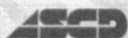


Facilitator's Guide

Classroom
MANAGEMENT
that works



Association for Supervision and
Curriculum Development

Alexandria, Virginia USA

About the Developers

This guide was prepared by Robert J. Marzano, president of Marzano & Associates, Inc., senior scholar at Mid-continent Research for Education and Learning (McREL), and adjunct professor at Cardinal Stritch University; Barbara B. Gaddy, chief executive officer of Marzano & Associates, Inc.; and Marcia D'Arcangelo, ASCD program manager.

Marzano has authored 22 books, among them *Classroom Management That Works: Research-Based Strategies for Every Teacher* (ASCD, 2003); *What Works in Schools: Translating Research into Action* (ASCD, 2003); *Classroom Instruction That Works: Research-Based Strategies for Increasing Student Achievement* (ASCD, 2001); and *Transforming Classroom Grading* (ASCD, 2000).

Gaddy's education experience includes eight years with McREL where she worked closely with Marzano and later served as managing editor of publications produced under McREL's regional educational laboratory contract with the U.S. Department of Education. She is one of the authors of *A Handbook for Classroom Instruction That Works* (ASCD, 2001) and *School Wars: Resolving Our Conflicts Over Religion and Values* (Jossey-Bass, 1996).

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Video Production

Marcia D'Arcangelo, *Producer and Program Manager, ASCD*
Dana Sheets, *Director, State of the Art, Inc.*

Manual Production

Gary Bloom, *Director, Design and Production Services*
Mary Beth Nielsen, *Manager, Editorial Services*
Tracey A. Smith, *Production Manager*
Lisa Post, *Associate Editor*
Reece Quiñones, *Graphic Designer*
Dina Seamon, *Production Specialist*
Keith Demmons, *Desktop Publisher*

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Association for Supervision and Curriculum Development
Telephone: 1-800-933-2723 or 1-703-578-9600
Fax: 1-703-575-5871
Internet: <http://www.ascd.org>
E-mail: member@ascd.org

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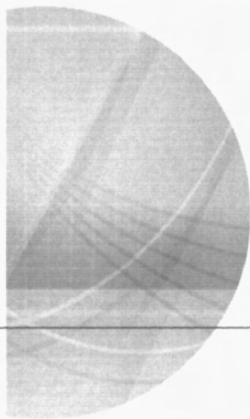
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Classroom
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Introduction

Classroom Management That Works

Classroom management has been a primary concern of teachers ever since there have been teachers in classrooms. However, the systematic study of effective classroom management is a relatively recent endeavor. Though many books and studies have been published articulating the specifics of effective classroom management, Robert Marzano's most recent book, *Classroom Management That Works: Research-Based Strategies for Every Teacher* (2003), contributes significantly to the field by reinforcing the findings and suggestions from previously published works. More important, it is based on meta-analysis, a research methodology not previously employed with the classroom management literature per se.

The findings that are the basis of the in-depth recommendations in *Classroom Management That Works* were first discussed and put into context in Marzano's influential work, *What Works in Schools: Translating Research into Action* (2003). In contrast to the numerous books and articles written over the past decade or so that paint a rather dismal picture of public education, Marzano's analysis reveals a very different picture. Rather than being on the brink of failure, public education is on the brink of the best of times. The key is the willingness to implement what is known about effective schooling.

Classroom Management That Works is based on the fundamental idea that the teacher is perhaps the single most important factor affecting student achievement—at least, the single most important factor that we can do much about. Using a meta-analytic process to synthesize more than three decades of research on effective schooling (see Marzano, 2000, 2003), Marzano separated the effect that a school in general has on student achievement from the effect that an individual teacher has. He found that even if the teacher's school is highly ineffective, the teacher can produce powerful gains in student learning. Simply put, good teachers make a difference.

The effective teacher performs many functions that can be organized into three major roles: (1) making wise choices about the most effective instructional strategies to use, (2) designing classroom curriculum to facilitate student learning, and (3) making effective use of classroom management techniques. Though each of these roles is a necessary condition for effective teaching, effective instructional strategies and good classroom curriculum design are built on the foundation of effective classroom management.

Marzano's meta-analysis identifies four key components of effective classroom management: (1) rules and procedures, (2) disciplinary

interventions, (3) teacher-student relationships, and (4) teachers' mental set, or frame of mind. In addition to these key facets of effective classroom management, Marzano discusses the importance of enhancing students' sense of responsibility for their behavior and learning and the relationship between classroom management and schoolwide management. Each of these elements of successful classroom management is discussed and exemplified in depth in *Classroom Management That Works*, resulting in a comprehensive and practical resource for teachers and administrators alike.

Purpose and Audience

The purpose of this three-tape video series is to illustrate the research-based factors that contribute to successful classroom management as presented in *Classroom Management That Works*, an ASCD book written by Marzano and colleagues and published in 2003. This program can be used to introduce principals, supervisors, teachers, board members, policymakers, and others to the principles of effective classroom management. It is appropriate for those with little classroom management experience and for those with more extensive experience who are refining and revising their work. This program can help professors of graduate-level courses for advanced teacher certification and professors of administrator and supervisory certification programs in curriculum, instruction, and assessment. It can also help preservice teachers.

Components of the Program

This video-based staff development series consists of three videotapes and this facilitator's guide, which includes detailed agendas and activities for six workshops (two formats per videotape), as well as handouts, overheads, readings, and references. Tape 1, *Sharing Rules and Procedures*, answers the question, What structures have to be built into the classroom for it to run efficiently and effectively? This tape shows how teachers get off to a good start with a new class by establishing rules and procedures and involving students in setting these expectations for behavior.

Tape 2, *Developing Relationships*, answers the question, How can a teacher daily orchestrate an environment suitable for learning with multiple classes and widely diverse students? This tape explores the teacher-student relationship, the importance of teachers' mental set and maintaining a healthy professional perspective, and the value of support from school administrators.

Tape 3, *Fostering Student Self-Management*, answers the question, Why is it important for students to self-manage? The tape then describes ways

teachers can foster this skill and shows how teachers can help students use strategies for self-management and control.

Several themes run through the three videotapes. One theme centers around discipline as an integral part of classroom management. Another theme focuses on teaching as both an art and a science. This series shows how teachers are setting clear expectations for students and systematically providing them with structures through which they can grow to be independent learners. Finally, the series demonstrates that teacher-student relationships are the keystone for the other factors.

Two workshop formats are provided for each videotape. In the shorter format, approximately 1½ hours in length, participants view the video, reflect on the video and the related topics, and share reactions and perspectives. During the longer workshop format, approximately 3½ hours in length, participants view the video, share reflections, and participate in more in-depth activities around particular aspects of classroom management. Agendas are provided for each workshop; these may be modified, however, to accommodate the time available for a workshop offering in a particular setting. The videos also may be viewed in segments. The longer workshops may be useful as part of a more intensive staff development program. Activities, supplemental readings, and opportunities for discussion deepen participants' understanding of specific issues and help them apply these issues to their own situations.

Viewing videotapes can be a passive activity, much like watching television, but careful preparation can turn viewing into an intellectually active experience by providing the viewer with appropriate previewing and follow-up activities. As the facilitator of this workshop series, you may find it helpful to keep in mind that when different individuals view a videotape, each may see, hear, and learn something different. Thus, giving participants opportunities to discuss their differing insights helps them learn more than if they simply view the tape without follow-up activities. The follow-up activities can promote further reflection and can support the participants' efforts to plan for the effective application of the ideas presented in the program.

This guide is designed to help you get the best benefits from this video program. The workshop activities and discussion questions serve as a starting point; however, your choices of activities and questions should not be limited to those included in this guide. Feel free to add activities and questions and encourage participants to raise their own questions

Use of the Facilitator's Guide

about the particular needs or concerns of their school, district, or community.

This guide includes four sections:

Introduction. This section presents an overview of the research presented in *Classroom Management That Works*, as well as a description of this video-based staff development series.

Workshops. The workshops provide agendas, lists of materials, and information needed for the facilitator to plan and conduct two different workshops for each videotape.

Handouts and Overheads. These materials should be duplicated and distributed to workshop participants. They include camera-ready masters for overhead transparencies that are incorporated within the various workshop formats.

Readings and Resources. This section includes a selection of readings that may be duplicated and distributed to workshop participants. The readings are incorporated within the workshop formats. This section also lists references for works cited in this guide.

Role of the Workshop Facilitator

As facilitator of this videotape series, you could be a staff developer, principal, central office administrator, teacher, parent, or community member. Your preparation to lead the workshop and related activities will help participants in your workshop benefit from this program. Keep in mind that you may show this video to a group of individuals who have varying levels of knowledge and experience with classroom management. Your background, knowledge, and outside reading will provide you with a strong base for leading discussions. As a facilitator, you have several major responsibilities.

Read and View the Materials.

Your initial preparation should include viewing the video you will use in your workshop, reading the Introduction to this guide, and studying the workshop format you plan to use. You will want to read the related reference materials in the Readings and Resources section, and you may also want to check the reference list for additional background information. As you view the video, you may find it helpful to note the VCR counter numbers at the beginning of each section and of examples that you would like to note during the workshops.

Prepare the Program Activities.

Reading each of the articles in the Readings and References section will help you gain useful background information for discussion. You also should select the appropriate workshop format for your audience and make needed adaptations given the time available and the needs of workshop participants. Review the specific information, guidelines, and handouts for the workshop you plan to lead. Finally, plan the workshop agenda, duplicate materials, and obtain needed equipment and supplies for the workshop.

Reserve a Room and Plan the Seating Arrangement.

Reserve a room that is large enough, with ample seating for the number of participants you expect to attend, and ensure that the available space and room arrangement are conducive to small-group discussions. Tables that accommodate four to eight participants are recommended to facilitate interaction and collaboration.

Arrange for Necessary Video and Audiovisual Equipment.

Arrange for a VCR and monitor (one 23- to 25-inch monitor should suffice for up to 25 participants), ensure proper electrical fitting, and make sure you have sufficient power cords with adapters for the VCR. Plug in both machines to make sure they work properly. It's also important to ensure that the electrical outlets in the reserved room are in working order. In addition, if the room is large, you may need a microphone and speakers. If you plan to use overhead transparencies, make sure you have a working overhead projector and screen. Be sure to have a flip chart and markers on hand, or chalk and eraser for a chalkboard. It may also be helpful to bring extra transparencies and markers.

Prepare Materials.

Duplicate enough handouts for all participants, and be sure you have sufficient copies of supplementary readings you plan to distribute. Prepare overhead transparencies from the Handouts and Overheads section of this guide. Duplicate any additional overheads you wish to use as handouts.

Announce the Program.

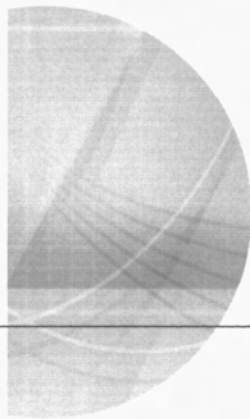
In your announcements or invitations to participate in the workshop, give sufficient notice and clearly specify the day of the week, date, time, and location for the program. Remind participants to bring pencils and notepads. If parents, business leaders, or community members are invited

to participate, they may need more advance notice than school or district staff members.

Make Other Arrangements.

Prepare an agenda, with times for breaks. Arrange for refreshments, if desired.

Classroom
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workshops

SHARING RULES AND PROCEDURES

Tape

1

Workshop 1A

Workshop 1, approximately 1½ hours in length, uses Tape 1, *Sharing Rules and Procedures*, to introduce participants to the elements of a solid foundation for effective classroom management. During the workshop, participants consider the importance of getting off to a good start with a new class by setting clear expectations for student behavior, clarifying the consequences of not following rules and procedures, and appropriately involving students in both of these processes. This workshop also introduces the idea that effective classroom management is a schoolwide issue—not just a skill employed independently by teachers.

As the facilitator, you might use the following agenda or vary it to suit your particular needs or the needs of participants.

Agenda and Time Guide

Activity	Time (minutes)
Welcome and Introductions	10
Introduction to the Video	10
View Tape 1, <i>Sharing Rules and Procedures</i>	30
Reflections and Discussion	30
Conclusion	10
Approximate Workshop Time	1 hour, 30 minutes

Objectives for Workshop 1A

By the end of this workshop, participants will

- Know some ways good teachers set the tone for effective classroom management at the beginning of the class or year.
- Know some areas teachers should consider addressing when establishing rules and procedures.
- Know some key ways to build schoolwide management policies and practices.

Materials List for Workshop 1A

- Handout 1, Tape 1 Viewing Guide
- Handout 2, Categories of Classroom Rules and Procedures
- Handout 3, Schoolwide Management Policies and Practices
- Handout 4, Classroom Rules and Procedures: Recommendations

- Handout 5, Schoolwide Management Policies and Practices: Recommendations
- Overhead 1, Objectives for Workshop 1A
- Reading 1, “The Critical Role of Classroom Management”
- Reading 2, “Getting Off to a Good Start”

Welcome and Introductions (10 minutes)

1. At the door, have a sign-in sheet for participants to record their names, mailing and e-mail addresses, and phone numbers. This will enable you to notify participants of opportunities to attend future meetings and give you a complete contact list of participants should you wish to send them notes generated through workshop discussions.
2. Welcome participants. Introduce yourself, and explain your role as workshop facilitator. Note that as the facilitator, you will guide the group through the workshop to help participants meet the workshop objectives.
3. Depending on the size of the group and whether the workshop participants know one another, you might want to take a few minutes for participants to introduce themselves individually. For large groups, you might ask participants to introduce themselves to someone sitting next to them and share their reasons for participating in the workshop.
4. In your own words, summarize key points from the Introduction section of this guide. Explain to participants that this workshop is the first in a three-part program that provides guidance for teachers and school leaders about the elements of effective classroom management. As its title reflects, this workshop focuses on the ways effective teachers build a framework for effective classroom management. Subsequent workshops explore the teacher-student relationship and the importance of teaching students effective self-management and control strategies.
5. Display Overhead 1, Objectives for Workshop 1A, and review the goals of the workshop. Explain to participants that by the end of this workshop, they will
 - Know some ways good teachers set the tone for effective classroom management at the beginning of the class or year.

- Know some areas teachers should consider addressing when establishing rules and procedures.
- Know some key ways to build schoolwide management policies and practices.

Introduction to the Video (10 minutes)

1. Introduce the video by explaining that this program addresses the question, What structures have to be built into the classroom for it to run efficiently and effectively? The video shows how different teachers approach the process of setting clear expectations for student behavior, establishing consequences for not following rules and procedures, and involving students in these key classroom management activities. The video also shows the relationship between classroom and schoolwide discipline.
2. Distribute Handout 1, Tape 1 Viewing Guide. Ask participants to take a few minutes to make brief notes in response to each of the questions.

View Tape 1, *Sharing Rules and Procedures* (30 minutes)

1. Suggest that participants use Handout 1 to record additional thoughts, notes, and questions that arise as they view the video.
2. Show Tape 1, *Sharing Rules and Procedures*.

Reflections and Discussion (30 minutes)

1. After showing the video, give participants a few minutes to make any additional notes on Handout 1 about what they learned from the video or about any particular ideas or insights that occurred to them while viewing it.
2. Ask participants to form an even number of small groups (four to eight persons, depending on the size of your workshop) and appoint a recorder for each group. Explain that the recorder's role is to write ideas on flip-chart paper or other paper; however, the recorder should participate in the discussion as well.
3. Distribute Handout 2, Categories of Classroom Rules and Procedures, to half the groups. To the other half, distribute Handout 3, Schoolwide Management Policies and Practices. Ask the small groups to respond to each of the items on the handouts and to make

notes about their thoughts and ideas. Suggest that they also refer to the individual notes they made before and after viewing the video. Allow 10 minutes for this portion of the activity.

