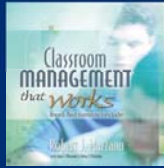
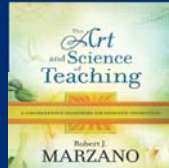


## Ensuring Effective Instruction through...





&




Presenter: Mark P. Foseid  
Marzano and Associates

### Participants will:

 Understand the four areas of classroom management that research indicates can have a significant influence on student achievement.

 Examine effective strategies for each of the four areas of classroom management.

 Understand the role that leadership plays in the creation and maintenance of a safe and orderly environment.

2.1

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### Focus Question

- Pick an average school day from last year.
- Calculate about how many minutes during that day you spent on management or discipline issues.
- Multiply that number by 5.
- Multiply THAT answer by 36.
- Put a "\$" sign by that number....It represents the management COST to your effective instructional time.

21.1

## A Management Axiom

**On any given day in your class 100% of the students will be engaged in a behavior 100% of the time.....the only question is.....are they the behaviors you want to see?**

Source: A Handbook for Classroom Management That Works

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## The Research

What are the research-based factors influencing student achievement?

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Pk2.2

Jacob Kounin

"Discipline and Group Management in Classrooms"

*Kounin came to the conclusion that the manner in which teachers handle misbehaviors once they happen is not the way to have successful classroom management. On the contrary, what teachers do to **prevent** discipline problems in the first place is the key to having a successful classroom.*

"Discipline and Group Management in Classrooms" (Kounin, J.S. 1970)

**ANY MANAGEMENT  
PROBLEM THAT IS NOT  
*PREVENTED WITH*  
EFFECTIVE  
CLASSROOM  
INSTRUCTION WILL  
HAVE TO BE  
*REMIEDIATED.***

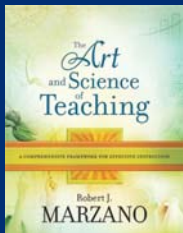
Fred Jones: *Tools for Teaching*

**BOTTOM LINE.....**

Effective Classroom Managers.....

**WIN ALL BATTLES  
*BEFORE*  
THEY ARE FOUGHT**

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Ten Questions Teachers  
Should Ask and Answer

**Ten Questions Teachers Should  
Ask During Planning**

- Question 1:** What will I do to establish and communicate learning goals, track student progress, and celebrate success?
- Question 2:** What will I do to help students actively interact with the new knowledge?
- Question 3:** What will I do to help students practice and deepen their understanding of new knowledge?
- Question 4:** What will I do to help students generate and test hypotheses about new knowledge?
- Question 5:** What will I do to engage students?

**Ten Questions Teachers Should  
Ask During Planning**

- Question 6:** What will I do to establish or maintain classroom rules and procedures?
- Question 7:** What will I do to recognize and acknowledge adherence to or lack of adherence to rules and procedures?
- Question 8:** What will I do to establish and maintain effective relationships with students?
- Question 9:** What will I do to communicate high expectations for all students?
- Question 10:** What will I do to organize lessons into a coherent unit?

**Classroom Management is Defined as  
Teachers' Actions Related to:**

Establishing and enforcing rules and procedures	Effect size .76	%tile decrease in disruptions 28
Carrying out disciplinary actions	.91	32
Maintaining effective teacher-student relationships	.87	31
Maintaining an appropriate mental set	Copyright 1.29 Marzano and Associates 2006	40

**1** *What will I do to establish and maintain classroom rules and procedures?*

	Number of Subjects	Number of Studies	Decrease in Disruptions
High School	425	3	28%
Middle School	48	1	23%
Upper Elementary	163	6	28%

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## Criteria for Rules

- Reasonableness
- Age Appropriateness
- Consequences Aligned

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## Rules

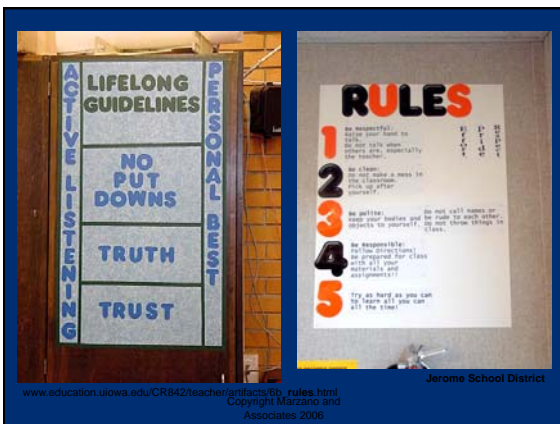
- Rules should be general value statements
- There should not be more than 5-8 rules
- Rules should have both rewards and consequences attached to them
- Rules should ALWAYS be enforced when they are broken
- Students should be involved in forming rules
- Rules should be posted and communicated to parents

