

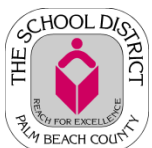
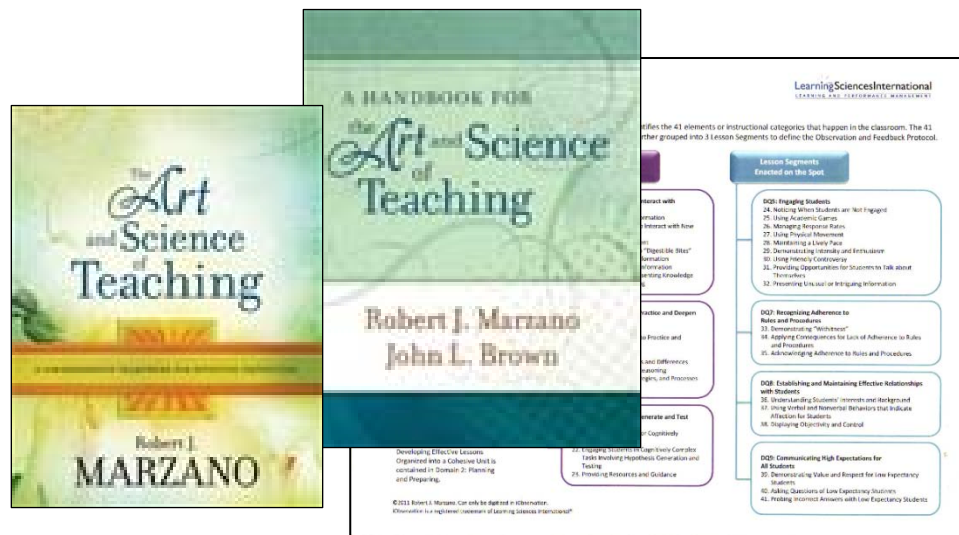
Proactive Classroom Management Strategies

The Marzano Framework

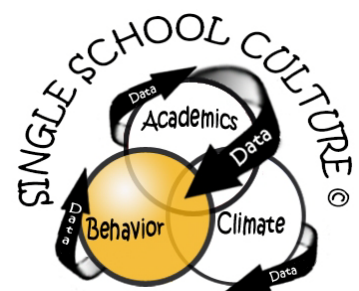
Design Questions 6 & 7

Establishing Rules and Procedures

Recognizing Adherence to Rules and Procedures



The School District of Palm Beach County, FL
Department of Safe Schools
Single School Culture © for BEHAVIOR



Essential Skills of an Effective Teacher

STRUCTURE

Classroom organization / Classroom Management Plan

DQ6: What will I do to establish or maintain classroom rules & procedures?

- Establishing Classroom Routines (Element 4)
 - Organizing the Physical Layout of the Classroom (Element 5)
- ✓ STOIC Checklist p.11
✓ Behavior Syllabus pp. 13-14
✓ Behavior Expectations Activity Worksheet pp. 15-16
✓ Classroom Management Plan pp. 19-20

TEACH YOUR EXPECTATIONS

Clarifying & communicating to students

DQ6: Teaching Established Routines and Procedures

OBSERVE AND MONITOR

Circulate, scan, and supervise

DQ7: What will I do to recognize & acknowledge adherence to classroom rules & procedures?

- Demonstrating “Withitness” (Element 33)
- ✓ Daily Reality Rating Scale p. 17
✓ Ratio of Interactions Monitoring Form p. 18

INTERACT POSITIVELY

Positive feedback & non-contingent attention

DQ7: What will I do to recognize & acknowledge adherence to classroom rules & procedures?

- Acknowledging Adherence to Rules and Procedures (Element 35)

CORRECT MISBEHAVIOR

Fluent, calm, consistent corrections & seamless instruction

DQ7: What will I do to recognize & acknowledge adherence to classroom rules & procedures?