4. Allow several minutes for a spokesperson from each small group to share one key idea from the group's discussion. Record these responses on a chalkboard, a flip chart, or an overhead transparency, organized by "Classroom Rules and Procedures" and "Schoolwide Management Policies and Practices." Be sure to take a few minutes for whole-group discussion about all the ideas.
5. After the discussion, distribute Handout 4, Classroom Rules and Procedures: Recommendations, and Handout 5, Schoolwide Management Policies and Practices: Recommendations. Explain that these handouts provide research-based guidance from *Classroom Management That Works* that participants might add to the lists they generated during their small-group discussions.
6. Distribute copies of Reading 1, "The Critical Role of Classroom Management," and Reading 2, "Getting Off to a Good Start." Suggest that participants read these excerpts from *Classroom Management That Works* after the workshop and reflect on how they might implement some of the suggestions.

Conclusion (10 minutes)

1. Review the workshop objectives, and address any questions participants may have about how teachers build a framework for effective classroom management. Thank participants for attending the workshop.
2. If appropriate, offer participants additional opportunities for discussion of this topic or additional workshop options.
3. Collect all comments noted on flip-chart paper, chalkboard, whiteboard, or overhead transparencies for use in future activities or to distribute to participants following the workshop.

Workshop 1B

Workshop 1B, approximately 3½ hours in length, uses Tape 1, *Sharing Rules and Procedures*, to explore the elements of a solid foundation for effective classroom management. During the workshop, participants consider the importance of getting off to a good start with a new class by setting clear expectations for student behavior, clarifying the consequences for not following rules and procedures, and appropriately involving students in both of these activities. Participants also explore the idea that classroom management is a schoolwide issue—not just a skill employed independently by teachers. The workshop is designed for those who want to take part in more in-depth conversation and learning concerning the elements of classroom management. Possible participants for this workshop format include school improvement teams, faculty or staff members, task forces, parent-teacher groups, leadership teams, central office administrators, and school board members.

This workshop details activities for a half-day workshop for 10–100 participants. If the workshop must be shorter than the suggested time, you can eliminate portions of the activities as appropriate. Depending on the length of your workshop, you might want to schedule an additional break. In that case, you might want to show the video in segments rather than playing it in its entirety.

Agenda and Time Guide

Activity	Time (minutes)
Welcome and Introductions	15
Introductory Activities	20
View Tape 1, <i>Sharing Rules and Procedures</i>	30
Establishing Rules and Procedures	25
Break	10
Involving Students	25
Schoolwide Management	45
Next Steps	20
Conclusion	10
Approximate Workshop Time	3 hours, 20 minutes

Objectives for Workshop 1B

By the end of the workshop, participants will

- Know some ways good teachers set the tone for effective classroom management at the beginning of the class or year.

- Know some areas teachers should consider addressing when establishing rules and procedures.
- Know some key ways to build schoolwide management policies and practices.
- Know some ways good teachers involve students in the process of establishing rules, procedures, and related disciplinary actions.
- Understand the relationship between classroom rules and procedures and schoolwide management policies and practices.

Materials List for Workshop 1B

- Handout 1, Tape 1 Viewing Guide
- Handout 2, Categories of Classroom Rules and Procedures
- Handout 3, Schoolwide Management Policies and Practices
- Handout 4, Classroom Rules and Procedures: Recommendations
- Handout 5, Schoolwide Management Policies and Practices: Recommendations
- Handout 6, Involving Students in the Design of Classroom Rules and Procedures
- Handout 7, Next Steps
- Overhead 2, Objectives for Workshop 1B
- Reading 1, “The Critical Role of Classroom Management”
- Reading 2, “Getting Off to a Good Start”

Welcome and Introductions (15 minutes)

1. At the door, have a sign-in sheet for participants to record their names, mailing and e-mail addresses, and phone numbers. This will enable you to notify participants of opportunities to attend future meetings and give you a complete contact list of participants should you wish to send them notes generated through workshop discussions.
2. Welcome participants. Introduce yourself, and explain your role as workshop facilitator. Note that as the facilitator, you will guide the group through the workshop to help participants meet the workshop objectives.

3. Depending on the size of the group and whether the workshop participants know one another, you may want to take a few minutes for participants to introduce themselves. You might also ask the participants to state why they are interested in learning more about classroom management strategies and to briefly describe how familiar they are with Marzano’s work, particularly his work on classroom management.
4. Display Overhead 2, Objectives for Workshop 1B, and review the goals of the workshop. Explain to participants that by the end of this workshop, they will
 - Know some ways good teachers set the tone for effective classroom management at the beginning of the class or year.
 - Know some areas teachers should consider addressing when establishing rules and procedures.
 - Know some key ways to build schoolwide management policies and practices.
 - Know some ways good teachers involve students in the process of establishing rules, procedures, and related disciplinary actions.
 - Understand the relationship between classroom rules and procedures and schoolwide management policies and practices.

Introductory Activities (20 minutes)

1. Explain to participants that this half-day workshop is suggested for those who wish to become more deeply involved in examining issues related to classroom management. As its title reflects, this workshop highlights the importance of building a good framework for effective classroom management. Subsequent workshops in this series explore the importance of developing good student-teacher relationships and teaching students self-management and control strategies.
2. Share a general overview of the research on classroom management. Use information from the Introduction section of this guide and Reading 1, “The Critical Role of Classroom Management,” in the Readings and Resources section to guide your remarks.
3. Introduce the video by explaining that this program addresses the question, What structures have to be built into the classroom for it to run efficiently and effectively? The video shows how different teachers approach the process of setting clear expectations for student

behavior, establishing consequences for not following rules and procedures, and involving students in these key classroom management activities. The video also shows the relationship between classroom and schoolwide discipline.

4. Distribute Handout 1, Tape 1 Viewing Guide. Ask each person to take 5 minutes to think about the questions and write down their thoughts and reactions.

View Tape 1, *Sharing Rules and Procedures* (30 minutes)

1. Suggest that participants use Handout 1 to record additional thoughts, notes, and questions that arise as they view the video.
2. Show Tape 1, *Sharing Rules and Procedures*.

Establishing Rules and Procedures (25 minutes)

1. After showing the video, give participants a few minutes to make any additional notes on Handout 1 about what they learned from viewing the video or about any particular ideas, thoughts, or reactions that occurred to them while viewing it.
2. Ask participants to form small groups of four or five persons and appoint a facilitator and a recorder. Explain that the facilitator's role is to ensure that all group members have equitable opportunities to participate and that the recorder's role is to write ideas on flip-chart paper or other paper; however, both the facilitator and the recorder should participate in the discussion as well.
3. Distribute Handout 2, Categories of Classroom Rules and Procedures. Ask the small groups to brainstorm about issues that might be addressed in each category of rules and procedures at both the elementary and secondary levels. Suggest that they use their own experiences, what they gleaned as a result of viewing the video, and the individual notes they made before and after viewing the video as reference points for their discussions. Allow 10 minutes for this portion of the activity.
4. Provide 5–10 minutes for a spokesperson from each small group to share one key idea from the group's discussion. Record these responses on a chalkboard, a flip chart, or an overhead transparency.
5. Ask participants to take a couple minutes over the break to review the ideas you've recorded; explain that after the break they will have time to share reactions and offer additional thoughts.

Break (10 minutes)

Involving Students (25 minutes)

1. Give participants a few minutes to discuss their thoughts about the ideas recorded before the break. Record any additional ideas or comments participants offer on a chalkboard, a flip chart, or an overhead transparency.
2. Distribute Handout 6, *Involving Students in the Design of Classroom Rules and Procedures*. Give the small groups a few minutes to discuss their thoughts about the process recommended and examples from their personal experiences of involving students in developing or revising classroom rules and procedures. Ask the groups to make notes about their thoughts and ideas. Suggest that they also refer to the individual notes they made before and after viewing the video. Allow 10 minutes for this portion of the activity.
3. Allow 5–10 minutes for a spokesperson from each small group to share one key idea from the group’s discussion. Record these responses on a chalkboard, a flip chart, or an overhead transparency.
4. Provide 5–10 minutes for a whole-group discussion about when it’s appropriate to involve students in creating and revising classroom rules and procedures. Allow a few minutes for participants to share their personal experiences.

Schoolwide Management (45 minutes)

1. Distribute Handout 3, *Schoolwide Management Policies and Practices*. To rotate roles, suggest that each group appoint a new facilitator and a new recorder. Remind participants that the facilitator’s role is to ensure that all group members have equitable opportunities to participate and that the recorder’s role is to record notes; however, both the facilitator and the recorder should participate in the discussion as well.
2. Ask the small groups to address each of the items on Handout 3 and to make notes about their thoughts and ideas.
3. After participants have had several minutes to reflect on their thoughts and ideas, allow 15–20 minutes for a spokesperson from each small group to share one key idea from the group’s discussion. Record these responses on a chalkboard, a flip chart, or an overhead transparency.

4. Take 10 minutes for a whole-group discussion about schoolwide management policies and practices. As appropriate, during or near the end of the discussion, pose the question, What insights or thoughts do you have about the relationship between classroom rules and procedures and schoolwide management?
5. Take a few minutes to answer questions about any of the material covered so far in the workshop.

Next Steps (20 minutes)

1. Distribute Handout 4, Classroom Rules and Procedures: Recommendations, and Handout 5, Schoolwide Management Policies and Practices: Recommendations. Explain that these handouts provide research-based guidance from *Classroom Management That Works* that participants might add to the lists they generated during their small-group discussions.
2. Distribute Handout 7, Next Steps, and give participants 5 minutes to individually brainstorm ideas for next steps they might take in their own classrooms given what they have learned in the workshop. Ask them to write their ideas on Handout 7.
3. Ask the small-group facilitators to lead their groups in an informal 5-minute discussion of next steps.
4. Take a few minutes for a whole-group discussion about what participants learned by participating in the workshop and how this new knowledge may influence their classroom practices.
5. After the whole-group discussion, distribute copies of Reading 2, “Getting Off to a Good Start.” Suggest that participants read this excerpt from *Classroom Management That Works* after the workshop and reflect on how they might implement some of the suggestions.

Conclusion (10 minutes)

1. Review the workshop objectives and address any questions participants may have from the video or about the elements of effective classroom management. Thank participants for attending the workshop.
2. If appropriate, offer participants additional opportunities for discussion of this topic or additional workshop options.

3. Collect all comments noted on flip-chart paper, chalkboard, whiteboard, or overhead transparencies for use in future activities or to distribute to participants following the workshop.

DEVELOPING RELATIONSHIPS

Tape

2

Workshop 2A

Workshop 2A, approximately 1½ hours in length, uses Tape 2, *Developing Relationships*, to introduce participants to the fundamentals of building teacher-student relationships. During the workshop, participants consider ways to build teacher-student relationships that lead to mutual respect and higher student achievement. Participants also explore the effect a teacher’s mind set, or frame of mind, has on classroom management.

As the facilitator, you might use the following agenda or vary it to suit your particular needs or the needs of participants.

Agenda and Time Guide

Activity	Time (minutes)
Welcome and Introductions	10
Introduction to the Video	10
View Tape 2, <i>Developing Relationships</i>	30
Reflections and Discussion	30
Conclusion	10
Approximate Workshop Time	1 hour, 30 minutes

Objectives for Workshop 2A

By the end of the workshop, participants will

- Know some ways to establish effective teacher-student relationships.
- Understand the effect a teacher’s mental set, or frame of mind, has on classroom management.

Materials List for Workshop 2A

- Handout 8, Tape 2 Viewing Guide
- Handout 9, Developing Teacher-Student Relationships
- Handout 10, Teachers’ Mental Set
- Handout 11, Teacher-Student Relationships: Recommendations
- Handout 12, Teachers’ Mental Set: Recommendations
- Overhead 3, Objectives for Workshop 2A

- Reading 1, “The Critical Role of Classroom Management”
- Reading 3, “The Key to Classroom Management”

Welcome and Introductions (10 minutes)

1. At the door, have a sign-in sheet for participants to record their names, mailing and e-mail addresses, and phone numbers. This will enable you to notify participants of opportunities to attend future meetings and give you a complete contact list of participants should you wish to send them notes generated through workshop discussions.
2. Welcome participants. Introduce yourself, and explain your role as workshop facilitator. Note that as the facilitator, you will guide the group through the workshop to help participants meet the workshop objectives.
3. Depending on the size of the group and whether the workshop participants know one another, you might want to take a few minutes for participants to introduce themselves individually. For large groups, you might ask participants to introduce themselves to someone sitting next to them and share their reasons for participating in the workshop.
4. In your own words, summarize key points from the Introduction section of this guide. Explain to participants that this workshop is the second in a three-part program that provides guidance for teachers and school leaders about the elements of effective classroom management. As its title reflects, this workshop focuses on the ways effective teachers develop good teacher-students relationships. Other workshops in this series explore how different teachers build a strong framework for classroom management and the importance of teaching students self-management and control strategies.
5. Display Overhead 3, Objectives for Workshop 2A, and review the goals of the workshop. Explain to participants that by the end of this workshop, they will
 - Know some ways to establish effective teacher-student relationships.
 - Understand the effect a teacher’s mental set, or frame of mind, has on classroom management.

Introduction to the Video (10 minutes)

1. Introduce the video by explaining that this program addresses the question, How can a teacher daily orchestrate an environment suitable for learning with multiple classes and widely diverse students? This video explores the teacher-student relationship and the importance of teachers' mental set and maintaining a healthy professional perspective.
2. Distribute Handout 8, Tape 2 Viewing Guide. Ask participants to take a few minutes to make brief notes in response to each of the questions.

View Tape 2, *Developing Relationships* (30 minutes)

1. Suggest that participants use Handout 8 to record additional thoughts, notes, and questions that arise as they view the video.
2. Show Tape 2, *Developing Relationships*.

Reflections and Discussion (30 minutes)

1. After showing the video, give participants a few minutes to make any additional notes on Handout 8 about what they learned from the video or about any particular ideas or insights that occurred to them while viewing it.
2. Ask participants to form an even number of small groups (from four to eight participants, depending on the size of your workshop) and appoint a recorder for each group. Explain that the recorder's role is to write ideas on flip-chart paper or other paper; however, the recorder should participate in the discussion as well.
3. Distribute Handout 9, *Developing Teacher-Student Relationships*, to half the groups. To the other half, distribute Handout 10, *Teachers' Mental Set*. Ask the small groups to brainstorm specific ways to implement each of the suggestions for establishing an appropriate mental set for classroom management. Suggest that they use their own experiences, what they gleaned from the video, and the notes they made before and after viewing the video as reference points for their discussions.
4. Allow several minutes for a spokesperson from each small group to share one key idea from the group's discussion. Record these responses on a chalkboard, a flip chart, or an overhead transparency, organized by "Developing Teacher-Student Relationships" and

“Teachers’ Mental Set.” Be sure to take a few minutes for a whole-group discussion about all the ideas.

5. After the discussion, distribute Handout 11, Teacher-Student Relationships: Recommendations, and Handout 12, Teachers’ Mental Set: Recommendations. Explain that these handouts provide some ideas that participants might add to the list they generated during their small-group discussions.
6. Distribute copies of Reading 1, “The Critical Role of Classroom Management,” and Reading 3, “The Key to Classroom Management.” Suggest that participants read these after the workshop and reflect on how they might implement some of the suggestions.

Conclusion (10 minutes)

1. Review the workshop objectives, and address any questions participants may have about developing teacher-student relationships. Thank participants for attending the workshop.
2. If appropriate, offer participants additional opportunities for discussion of this topic or additional workshop options.
3. Collect all comments noted on flip-chart paper, chalkboard, whiteboard, or overhead transparencies for use in future activities or to distribute to participants following the workshop.

