows what to do and **remind** student of the rule or expectation. “Jill, what are you supposed to be doing?” Wait. If the student knows and responds, say, “Do that now.” If student doesn’t know, tell her and tell her to do that now.
- **Pause** and walk away. Wait for student to correct behavior.
- **Respond**. “Thank you,” or assign consequences.



Selecting an SOP Intervention Strategy

1. Refer to the scenarios found in the baggies on your table.
2. With your partner, take one scenario out at a time and read each scenario.
3. For each of the scenarios, consider the SOP's and suggest a teacher response that would:
 - take little time and effort,
 - maintain a positive climate, and
 - not disrupt the lesson and those students who are on task



Standard Operating Procedure

Which SOP would work best for each scenario that takes little time and effort, maintains a positive climate, and does not cause a disruption to others that are on task?



Redirection: Consequences

- Consequences are actions that follow a behavior and serve to do one of three things
 - **Positive** - Reinforce or maintain the behavior
 - **Corrective** - Teach a new behavior
 - **Negative** - Stop or eliminate the behavior
- Consider your classroom and come up with some strategies for each of the 3 types of consequences



Four Reasons for Misbehavior

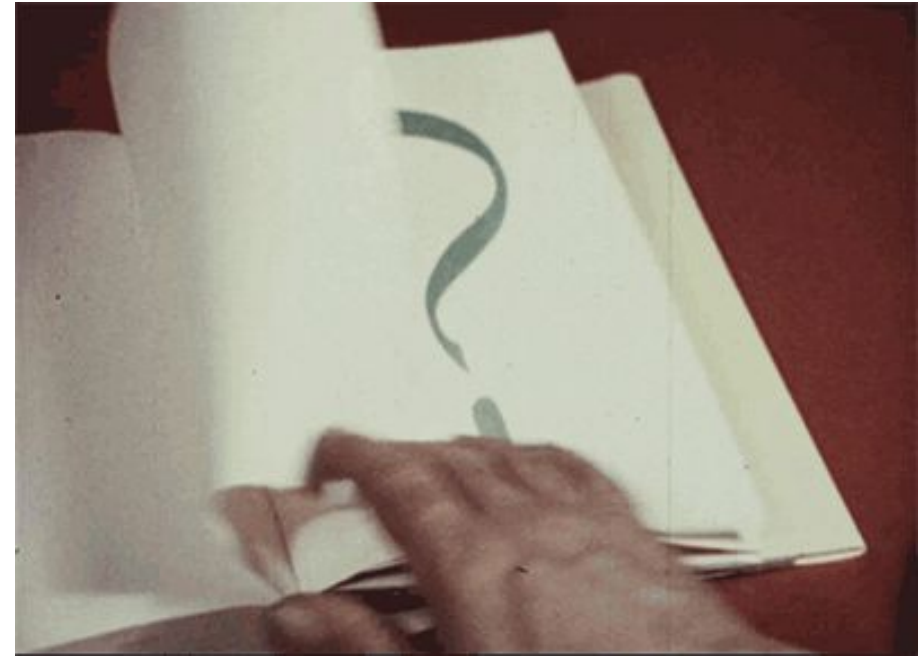
What if they won't cooperate?

What if it's everyone?

Ask Why...

Four Reasons for Misbehavior

- Attention-Seeking
- Power-Seeking
- Angry
- Avoidance-of-Failure



Attention-Seeking: Their message “Look at me!”

Behavior:

Active-Attention Getting
Mechanisms, disrupt class

Passive- dawdler



Redirection Strategy:

- Minimize the behavior-ignore, signals, proximity
- Clarify the behavior
- Legitimize the behavior-turn it into a lesson
- Distract the student
- Notice other's appropriate behavior

DO NOT:

- reward misbehavior with loud reponses

Power-Seeking: Their message “You can’t make me!”

Behavior:

Active- tantrums, lip, sass

Passive- non-compliance



Redirection Strategy:

- Avoid escalating the situation by yelling, sarcasm, nagging
- Remain calm
- Table it until later
- Allow voice and choice
- Delegate responsibility

DO NOT:

- fight back or back them into a corner

Angry: Their message “I’m angry, and I’m taking it out on you!”

Behavior:

Active- physical attacks and vandalism, psychological attacks, threats, suicide

Passive- sullen and withdrawn to hurt



Redirection Strategy:

- Check the barometer at the door
- Avoid escalating the situation
- Cool down area
- Take a break
- Build caring relationships
- Teach appropriate expression of feelings, anger control tips

DO NOT:

- push or threaten back or class their bluff



Avoidance of Failure: Their message “I can’t, why try?”

Behavior:

Active-frustration tantrum (implosion), clowning around to cover fear

Passive-procrastination, noncompliance, temporary incapacity, assumed disabilities

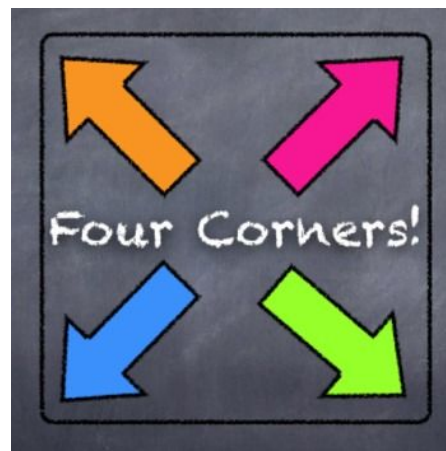


Redirection Strategy:

- Modify instruction
- Provide tutoring
- Encourage working with parents and teams
- Teach procedures for becoming unstuck
- Provide feedback privately
- Reframe “I can’t”

Do Not:

- Give up or give in



What is the reason for this misbehavior?

