

Classroom Management that Works:

Translating Research into Action




When Schools Account for 20% of Achievement Variance

	Success	Failure
Effective School	72.36%	27.64%
Ineffective School	27.64%	72.64%

When Schools Account for 50% of Achievement Variance

	Success	Failure
Highly Effective School	85.35	14.65
Highly Ineffective School	14.65	85.35

Factors Influencing Achievement

 School	1. Guaranteed and Viable Curriculum 2. Challenging Goals and Effective Feedback 3. Parent and Community Involvement 4. Safe and Orderly Environment 5. Collegiality and Professionalism
 Teacher	6. Instructional Strategies 7. Classroom Management 8. Classroom Curriculum Design
 Student	9. Home Environment 10. Learning Intelligence/ Background Knowledge 11 Motivation

Leadership

Factors Influencing Achievement

Leadership	 School	1. Guaranteed and Viable Curriculum 2. Challenging Goals and Effective Feedback 3. Parent and Community Involvement 4. Safe and Orderly Environment 5. Collegiality and Professionalism	Leadership
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	Leadership		

The average correlation between principal leadership behavior and school achievement is .25 which means....

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which means....

a one standard deviation increase in principal leadership is associated with a 10 percentile point gain in school achievement.

Range of findings	P gain for 1 sd change leadership	Change from P50
High	19	69
Average	10	60
Low	-1	49

Factors Mediating Leadership Behavior

Focus of the change

and

Order of the change

Leadership for Incremental Change

- Emphasize relationships
- Establish strong lines of communication
- Be an advocate for the school
- Provide resources
- Maintain visibility
- Protect teachers from distractions
- Create culture of collaboration
- Look for and celebrate successes

Leadership for Second Order Change

- Shake up the status quo
- Hold everyone's feet to the fire
- Propose new ideas
- Operate from strong beliefs
- Tolerate ambiguity and dissent
- Talk research and theory
- Create explicit goals for change
- Define success in terms of goals

	Percentile Entering	Percentile Leaving
Average School/ Average Teacher	50 th	50 th

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Average School/ Average Teacher	50 th	50 th
Highly Ineffective School/Highly Ineffective Teacher	50 th	3 rd

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Highly Effective School/ Highly Ineffective Teacher	50 th	37 th
Highly Ineffective School/ Highly Effective Teacher	50 th	63 rd
Highly Effective School/ Highly Effective Teacher	50 th	96 th

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Highly Effective School/ Highly Ineffective Teacher	50 th	37 th
Highly Ineffective School/ Highly Effective Teacher	50 th	63 rd
Highly Effective School/ Highly Effective Teacher	50 th	96 th
Highly Effective School/ Average Teacher	50 th	78 th

Factors Influencing Achievement



Teacher

6. Instructional Strategies



Classroom Instruction That *WORKS*

- Identifying similarities and differences
- Summarizing and note taking
- Reinforcing effort and providing recognition
- Homework and practice
- Nonlinguistic Representations
- Cooperative Learning
- Setting Objectives and Providing Feedback
- Generating and Testing Hypotheses
- Cues, Questions, and Advance Organizers

Factors Influencing Achievement



Teacher

7. Classroom Management



7. Classroom Management



Classroom management is defined as teachers' actions related to

- Establishing and enforcing rules and procedures ES = -.76,P28
- Carrying out disciplinary actions ES = -.91,P32
- Maintaining effective teacher-student relationships, and ES = -.87,P31
- Maintaining an appropriate mental set ES = -1.29,P40

Rules and Procedures

- General classroom behavior
- Beginning day or period
- Transitions and interruptions
- Materials and equipment
- Group work
- Seatwork

7. Classroom Management



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7. Classroom Management



- Carrying out disciplinary actions

Effect Sizes for Disciplinary Interventions

<i>Reinforcement</i>	-86
<i>Punishment</i>	-78
<i>No immediate consequence</i>	-64
<i>Punishment and reinforcement</i>	-97

Disciplinary Interventions

- Teacher reaction
- Tangible recognition
- Direct cost
- Group contingency
- Home contingency