Workshop 2B

Workshop 2B, approximately 3½ hours in length, uses Tape 2, *Developing Relationships*, to help participants explore the fundamentals of building teacher-student relationship. During the workshop, participants consider ways to build teacher-student relationships that lead to mutual respect and higher student achievement, the effect a teacher’s frame of mind has on classroom management, and the value of support from school administrators.

The workshop is designed for those who want to take part in more in-depth conversation and learning about developing teacher-student relationships. Possible participants for this workshop format include school improvement teams, faculty or staff members, task forces, parent-teacher groups, leadership teams, central office administrators, and school board members.

Agenda and Time Guide

Activity	Time (minutes)
Welcome and Introductions	15
Introductory Activities	20
View Tape 2, <i>Developing Relationships</i>	30
Developing Teacher-Student Relationships	25
Break	10
Teachers’ Mental Set, or Frame of Mind	35
High-Needs Students	45
Next Steps	20
Conclusion	10
Approximate Workshop Time	3 hours, 30 minutes

This workshop details activities for a half-day workshop for 10–100 participants. If the workshop has to be shorter, you may eliminate portions of the activities as appropriate. Depending on the length of your workshop, you may want to schedule an additional break. In this case, you might show the video in segments rather than playing it in its entirety.

Objectives for Workshop 2B

By the end of this workshop, participants will

- Understand some ways to establish effective teacher-student relationships.

- Understand the effect a teacher’s mental set, or frame of mind, has on classroom management.
- Know specific ways to develop an appropriate mental set for classroom management.
- Know key categories of high-needs students and have preliminary ideas for interacting effectively with these students.

Materials List for Workshop 2B

- Handout 7, Next Steps
- Handout 8, Tape 2 Viewing Guide
- Handout 9, Developing Teacher-Student Relationships
- Handout 10, Teachers’ Mental Set
- Handout 11, Teacher-Student Relationships: Recommendations
- Handout 12, Teachers’ Mental Set: Recommendations
- Handout 13, Categories of High-Needs Students
- Overhead 4, Objectives for Workshop 2B
- Overhead 5, Categories of Severe Problems Facing Students
- Reading 1, “The Critical Role of Classroom Management”
- Reading 3, “The Key to Classroom Management”

Welcome and Introductions (15 minutes)

1. At the door, have a sign-in sheet for participants to record their names, mailing and e-mail addresses, and phone numbers. This will enable you to notify participants of opportunities to attend future meetings and give you a complete contact list of participants should you wish to send them notes generated through workshop discussions.
2. Welcome participants. Introduce yourself, and explain your role as workshop facilitator. Note that as the facilitator, you will guide the group through the workshop to help participants meet the workshop objectives.
3. Depending on the size of the group and whether the workshop participants know one another, you may want to take a few minutes for

participants to introduce themselves individually. You might also ask the participants to state why they are interested in learning more about classroom management strategies and to briefly describe how familiar they are with Marzano's work, particularly his work on classroom management.

4. Display Overhead 4, Objectives for Workshop 2B, and review the goals of the workshop. Explain to participants that by the end of this workshop, they will
 - Understand some ways to establish effective teacher-student relationships.
 - Understand the effect a teacher's mental set, or frame of mind, has on classroom management.
 - Know specific ways to develop an appropriate mental set for classroom management.
 - Know key categories of high-needs students and have preliminary ideas for interacting effectively with these students.

Introductory Activities (20 minutes)

1. Explain to participants that this half-day workshop is suggested for those who wish to become more deeply involved in examining issues related to classroom management. As its title reflects, this workshop highlights the importance of developing good teacher-student relationships. Other workshops in this series explore the elements of building a good framework for effective classroom management and teaching students self-management and control strategies.
2. Share a general overview of the research on classroom management. Use information from the Introduction section of this guide and Reading 1, "The Critical Role of Classroom Management," in the Readings and Resources section to guide your remarks.
3. Introduce the video by explaining that this program addresses the question, How can a teacher daily orchestrate an environment suitable for learning with multiple classes and widely diverse students? This video explores the teacher-student relationship and the importance of teachers' mental set and maintaining a healthy professional perspective. The workshop also gives participants an opportunity to explore and share ways to interact effectively with particular categories of high-needs students.

4. Distribute Handout 8, Tape 2 Viewing Guide. Ask each person to take 5 minutes to think about the questions and write down their thoughts and reactions.

View Tape 2, *Developing Relationships* (30 minutes)

1. Suggest that participants use Handout 8 to record additional thoughts, notes, and questions that arise as they view the video.
2. Show Tape 2, *Developing Relationships*.

Developing Teacher-Student Relationships (25 minutes)

1. After showing the video, give participants a few minutes to make any additional notes on Handout 8 about what they learned from the video or about any particular ideas or insights that occurred to them while viewing the video.
2. Ask participants to form small groups of four or five persons and choose a facilitator and a recorder. Explain that the facilitator's role is to ensure that all group members have equitable opportunities to participate and that the recorder's role is to write ideas on flip-chart paper or other paper; however, both the facilitator and the recorder should participate in the discussion as well.
3. Distribute Handout 9, *Developing Teacher-Student Relationships*. Ask the small groups to brainstorm ideas for each of the key practices on the handout and to make notes about their thoughts and ideas. Suggest that they use their own experiences, what they gleaned from the video, and the notes they made before and after viewing the video as reference points for their discussions. Allow 10 minutes for this portion of the activity.
4. Now distribute Handout 11, *Teacher-Student Relationships: Recommendations*. Ask the small groups to spend 10 minutes discussing the suggestions offered on the handout and to record any additional notes from the conversation.
5. Provide a few minutes for a spokesperson from each small group to share one key idea from the group's discussion. Record these responses on a chalkboard, a flip chart, or an overhead transparency.
6. Ask participants to take a couple minutes over the break to review the ideas you've recorded; explain that after the break they will have time to share reactions to the ideas and to offer any additional thoughts.

Break (10 minutes)

Teachers' Mental Set, or Frame of Mind (35 minutes)

1. Give participants a few minutes to discuss their thoughts about the ideas recorded before the break. Record any additional ideas or comments participants offer on a chalkboard, a flip chart, or an overhead transparency.
2. Distribute Handout 10, Teachers' Mental Set. Ask the small groups to brainstorm specific ways to implement each of the suggestions for establishing an appropriate mental set for classroom management. Suggest that they use their own experiences, what they gleaned from the video, and the notes they made before and after viewing the video as reference points for their discussions. Allow 10 minutes for this portion of the activity.
3. Now distribute copies of Handout 12, Teachers' Mental Set: Recommendations. Ask the small groups to take 10 minutes to discuss the suggestions offered on the handout and record any additional notes from the conversation.
4. Allow a few minutes for a spokesperson from each small group to share one key idea from the group's discussion. Record these responses on a chalkboard, a flip chart, or an overhead transparency.
5. Provide 5–10 minutes for a whole-group discussion about the ways to develop an appropriate mental set, or frame of mind—one that facilitates effective classroom management. Allow a few minutes for participants to share their personal experiences.

High-Needs Students (45 minutes)

1. Distribute Handout 13, Categories of High-Needs Students. To rotate roles, suggest that each group appoint a new facilitator and a new recorder. Remind participants that the facilitator's role is to ensure that all members of the small group have equitable opportunities to participate and that the recorder's role is to record notes; however, both the facilitator and the recorder should participate in the discussion as well.
2. Introduce this activity by displaying Overhead 5, Categories of Severe Problems Facing Students. Explain that effective classroom managers are aware of the unique needs of individual students, particularly those from backgrounds or with experiences such as those

highlighted in Overhead 5. Although many teachers sense such needs instinctively, it is useful to formally identify categories of high-needs students and the management strategies that might be most effective for each category.

3. Introduce the five categories of high-needs students described in *Classroom Management That Works*. As Marzano explains in this book, given the backgrounds and experiences of these types of students, interventions with these students typically require extraordinary personal attention from the teacher.
4. Ask the small groups to take 5 minutes to brainstorm ways to interact most effectively with students from each of the five categories on Handout 13.
5. Provide a few minutes for a spokesperson from each small group to share one key idea from the group's discussion. Record these responses on a chalkboard, a flip chart, or an overhead transparency.
6. Take 10 minutes for a whole-group discussion about interacting with high-needs students in a way that makes a difference. As appropriate during or at the end of the discussion, ask participants to refer back to Handout 11. Lead the group in a discussion about which of these recommendations teachers might find particularly useful when working with different types of high-needs students, which strategies they would use "as is," and which they might use differently.
7. Take a few minutes to answer questions about any of the material covered so far in the workshop.

Next Steps (20 minutes)

1. Distribute Handout 7, Next Steps. Give participants 5 minutes to individually brainstorm ideas for next steps they might take in their own classrooms given what they have learned in the workshop. Ask them to write their ideas on Handout 7.
2. Ask the small-group facilitators to lead their groups in an informal 5-minute discussion of next steps.
3. Take a few minutes for a whole-group discussion about what participants learned by participating in the workshop and how this new knowledge may influence their classroom practices.
4. After the discussion, distribute copies of Reading 3, "The Key to Classroom Management." Suggest that participants read this excerpt

from *Classroom Management That Works* after the workshop and reflect on how they might implement some of the suggestions.

Conclusion (10 minutes)

1. Review the workshop objectives and address any questions participants may have from the video or about developing effective teacher-student relationships. Thank participants for attending the workshop.
2. If appropriate, offer participants additional opportunities for discussion of this topic or additional workshop options.
3. Collect all comments noted on flip-chart paper, chalkboard, whiteboard, or overhead transparencies for use in future activities or to distribute to participants following the workshop.

FOSTERING STUDENT SELF-MANAGEMENT

Tape

3

Workshop 3A

Workshop 3A, approximately 1½ hours in length, uses Tape 3, *Fostering Student Self-Management*, to explore the idea that students, too, are responsible for the smooth functioning of the classroom. In this workshop, participants reflect on ways teachers can help students develop their sense of responsibility, self-discipline, and self-control.

As the facilitator, you might use the following agenda or vary it to suit your particular needs or the needs of participants.

Agenda and Time Guide

Activity	Time (minutes)
Welcome and Introductions	10
Introduction to the Video	10
View Tape 3, <i>Fostering Student Self-Management</i>	30
Reflections and Discussion	30
Conclusion	10
Approximate Workshop Time	1 hour, 30 minutes

Objectives for Workshop 3A

By the end of this workshop, participants will

- Understand that students play a role in the smooth functioning of the classroom.
- Know some ways teachers can enhance students' sense of responsibility for their behavior and learning.

Materials List for Workshop 3A

- Handout 14, Tape 3 Viewing Guide
- Handout 15, Fostering Student Self-Management
- Handout 16, Student Self-Management: Recommendations
- Overhead 6, Objectives for Workshop 3A
- Reading 1, "The Critical Role of Classroom Management"
- Reading 4, "The Student's Responsibility for Management"

Welcome and Introductions (10 minutes)

1. At the door, have a sign-in sheet for participants to record their names, mailing and e-mail addresses, and phone numbers. This will enable you to notify participants of opportunities to attend future meetings and give you a complete contact list of participants should you wish to send them notes generated through workshop discussions.
2. Welcome participants. Introduce yourself, and explain your role as workshop facilitator. Note that as the facilitator, you will guide the group through the workshop to help participants meet the workshop objectives.
3. Depending on the size of the group and whether the workshop participants know one another, you might want to take a few minutes for participants to introduce themselves individually. For large groups, you might ask participants to introduce themselves to someone sitting next to them and share their reasons for participating in the workshop.
4. In your own words, summarize key points from the Introduction section of this guide. Explain to participants that this workshop is the third in a three-part program that provides guidance for teachers and school leaders about the elements of effective classroom management. As its title reflects, this workshop focuses on the importance of teaching students effective self-management and control strategies. Other workshops in this program explore how teachers establish a good foundation for classroom management and the importance of building strong teacher-student relationships.
5. Display Overhead 6, Objectives for Workshop 3A, and review the goals of the workshop. Explain to participants that by the end of this workshop, they will
 - Understand that students play a role in the smooth functioning of the classroom.
 - Know some ways teachers can enhance students' sense of responsibility for their behavior and learning.

Introduction to the Video (10 minutes)

1. Introduce the video by explaining that this program addresses the question, Why is it important for students to self-manage? The tape then describes some ways teachers can foster this skill. It also

considers ways to reinforce self-management through classroom interactions such as class meetings, establishing and using the language of discipline, and helping students learn to observe and control their own behavior.

2. Distribute Handout 14, Tape 3 Viewing Guide. Ask participants to take a few minutes to make brief notes in response to each of the questions.

View Tape 3, *Fostering Student Self-Management* (30 minutes)

1. Suggest that participants use Handout 14 to record additional thoughts, notes, and questions that arise as they view the video.
2. Show Tape 3, *Fostering Student Self-Management*.

Reflections and Discussion (30 minutes)

1. After showing the video, give participants a few minutes to make any additional notes on Handout 14 about what they learned from the video or about any particular ideas or insights that occurred to them while viewing it.
2. Ask participants to form several small groups (from four to eight participants, depending on the size of your workshop) and appoint a recorder for each group. Explain that the recorder's role is to write ideas on flip-chart paper or other paper; however, the recorder should participate in the discussion as well.
3. Distribute Handout 15, *Fostering Student Self-Management*. For each of the strategies provided, ask participants to discuss whether they've used the strategy, how they've used it, and how useful it's been in helping students take responsibility for their behavior and their learning. Suggest that they use their own experiences, what they gleaned from the video, and the notes they made before and after viewing the video as reference points for their discussions.
4. Allow several minutes for a spokesperson from each small group to share one key idea from the group's discussion. Record these responses on a chalkboard, a flip chart, or an overhead transparency. Be sure to take a few minutes for whole-group discussion about all the ideas.
5. After the discussion, distribute Handout 16, *Student Self-Management: Recommendations*. Explain that Handout 16 provides some

ideas that participants might add to the list they generated during their small-group discussions.

6. Distribute copies of Reading 1, “The Critical Role of Classroom Management,” and Reading 4, “The Student’s Responsibility for Management.” Suggest that participants read these excerpts from *Classroom Management That Works* after the workshop and reflect on how they might implement some of the guidance offered.

Conclusion (10 minutes)

1. Review the workshop objectives, and address any questions participants may have about how teachers help students learn effective self-management and control strategies. Thank participants for attending the workshop.
2. If appropriate, offer participants additional opportunities for discussion of this topic or additional workshop options.
3. Collect all comments noted on flip-chart paper, chalkboard, whiteboard, or overhead transparencies for use in future activities or to distribute to participants following the workshop.

Workshop 3B

Workshop 3B, approximately 3½ hours in length, uses Tape 3, *Fostering Student Self-Management*, to explore the idea that students, too, are responsible for the smooth functioning of the classroom. In this workshop, participants explore in depth ways that teachers can help students develop their sense of responsibility, self-discipline, and self-control.

The workshop is designed for those who want to take part in more in-depth conversation and learning about strategies for helping students become more responsible for their behavior and learning. Possible participants for this workshop format include school improvement team, faculty or staff members, task forces, parent-teacher groups, leadership teams, central office administrators, and school board members.

Agenda and Time Guide

Activity	Time (minutes)
Welcome and Introductions	15
Introductory Activities	20
View Tape 3, <i>Fostering Student Self-Management</i>	30
Student Self-Management: Brainstorming	20
Break	10
Classroom Procedures	35
Student Responsibility Strategies	40
Next Steps	20
Conclusion	10
Approximate Workshop Time	3 hours, 20 minutes

This workshop details activities for a half-day workshop for 10–100 participants. If the workshop has to be shorter, you may eliminate portions of the activities as appropriate. Depending on the length of your workshop, you may want to schedule an additional break. In this case, you might show the video in segments rather than playing it in its entirety.