- Applying Consequences for Lack of Adherence to Rules and Procedures (Element 34)
- ✓ Menu of Corrective Consequences p. 21

DQ6: Establishing Rules and Procedures

“This design question deals with a staple of classroom management—the design and implementation of classroom rules and procedures.”

Marzano, R. J. *The Art and Science of Teaching*. p. 117

LESSON SEGMENT INVOLVING ROUTINE EVENTS

Design Question 6: What will I do to establish or maintain classroom rules and procedures?

- Establishing Classroom Routines
- Organizing Physical Layout of the Classroom for Learning

What the Research says about Rules and Procedures...

“Without effective rules and procedures, teaching and consequently learning is inhibited.” Marzano (2007)

“More than five decades of research related to classroom management emphasizes the need for rules and procedures.”

Evertson & Weinstein, *Classroom Management Research, Practice and Contemporary Issues* (2006)

Partner Activity

- Work with a partner to complete the STOIC Checklist (p. 11)



Structure for Success

DQ6: Refers to both physical and organizational structure (Elements 4 & 5)

- Classrooms should be structured/organized for effective teaching and learning to occur.
- Create a classroom environment that has compatibility between the physical design and the planned instructional activities “synomorphy.”
- Organizational Structure refers to Classroom Rules, Expectations, Procedures, Routines, Transitions, Daily Schedule, and Development of a Classroom Management Plan.
- Physical Structure refers to the physical set up of the classroom, access to materials, decorating the room, and arrangement of student and teacher work areas.

“Prepare a Classroom Management Plan with which you can summarize the important information, policies, and procedures that you will use to motivate students and address student misbehavior.” Sprick

Classroom Rules

Design rules that communicate your most important expectations.

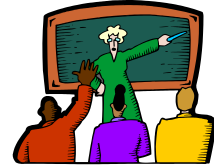


- Plan to post this information in a prominent place.
- Rules should be specific, measurable, observable, constant, and applicable across all settings.
- Avoid having more than five rules.
- State rules **positively** whenever possible.

“Define clear and consistent behavioral expectations for the activities and transitions that occur during a typical school day.” Sprick

Teach Expectations with Precision

- Teach students how to behave responsibly.
- Explain rules and procedures. Demonstrate.
- Provide examples and mini lessons, role play and practice.
- Explicitly teach expectations for classroom routines and policies.



3 Steps to Teaching Procedures

1. **EXPLAIN:** State, explain, model, and demonstrate the procedure.
2. **REHEARSE:** Practice the procedure step-by-step.
3. **REINFORCE:** Reteach, rehearse, practice, and reinforce until it becomes a routine.

Strategies for Establishing and Maintaining Rules and Procedures

- Organize the classroom for effective teaching and learning.
- Establish a small set of rules.
- Identify steps needed to establish procedures and routines.
- Teach and interact with students regarding rules and procedures.
- Regularly assess student understanding of rules and procedures.
- Periodically review rules and procedures.
- Use class meetings (e.g., fire side chats, weekly meetings).



Independent Activity

- Review components of Classroom Management Plan (pp. 19-20) and Behavioral Syllabus Template (pp. 13-14).
- Complete Classroom **Rules** Section of Classroom Management Plan (p. 19)



Independent Activity

- Complete Behavioral Expectations Sheets for one Instructional Activity and one Transition (pp. 15-16) OR select and complete a transition listed on the Behavior Syllabus Template (pp. 13-14).





Administrative “Look Fors”

Establishing Classroom Routines DQ6:4

“The teacher reviews expectations regarding rules and procedures to ensure their effective execution.” Marzano (2011)

Teacher Evidence:

- ❖ Teacher involves students in designing classroom rules and routines.
- ❖ Teacher holds class meetings.
- ❖ Teacher provides reminders regarding rules and procedures.
- ❖ Teacher provides cues, prompts, or signals when a procedure should be followed.

Students should be able to:

- ❖ Follow routines during class.
- ❖ When asked, can describe established rules and procedures.
- ❖ Recognize teachers’ cues and signals.
- ❖ Regulate their own behaviors.