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7. Classroom Management



iii. Maintaining effective teacher-student relationships

High Dominance

Clarity of purpose, strong guidance

High Submission

Lack of clarity, purpose, or direction

High Cooperation

Concern for needs of others, team member

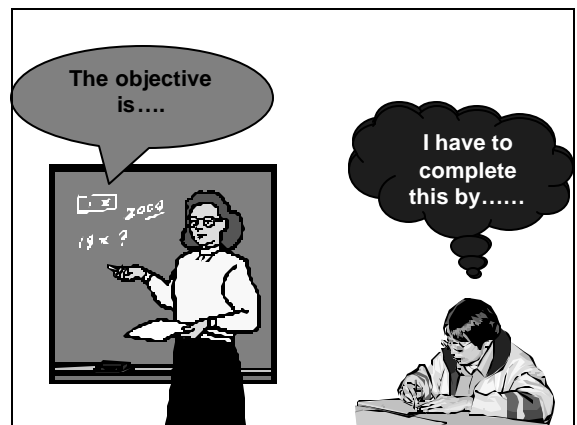
High Opposition

Active antagonism, thwart others' goals

Dominance

- Establish clear learning goals
- Exhibit assertive behavior

When students know what they are **learning**, their performance, on average, has been shown to be **27 percentile points higher** than students who do not know what they are learning.



Activities/Assignments

Today

- Read Chapter 2 in ..
- Finish Adverb assignment. . .
- Work on myth..



Learning Goals

As a result of what we do today, you will be able to demonstrate that you:

Activities/Assignments or Learning Goals?????

- Add and subtract fractions*
- Understand the various components of culture.*
- Make a travel brochure for a region.*
- Make a simple machine.*
- Understand the relationship between fractions and decimals*
- Write a report on Charles Dickens.*
- Write a book report.*
- Design a menu that includes a balance of foods from the food pyramid.*
- Know states and their capitals.*

How effective am I when I set objectives?

When I set objectives, to what extent do I believe that my students

- ✓ could describe what they are learning, not just describe what they are doing
- ✓ focus more on learning goals than on completing assignments
- ✓ personalize the learning goals

Not at all				To a great extent
	1	2	3	4

Clear learning goals

COMMONLY INVOLVE

the effective use of rubrics

Template for Rubric Design

- Level 4: In addition to exhibiting level 3 performance, the student evaluates the task and/or his or her performance in the task.
- Level 3: The student addresses all important aspects of the task; exhibits no major errors or omissions; works independently.
- Level 2: The student exhibits some major errors or omissions but performs a rough approximation of the task; works independently.
- Levels 1: The student makes so many errors or omissions that he or she can't perform the task; however with help the student performs a rough approximation.
- Level 0: Even with help the student can't perform a rough approximation of the task.

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- Can the student evaluate the task and/or his or her performance in the task. (i.e. Can the student exhibit level 4 behavior?)
- If yes, the student's score is a 4.0.

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Keeping Track of my Learning

NAME: John Date: March

Grading Period: 1

LEARNING GOAL: Understand, describe, and generate patterns within addition

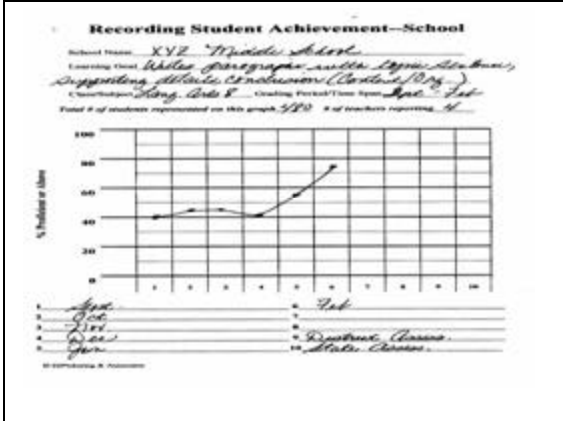
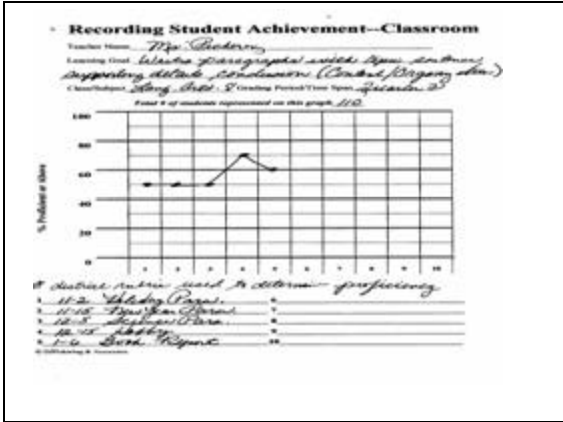
1	2	3	4	5	6	7	8	9	10	11	12
1	1	1	1	1	1	1	1	1	1	1	1
2	2	2	2	2	2	2	2	2	2	2	2
3	3	3	3	3	3	3	3	3	3	3	3
4	4	4	4	4	4	4	4	4	4	4	4
5	5	5	5	5	5	5	5	5	5	5	5
6	6	6	6	6	6	6	6	6	6	6	6
7	7	7	7	7	7	7	7	7	7	7	7
8	8	8	8	8	8	8	8	8	8	8	8
9	9	9	9	9	9	9	9	9	9	9	9
10	10	10	10	10	10	10	10	10	10	10	10
11	11	11	11	11	11	11	11	11	11	11	11
12	12	12	12	12	12	12	12	12	12	12	12