Objectives for Workshop 3B

By the end of the workshop, participants will

- Understand that students play a role in the smooth functioning of the classroom.

- Understand some classroom procedures that enhance students' responsibility for their own behavior and learning.
- Understand some ways to teach students self-management and control strategies.

Materials List for Workshop 3B

- Handout 7, Next Steps
- Handout 14, Tape 3 Viewing Guide
- Handout 15, Fostering Student Self-Management
- Handout 16, Student Self-Management: Recommendations
- Overhead 7, Objectives for Workshop 3B
- Reading 1, "The Critical Role of Classroom Management"
- Reading 4, "The Student's Responsibility for Management"

Welcome and Introductions (15 minutes)

1. At the door, have a sign-in sheet for participants to record their names, mailing and e-mail addresses, and phone numbers. This will enable you to notify participants of opportunities to attend future meetings and will give you a complete contact list of participants should you wish to send them notes generated through workshop discussions.
2. Welcome participants. Introduce yourself, and explain your role as workshop facilitator. Note that as the facilitator, you will guide the group through the workshop to help them meet the workshop objectives.
3. Depending on the size of the group and whether the participants of the workshop know one another, you may want to take a few minutes for participants to introduce themselves individually. You might also ask the participants to state why they are interested in learning about student self-management strategies and to briefly describe how familiar they are with Marzano's work, particularly his work on classroom management.
4. Display Overhead 7, Objectives for Workshop 3B, and review the goals of the workshop. Explain to participants that by the end of this workshop, they will

- Understand that students play a role in the smooth functioning of the classroom.
- Understand some classroom procedures that enhance students' responsibility for their own behavior and learning.
- Understand some ways to teach students self-management and control strategies.

Introductory Activities (20 minutes)

1. Explain to participants that this half-day workshop is suggested for those who wish to become more deeply involved in examining issues related to classroom management. As its title reflects, this workshop highlights the value of teaching students self-management and control strategies. Other workshops in this series explore the importance of building a good framework for effective classroom management and developing strong teacher-student relationships.
2. Share a general overview of the research on classroom management. Use information from the Introduction section of this guide and Reading 1, “The Critical Role of Classroom Management” in the Readings and Resources section to guide your remarks.
3. Introduce the video by explaining that this program addresses the question, Why is it important for students to self-manage? The tape describes some ways teachers can foster this skill. It also considers ways to reinforce self-management through classroom interactions such as class meetings, establishing and using the language of discipline, and students setting goals for and keeping track of their own behavior.
4. Distribute Handout 14, Tape 3 Viewing Guide. Ask each person to take 5 minutes to think about the questions and write down their thoughts and reactions.

View Tape 3, *Fostering Student Self-Management* (30 minutes)

1. Suggest that participants use Handout 14 to record additional thoughts, notes, and questions that arise as they view the video.
2. Show Tape 3, *Fostering Student Self-Management*.

Student Self-Management: Brainstorming (20 minutes)

1. After showing the video, give participants a few minutes to make any additional notes on Handout 14 about what they learned from the video or about any particular ideas or insights that occurred to them while viewing the video.
2. Ask participants to form small groups of four to five persons and appoint a facilitator and a recorder. Explain that the facilitator's role is to ensure that all members of the small group have equitable opportunities to participate and that the recorder's role is to write ideas on flip-chart paper or other paper; however, both the facilitator and the recorder should participate in the discussion as well.
3. Distribute Handout 15, *Fostering Student Self-Management*. Ask the small groups to take about 5 minutes to brainstorm ideas for each of the key practices on the handout and to make notes about their thoughts and ideas. Suggest that they use their own experiences, what they gleaned from the video, and the notes they made before and after viewing the video as reference points for their discussions. Allow 10 minutes for this portion of the activity.
4. Ask participants to take a couple minutes over the break to review the ideas you've recorded; explain that after the break they will have time to share reactions to the ideas and to offer any additional thoughts.

Break (10 minutes)

Classroom Procedures (35 minutes)

1. Give participants a few minutes to discuss their thoughts about the ideas recorded before the break. Record any additional ideas or comments participants offer on a chalkboard, a flip chart, or an overhead transparency.
2. Distribute Handout 16, *Student Self-Management: Recommendations*. Introduce the activity by explaining that Marzano offers key practices and extensive suggestions related to student self-management strategies in *Classroom Management That Works*. During this activity, participants will review and discuss Marzano's key practices and suggestions, whether they've used strategies like these, and how useful the strategies have been in enhancing students' sense of responsibility for themselves.

3. For the first part of the activity, ask participants to spend 10 minutes in small groups reviewing and discussing the suggestions offered in parts A, B, and C of the first section of Handout 16; these deal with class meetings, a language of responsibility, and beliefs about expected classroom behaviors. Ask the participants to record key points from their discussion.
4. Next, ask participants to direct their attention to part D of the first section of Handout 16; this part deals with the use of written self-analyses. Ask the small groups to spend 10 minutes reviewing and discussing the “self-defense form” and the benefits of having students articulate their perspective on a disciplinary incident and examining their responsibility in the matter. Encourage participants to talk about whether they’ve used a strategy like this, how they’ve used it, and how useful it was.

Student Responsibility Strategies (40 minutes)

1. Ask participants to direct their attention to the second section of Handout 16, which deals with self-monitoring and control strategies. Ask the small groups to spend 10 minutes reviewing and discussing the four phases of self-monitoring and control. Again, encourage participants to talk about whether they’ve used a strategy like this, how they’ve used it, and how useful it was. Ask the groups to continue to record key points from the group’s discussion.
2. Next, ask participants to direct their attention to the third section of Handout 16, which deals with cognitively based strategies. Ask the small groups to spend 10 minutes reviewing and discussing the common process outlined for both older and younger students. Again, encourage participants to talk about whether they’ve used a strategy like this, how they’ve used it, and how useful it was. Ask the groups to continue to record key points from their discussions.
3. Ask for a spokesperson from each small group to share one key idea from the group’s discussion for each section of the handout. Record their ideas on flip-chart paper, a whiteboard, or an overhead transparency.
4. Lead a 10-minute whole-group discussion about the various strategies, participants’ thoughts on the usefulness of the strategies, and which suggestions might be particularly useful.
5. Take a few minutes to answer questions about any of the material covered so far in the workshop.

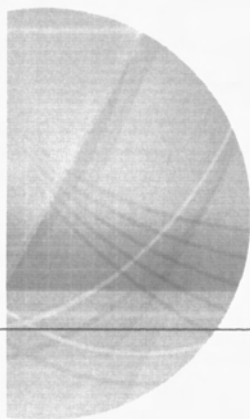
Next Steps (20 minutes)

1. Distribute Handout 7, Next Steps. Give participants 5 minutes to individually brainstorm ideas for next steps they might take in their own classrooms given what they have learned in the workshop. Ask them to write their ideas on Handout 7.
2. Ask the small-group facilitators to lead their groups in an informal 5-minute discussion of next steps.
3. Take a few minutes for a whole-group discussion about what participants learned by participating in the workshop and how this new knowledge may influence their classroom practices.
4. After the discussion, distribute copies of Reading 4, “The Student’s Responsibility for Management.” Suggest that participants read this excerpt from *Classroom Management That Works* after the workshop and reflect on how they might implement some of the suggestions.

Conclusion (10 minutes)

1. Review the workshop objectives and address any questions participants may have from the video or about student self-management strategies. Thank participants for attending the workshop.
2. If appropriate, offer participants additional opportunities for discussion of this topic or additional workshop options.
3. Collect all comments and notes on flip-chart paper, chalkboard, whiteboard, or overhead transparencies for use in future activities or to distribute to participants following the workshop.

Classroom
MANAGEMENT
that works



Handouts and Overheads

HANDOUT 2

Though classrooms have different needs, there are a number of general categories in which rules and procedures are frequently established. What are some issues that might be addressed in each category at the elementary and secondary levels?

Categories of Classroom Rules and Procedures

1. General Classroom Behavior (e.g., interactions with others)

Elementary Level

-
-
-

Secondary Level

-
-
-

2. Beginning of the School Day or Beginning of the Period (e.g., routines)

Elementary Level

-
-
-

Secondary Level

-
-
-

3. Transitions and Interruptions (e.g., leaving the room)

Elementary Level

-
-
-

Secondary Level

-
-
-

Handout 2—Continued

4. Use of Materials and Equipment (e.g., use of classroom resources)

Elementary Level

-
-
-

Secondary Level

-
-
-

5. Group Work (e.g., behavior of students in groups)

Elementary Level

-
-
-

Secondary Level

-
-
-

6. Seatwork and Teacher-Led Activities (e.g., student attention)

Elementary Level

-
-
-

Secondary Level

-
-
-

HANDOUT 3

Schoolwide management policies and practices set the tone for individual classroom management. In *Classroom Management That Works*, Marzano suggests five key ways to create the foundation for a well-managed school. Brainstorm some ideas about the specific ways your school might implement each of these suggestions.

1. Establish rules and procedures for behavioral problems that might be caused by the school's physical characteristics or the school's routines.
2. Establish clear schoolwide rules and procedures regarding specific types of misbehavior.
3. Establish and enforce appropriate consequences for specific types of misbehavior.
4. Establish a system that allows for the early detection of students who have a high potential for violence and extreme behaviors.
5. Adopt a schoolwide classroom management program.

Schoolwide Management Policies and Practices

HANDOUT 4

Though classrooms have different needs, there are a number of general categories in which rules and procedures are frequently established. This handout includes research-based guidance on the areas teachers should consider addressing at the elementary and secondary levels.

Classroom Rules and Procedures: Recommendations

1. General Classroom Behavior

Elementary Level

- Politeness and helpfulness when dealing with others.
- Respecting the property of others.
- Not interrupting the teacher or others.
- Refraining from hitting or shoving others.

Secondary Level

- Bringing materials to class.
- Being in the assigned seat at the beginning of class.
- Respecting and being polite to others.
- Talking or not talking at specific times.

2. Beginning and Ending the School Day or the Period

Elementary Level

- Beginning the school day with specific social activities (e.g., birthdays, important events in students' lives).
- Beginning the day with the Pledge of Allegiance.
- Administrative activities (e.g., attendance, lunch money).
- Ending the day by cleaning the room and individual desks.
- Ending the day by putting away materials.

Secondary Level

- Taking attendance at the beginning of the period.
- Addressing at the beginning of the period students who missed the work from the previous day because of absence.
- Dealing with students who are tardy at the beginning of the period.
- Ending the period with clear expectations for homework.

Handout 4—Continued

3. Transitions and Interruptions

Elementary Level

- Leaving the room.
- Returning to the room.
- Using the bathroom.
- Library and resource room use.
- Cafeteria use.
- Playground use.
- Fire and disaster drills.
- Classroom helpers.

Secondary Level

- Leaving the room.
- Returning to the room.
- Fire and disaster drills.
- Split lunch period.

4. Use of Materials and Equipment

Elementary Level

- Distributing materials.
- Collecting materials.
- Storage of common materials.
- The teacher's desk and storage areas.
- Students' desks and storage areas.
- Using the drinking fountain, sink, pencil sharpener.

Secondary Level

- Distributing materials.
- Collecting materials.
- Storage of common materials.

Handout 4—Continued

5. Group Work

Elementary Level

- Movement in and out of the group.
- Expected behaviors of students in the group.
- Expected behaviors of students not in the group.
- Group communication with the teacher.

Secondary Level

- Movement in and out of the group.
- Group leadership and roles in the group.
- The relationship of the group to the rest of the class or other groups in the class.
- Group communication with the teacher.

6. Seatwork and Teacher-Led Activities

Elementary Level

- Student attention during presentations.
- Student participation.
- Talking among students.
- Obtaining help.
- Out-of-seat behavior.
- Behavior when work has been completed.

Secondary Level

- Student attention during presentations.
- Student participation.
- Talking among students.
- Obtaining help.
- Out-of-seat behavior.
- Behavior when work has been completed.

HANDOUT 5

Schoolwide management policies and practices set the tone for individual classroom management. In *Classroom Management That Works*, Marzano suggests five key ways to build a strong system of schoolwide management. This handout includes some research-based guidance for building this system.

- 1. Establish rules and procedures for behavioral problems that might be caused by the school's physical characteristics or the school's routines.**
 - Reduce the density of students by using all entrances and exits to a given area.
 - Keep to a minimum wait time to enter and exit common areas.
 - Decrease travel time and distances between activities and events as much as possible.
 - Control physical movement by using signs marking transitions from less controlled to more controlled space.
 - Control behavior by using signs indicating behavioral expectations for common areas.
 - Sequence events in common areas to facilitate the type of behavioral momentum desired.

- 2. Establish clear schoolwide rules and procedures regarding specific types of misbehavior.**
 - Bullying
 - Verbal harassment
 - Use of drugs
 - Obscene language and gestures
 - Gang behavior
 - Sexual harassment
 - Repeated disruption of classes
 - Disregarding the safety of others
 - Fighting
 - Theft
 - Truancy

Schoolwide Management Policies and Practices: Recommendations

Handout 5—Continued

- 3. Establish and enforce appropriate consequences for specific types of misbehavior.**
 - Verbal reprimand
 - Disciplinary notices to parents
 - Conferences
 - After-school detention
 - Out-of-school suspension
 - Expulsion

- 4. Establish a system that allows for the early detection of students who have a high potential for violence and extreme behaviors.**

- 5. Adopt a schoolwide classroom management program.**

HANDOUT 6

This handout includes guidance from *Classroom Management That Works* on involving students in the design of classroom rules and procedures. Discuss your thoughts about this process, and share relevant examples from your own classroom experiences.

1. Have a discussion about the fact that many situations in real life involve rules and procedures. Offer examples that are familiar to students.
2. Next, present students with the rules and procedures you have already identified, explaining and exemplifying each one.
3. Then, engage students in a discussion about those rules and procedures, and invite them to suggest alternatives, additions, and deletions.
4. If there is disagreement about the importance or the specifics of a given rule or procedure, be sure to spend an adequate amount of time addressing the issue.
5. Ideally, a compromise rule or procedure will be created. If not, you, the teacher, should have the final word in the deliberations. However, the fact that a discussion was held will communicate that you are concerned about students' perceptions and input.

Involving Students in the Design of Classroom Rules and Procedures

HANDOUT 7

Three things I learned or three insights I had from today's workshop are . . .

1.

2.

3.

Given what I've learned in the workshop today, one thing I might do differently is . . .

On the basis of today's workshop, I plan to do the following:

Next Steps

HANDOUT 8

Think about the following questions. Write your thoughts and ideas in the spaces provided.

1. Why is it important to develop good teacher-student relationships?
2. What are some ways to develop effective relationships with students?
3. What are some ways to develop an appropriate mental set, or frame of mind, for classroom management?
4. Why might it be important to maintain or heighten your awareness of the actions of students in your classes?
5. What are some ways to do this?
6. Why might it be important to maintain an emotional objectivity with students?
7. What are some ways to do this?

Tape 2 Viewing Guide

HANDOUT 9

Teacher-student relationships are the keystone of effective classroom management. If a teacher has a good relationship with students, then his or her rules and procedures and the related disciplinary actions are more readily accepted by students. In *Classroom Management That Works*, Marzano identifies several key ways to develop effective teacher-student relationships. For each category, brainstorm some specific things teachers might do.

1. Establish an appropriate level of dominance in the classroom.
2. Use specific behaviors that communicate an appropriate level of cooperation.
3. Identify and use management strategies for interacting effectively with different types of high-needs students (e.g., aggressive students, students who are socially isolated).