Administrative “Look Fors”

Organizing the Physical Layout of the Classroom DQ6:5

“The teacher organizes the physical layout of the classroom to facilitate movement and focus on learning.” Marzano (2011)

Teacher Evidence:

- ❖ Clear traffic patterns are apparent.
- ❖ Materials are easily accessible.
- ❖ Room decorations enhance student learning (e.g., bulletin boards, displays).
- ❖ Consideration given to structural needs of students and teacher tolerance levels.

Students should be able to:

- ❖ Move easily about the classroom.
- ❖ Make use of the materials and learning centers.
- ❖ Attend to work examples, bulletin boards, or displays.
- ❖ Identify designated work stations, learning centers, or specified areas.
- ❖ Focus on instruction and demonstrate engaged, on task behavior.



DQ7: Recognizing Adherence to Rules and Procedures

LESSON SEGMENTS ENACTED ON THE SPOT

Design Question 7: What will I do to recognize and acknowledge adherence and lack of adherence to classroom rules and procedures?

- Demonstrating "Withitness"
- Applying Consequences
- Acknowledging Adherence to Rules and Procedures

"This design question relates to the positive consequences for following rules and procedures, as well as negative consequences for not following classroom rules and procedures."

Marzano, R.J. *The Art and Science of Teaching*.

What the research says about positive and negative consequences...

"Rules and procedures for which there are no consequences—positive or negative—do little to enhance learning." Marzano

"Most teachers pay significantly more attention to student's misbehavior than they do to student's positive behavior. This phenomenon is an ineffective practice called the "Criticism Trap." Sprick

Preview Activity

- Review components of Assessment Tools, Daily Reality Rating Scale (p. 17) and Ratio of Interactions Monitoring Form (p. 18).



Observe Student Behavior

DQ7: Refers to “Withitness and recognizing adherence and lack of adherence to classroom rules and procedures.”
(Elements: 33, 34, & 35)

Strategies for Increasing “Withitness”

- Check things out.
- Be aware.
- Act ninja like, on your feet whenever possible.
- Circulate, scan, and use proximity management, be unpredictable in your patterns.
- Be in tune and in touch with classroom climate.
- Model friendly, respectful behavior while monitoring the classroom.
- Observe consistently and interact proactively.
- Assess, strategize, and adjust as needed.
 - Provide specific, descriptive, age appropriate feedback to acknowledge on task, respectful, responsible behavior.
 - Provide calm, consistent feedback to redirect or correct misbehavior.



“Remaining ‘withit,’ aware of what is happening in all parts of the classroom at all times by continuously scanning the classroom, even when working with small groups or individuals” Brophy (1996)

“The second conclusion is that a combination of positive and negative consequences appears to be the optimal approach.” Marzano (2003)



Administrative “Look Fors” Demonstrating Withitness DQ7:33

“The teacher uses behaviors associated with ‘withitness’ to maintain adherence to rules and procedures.” (Marzano 2011)

Teacher Evidence:

- ❖ Teacher physically or visually occupies all quadrants of the classroom.
- ❖ Teacher scans the entire room making eye contact with all students.
- ❖ Teacher recognizes potential sources of disruption and intervenes immediately.
- ❖ Teacher proactively addresses inflammatory situations.

Students should be able to:

- ❖ Recognize that the teacher is aware of their behavior.
- ❖ Describe specific traits that demonstrate that the teacher is aware of what is going on in the classroom.
- ❖ Make comments such as “he/she has eyes in the back of his/her head.”
- ❖ Provide feedback as to how the teacher identifies and manages potential problems and disruptions.

Interact Positively with Students



Strategies for Increasing Positive Interactions

- Decrease intensity, frequency, and tone of negative interactions.
- Scan to catch students on task, meeting expectations.
- Plan and implement strategies to increase positive feedback. (e.g., looking at clock at certain time of day, catch one and praise two).