NOTES:

LEARNING GOAL: Understand, describe, and generate patterns within subtraction

1	2	3	4	5	6	7	8	9	10	11	12
1	1	1	1	1	1	1	1	1	1	1	1
2	2	2	2	2	2	2	2	2	2	2	2
3	3	3	3	3	3	3	3	3	3	3	3
4	4	4	4	4	4	4	4	4	4	4	4
5	5	5	5	5	5	5	5	5	5	5	5
6	6	6	6	6	6	6	6	6	6	6	6
7	7	7	7	7	7	7	7	7	7	7	7
8	8	8	8	8	8	8	8	8	8	8	8
9	9	9	9	9	9	9	9	9	9	9	9
10	10	10	10	10	10	10	10	10	10	10	10
11	11	11	11	11	11	11	11	11	11	11	11
12	12	12	12	12	12	12	12	12	12	12	12

NOTES:



Four Types of Behavior

- Passive
- Aggressive
- Passive/Aggressive
- Assertive

Passive

Behavior that violates one's own rights by failing to express honest feelings and needs openly or by expressing needs in a self-effacing, self-degrading way:

- Apologetic
- Weak
- Helpless
- Victim
- Unimportant
- I lose, you win

Aggressive

Behavior that is manipulative, contains inappropriate expressions of anger and violates the other person's rights:

- Overpowering
- Frightening
- Degrading
- Humiliating
- I win, you lose

Passive/Aggressive

Behavior that expresses anger in a hidden way from the recipient and from the P/A person but becomes apparent through behavior:

- Being late
- Not completing agreements
- Didn't mean to do it
- Creates upset covertly
- I win, you lose (indirectly)

Assertive

Behavior that maintains self respect while respecting the rights of others:

- Standing up for rights & needs
- Honest, effective communication
- Workable compromise
- Appropriate affect
- I win, you win

Bill of Assertive Rights

I have the right to:

1. Judge my motivation (*but not other's*)
2. Decide whether to take on added responsibilities
3. Make mistakes and change my mind if I "make it right"
4. Not to like everyone nor do I have to be liked by everyone
5. Not to live in fear (*but not cause others to live in fear*)
6. Be treated with respect (*but not treat others disrespectfully*)
7. Express my feelings/opinions and allow others the same
8. Be taken seriously (*but need to take others seriously*)
9. Privacy without being gossiped about (*but not gossip myself*)

What are some behaviors that indicate assertiveness?

Behavioral Indicators of Assertiveness

- Eye contact
- Body posture
- Gestures
- Facial expressions
- Voice tone
- Follow-through on agreements
- Message content

- Glad
- Sad
- Mad
- Surprised
- (*Ashamed*)
- (*Afraid*)

Students complain about your reasons for doing something in class.

- Just do it.
- If you can't do what your told then_____
- I have my reasons.

- I'm going to ask you to trust me on this. Believe me. I wouldn't ask you to do this if it wasn't important.

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Students expect you to make extraordinary allowances for work they have missed.

- It's not my fault that your work isn't complete.
- You had time for a lot of other things.

- I understand that it will take a lot of work to get this done. What do you think you are going to have to cut out to find the extra time?