Developing Teacher- Student Relationships

HANDOUT 10

In *Classroom Management That Works*, Marzano recommends two primary ways to establish a proper mental set for classroom management. Brainstorm specific ways to implement each suggestion.

1. Maintain or heighten your awareness regarding the actions of students in your classes (what Marzano calls “withitness”).

Teachers’ Mental Set

2. Maintain a healthy emotional objectivity with students.

HANDOUT 11

This handout includes research-based guidance from *Classroom Management That Works* on the specific ways teachers can develop effective relationships with their students.

1. Establish an appropriate level of dominance in the classroom.

- Exhibit assertive behavior.
- Set clear learning goals.

2. Use specific behaviors that communicate an appropriate level of cooperation.

- Provide flexible learning goals.
- Take a personal interest in students.
- Use equitable and positive classroom behaviors.
- Respond appropriately to students' incorrect responses.

3. Be aware of the needs of different types of students.

Marzano identifies five categories of high-needs students in his book *Classroom Management That Works*. Interventions with the following types of students typically require extraordinary personal attention from the teacher.

- Passive students
- Aggressive students
- Students with attention problems
- Students who are perfectionists
- Socially isolated students

Teacher-Student Relationships: Recommendations

HANDOUT 12

This handout includes research-based guidance from *Classroom Management That Works* on the specific ways teachers can develop the appropriate mental set, or frame of mind, for effective classroom management.

1. Maintain or heighten your awareness regarding the actions of students in your classes (what Marzano calls “withitness”).

- React immediately to problems or issues.
- Forecast problems.
- Observe a master teacher.

2. Maintain a healthy emotional objectivity with students (e.g., avoid emotional extremes when dealing with students).

There are a number of specific techniques you can use to help obtain and maintain a sense of emotional objectivity with students:

- Look for reasons (reframing).
- Monitor your own thoughts.
- Take care of your own emotional health.

Teachers’ Mental Set: Recommendations

HANDOUT 13

Five categories of high-needs students are identified in *Classroom Management That Works*. For each category, brainstorm ways to work effectively with these students, approaches that are most likely to make a difference, and issues to consider as teachers work with these students.

1. Passive students

- Fear of relationships

- Fear of failure

2. Aggressive students

- Hostile

- Oppositional

- Covert

3. Students with attention problems

- Hyperactive

- Inattentive

Categories of High-Needs Students

Handout 13—Continued

4. Perfectionist students

5. Socially isolated students

HANDOUT 15

In *Classroom Management That Works*, Marzano recommends a number of strategies for enhancing students' responsibility for their behavior and learning. Brainstorm some of the specific ways to implement each suggestion.

Fostering Student Self-Management

I. General classroom procedures that enhance student responsibility

A. *Use class meetings.*

B. *Establish a language of responsibility.*

C. *Ask students to write their beliefs about expected classroom behaviors.* (For example, "All students have a right to be treated with respect.")

D. *Use written self-analyses.*

II. Self-monitoring and control strategies

III. Cognitively based strategies

A. *Social skills training*

B. *Problem-solving skills*

HANDOUT 16

This handout includes research-based guidance from *Classroom Management That Works* for enhancing students' sense of responsibility, self-discipline, and self-control.

I. General classroom procedures that enhance student responsibility

A. Use the class meeting.

The class meeting can be a powerful tool for teaching student responsibility. *Classroom Management That Works* offers the following guidelines for effective class meetings:

- Determine who can call a class meeting and when it should be held according to standards of appropriate time and place.
- Be sure that students and teachers are seated so they can see the faces of all other class members.
- Establish the expectation that names will not be used in a class meeting because the purpose of class meetings is to address issues, not people.
- Establish the ground rule that the meeting will stay on topic.
- Establish the ground rule that students have the right to not participate in class meetings.
- Encourage or require students to use journals in conjunction with the class meetings.

B. Establish a language of responsibility.

The following critical terms might be addressed when using this approach:

- Rights
- Freedoms
- Equality
- Responsibilities
- Threats

Student Self-Management: Recommendations

Handout 16—Continued

C. Ask students to write their beliefs about expected classroom behaviors. (For example, “All students have a right to be treated with respect,” and “Students should demonstrate a respect for everyone’s property.”)

D. Use written self-analyses.

Classroom Management That Works highlights the use of the “self-defense form,” which students can use to record their analysis of behavioral incidents. The form includes space to record facts about an incident and to respond to specific prompts; for example, “I think the incident would not have happened if _____ had/had not _____,” and “I think the best solution to the problems caused by this incident is _____.”

II. Self-monitoring and control strategies

Phase I: *Record keeping and contingent rewards.*

Phase II: *Monitoring without formal record keeping.*

Phase III: *No formal record keeping, no reward.*

Phase IV: *Student autonomy.*

Handout 16—Continued

III. Providing students with cognitively based strategies

- *Social skills training*
- *Problem-solving skills*

These strategies commonly use the same process:

For Older Students

- A. Notice when you are becoming angry, annoyed, frustrated, or overwhelmed, and stop whatever you are doing.
- B. Ask yourself, What are the different ways I can respond to this situation?
- C. Think about the consequences for each of your options.
- D. Select the action that has the potential for the most positive consequences for you and others.

For Younger Students

- A. When you feel like you might do something that is harmful, STOP and THINK.
- B. What are some other things you can do?
- C. What will happen if you do them?
- D. Pick the best one.

OVERHEAD 1

Objectives for Workshop 1A

By the end of this workshop, you will

- **Know some ways good teachers set the tone for effective classroom management at the beginning of the class or year.**
- **Know some areas teachers should consider addressing when establishing rules and procedures.**
- **Know some key ways to build schoolwide management policies and practices.**

OVERHEAD 2

Objectives for Workshop 1B

By the end of this workshop, you will

- **Know some ways good teachers set the tone for effective classroom management at the beginning of the class or year.**
- **Know some areas teachers should consider addressing when establishing rules and procedures.**
- **Know some key ways to build schoolwide management policies and practices.**
- **Know some ways good teachers involve students in the process of establishing rules, procedures, and related disciplinary actions.**
- **Understand the relationship between classroom rules and procedures and schoolwide management policies and practices.**

OVERHEAD 3

Objectives for Workshop 2A

By the end of this workshop, you will

- **Know some ways to establish effective teacher-student relationships.**
- **Understand the effect a teacher's mental set, or frame of mind, has on classroom management.**

OVERHEAD 4

Objectives for Workshop 2B

By the end of this workshop, you will

- **Understand some ways to establish effective teacher-student relationships.**
- **Understand the effect a teacher's mental set, or frame of mind, has on classroom management.**
- **Know specific ways to develop an appropriate mental set for classroom management.**
- **Know key categories of high-needs students and have preliminary ideas for interacting effectively with these students.**

OVERHEAD 5

Categories of Severe Problems Facing Students

- **Homelessness**
- **Depression**
- **Suicide**
- **Violence**
- **Eating disorders**
- **Alcoholism**
- **Attention deficit hyperactivity disorder**
- **Struggles and feelings of isolation related to sexual orientation**
- **Incarcerated parents**
- **Poverty**
- **Sexual and physical abuse**

OVERHEAD 6

Objectives for Workshop 3A

By the end of this workshop, you will

- **Understand that students play a role in the smooth functioning of the classroom.**
- **Know some ways teachers can enhance students' sense of responsibility for their behavior and learning.**

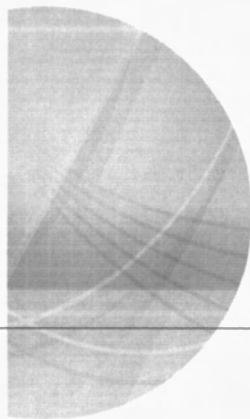
OVERHEAD 7

Objectives for Workshop 3B

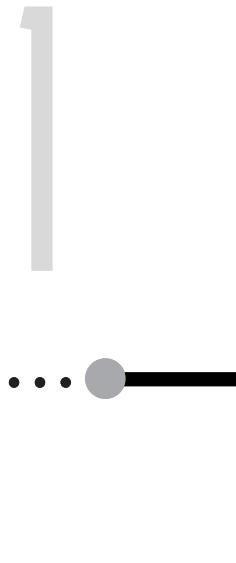
By the end of this workshop, you will

- **Understand that students play a role in the smooth functioning of the classroom.**
- **Understand some classroom procedures that enhance students' responsibility for their own behavior and learning.**
- **Understand some ways to teach students self-management and control strategies.**

Classroom
MANAGEMENT
that works



Readings and Resources



THE CRITICAL ROLE OF CLASSROOM MANAGEMENT

Teachers play various roles in a typical classroom, but surely one of the most important is that of classroom manager. Effective teaching and learning cannot take place in a poorly managed classroom. If students are disorderly and disrespectful, and no apparent rules and procedures guide behavior, chaos becomes the norm. In these situations, both teachers and students suffer. Teachers struggle to teach, and students most likely learn much less than they should. In contrast, well-managed classrooms provide an environment in which teaching and learning can flourish. But a well-managed classroom doesn't just appear out of nowhere. It takes a good deal of effort to create—and the person who is most responsible for creating it is the teacher.

We live in an era when research tells us that the teacher is probably the single most important factor affecting student achievement—at least the single most important factor that we can do much about. To illustrate, as a

result of their study involving some 60,000 students, S. Paul Wright, Sandra Horn, and William Sanders (1997) note the following:

The results of this study will document that the most important factor affecting student learning is the teacher. In addition, the results show wide variation in effectiveness among teachers. The immediate and clear implication of this finding is that seemingly more can be done to improve education by improving the effectiveness of teachers than by any other single factor. *Effective teachers appear to be effective with students of all achievement levels regardless of the levels of heterogeneity in their classes.* If the teacher is ineffective, students under that teacher's tutelage will achieve inadequate progress academically, regardless of how similar or different they are regarding their academic achievement. (p. 63) [emphasis in original]

Researcher Kati Haycock (1998) uses the findings of this study and others conducted by William Sanders and his colleagues (e.g., Sanders & Horn, 1994) to paint a dramatic picture of the profound impact an individual teacher can have on student achievement. The point is illustrated in Figure 1.1, which depicts the differences in achievement between students who spend a year in class with a highly effective teacher as opposed to a highly ineffective teacher.

According to Figure 1.1, students in the classes of teachers classified as the most effective can be expected to gain about 52 percentile points in their achievement over a year's time. Students in the classes of teachers classified as least effective can be expected to gain only about 14 percentile points over a year's time. This comparison is even more dramatic when one realizes that some researchers have estimated that students will

exhibit a gain in learning of about 6 percentile points simply from maturation—from growing one year older and gleaning new knowledge and information through everyday life (see Hattie, 1992; Cahen & Davis, 1987). The least effective teachers, then, add little to the development of students' knowledge and skill beyond what would be expected from simply growing one year older in our complex, information-rich society.

Sanders and his colleagues, who gathered their data from elementary school students in Tennessee, are not the only ones to document dramatic differences in achievement between students in classes taught by highly ineffective versus highly effective teachers. Haycock (1998) reports similar findings from studies conducted in Dallas and Boston.

I have come to similar conclusions in my work, although I have taken a very different approach from that used in the studies that form the basis for Haycock's conclusions. Whereas the studies conducted in Tennessee, Dallas, and Boston were based on data acquired from students over time, I used a research process called meta-analysis to synthesize the research on effective schools over the last 35 years (see Marzano, 2000a, 2003b). That approach enabled me to separate the effect on student achievement of a school (in general) from the effect of an individual teacher. Figure 1.2 illustrates my findings.

To understand the impact that a teacher can make, let's consider each of the five scenarios in Figure 1.2. (For a detailed discussion of how the computations in Figure 1.2 were derived, see Marzano, 2000a.) As depicted in Figure 1.2, if a student begins at the 50th percentile in mathematics, let's say, and attends an average school and has an average teacher, her achievement will still be at the 50th

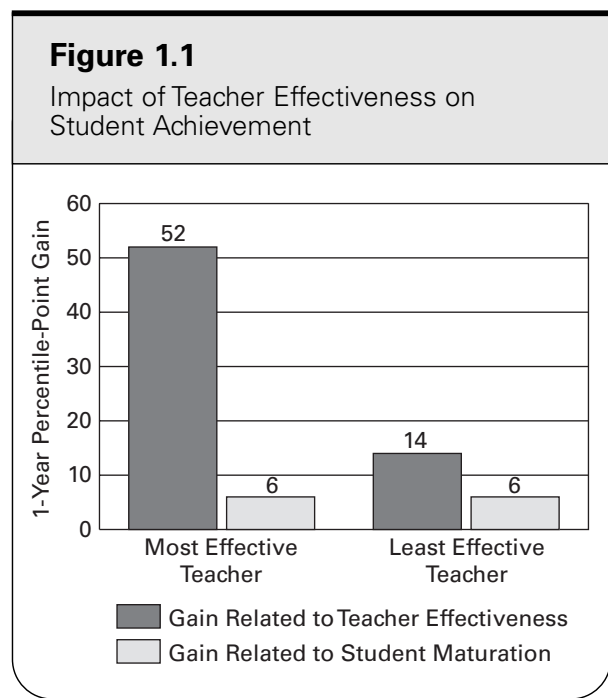
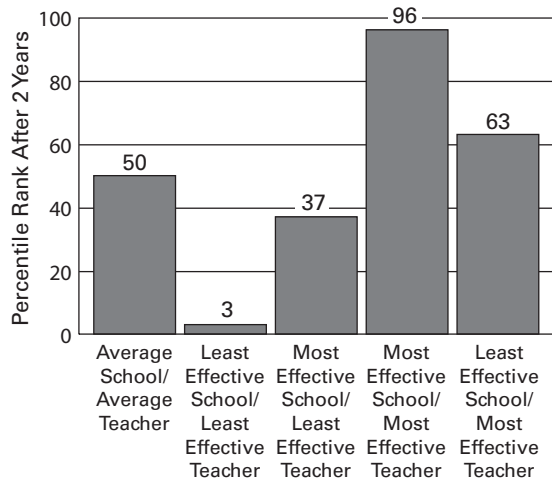


Figure 1.2

Effects of a School vs. a Teacher on Student Entering at 50th Percentile



percentile at the end of about two years. The student has learned enough to keep pace with her peers. But what happens to that student if she attends a school that is considered one of the least effective and is unfortunate enough to have a teacher who is classified as one of the least effective? After two years she has dropped from the 50th percentile to the 3rd percentile. She may have learned something about mathematics, but that learning is so sporadic and unorganized that she has lost considerable ground in a short time. In the third scenario, the same student is in a school classified as most effective, but she has a teacher classified as least effective. Although the student entered the class at the 50th percentile, two years later she leaves the class at the 37th percentile. In contrast to the two previous scenarios, the fourth presents a very optimistic picture. The student is not only in a school classified as most effective, but also is

in the class of a teacher classified as most effective. She enters the class at the 50th percentile, but she leaves at the 96th percentile. The fifth scenario most dramatically depicts the impact of an individual teacher. Again, the student is in a school that is considered least effective, but she is with a teacher classified as most effective. The student now leaves the class at the 63rd percentile—13 percentile points higher than the point at which she entered. It is this last scenario that truly depicts the importance of individual teachers. Even if the school they work in is highly ineffective, individual teachers can produce powerful gains in student learning.

Although the effect the classroom teacher can have on student achievement is clear, the dynamics of how a teacher produces such an effect are not simple. Rather, the effective teacher performs many functions. These functions can be organized into three major roles: (1) making wise choices about the most effective instructional strategies to employ, (2) designing classroom curriculum to facilitate student learning, and (3) making effective use of classroom management techniques.