“Teachers should remember the balanced approach which involves acknowledgement of positive and negative behavior.” Marzano (2007)

Applying Adherence to Rules and Procedures DQ7:35

“The teacher consistently and fairly acknowledges adherence to rules and procedures.” Marzano (2011)

Teacher Evidence:

- ❖ Teacher provides nonverbal signals that a rule has been followed (e.g., smile, nod, high five, thumbs up).
- ❖ Teacher gives thanks or specific descriptive feedback that a rule has been followed.
- ❖ Teacher notifies home to provide positive feedback or “good news” when rules have been followed.
- ❖ Teacher uses tangible recognition to increase motivation, and on task behavior when appropriate (e.g., certificate of recognition, token economies).

Students should:

- ❖ Appear appreciative of the teacher acknowledging their positive behavior.
- ❖ When asked, describe teacher as appreciative of their good behavior.
- ❖ Increase their adherence to rules and procedures.

Correct Misbehavior Fluently

Correction Strategies



- Pre Plan responses to misbehavior.
- Correct misbehavior calmly and consistently.
- Correct briefly and return immediately to instruction.
- Use illusion of privacy whenever possible.
- Apply consequences from a continuum of corrective strategies.
- Consider reasons and underlying causes for chronic misbehavior.
- Q-tip.

Applying Consequences for Lack of Adherence to Rules and Procedures DQ7:34

“The teacher applies consequences for not following rules and procedures consistently and fairly.” Marzano (2011)

Teacher Evidence:

- ❖ Teacher provides signals or cues when student behavior is not appropriate (e.g., eye contact, proximity, head shaking, or gestures).
- ❖ Teacher provides specific, descriptive verbal feedback when behavior is not meeting expectations.
- ❖ Teacher tells student to stop and redirects student behavior.
- ❖ Teacher informs student that behavior is in violation of rule or expectation and states expected behavior.
- ❖ Teacher calmly and consistently implements appropriate consequence as needed based upon a continuum of corrective consequences.
- ❖ Teacher applies group contingency and direct cost consequences when appropriate, based on documentation or data.

Student should be able to:

- ❖ Cease inappropriate behavior when signaled or prompted by teacher.
- ❖ Accept consequences when appropriate.
- ❖ Describe teacher as demonstrating fair, consistent behavior regarding application and enforcement of rules and expectations.

Follow Up Actions



- Complete Classroom Management Plan (pp. 19-20) and Behavior Syllabus Template (pp. 13-14).
- Plan a time to utilize the Self-Assessment Tools [e.g., Ratio of Interactions Monitoring Form (p. 18), Daily Reality Rating Scale (p. 17)].

NOTES:

Classroom Management STOIC Checklist

Variables	Questions to guide discussion	Y	N	Comments
S tructure/ Organize the classroom for success.	<ol style="list-style-type: none"> 1. Is the room arranged so you can get from any part of the room to any other part of the room relatively efficiently? 2. Can you and your students access materials and the pencil sharpener without disturbing others? 3. Does the schedule create consistency, variety, and opportunities for movement? 4. Do you have effective beginning and ending routines? 5. Have you defined clear expectations for instructional activities? 6. Have you defined clear expectations for transitions between activities? 	Y	N	
T each students how to behave responsibly in the classroom.	<ol style="list-style-type: none"> 1. Have you created lessons on expectations and explicitly taught them for classroom activities and transitions? 2. Have you created lessons and explicitly taught expectations for classroom routines and policies? 3. Have you provided teaching and reteaching as needed? (Think about a basketball coach reteaching particular plays or patterns.) 	Y	N	
O bserve student behavior (supervise!).	<ol style="list-style-type: none"> 1. Do you circulate and scan as a means of observing/monitoring student behavior? 2. Do you model friendly, respectful behavior while monitoring the classroom? 3. Do you periodically collect data to make judgments about what is going well and what needs to be improved in your management plan? 	Y	N	
I nteract positively with students.	<ol style="list-style-type: none"> 1. Do you interact with every student in a welcoming manner (e.g., saying hello, using the student's name, talking to the student at every opportunity)? 2. Do you provide age-appropriate, non-embarrassing feedback? 3. Do you strive to interact more frequently with every student when he is engaged in positive behavior than when he is engaged in negative behavior? 	Y	N	
C orrect irresponsible behavior fluently—that is, in a manner that does not interrupt the flow of instruction.	<ol style="list-style-type: none"> 1. Do you correct consistently? 2. Do you correct calmly? 3. Do you correct immediately? 4. Do you correct briefly? 5. Do you correct respectfully? 6. Do you have a menu of in-class consequences that can be applied to a variety of infractions? 7. Do you have a plan for how to respond to different types of misbehavior fluently? 	Y	N	