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## The Class Pledge

**"I pledge today to do my best in reading, math and all the rest. I promise to obey all the rules in my class and in my school. I'll respect myself and others too. I'll expect the best in all I do. I am here to learn all I can, to try my best and be all I can".**

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### BALMAIN HIGH SCHOOL

**SCHOOL RULES**

**a. General**

- Co-operation and consideration for others make a happy and efficient school. We must all treat each other with courtesy and respect.
- We care for our environment and will always act to protect the School because it is a valuable community property.
- The class teacher is responsible for the classroom and the work of all students. The teacher's instructions will be followed in a cheerful and co-operative manner. The rules for each classroom will be displayed in the room and a copy be kept by each student in the subject notebook.
- If we have problems we will solve them by honest discussion with all concerned.

**b. Legal Requirements**

- Students are not permitted to bring cigarettes, tobacco, alcohol or drugs other than those legally prescribed by their doctor on to school property, or to any school sponsored activity or excursion.
- Students must attend school for all of each school day except when leave is granted.
- Students must be in class with their correct teacher unless written permission is granted to be elsewhere.
- Students are required to follow the instructions of their teachers.

**Note: If you break the general rules or the Legal requirements, you may be placed on a school Detention, or you could lose your school or higher school certificate, or you could be suspended from school.**

## Planning Classroom Procedures

The standard of excellence for implementing procedures is the extent that the teacher allows students to do it sloppily

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What will I do to ensure the effective execution and maintenance of rules and procedures?

## Setting Limits

CONSISTENCY  
COST  
CONTROL  
COLLABORATION

3.1

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## Classroom Management

### Action Planning



1 >>>>>>2>>>>>>>3>>>>>>>4

Not at all To a great extent

- 1) I Have comprehensive and well articulated rules and procedures for: general classroom behavior, beginning and ending the period or day, transitions and interruptions, use of materials and equipment, group work, and seat work.
- 2) I consistently monitor how well students follow rules and procedures and provide them with regular feedback.

10.1

## Getting off to a Good Start

- Before the First Day of School
- On the First Day of School
- During the First Two Weeks of School

8.2

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“What you do on the first days of school will determine your success or failure for the rest of the school year”.

“You will either win or lose your class in the first days of school”.

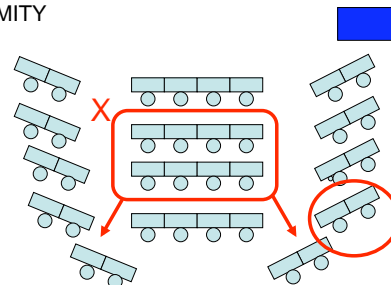
“If you blow the first days of school, you’ve blown the whole year”.

Harry Wong, *The First Days of School*

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8.3

## ROOM ARRANGEMENT for MOBILITY and PROXIMITY



Source: Fred Jones. *Tools For Teaching*, (2000)

24

2

*What will I do to recognize and acknowledge adherence to or lack of adherence to rules and procedures?*

*Percentile decrease in disruptions*

Punishment and Reinforcement	33%
Reinforcement	31%
Punishment	28%
No Immediate Consequence	24%

11.2

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## Disciplinary Interventions

A Disciplinary intervention is anything the teacher does that results in the cessation of behaviors we don't want to see .....

OR

Prolongs behaviors we DO want to see.....

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## Three General Principles for Disciplinary Interventions

1. The sooner you intervene...The less it costs...
2. The less confrontive the intervention.... the less it costs (the converse is also true)
3. Once you start a Disciplinary Intervention... you are in it until you win.....

Source: Mark Foseid  
Copyright Marzano and Associates 2006

Intervention	Number of Subjects	Number of Studies	Percentile Decrease in Disruptions
Teacher Reaction	1191	25	34
Tangible Recognition	672	20	29
Direct Cost	243	7	21
Group Contingency	417	13	34
Home Contingency	169	3	21

## Non Verbal Cues and Reactions

Eye Contact  
Body Language  
Proximity  
Signals

12.3

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## Verbal Reactions

Redirecting Behavior  
Using Group Focus  
Using Choices  
Using "I" Messages  
Processing Behaviors

13.1

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## "I" Messages

1. Describe the behavior.  
"when you \_\_\_\_\_"
2. Describe the effect of the behavior.  
"it keeps (hurts, disrupts etc.) \_\_\_\_\_"
3. Describe how the behavior makes you feel.  
"and it makes me feel like \_\_\_\_\_"

### Example:

"When you come to class late every day, it disrupts the whole group, and makes me feel like you don't care about your classmates".