The first role deals with instructional strategies and their use. Effective teachers have a wide array of instructional strategies at their disposal. They are skilled in the use of cooperative learning and graphic organizers; they know how best to use homework and how to use questions and advance organizers, and so on. Additionally, they know when these strategies should be used with specific students and specific content. Although cooperative learning might be highly effective in one lesson, a different approach might be better in another lesson. Some general strategies that have a good research “track record” in terms of enhancing student achievement have

been detailed in *Classroom Instruction That Works: Research-Based Strategies for Increasing Student Achievement* (Marzano, Pickering, & Pollock, 2001).

The second role associated with effective teaching is classroom curriculum design. This means that effective teachers are skilled at identifying and articulating the proper sequence and pacing of their content. Rather than relying totally on the scope and sequence provided by the district or the textbook, they consider the needs of their students collectively and individually and then determine the content that requires emphasis and the most appropriate sequencing and presentation of that content. They are also highly skilled at constructing and arranging learning activities that present new knowledge in different formats (e.g., stories, explanations, demonstrations) and different media (e.g., oral presentations, written presentations, video presentations, Web-based presentations, simulations, hands-on activities).

The third role involved in effective teaching is classroom management. This, of course, is the subject of this book. The following chapters detail and exemplify the various components of effective classroom management.

Before delving into classroom management, however, it is important to note that each of these three roles is a necessary but not sufficient component of effective teaching. That is, no single role by itself is sufficient to guarantee student learning, but take one out of the mix and you probably guarantee that students will have difficulty learning. Nevertheless, a strong case can be made that effective instructional strategies and good classroom curriculum design are built on the foundation of effective classroom management. As Long and Frye (1985) note in their

book, *Making It Till Friday: A Guide to Successful Classroom Management*, it is a myth to believe that

. . . effective teachers can prevent all discipline problems by keeping students interested in learning through the use of exciting classroom materials and activities. The potential for problems exists beyond academics. Students experience difficulties at home which spill over into the classroom; students experience problems with peers during class breaks and in the classroom which often involve the teacher; and students experience mood changes which can generate problems, to name just a few. (pp. 3–4)

Similarly, in their synthesis of the research, Edmund Emmer, Julie Sanford, Barbara Clements, and Jeanne Martin (1982) note that

At all public school grade levels, effective classroom management has been recognized as a crucial element in effective teaching. If a teacher cannot obtain students' cooperation and involve them in instructional activities, it is unlikely that effective teaching will take place . . . In addition, poor management wastes class time, reduces students' time on task and detracts from the quality of the learning environment. (p. 13)

A Brief History of Classroom Management Research

It is probably no exaggeration to say that classroom management has been a primary concern of teachers ever since there have been teachers in classrooms. However, the systematic study of effective classroom management is a relatively recent phenomenon. Here we

briefly consider the major studies on classroom management. (For more detailed and comprehensive discussions, see Emmer, 1984; Brophy, 1996; and Doyle, 1986, 1990.)

Arguably, the first high-profile, large-scale, systematic study of classroom management was done by Jacob Kounin (1970). He analyzed videotapes of 49 first and second grade classrooms and coded the behavior of students and teachers. Kounin's findings are discussed in more depth in Chapter 5, but it is worth noting here that he identified several critical dimensions of effective classroom management. Those dimensions (among others) are (1) "withitness," (2) smoothness and momentum during lesson presentations, (3) letting students know what behavior is expected of them at any given point in time, and (4) variety and challenge in the seatwork assigned to students. "Withitness" involves a keen awareness of disruptive behavior or potentially disruptive behavior and immediate attention to that behavior; of the four dimensions, it is the one that most consistently separates the excellent classroom managers from the average or below-average classroom managers.

In 1976 Brophy and Evertson reported the results of one of the major studies in classroom management, up to that point, in a book entitled *Learning from Teaching: A Developmental Perspective*. Their sample included some 30 elementary teachers whose students had exhibited consistently better than expected gains in academic achievement. The comparison group consisted of 38 teachers whose performance was more typical. Brophy and Evertson's study, then, might be considered a comparison of exceptional teachers with average teachers. Although the study focused on a wide variety of teaching behaviors, classroom management surfaced as one of the critical

aspects of effective teaching. Much of what they found relative to classroom management supported the earlier findings of Kounin. Brophy and Evertson (1976) say this about their study:

Much has been said . . . in the book about our findings concerning classroom management. Probably the most important point to bear in mind is that almost all surveys of teacher effectiveness report that classroom management skills are of primary importance in determining teaching success, whether it is measured by student learning or by ratings. Thus, management skills are crucial and fundamental. A teacher who is grossly inadequate in classroom management skills is probably not going to accomplish much. (p. 27)

A series of four studies conducted at the Research and Development Center for Teacher Education in Austin, Texas, marked a milestone in the research on classroom management. The first study involved 27 elementary school teachers. The second involved 51 junior high school teachers. Results from the elementary school study were reported in Emmer, Evertson, and Anderson (1980) and Anderson, Evertson, and Emmer (1980). Results from the junior high study were reported in Evertson and Emmer (1982) and in Sanford and Evertson (1981). Both studies were descriptive and correlational in nature and identified those teacher actions associated with student on-task behavior and disruptive behavior. Again, Kounin's earlier findings were strongly supported. One of the more significant conclusions from these studies was that early attention to classroom management at the beginning of the school year is a critical ingredient of a well-run classroom.

The third and fourth studies, also conducted in the elementary and junior high schools, respectively, examined the impact of training in classroom management techniques based on findings from the first two studies. The findings from these studies were reported by Emmer, Sanford, Clements, and Martin (1982); Emmer, Sanford, Evertson, Clements, and Martin (1981); and Evertson, Emmer, Sanford, and Clements (1983). As described by Emmer (1984),

In the later two studies, the interventions occurred at the beginning of the school year and resulted in improved teacher behavior in many, but not all, management areas and also in more appropriate student behavior in experimental group classes as compared to control group classes . . . (p. 17)

Together, these studies set the stage for research and practice in classroom management for the late 1980s through the 1990s and resulted in two books on classroom management: one for the elementary level (Evertson, Emmer, & Worsham, 2003) and one for the secondary level (Emmer, Evertson, & Worsham, 2003); both are now in their sixth edition. To date, these books have been considered the primary resources for the application of the research on classroom management to K–12 education.

The Classroom Strategy Study conducted by Jere Brophy (see Brophy, 1996; Brophy & McCaslin, 1992) was the next major study addressing classroom management. It involved in-depth interviews with and observations of 98 teachers, some of whom were identified as effective managers and some of whom were not. The study presented teachers with vignettes regarding specific types of stu-

dents (e.g., hostile-aggressive students, passive-aggressive students, hyperactive students) in specific situations. Among the many findings from the study was that effective classroom managers tended to employ different types of strategies with different types of students, whereas ineffective managers tended to use the same strategies regardless of the type of student or the situation. One of the study's strong recommendations was that teachers should develop a set of "helping skills" to employ with different types of students. (Chapter 4 presents the implications of Brophy's study in more depth.)

In spite of the profound impact of these various studies, classroom management received its strongest endorsement in a comprehensive study by Margaret Wang, Geneva Haertel, and Herbert Walberg (1993). They combined the results of three previous studies. One involved a content analysis of 86 chapters from annual research reviews, 44 handbook chapters, 20 government and commissioned reports, and 11 journal articles. This analysis produced a list of 228 variables identified as having an impact on student achievement. The second study involved a survey of 134 education experts who were asked to rate each of the 228 variables in terms of the relative strength of their impact on student achievement. The third study involved an analysis of 91 major research syntheses. The end result of this massive review was that classroom management was rated *first* in terms of its impact on student achievement.

In summary, the research over the past 30 years indicates that classroom management is one of the critical ingredients of effective teaching. Many studies and many books have been published articulating the specifics of effective classroom management. So what

does this book have to offer that has not already been established? Certainly, this book reinforces the findings and suggestions from many of the previous works. However, the recommendations in this book are based on a new research methodology not previously employed with the classroom management literature per se. That methodology is meta-analysis.

Meta-Analysis and Classroom Management

Meta-analysis is an approach to research that was formally developed by researcher Gene Glass and his colleagues (see Glass, 1976; Glass, McGaw, & Smith, 1981) in the early 1970s. In simple terms, it is a technique for quantitatively combining the results from a number of studies. Since its inception, it has been used extensively in the fields of education, psychology, and medicine. The powerful impact that meta-analysis has made on these fields of study is chronicled in the book *How Science Takes Stock: The Story of Meta-Analysis* by Morton Hunt (1997).

In effect, this research technique has allowed us to construct generalizations about education, psychology, and medicine that were previously not available. A logical question is, Why is the simple act of combining the findings from a number of studies so powerful? The answer is that any single study, no matter how well constructed, will have “uncontrolled error” influencing its outcomes. To illustrate, let’s consider a well-designed study that examines the impact of a specific classroom management strategy on students’ behavior. The study might randomly assign students to two groups—one that uses the strategy (the experimental group) and one

that does not (the control group). The study might ensure that both groups do everything exactly the same except for the classroom management strategy that is being studied. Even with this level of tight control, the findings that come from the study might be influenced by uncontrolled error. For example, the way student behavior is measured might not be sensitive to behaviors that are important to the study; something might happen to the students in the experimental or the control group that is not related to the study but influences their behavior, and so on.

In fact, it is almost impossible to control all the error that might creep into a study. This is why researchers assign a probability statement to their findings. When researchers report that their findings are significant at the .05 level, they are saying that there is a very small chance—less than 5 chances in 100—that their findings are a function of the uncontrolled error in the study. When researchers report that their findings are significant at the .01 level, they are saying that there is an even smaller chance that the findings are a function of uncontrolled error—less than 1 chance in 100. By combining the results of many studies, we can say with far more certainty than we can with a single study that certain strategies work or do not work. This concept is considered again in more detail in Chapter 2.

To write this book, I undertook a meta-analysis that included the findings from more than 100 separate reports. I discuss, in non-technical terms, the results of that meta-analysis throughout the book, and they form the foundation for my recommendations. (See the Appendix for a more detailed discussion of the meta-analysis and Marzano, 2003a, for a technical description.)

As shown in Figure 1.3, my meta-analysis addressed four general components of effective classroom management: (1) rules and procedures, (2) disciplinary interventions, (3) teacher-student relationships, and (4) mental set. The remaining chapters of this book address these factors (along with some others) in depth. However, let's briefly consider the meaning of the scores presented in Figure 1.3. The fourth column indicates the number of studies that were examined for each of the four components. The third column reports the total number of students involved in those studies. The second column presents the average effect size for each of the four general components of classroom management.

An *effect size* is a metric used in meta-analyses. In the context of this book, it tells you how much of a difference in behavior you can expect between classes that effectively employ a given aspect of classroom management and classes that do not. To illustrate, let's consider the average effect size for disciplinary interventions, as shown in Figure 1.3.

It is $-.909$. This average was computed using the findings from 68 studies involving 3,322 students. An average effect size of $-.909$ can be interpreted to mean that in classes where disciplinary procedures were used effectively, the average number of classroom disruptions was .909 standard deviations *less than* the average number of disruptions in classrooms that did not effectively employ disciplinary procedures.

One of the benefits of using the effect size metric is that we can translate it into a percentile change relative to the average number of disruptions that occur in a classroom. Let's think of a disruption as any type of student behavior not sanctioned by the teacher. A disruption can be as innocuous as a student talking to her neighbor or as severe as a student being disrespectful to the teacher. So, for this example, we are not distinguishing the severity of disruptions, only the number of disruptions. What does an effect size of $-.909$ for disciplinary interventions tell us? In this case, an effect size of $-.909$ translates into a

Figure 1.3

Meta-analysis Results for Four Management Factors

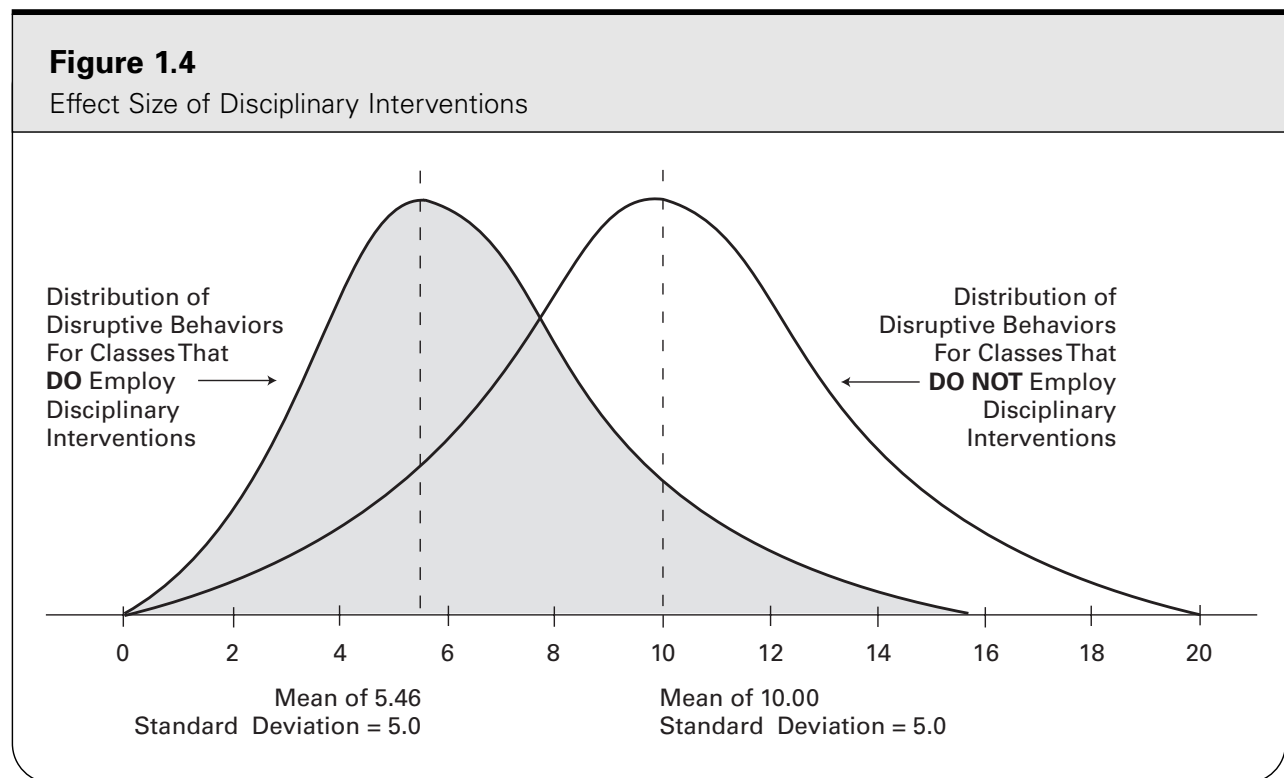
Factor	Average Effect Size	Number of Subjects	Number of Studies	Percentile Decrease in Disruptions
Rules and Procedures	$-.763$	626	10	28
Disciplinary Interventions	$-.909$	3,322	68	32
Teacher-Student Relationships	$-.869$	1,110	4	31
Mental Set	-1.294	502	5	40

Note: All effect sizes are significant at the .05 level.

decrease of 32 percentile points relative to the average number of disruptions in class. (For a discussion of how effect sizes are translated into percentile changes, see the Appendix.) This means that the average number of disruptions in classes where disciplinary interventions are employed effectively will be at the 18th percentile in terms of the distribution of disruptions in classes where disciplinary interventions are not employed effectively.