Essential Skills of an Effective Teacher: What You Need to Do / What We Hope to See



1. **S**tructure your classroom for success.
 - Teachers will complete a Classroom Management Plan / Behavior Syllabus.

2. **T**each expectations - Clarify expectations and communicate them to students.
 - Every teacher will have expectations for all major instructional activities communicated during the activity. This will include: teacher-directed instruction, independent seatwork, centers / cooperative groups, and the expectation for students when visitors enter the classroom.
 - These communicated expectations can be done in a variety of ways:
 - Posters on permanent display
 - Expectations Worksheet on Overhead or PowerPoint
 - Wall Chart (matrix) filled out and posted
 - Flip Chart
 - Other creative methods to communicate expectations

3. **O**bserve student behavior.
 - Physically circulate.
 - Visually scan.
 - Collect and analyze data periodically (self-assessment activities).

4. **I**nteract positively by providing positive feedback and non-contingent attention.
 - All teachers will strive to create a positive classroom climate and to create positive relationships with students.
 - This includes non-contingent interactions, positive feedback, intermittent celebrations of success, and (as appropriate) structured reward systems.
 - Strive to maintain at least 3:1 ratios of attention to positive behavior to attention to corrections/negative behavior. (This is an average across time, and there is nothing wrong with a particular three-minute time in which the ratio is skewed to the negative side.)

5. **C**orrect misbehavior fluently.
 - Strive for "fluency" of the correction and get back to instruction as quickly and seamlessly as possible.
 - Be immediate, brief, respectful, calm, and consistent.

Note: The goal of all the variables above is to have positive student behavior. As long as students are respectful and actively engaged in your instructional activities, then you are implementing the CHAMPS approach successfully!

The only absolute rule within a Positive, Proactive Classroom Management approach is:

All people should be treated with dignity and respect.

By definition then, techniques such as humiliation or belittlement of students should never be part of any educator's repertoire.

Adapted from *Coaching Classroom Management* (Sprick, Knight, Reinke, McKale, 2006)
High School Implementation August, 2006

Behavioral Syllabus Template



Teacher: _____

Classroom Procedures

Entering the Classroom:

Outline exactly what students should do from the time they enter the room, until the bell rings for class to begin.

Tardy to Class:

Identify your definition of on time and tardy and identify the consequences for being tardy.

Paper/Pencil:

Identify what students should have to write with. In addition, specify what a student should do if they do not have this and what, if anything, you implement as a consequence.

How To Find Out What the Daily Assignments Are:

Identify how you will assign work and how students will know what they are to do each day. Also define how they should keep track of what they need to do for homework and long-range assignments.

Turning in Assignments:

Identify where and how students turn in class work and homework. Specify if students are to Check Off completed work they have turned in.

Returning Assignments to Students:

Detail your policies on how you will return completed work to your students.

*Adapted from *Discipline in the Secondary Classroom* by Randy Sprick*

Finding Out Grade Status:

Review your grading system and explain whether you will give students a weekly grade report, or if you expect them to track their current status in the class.

Student Responsibilities After an Absence:

Outline what students will need to do when returning after an absence.