After teaching a lesson on multiplication,
Maria completes two problems during
independent practice and says “It’s too hard.
I’m not doing anymore.”



Avoidance of Failure: Their message “I can’t, why try?”

Behavior:

Active-frustration tantrum (implosion), clowning around to cover fear

Passive-procrastination, noncompliance, temporary incapacity, assumed disabilities

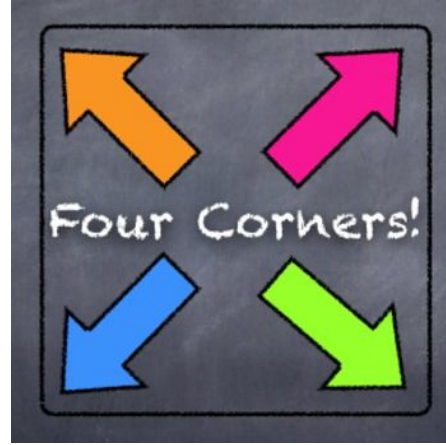


Redirection Strategy:

- Modify instruction
- Provide tutoring
- Encourage working with parents and teams
- Teach procedures for becoming unstuck
- Provide feedback privately
- Reframe “I can’t”

Do Not:

- Give up or give in



What is the Reason for this misbehavior?

David arrives to school 30 minutes late and announces loudly “I’m Here!” and high fives students on the way to his desk.



Attention-Seeking: Their message “Look at me!”

Behavior:

Active-Attention Getting
Mechanisms, disrupt class

Passive- dawdler



Redirection Strategy:

- Minimize the behavior-ignore, signals, proximity
- Clarify the behavior
- Legitimize the behavior-turn it into a lesson
- Distract the student
- Notice other's appropriate behavior

DO NOT:

- reward misbehavior with loud reponses





What is the Reason for this misbehavior?

Kayla is yelling at Ashley across the room after an argument and threatening to tell everyone a secret about her.



Angry: Their message “I’m angry, and I’m taking it out on you!”

Behavior:

Active- physical attacks and vandalism, psychological attacks, threats, suicide

Passive- sullen and withdrawn to hurt



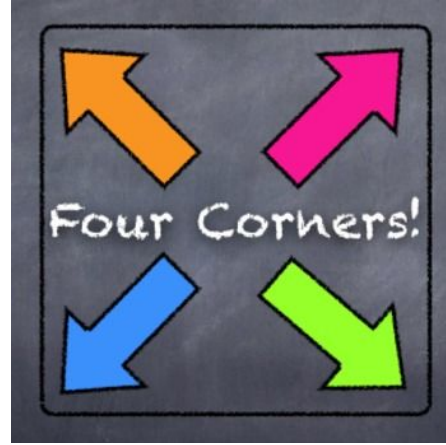
Redirection Strategy:

- Check the barometer at the door
- Avoid escalating the situation
- Cool down area
- Take a break
- Build caring relationships
- Teach appropriate expression of feelings, anger control tips

DO NOT:

- push or threaten back or class their bluff





What is the Reason for this misbehavior?

Even after repeatedly asking JJ to put away his phone, he refuses and says “You can’t make me. It’s MY phone.”



Power-Seeking: Their message “You can’t make me!”

Behavior:

Active- tantrums, lip, sass

Passive- non-compliance



Redirection Strategy:

- Avoid escalating the situation by yelling, sarcasm, nagging
- Remain calm
- Table it until later
- Allow voice and choice
- Delegate responsibility

DO NOT:

- fight back or back them into a corner

In order to be successful, students need

- **TO Believe** they can connect with teachers and classmates and contribute to the group (**Connect**)
- Feel equipped with the skills necessary for task completion (**Direct**)
- Know that they will be held to an equitable and consistent level of accountability (**Redirect**)



“I have come to a frightening conclusion. I am the decisive element in the classroom. It is my personal approach that creates the climate. It is my daily mood that makes the weather. As a teacher I possess tremendous power to make a child’s life miserable or joyous. I can be a tool of torture or an instrument of inspiration. I can humiliate, hurt or heal. In all situations, it is my response that decides whether a crisis will be escalated or de-escalated, and a child humanized or dehumanized.”

• Hiam Ginott



Review and Reflection

ABC
Summary



- Reflect back on what you have heard throughout the day
- As a group, write key points/ideas on the ABC Summary page

A	B	C
D	E	F
G	H	I
J	K	L
M	N	O
P	Q	R
S	T	U
V	W	X
Y	Z	



Inside.. Did we meet your expectations today?

Inside TOP

What is your goal for today's session?

Inside BOTTOM

On a scale of 1-5, describe your goal attainment.

List the most impactful component(s) of this training.

What could have been done to make the day more effective?

Google form: <https://ggle.io/5v4A>



Session Resource Google Folder



t.ly/g61Wo



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