To further understand the distribution of disruptive behavior, consider Figure 1.4. Let's assume that the average number of disruptions per day is 10 in classes where disciplinary interventions are not employed and that the standard deviation is 5.0. This is depicted in the distribution on the right of Figure 1.4. Given what we know about normal distribu-

tions, this implies that some days there will be many more disruptions than 10. In fact, we can predict that on some days the number of disruptions will be two standard deviations (or more) above the mean. That is, on some days there will be 20 disruptions in these classrooms. Conversely, some days the number of disruptions will be two standard deviations below the mean—some days there will be no disruptions. In other words, the classes that don't employ disciplinary interventions will have a few "low-disruption days" and a few "high-disruption days," but the average number of disruptions will be 10 per day. Now let's consider the distribution on the left of Figure 1.4, which represents the classes that use disciplinary interventions effectively. Here the mean is 5.46 and the standard deviation is



again 5.0. On high-disruption days, these classes will have 15.46 disruptions. On low-disruption days these classes will have none.

In summary, Figure 1.4 indicates that classes that use disciplinary interventions will have their good days and bad days, as will classes that don't. However, the average number of disruptions in classes that use disciplinary interventions effectively is substantially fewer than in classes that don't. Over a year's time, this decrease in disruptive behavior results in a significantly different atmosphere in the two types of classes. Over a year's time, classes that employ disciplinary interventions will have about 980 disruptions, whereas classes that do not will have about 1,800.

The effect sizes reported in Figure 1.3 make a strong case that effective use of classroom management techniques can dramatically decrease the disruptions in your classes. The results of my meta-analysis also demonstrate the impact of effective use of classroom management strategies on student engagement and student achievement (see Figure 1.5).

Figure 1.5 reports that classes in which effective classroom management techniques are used have engagement rates for students that are .617 standard deviations higher than the engagement rates in classes where

effective management techniques are not employed. This translates into a 23-percentile-point increase in engagement. Figure 1.5 also indicates that classes with effective classroom management techniques reach achievement levels that are .521 standard deviations higher than the achievement in classes without effective classroom management techniques. This translates into a 20-percentile-point increase in achievement. In other words, my meta-analysis indicates that, on the average, students in classes where effective management techniques are employed have achievement scores that are 20 percentile points higher than students in classes where effective management techniques are not employed. By a number of measures, then, effective classroom management has a powerful impact on students.

Are Good Classroom Managers Born or Made?

Although the characteristics of an effective classroom manager are clear and even somewhat intuitively obvious, what might not be as clear or obvious is how you become an effective classroom manager. You might ask the question, Are effective classroom managers born, or can you become one if you are

Figure 1.5

Effects of Classroom Management on Engagement and Achievement

Outcome	Average Effect Size	Number of Subjects	Number of Studies	Percentile Increase
Engagement	+.617	784	7	23
Achievement	+.521	553	5	20

Note: All effect sizes are significant at the .05 level.

not one already? Fortunately, the answer to this question is that effective classroom managers are made. Good classroom managers are teachers who understand and use specific techniques. Awareness of and training in these techniques can change teacher behavior, which in turn changes student behavior and ultimately affects student achievement positively. Again, research evidence supports this assertion.

To illustrate, consider the research by Walter Borg and Frank Ascione (1982). In a study involving 34 elementary school teachers who were randomly assigned to experimental and control conditions, they found that (1) teachers who had been trained in the use of effective classroom management techniques (the experimental group) improved their use of those techniques when compared to a group of untrained teachers (those in the control group), and (2) the students of the teachers in the experimental group had fewer disruptions and higher engagement rates than those in the control groups.

One of the most promising findings from the research on becoming a skilled classroom manager is that apparently it can happen relatively quickly. For example, in their study of some 40 junior high school teachers randomly assigned to experimental and control groups, Emmer, Sanford, Clements, and Martin (1982) found that teachers' skills at classroom management could be significantly improved even by the simple intervention of providing them with a manual and two half-day workshops. As described by Emmer and his colleagues,

The experimental treatment in the study was mainly informational, with no opportunity for feedback, directed

practice, diagnosis with targeted intervention, or continued support and encouragement from staff or colleagues. Thus the treatment conforms to the type noted . . . as a minimal intervention . . . (p. 65)

Similar findings were reported for minimal interventions for elementary school teachers by Emmer, Sanford, Evertson, Clements, and Martin (1981).

How This Book Is Organized

The seven remaining chapters in this book cover various aspects of classroom management in greater detail. Chapter 2 addresses classroom rules and procedures. Chapter 3 discusses disciplinary interventions. Chapter 4 addresses teacher-student relationships, and Chapter 5 addresses mental set. Chapter 6 provides a different perspective on classroom management. Instead of considering what the teacher can do to enhance the management of the classroom, it considers the role of the student in the effective management of the classroom. In effect, it discusses student responsibility for classroom management. Chapter 7 considers how to begin the school year in a way that ensures a good start to management. Finally, in a shift from the individual-classroom perspective of Chapters 2 through 7, Chapter 8 considers the role of the school in the business of management.

Each chapter begins with a consideration of the research and theory. Next, specific programs that are particularly strong in a given aspect of classroom management are considered. The heart of each chapter is a section entitled "Action Steps." These are specific recommendations for you, the classroom teacher.

Summary

Clearly, individual classroom teachers can have a major impact on student achievement. Of the three roles of the classroom teacher—making choices about instructional strategies,

designing classroom curriculum, and employing classroom management techniques—classroom management is arguably the foundation. Research on classroom management supports this argument, as does the meta-analysis on which this book is based.

7



GETTING OFF TO A GOOD START

A classroom doesn't start off well managed. Rather, each year elementary teachers in self-contained classrooms meet with upwards of 30 new students who view the teacher as a new person in their lives. Secondary teachers might meet five or six new classes of students every semester—or even more frequently. Again, these students are as new to the teacher as the teacher is to them. For each of these fresh combinations of teachers and students, classroom management practices must be built anew. What, then, do we know about how an effectively managed classroom is first established?

The Research and Theory

A long history of research documents what we know about the beginning stages of developing an effectively managed classroom. Virtually all of this research points to the beginning of the school year as the linchpin

for effective classroom management. To illustrate, Moskowitz and Hayman (1976) studied the beginning-of-the-year behaviors of 14 highly effective junior high school teachers as compared with the behaviors of 13 first-year junior high school teachers. Where the new teachers spent relatively little time orienting the class to management routines and activities, the effective teachers not only focused the first few days on management, but they also did so in a very orderly and systematic manner—clearly articulating rules and procedures, practicing them with students, and establishing disciplinary consequences for violations of rules and procedures.

Researchers found similar results at the elementary level. In a study of 14 elementary school teachers identified as effective managers, Eisenhart (1977) found that the beginning of the school year was devoted to classroom physical arrangement, establishing a schedule of routines, and establishing a system of

rewards and recognition. Buckley and Cooper (1978) reported that in effectively managed classrooms, teachers had firmly established management routines by the sixth day of class.

Perhaps the seminal studies on the beginning of the school year are a set of four conducted at the Research and Development Center for Teacher Education at the University of Texas at Austin. These were briefly discussed in Chapter 1. Two of these studies were at the elementary level and two were at the junior high level (see Emmer, Evertson, & Anderson, 1980; Anderson, Evertson, & Emmer, 1980; Evertson & Emmer, 1982; Sanford & Evertson, 1981; Emmer, Sanford, Clements, & Martin, 1982; Emmer, Sanford, Evertson, Clements, & Martin, 1981; Evertson, Emmer, Sanford, & Clements, 1983). Teachers were observed on the first day of class and then at regular intervals from one to two months later. Of the many findings, one of the more salient was that the most effective teachers not only planned for classroom management before actually beginning the school year, but they also spent more time ensuring that management activities were

- Understood by students,
- Generally accepted by students, and
- Practiced until they became routine.

Even if the research were not so clear, common sense dictates that devoting the first few days of the year, the semester, or the quarter to classroom management has the potential to ward off many future problems. Speaking about the secondary classrooms, Emmer, Evertson, and Worsham (2003) note, "The first few weeks of school are especially important for classroom management because during this time your students will learn behaviors and procedures needed throughout the year" (p. 58). Discussing the beginning of the school

year at the elementary level, Evertson, Emmer, and Worsham (2003) provide almost the exact same advice: "The beginning of the school year is an important time for classroom management because your students will learn behavior, attitudes, and work habits that will affect the rest of the year" (p. 58).

Programs

Most programs on classroom management pay some attention to the importance of the beginning of the school year. However, the Classroom Organization and Management Program, or COMP (see Evertson, 1995), addresses it quite directly and effectively. COMP was described in some depth in Chapter 2. Briefly, though, the program addresses seven specific elements of classroom management organized into the following modules:

1. Organizing the classroom
2. Planning and teaching rules and procedures
3. Developing student accountability
4. Maintaining good student behavior
5. Planning and organizing instruction
6. Conducting instruction and maintaining momentum
7. Getting off to a good start

The seventh module on getting off to a good start addresses the first few days of class and provides explicit guidance in how to introduce students to the critical features of the management system and how to do so in a way that involves students. The module on organizing the classroom provides specific suggestions regarding room arrangement, storage of equipment and material, and optimal design for whole-group and small-group discussion. All of these are key considerations that should be addressed at the beginning of the school year, semester, or quarter.



ActionSteps

ACTION STEP 1 ▼

Arrange and decorate your room in a manner that supports effective classroom management.

Although it might not be obvious, the way you arrange and decorate your classroom communicates a great deal to students, and the beginning of the year is the most powerful time to convey these communications. As Emmer, Evertson, and Worsham (2003) explain:

Remember that the classroom is the learning environment for both you and your students. Although it may hold as many as thirty or more students each period, it is not a very large area. Your students will be participating in a variety of activities and using different areas of the room, and they will need to enter and leave the room rapidly when classes change. You will get better results if you arrange your room to permit orderly movement, few distractions, and efficient use of available space. (p. 2)

Emmer, Evertson, and Worsham (2003) and Evertson, Emmer, and Worsham (2003) make a number of general suggestions about classroom arrangement. I have combined theirs along with my own to produce the following list. Your classroom should be arranged in a way that allows all of the following:

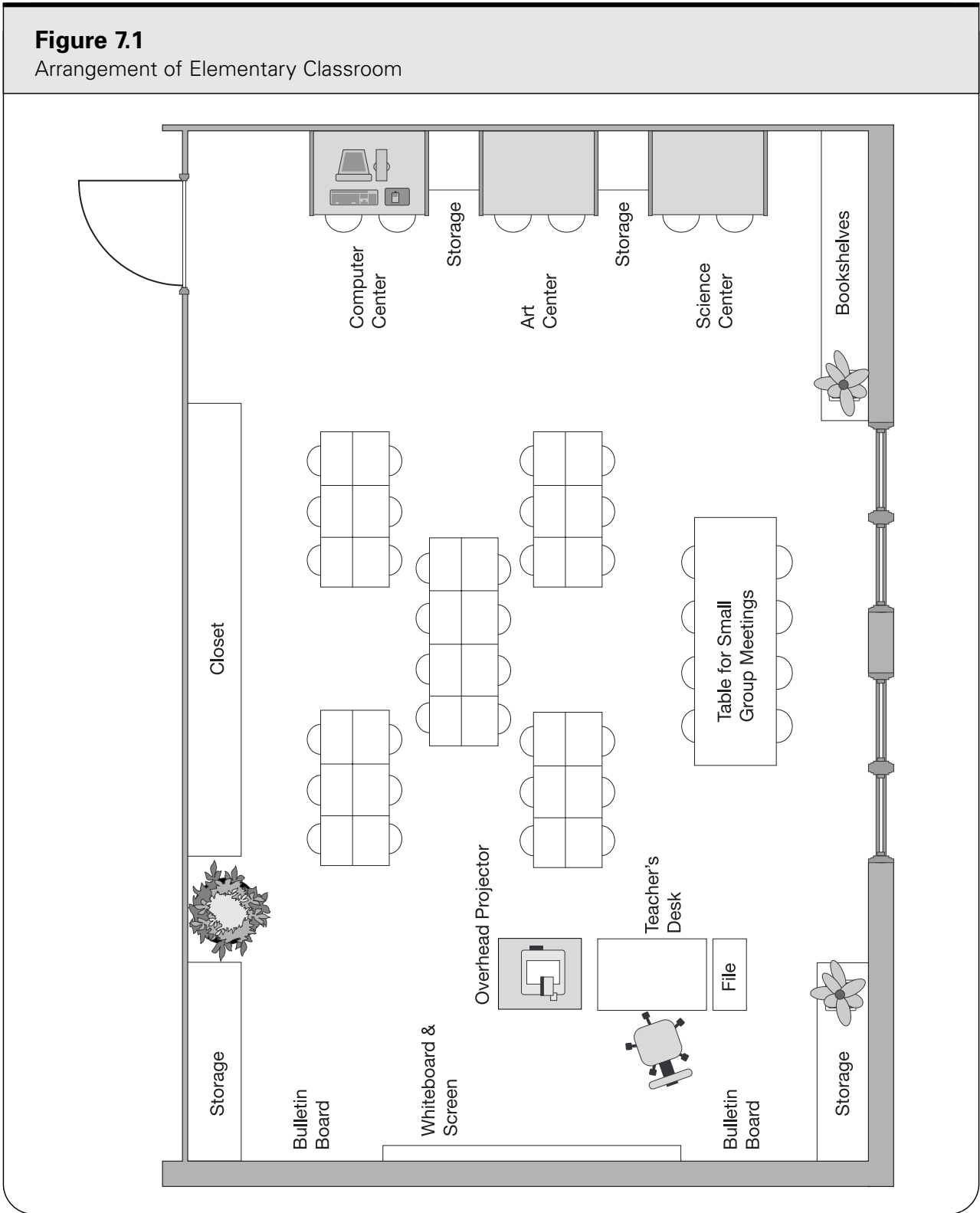
- You can easily see all students.
- Students can easily see all presentations and demonstrations.
 - Frequently used materials are easily accessible.
 - Pathways facilitate traffic flow.
 - It is easy to organize students into pairs, triads, and small groups.
 - The room does not provide or highlight unnecessary distractions.

Figure 7.1 illustrates how an elementary classroom might be arranged. One of the first decisions you will have to make as an elementary teacher is where whole-group instruction will take place. Given that whole-class instruction should occur in a location where you can use the blackboard or white board, you might not have much of a choice on this issue. All students should be able to easily see this area without having to stand or move their chairs too much. As shown in Figure 7.1, you should have an overhead projector located in this area. Your desk should probably be located near the whole-class instruction area. This is particularly important if you use your desk as a storage place for materials that you use frequently during whole-group instruction.

You can arrange student desks and chairs in many ways. Notice that in Figure 7.1 the desks are organized in clusters as opposed to rows, yet all students can easily see the whole-class instruction area. Given the importance and frequent use of cooperative learning (see Chapter 2 for a discussion), the desk arrangement should allow you to easily organize students into groups of different sizes and different participants. The cluster arrangement in Figure 7.1 allows this.

Bookshelves should be located where they provide easy access but do not create traffic

Figure 7.1
Arrangement of Elementary Classroom



congestion. Also they should not create blind spots for you. That is, you will want a clear view of students no matter where they are in the room.

You will also want a place where you can meet with a small group of students (for reading groups, for example). Figure 7.1 shows a table on the right-hand side of the classroom (looking from the area for whole-class instruction). When you are interacting with a small group of students, your chair should be placed with its back to the wall so that you can see the entire class.

Many elementary classroom teachers use centers—places where students come together to work on specific projects or to study a specific topic. At the elementary level, students commonly go to centers for art and science activities. Again, these centers should be located away from major traffic patterns but in places you can easily see and monitor. Ideally, you will have a computer or computers in your classroom with access to the Internet. Your computer area might be thought of as another center. The materials necessary for use in the centers should be located close by.