- How to find out what you missed
- How long you have to make up your assignments
- What to do if you miss a test

Late, Missing, or Incomplete Assignments:

Outline the maximum number of late assignments you will accept, along with penalties and time limits for late work.

Communication Procedures with Parents/Families:

Identify if you will have any regular communication with families that you initiate. Provide information on when, where, and how family members can get in touch with you.

Ending Class:

Specify how you will end class, any responsibilities your students may have, and how you will dismiss the students.

Consequences for Classroom Rule Violations:

List the range of corrective consequences that you may assign if rules are violated.

Consequences for Code of Conduct Violations:

Inform students that you must follow through with disciplinary referrals for violations of school-wide rules.

*Adapted from *Discipline in the Secondary Classroom* by Randy Sprick*

Behavior Expectations Activity Worksheet



Activity:

C ONVERSATION

Can students engage in conversations with each other during this activity? yes no

If yes, about what? _____ With whom? _____

How many students can be involved in a single conversation? _____

How long can the conversation last? _____

H ELP

How do students get questions answered? How do students get your attention?

If students have to wait for help, what should they do while they wait?

A CTIVITY

What is the expected end product of this activity? (Note: This may vary from day-to-day.)

M OVEMENT

Can students get out of their seats during the activity? yes no

If yes, acceptable reasons include:

Pencil

Restroom

Drink

Hand in/pick up materials

Other: _____

Do they need permission from you? yes no

P ARTICIPATION

What behaviors show that students are participating fully and responsibly?

What behaviors show that a student is not participating?

S UCCCESS

When students meet CHAMPS expectations, they will be successful!

Describe in detail how you will teach this activity for the first time.

How will the expectations be displayed?

What methods will you use to teach this activity? (e.g., modeling, role-playing, reading script)

How will you gauge student understanding of the "teaching" of the expectations for this activity?

Behavior Expectations Activity Worksheet



Achieve - To succeed in something!

ACTIVITY (For example, lecture, labs, independent work, tests, cooperative groups)

CONVERSATION

Can students engage in conversations with each other during this activity? yes no

If yes, about what? _____ With whom? _____

How many students can be involved in a single conversation? _____

How long can the conversation last? _____

HELP

How do students get questions answered? How do students get your attention?

If students have to wait for help, what should they do while they wait?

INTEGRITY

What are your expectations for students working together, quoting sources, etc? In other words, define what you consider to be cheating/not cheating, plagiarism/not plagiarizing, etc.

EFFORT

What behaviors would demonstrate active participation?

What behaviors would demonstrate a lack of participation?

VALUE

How would active participation be of benefit for students?

EFFICIENCY

Can you provide tips to increase student productivity?

Adapted from *Discipline in the Secondary Classroom*

CHAMPS versus Daily Reality Rating Scale

Teacher Name: _____ Date: _____ Class Period or Time of Day: _____

DIRECTIONS: Using the rating scale below, rate the degree to which the students met your expectations for at least three different activities. Use the *Analysis Review* to describe a *Plan of Action*. The CHAMPS versus *Daily Reality Rating Scale* self-assessment tool should be completed three times about two weeks apart each for the same class period or at about the same time of day.

RATINGS



5 = All students met expectations

4 = All but one or two students met expectations

3 = Most students met expectations

2 = About half the class met expectations

1 = Most students did not meet expectations

CONVERSATION	1	2	3	4	5
HELP (Teacher Attention)	1	2	3	4	5
ACTIVITY: _____					
MOVEMENT	1	2	3	4	5
PARTICIPATION	1	2	3	4	5

CONVERSATION	1	2	3	4	5
HELP (Teacher Attention)	1	2	3	4	5
ACTIVITY: _____					
MOVEMENT	1	2	3	4	5
PARTICIPATION	1	2	3	4	5

CONVERSATION	1	2	3	4	5
HELP (Teacher Attention)	1	2	3	4	5
ACTIVITY: _____					
MOVEMENT	1	2	3	4	5
PARTICIPATION	1	2	3	4	5