Identify a behavior that bugs you and give your partner an "I" Message

13.2

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## Assessing Myself

I have identified a set of verbal and non-verbal cues that I will use to help students cease specific inappropriate behaviors.

Not At All Extent To a Great Extent  
0 \_\_\_ 1 \_\_\_ 2 \_\_\_ 3 \_\_\_ 4

I have identified a set of verbal and non-verbal cues I will use to positively reinforce students for specific positive behaviors.

Not At All Extent To a Great Extent  
0 \_\_\_ 1 \_\_\_ 2 \_\_\_ 3 \_\_\_ 4

I have communicated both verbal and non-verbal cues to students.

Not At All Extent To a Great Extent  
0 \_\_\_ 1 \_\_\_ 2 \_\_\_ 3 \_\_\_ 4

13.3

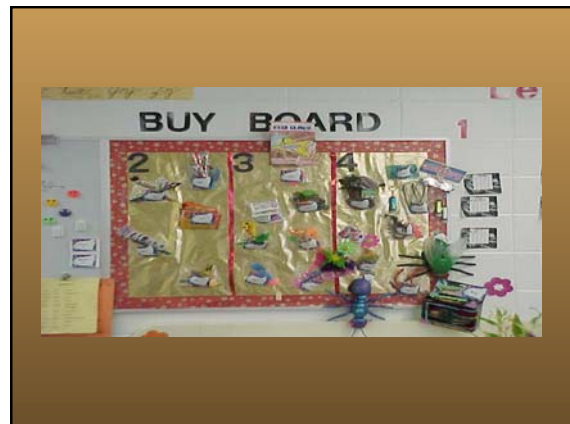
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## Tangible Recognition

- Token Economies
- Goal Sheets
- Individual Recognition
- Group recognition

14.1

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Better Yet .....

**What if...**  
**...Students Tracked  
Their Own Progress  
Toward Behavior  
Goals?**

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### Effort Rubric

4. I worked on the task until it was completed. I pushed myself to continue working on the task even when difficulties arose or a solution was not immediately evident. I viewed difficulties that arose as opportunities to strengthen my understanding.
3. I worked on the task until it was completed. I pushed myself to continue working on the task even when difficulties arose or a solution was not immediately evident.
2. I put some effort into the task, but I stopped working when difficulties arose.
1. I put very little effort into the task.

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15.1

### Achievement Rubric

4. I exceeded the objectives of the task or lesson.
3. I met the objectives of the task or lesson.
2. I met a few of the objectives of the task or lesson, but did not meet others.
1. I did not meet the objectives of the task or lesson.

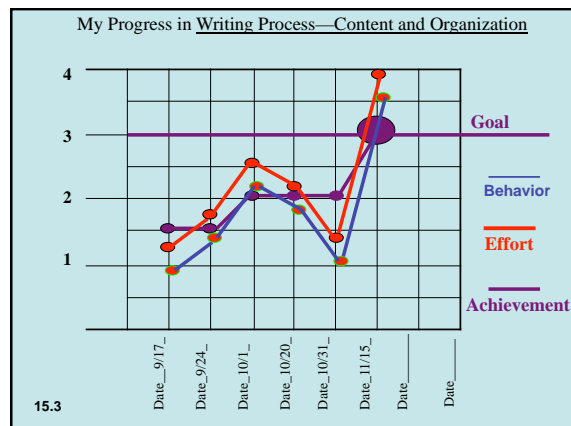
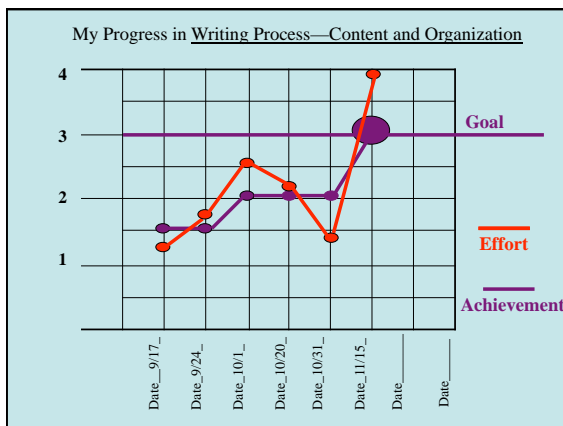
15.2

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### Behavior Rubric

4. I exceeded the behavior expectations for this task or lesson as they were stated.
3. I met the behavior expectations for this task or lesson as they were stated
2. I met some of the behavior expectations for this task or lesson but I did not meet others
1. I did not meet the behavior expectations for this task or lesson