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You made an assignment that you now want to change.

- Sorry, but it's just the way it is.
- Life's tough and then you die.

- I know I'm changing what I told you to do, but let's see how we can make this work for all of us?

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You become aware that certain students do not like you.

- If you have a problem with me, then say it to my face.
 - If you don't like things here, then you should leave.
- I realize you might be upset by some of the things I ask of you. If you have concern please talk to me about it.

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- I realize you might be upset by some of the things I ask of you. If you have concerns please talk to me about it.

You are frightened about your physical or psychological well being while in the school building.

- If anything happens, you're going to pay dearly.
- Is everyone aware that the consequences for this type of behavior are clear and strong? Let's go review them.
(Note that the administration must take action here)

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You are being interacted with in a demeaning way by students.

- Don't you have any manners?
 - You can't act that way with me.
- I will treat you with respect at all times and expect you to do the same with me.

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- Don't you have any manners?
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You have strong opinions/feelings that are consequential to the running of the classroom.

- Your behavior is driving me nuts.
 - Now you've done it.
 - Okay, if you want to play that way...
- I have to let you know that I'm very hurt (angered, saddened) by what occurred.

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Your requests are being ignored by students.

- If _____ doesn't happen right now, you are going to be sorry.
- The rules about this are clear. Decide now what you want to happen.

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Students are having secretive discussions about your personal life.

- If I hear about anyone making comments about me, there will be trouble.
- I promise not to talk about you negatively behind your back. I expect the same treatment from you.

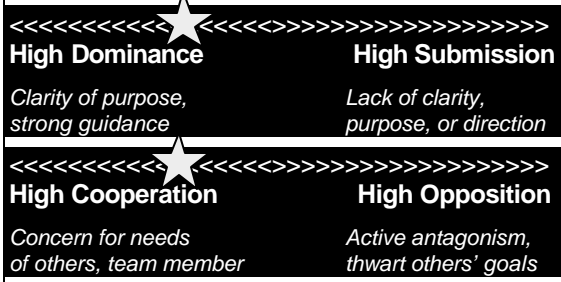
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7. Classroom Management



iii. Maintaining effective teacher-student relationships



Cooperation

- Flexible learning goals
- Personal interest in students
- Equitable and positive behavior
- Appropriate response to incorrect response
- Practice “being with” people

Formats for homework that clarify purpose:

Assignment Notebook

Language
Arts

Math

Science

Social
Studies

Assignment:

Due:

Learning Goal: As a result of doing this assignment, I should

- Know more about...?*
- Understand better...?*
- Be more skilled at...?*

On this writing task, I will be working on, and would like to receive feedback on,

_____.

In my next writing assignment, I need to work on _____.

A

- In the movie E.T., who was E.T.'s voice? (Ans: Debra Winger)
- Spell “broccoli.”
- What do you call a baby rabbit? (Ans: kitten)
- Who has lost the most Super Bowls and how many have they lost? (Ans: Denver, Minnesota, & Buffalo have all lost 4)
- What is Queen Elizabeth's surname? (Ans: Windsor)

B

- Singapore is in what country? (Ans: Singapore)
- What two mountain ranges boarder Seattle (Ans: Olympics and Cascades)
- How many items are in a gross? (Ans: 144)
- What book did Ken Kesey write that was turned into an Oscar-winning movie? (Ans: One Flew over the Cuckoo's Nest)
- Spell “Albuquerque.”

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Awareness of High Need Students

- Passive
- Aggressive
- Attention problems
- Perfectionist
- Socially inept

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- Maintaining an appropriate mental set ES = -1.29,P40

7. Classroom Management



iv. Maintaining an appropriate mental set

Mental set =

- “withitness”- the disposition of the teacher to quickly and accurately identify problem behavior and act on it.”
- emotional objectivity—“...implementing and enforcing rules and procedures ...without interpreting violations ...as a personal attack.”

Withitness

FINAL FOLIOS SEEM TO RESULT FROM YEARS OF DUTIFUL STUDY OF TEXTS ALONG WITH YEARS OF SCIENTIFIC EXPERIENCE.

FINAL FOLIOS SEEM TO RESULT FROM YEARS OF DUTIFUL STUDY OF TEXTS ALONG WITH YEARS OF SCIENTIFIC EXPERIENCE.