CONVERSATION	1	2	3	4	5
HELP (Teacher Attention)	1	2	3	4	5
ACTIVITY: _____					
MOVEMENT	1	2	3	4	5
PARTICIPATION	1	2	3	4	5

CONVERSATION	1	2	3	4	5
HELP (Teacher Attention)	1	2	3	4	5
ACTIVITY: _____					
MOVEMENT	1	2	3	4	5
PARTICIPATION	1	2	3	4	5

CONVERSATION	1	2	3	4	5
HELP (Teacher Attention)	1	2	3	4	5
ACTIVITY: _____					
MOVEMENT	1	2	3	4	5
PARTICIPATION	1	2	3	4	5

Analysis Review:

- If all activities and transitions rated a 4 or 5, you should not have to change your class's level of structure. If you have one or two students whose behavior concerns you, you may need to consider using an individual behavior management plan.
- If only 70% of activities and transitions rated a 4 or 5, it may be a good idea to re-teach expectations for those activities that are not consistently going well over the next few days. Again, if you have one or two students who seem to be having trouble with the structure of the class, then you may need to consider using an individual behavior management plan.
- If less than 70% of activities and transitions rated 4 or 5, you should re-teach your expectations and the policies and procedures outlined in your classroom management plan. Review the tasks in Module 2: Organization to determine which aspects of your current classroom management plan might benefit from higher structure levels.
- If fewer than 50% of activities and transitions rated a 4 or 5, you should implement a classwide motivation system (see Module 8). In addition, you should re-teach your expectations and the policies and procedures outlined in your classroom management plan. Finally, consider increasing the structure of your class. Review the tasks in Module 2: Organization to determine which aspects of your current classroom management plan might be implemented in a more structured manner.

Plan of Action:

Ratio of Interactions Monitoring Form

Teacher: _____ Date: _____ Time of Day: _____

Whole Class: _____

Coding System Used (if any): _____

Individual Student: _____

Attention to POSITIVE	CORRECTIONS - Attention to NEGATIVE

Analysis and Plan of Action:

Classroom Management Plan



Classroom Management Plan for _____

Level of Structure: High Medium Low

Attention Signal: _____

Rules:	Guidelines for Success:
1. _____	_____
2. _____	_____
3. _____	_____
4. _____	_____
5. _____	_____

TEACHING EXPECTATIONS

MONITORING PROCEDURES

ENCOURAGEMENT PROCEDURES

Class

Individual

POSSIBLE CORRECTIVE CONSEQUENCES

Adapted from *CHAMPs, A Proactive and Positive Approach to Classroom Management*

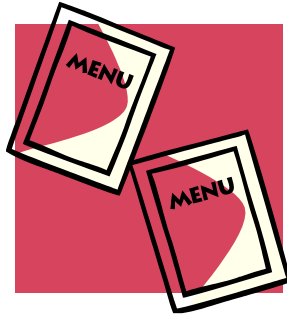
Classroom Management Plan

Procedures for Managing Student Work

1. Procedures for *Assigning Classwork and Homework*
2. Procedures for *Managing Independent Work Periods*
3. Procedures for *Collecting Completed Work*
4. Procedures for *Keeping Records and Providing Feedback to Students*
4. Procedures and Policies for *Dealing with Late/Missing Assignments*



Adapted from *CHAMPs, A Proactive and Positive Approach to Classroom Management*

Menu of Corrective Consequences



- Friendly reminder
- Gentle verbal reprimand
- Restitution
- Positive Practice
- Over Correction
- Time Owed
- Response Cost-Loss of Points
- Time Out (in room)
- Time Out (out of classroom)
- Group Response Cost
- Demerits
- Detention
- Management Tracking Form
- Office Discipline Referral

Marzano Framework Design Questions 6 & 7

NOTES: 	KEY TAKEAWAYS: 
Design Question 6	Design Question 7