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15.3

• Feedback from classroom assessments should provide students with a clear picture of their progress on learning goals and how they might improve

Fuchs & Fuchs 1988		
# of studies	Characteristic of Feedback from Classroom Assessment	Percentile Gain/Loss
89	Displaying results graphically	26

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## Direct Cost

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**Jacob Kounin**  
*"Discipline and Group Management in Classrooms"*

*Kounin's study showed that effective teachers handled discipline problems no differently than ineffective teachers. What made teachers effective was how they managed their classrooms **before** the misbehavior occurred.*

"Discipline and Group Management in Classrooms" (Kounin, J.S. 1970)

Intervention	Number of Subjects	Number of Studies	Percentile Decrease in Disruptions
Teacher Reaction	1191	25	34
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Direct Cost	243	7	21
Group Contingency	417	13	34
Home Contingency	169	3	21

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### Direct Cost Discipline Hierarchy

Less Expensive

↓

Most Expensive

Warning

Second Warning

Time Out

Detention

Longer Detention

In-School Suspension

Out of School Suspension

Longer out of school Suspension

Expulsion

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**Referral Parade**  
 030306...8:30 am Cesar Chavez Day....junior high office....14 kids already referred (4 "saggers", 3 "hats", 1 fight 1 "Untucked t shirt. 4 "Tardies", 1 too long Rest Room break)...AP on a classroom observation...principal meeting with angry parent in his office.....students supervised by office manager.

**Actual Dialogue:**  
 "Dude, why are you here"....."I don't know....I was just standing there and Mr. Jones said "Tuck your shirt in" and I said "It is" and he said "Go to the office....I mean it, man, He's crazy"

"Yeah, that happened to me yesterday.... (Playing an MP3)...."  
 I walked into class with my hat on and he didn't even give me a warning or nothing"

"what about you?"..."I wouldn't listen to Mr. white yesterday"...."Why are you here today?"....."White won't let me back in class"....(Laughter)

(Office Manager) : "You guys are supposed to be silent! Any more talking out there and I'm sending you all back to class!!!"

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### Planning for Direct Cost Interventions...A stand up Conversation

- What is my rationale for employing Direct Cost techniques?
- What behaviors have I identified that will result in Direct Cost consequences?
- How will I communicate Direct Cost consequences to students/parents?
- How will I keep track of individual students involved in Direct Cost consequences?
- What will I do to make my Direct Cost techniques more effective?

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### Home Contingency

- Rules and Procedures
- Disciplinary interventions
- Building Parent Partnerships

17.1

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### How Parents and Students Rank Negative Consequences

Negative Consequence	Parent Rank	Student Rank
A. Parents informed about disruptive behavior.	1	2
B. Student sent to principal.	2	5
C. Teacher explaining privately what was wrong.	3	6
D. Teacher confronting student publicly.	4	4
E. Teacher confronting student privately.	5	8
F. Teacher explaining what was wrong in front of class	7	3
G. Student missing field trip	8	1

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### How Parents and Students Rank Positive Consequences

Positive Consequence	Parent Rank	Student Rank
A. Parents informed about good behavior.	1	2
B. Student receives good marks.	2	1
C. Student receives good written comments on work.	3	3
D. Student praised in front of others	4	6
E. Student mentioned in assembly	5	4
F. Students work displayed	6	5
G. Student praised privately	7	9
H. Student praised by other students	8	7
I. Whole class praised	9	8

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### Assessing Myself- Direct Cost

Not at all to a great extent

0>>>>1>>>>2>>>>3>>>>4>>>>


- I have a clear rationale for the Direct Cost techniques I use.
- I have identified behaviors I will use Direct Cost techniques with.
- I have communicated behaviors and Direct Cost consequences to students and parents.
- I have system for monitoring and recording Direct Cost consequences by individual student.
- I have a method of recognizing changes in negative student behavior due to Direct Cost consequences.

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### Teacher Creed

- As your teacher I will not tolerate any student in this classroom from stopping me from teaching for any reason whatsoever.
- As your teacher I will not tolerate any student from doing anything that is not in your best interest or in the best interest of the class.
- As your teacher there are two things you never do with me:
  - No Manipulations.
  - NEVER question my management system when I am teaching.

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## Classroom Management



**Maintaining Effective Teacher/Student Relationships**

*A relationship axiom.....*

*On any given day, in any given classroom the teacher will be in a relationship with every single student. It may be positive and nurturing....neutral....or negative and adversarial....but it will be there. The question is...*

*will it be a relationship that promotes effective learning?*

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### 3 What will I do to establish and maintain effective relationships with students?