Four Behaviors that Constitute Withitness

- Occupying the entire room
- Noticing potential problems
- Employing a series of graduated actions
- Forecasting problems

Emotional Objectivity

- Acting as if the following statements are true:
 - “I take nothing that occurs in this classroom personally.”
 - “Nothing can alter my calm demeanor.”

OR

Mastering the art of little discernable reaction.

Emotional Objectivity

- The first step to emotional objectivity is to recognize that human beings (i.e. you) are emotional animals

Basic Emotions

- Glad
- Sad
- Mad
- Surprised
- (*Ashamed*)
- (*Afraid*)

Emotional Objectivity

- The second step to emotional objectivity is to recognize that many current emotions come from past experiences.

Emotional Objectivity

- Reframing
- Monitor your own thoughts
- Practice active speaking and listening
- Take care of yourself

According to research at Cambridge University, it doesn't matter in what order the letters in a word are, the only important thing is that the first and last letter be in the right place. The rest can be a total mess and you can still read it without problem. This is because the human mind does not read every letter by itself, but the word as a whole.

Reframing involves realizing that we interpret most of what we experience but accept our interpretations as reality

- Tragic
- Paranoid
- Guilt ridden
- Blaming
- Funny
- Practical
- Enlightened

Emotional Objectivity

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Active Speaking and Listening

- Assign speaker/listener roles
- Speaker says 3 to 4 sentences regarding an incident
- Listener paraphrases back what speaker says without adding any of their own interpretations
- Speaker decides whether listener is accurate.
- If not speaker restates and listener paraphrases until accurate (according to speaker)
- Speaker continues until they feel complete

Active Speaking and Listening with Students

- As student is speaking simply listen without agreeing or disagreeing. Be neutral in your behavior.
- When student is finished say, "I think I understand how you feel and what you think. What else is bothering you?"
- Let the student continue speaking. Continue the process until the student has calmed down.

Student Responsibility

- a) All strategies ES= -.69, P25
- b) Cognitively based ES= -.78, P28
- c) Self-monitoring ES= -.50, P23

Totally False Totally True

1 2 3 4 5 6

- Students are responsible for how they treat others
- Students are responsible for their thoughts, feelings, behavior.
- Students have some responsibility in how they are treated by peers and teachers.
- Students have some responsibility for their environment.

Shared Statements about Responsibility

- We are responsible for ourselves.
- We are responsible for how we treat others
- We have a part in how our teachers and peers treat us
- We have a part in how well our school works

Shared Statements about Responsibility

- I am responsible for me... my feelings, my actions, my words, and my experience of life
- Other people are responsible for themselves...their feelings, actions, words and experience of life
- I am responsible for the consequences of my feelings, thoughts, actions and words.
- Other people are responsible for the consequences of their feelings, thoughts, actions and words.
- I am responsible for making my school, my family, and my world a better place.

What is the role of the administration of the school in promoting good classroom management?

School-Wide Rules and Consequences

- Bullying
- Verbal harassment
- Use of drugs
- Gang behavior
- Sexual harassment
- Repeated disruption of class
- Disregarding the safety of others
- Fighting
- Theft
- Truancy

Discipline Hierarchy

- Level 1: Behavioral offenses are handled by the classroom teacher.
- Level 2: Behavioral offenses warrant attention by administration and/or the safety and discipline committee. Due process is followed.
- Level 3: Behavioral offenses that warrant immediate suspension or expulsion.

Activities the Capture the Attention of Working Memory

- Puzzles and problems and games
- Possibility of being "put on the spot"
- Opportunities to talk about ourselves
- Inconsequential competition
- Friendly controversy
- Physical movement

Factors Influencing Achievement



Teacher

8. Classroom Curriculum Design



Factors Influencing Achievement



Student

9. Home Environment
10. Learned Intelligence/
Background Knowledge
11. Motivation

Factors Influencing Achievement



Student

9. Home Environment



9. Home Environment



Socio-Economic Indicators	% of Variance Explained
Income Only	10
Education Only	3
Occupation Only	4
Home Atmosphere Only	33
Income and Education	5

Factors Influencing Achievement



Student

10. Learned Intelligence/ Background Knowledge



Factors Influencing Achievement



Student

9. Motivation