High Submission.....  
*Lack of clarity*  
*Lack of purpose or direction*

★

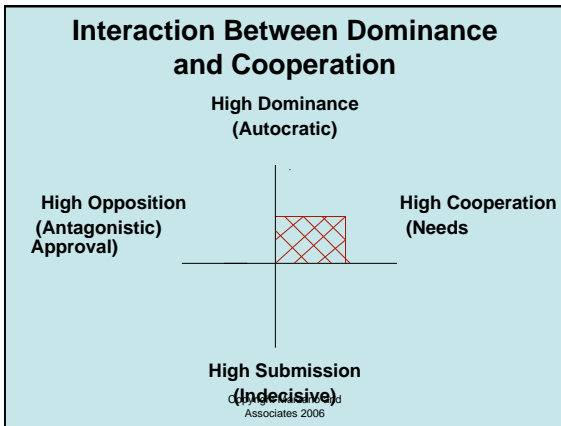
High Dominance  
*Clarity of purpose*  
*Strong guidance*

High Opposition.....  
*Active antagonism*  
*Thwart others' goals*

★

High Cooperation  
*Concern for needs of others*  
*Team member*

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## Dominance in the Classroom

- Exhibiting Assertive Behavior
  - Body Language
  - Tone of Voice
  - Persistence
- Establishing Clear Learning Goals
- Providing Accurate Feedback

21.2

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P15.1

**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.**

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### Learning Goals

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

*Understand why plains indians lived near buffalo migration routes*

*Can describe how plains indians used all of the body parts of the buffalo*

21.3

### Educational Leadership September 2006

An article in this publication reported that when a group of high risk high school students who dropped out of school, before graduating, were asked "why?" they reported that it was because nobody cared about them.....

A similar group of students who stayed in school, and graduated, reported they did so because there was at least one teacher who DID care about them.

When asked how the teachers showed that they cared about them, the students responded that these were the teachers who gave them frequent feedback on how they were doing in school and help on improving their performance.

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### High Cooperation

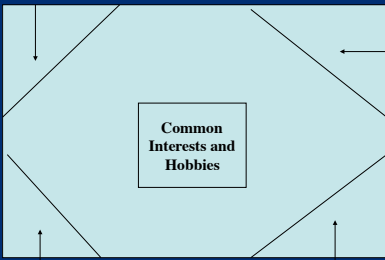
#### Take a personal interest in students

- Talk informally with students
- Greet students in and out of school
- Single out a few students and talk to them
- Be aware of important events in the students' lives (sports, dance, birthdays)
- Greet students as they enter the classroom using their first names



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### Placemat Activity



Student #4 Interests and Hobbies

Student #3 Interests and Hobbies

Student #1 Interests and Hobbies

Student #2 Interests and Hobbies

Common Interests and Hobbies

TEAM NAME \_\_\_\_\_

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22.3

### Use equitable and positive classroom behaviors

- Make eye contact with each student
- Move toward and be close to each student
- Attribute ownership of ideas to the student who initiated them
- Encourage all students to participate
- Provide wait time for a student to answer

### Respond appropriately to students' inaccurate responses

- Emphasize what was right.
- Encourage collaboration among students
- Restate the question, rephrase the question
- Give hints or clues to help the student get the right answer
- Provide the answer and ask for elaboration
- Respect the student's option to pass



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### Inappropriate Responses to behavior

- Cool it
- Knock it off
- Park, hang, button...It
- Give it up
- Zip your lips
- Get on the ball
- Screw your head on
- Get the lead out
- Are you cruisin' for a bruise ?
- It's my way or the highway
- I've got one nerve left and you're dancing on it
- I'm going to kill you and tell God it was an accident

Harry Wong, *The First Days of School*, p168

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### Leadership

#### Factors Influencing Achievement

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
6. Instructional Strategies
7. Classroom Management
8. Classroom Curriculum Design
9. Home Environment
10. Learning Intelligence/ Background Knowledge
11. Motivation

School

Teacher

Student

Leadership

Leadership

Leadership

### Putting it All Together... School Wide Management

- School Safety and Discipline Committee
- Physical Environment
- School wide Rules and Consequences
- Early Detection
- School wide Programs

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## Staff Norms

- How staff will resolve conflicts
- How staff will address and solve professional problems and disagreements
- How staff will make decisions
- How staff will share information about students
- How staff will communicate to third parties about other staff members
- How staff will represent the organization at professional activities
- How staff will monitor effective classroom management

## Closure

“Training is everything. The peach was once a bitter almond; a cauliflower is nothing more than a cabbage with a college education”

Mark Twain