Figure 7.2 shows a possible arrangement for a secondary classroom. Again, one of the first decisions you will want to make is where whole-class instruction will take place. Easy access to a blackboard or white board is again important, as is an overhead projector and an accompanying table. All students should have a clear line of vision to you, the blackboard, and the overhead projector.

Although there are many ways to arrange student desks, many secondary teachers still prefer organizing students in rows as depicted in Figure 7.2. This makes it a little more difficult to quickly organize students into cooperative groups, but the class size in

many secondary classrooms makes the arrangement of desks into clusters prohibitive. Ensuring that desks are not too close together decreases the chances of students being distracted by one another. Notice that the teacher's desk is in the back of the room in Figure 7.2. Although it is certainly appropriate to place the desk in the front of the room near the whole-class instruction area, placing it at the opposite end of the room from where whole-class instruction takes place ensures that you will often be both at the back and the front of the room. Also, placement of your desk at the back of the room allows you to observe students doing seatwork without them knowing exactly what part of the room you are observing.

Again, a place should be set aside for groups of students to meet or for you to work with small groups. In Figure 7.2, the small-group area is located on the left-hand side of the classroom looking from the perspective of the location for whole-class instruction.

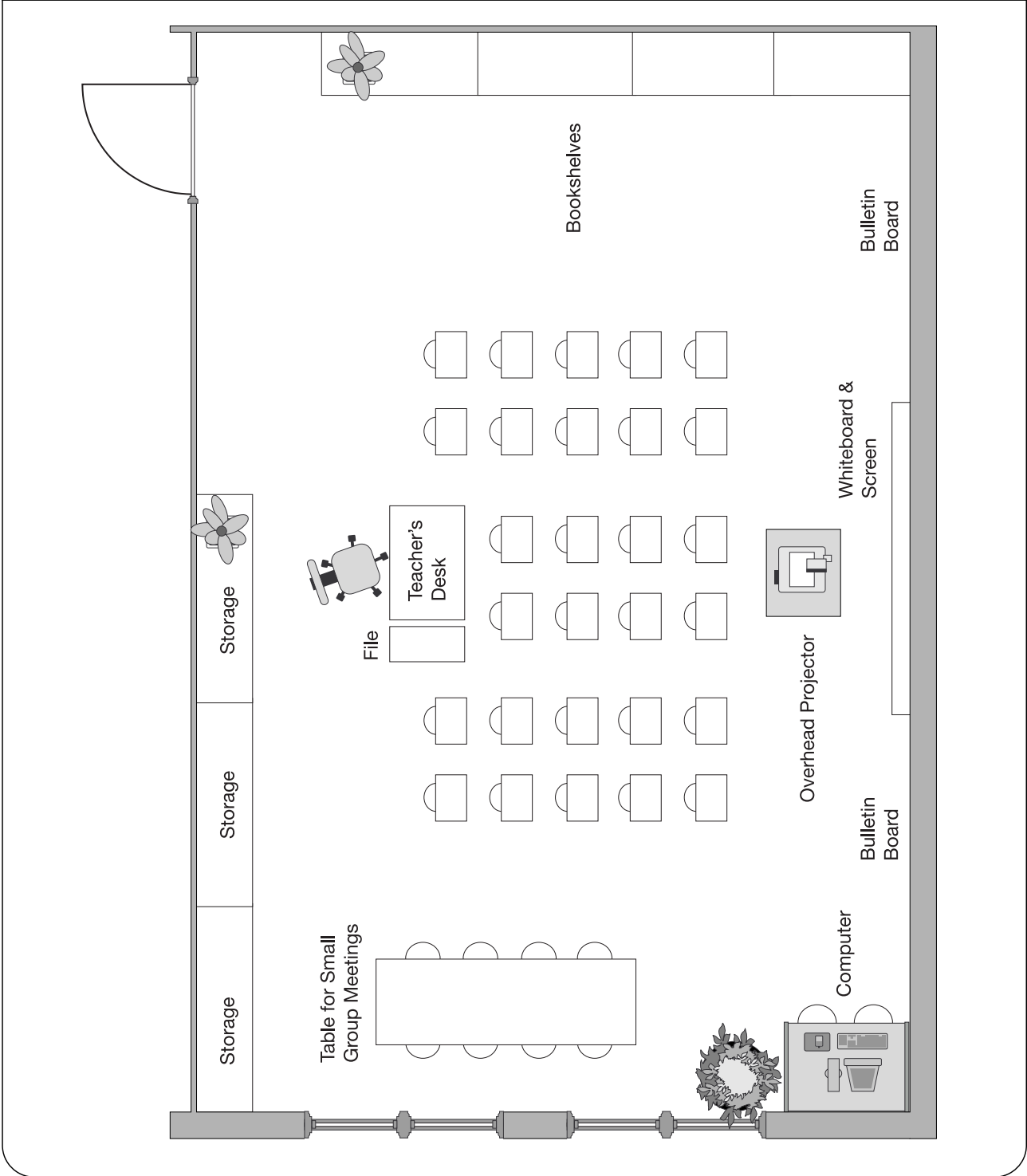
Secondary classrooms typically do not have centers, but you will ideally have a computer or computers in the classroom with access to the Internet. These should be placed away from traffic patterns but in a spot where students working at them can be seen. Storage space for computer-related materials should be close by.

Some secondary classrooms—science classrooms and industrial arts classrooms, for example—are set up as laboratories. The same considerations apply to lab environments, although you probably will have less flexibility with seating arrangements given the permanent nature of the equipment in these spaces.

Along with the physical arrangement of the room, you should consider how the room is decorated. Again, the physical appearance

Figure 7.2

Arrangement of Secondary Classroom



of the room conveys a powerful message when students first enter. It is important to note that the emphasis in decorating the classroom should be on functionality. That is, it is not your job to create a “pretty” environment; it is your job to create a “learning” environment. As Evertson, Emmer, and Worsham (2003) explain, “Don’t spend a lot of time decorating your room. You will have many other important things to do to get ready for the beginning of school. A few bare bulletin boards won’t bother anybody” (p. 5). With this important qualifier in mind, I offer some suggestions for decorative elements that are commonly employed in effectively managed classrooms.

An elementary classroom may include the following decorative elements:

- A calendar
- A place for school announcements and school spirit paraphernalia
- A place for posting expectations regarding the correct format for assignments (e.g., the proper format for headings on papers)
- A place for listing daily assignments or the daily schedule
- A place for displaying information about current topics
- A poster with a pocket for each child that can be made of laminated envelopes.

These pockets can be used to send messages to individual students.

A secondary classroom may include the following decorative elements:

- A place for school announcements and school spirit paraphernalia
- A place where school assignments can be listed
- A place to display prototypes for assignments
- A place to display student work

The following vignettes describe how teachers at the elementary and secondary levels approached decorating their rooms.

- *Ms. Rice used to spend several days before school started decorating her classroom. Not any more. Now the kids arrive to an almost bare classroom, and then she and the kids decorate the walls. Together they put up calendars, frame areas for students’ work, and create individual spaces for their personal materials. As they work, Ms. Rice explains the purpose and value of each space. She is convinced that by doing this they understand and use the resources in the spaces much more quickly. She now uses more of the time before school starts for curriculum planning.*
- *For his first two years of teaching, Mr. Crank had to admit his computer lab deserved the reputation of “drab lab.” He wanted to decorate but hated spending time on it. Of course, he finally realized that the technology around him could solve the problem for him. With software he knew well, he created amazing calendars, assignment boards, and reminders—all in the school colors. The best brainstorm idea he had, however, was a “virtual” bulletin board that he periodically projected on the ceiling.*

ACTION STEP 2 ▼

Begin with a strong first day of class.

The frequently used expression “you have only one chance to make a first impression” applies well to the first day of class. What you do that first day sets a tone that can carry you through the rest of the year. There is no set

pattern to the activities you should engage in, but there are some general suggestions that seem to work. Again, I have combined the suggestions of Emmer, Evertson, and Worsham (2003) and Evertson, Emmer, and Worsham (2003) with some of my own.

In the elementary classroom, here are some critical things to do on the first day of class:

- Prepare student name tags, but have extra material available in case new students are assigned to class.
- When students enter the room, greet them warmly and help them put their name tags on and be seated. Alternatively, you might tape their name tags to their desks.
- Make a seating chart.
- Don't allow students to wander around or become confused.
- Tell students something about yourself and have them do a brief get-acquainted activity. For example, you might have students tell their name and a favorite activity or use a name game to help students remember

each others' names. You might also ask them to complete a brief interest inventory like the one shown in Figure 7.3.

- Present and discuss the classroom rules and procedures along with the disciplinary interventions.

The following vignette illustrates how the first day of class might play out in an elementary classroom.

The first day of school, Mr. Jake greeted every student with a name tag. Beside each student's name on the tag were several stickers symbolizing some aspect of the curriculum—an animal, a shape, a letter, a story title. Throughout the day, Mr. Jake grouped and regrouped students according to one of the symbols. ("Okay, we're going to group by animals. Everyone with a dog, get together here; everyone with a bird . . .") During each grouping, students first got acquainted, and then Mr. Jake gave them information and opportunities to discuss ideas about both the

Figure 7.3

An Interest Inventory for Elementary Students

1. What kind of pet do you have? If you don't have a pet, what kind would you like to have? _____

2. What is your favorite subject in school? _____
3. Why? _____
4. What is your favorite TV show? _____
5. What do you like to do after school? _____

curriculum goals and the class routines. By the end of the day, every student had been grouped with every other student, and Mr. Jake had introduced the curriculum.

At the secondary level, here are some actions to take on the first day:

- Before class begins, stand near the door. Monitor the general activity in the hallways and help students in the hallway find their way to their classes.

- As students enter your classroom, greet them. Explain that for this first day they will be allowed to select their own seats, but you will assign seats at a later date.

- Begin class by addressing any required administrative tasks such as roll call and filling out forms or cards for the central office. As students fill out the forms or cards, have them hold them up so that you can collect them.

- Tell students your name and something about yourself, such as your family background, your teaching experience, your hobbies, and so on. If students don't know each other, provide them with a brief get-acquainted activity. For example, you might organize students in triads and ask each student to say their name and something about themselves. At this point you might also have students fill out an interest inventory like that in Figure 7.4.

- Provide students with a brief activity that conveys a sense of the content you will be addressing and the type of activities they will be engaged in.

- Give students a course outline and briefly go over your expectations. (This is not the time to provide in-depth explanations of assignments or grading criteria.)

- Give students a written copy of the rules and procedures for the class along with

Figure 7.4

An Interest Inventory for Secondary Students

1. What is your favorite subject in school? _____
2. Why? _____
3. What do you like to read about? _____
4. What is your favorite book? _____
5. What is your favorite movie or television show? _____
6. What would you like to do after you graduate from high school? _____

7. What are your hobbies? _____

your system of negative and positive consequences. Go over them, explaining the rationale for each one. Allow students to ask questions, and explain that they will have an opportunity to alter the rules and procedures.

- End the period with an end-of-class routine that ensures that materials are put away and the room is left clean.

The following vignette depicts the first day of class in a secondary classroom.

Mr. Ames decided to try something new with his sophomores, knowing that many of them were weary of the first-day-of-school lectures and routines. As they walked in, he immediately put them in small groups. Before each major chunk of information he provided, he asked them to predict what he was going to say—about himself, his grading policies, the curriculum, and so forth. The groups whose predictions were closest to the actual information won points toward the prize—a giant chocolate bar. Mr. Ames then proceeded to describe his background. Given that many of the students didn't know each other, he had them fill out an interest inventory, and then he organized them into triads and asked them to share some information about themselves. Next, he briefly went over the rules and procedures that would be employed. He invited questions and concerns from students and explained that these issues would be addressed another day. Finally, he provided a brief summary of the curriculum and his expectations, again noting that he would address concerns and questions later. At the end of the period, he concluded that students were actually listening to the details of his information—plus they were thinking on the first day of school.

ACTION STEP 3 ▼

Emphasize classroom management for the first few days.

Within the first week or so, your management system should be well established. This requires a number of activities. At the elementary level, some of them are the following:

- Introduce new students to the class, taking time to help other students learn something about the new student.
- Practice the classroom routines with students until they can execute them efficiently and without confusion.
- Go over the classroom rules and procedures that were presented the first day and the disciplinary interventions that accompany them. Spend time discussing the rationale for them and invite discussion and input from the students. If necessary, make changes in the rules, procedures, and disciplinary interventions that reflect the strong sentiments of the students.
- Set up a system for communicating with parents.
- Go over the grading procedures you will be using. Again, invite discussion and input from students.
- Continue to engage in activities that allow students to get to know you better and to get to know one another better.

The following vignette depicts how some aspects of the first few days of class might play out in an elementary classroom.

“Freeze! Now, pair up with the person next to you, make sure you know each other's name, and talk about the rules and procedures that you should be following

right now. Then give yourself and the whole class a score from 1 through 4 (4 is the highest) to rate how well we are following the rules."

Ms. Winger uses this little "freeze" activity with her 1st graders several times during the first week of school to reinforce rules and procedures at the exact moment they need to be followed. If she senses that students are confused, she takes the time to review the specific rule or procedure with them. She also uses these times to explain and discuss with students why the rules and procedures are important.

At the secondary level, activities to engage in during the first few days of class include the following:

- Introduce new students to the class.
- Spend time going over the rules and procedures and accompanying disciplinary interventions. Explain their rationale and invite input from students. Make changes that reflect the strong values of students.
- Review the classroom routines you have established (e.g., beginning of class, ending the class, passing out material, working in groups, and so on). If necessary, practice some of these routines.
- Make a concentrated effort to memorize the names of each student and learn something about each student.
- Go over your grading procedures in depth. Invite input and discussion from students.

The following vignette depicts how some aspects of the first few days of class might play out in a secondary classroom:

Although Ms. King did not assign academic homework on the first day of school, she did ask students to prepare a 10-question quiz—including questions on the information she presented about the classroom rules and procedures, and 2 questions that asked for information about the students and their interests. For the next two days, during the first few minutes of class, each student circulated and randomly gave their quiz orally to several other students. In this way, they got to know each other, as well as the rules. After a few rounds of questions, she invited the whole class to comment on their perceptions regarding the effectiveness and fairness of the rules and procedures. Given that each student had considered the rules and procedures in depth, the discussion was lively and productive.

Summary

The beginning of the school year is the critical time to set the tone for classroom management. Such things as room arrangement and decoration provide a subtle but important communication to students regarding how you will manage the classroom. The first day of class provides an important opportunity to make a good first impression and to introduce rules and procedures that will form the basis for your classroom management routine. Reinforcing students' understanding of the rules and procedures through various activities during the first few days of the school year will help ensure that your classroom management procedures are well established.

The Key to Classroom Management

By using research-based strategies combining appropriate levels of dominance and cooperation and an awareness of student needs, teachers can build positive classroom dynamics.

Robert J. Marzano and Jana S. Marzano

Today, we know more about teaching than we ever have before. Research has shown us that teachers' actions in their classrooms have twice the impact on student achievement as do school policies regarding curriculum, assessment, staff collegiality, and community involvement (Marzano, 2003a). We also know that one of the classroom teacher's most important jobs is managing the classroom effectively.

A comprehensive literature review by Wang, Haertel, and Walberg (1993) amply demonstrates the importance of effective classroom management. These researchers analyzed 86 chapters from annual research reviews, 44 handbook chapters, 20 government and commissioned reports, and 11 journal articles to produce a list of 228 variables affecting student achievement. They combined the results of these analyses with the findings from 134 separate meta-analyses. Of all the variables, classroom management had the largest effect on student achievement. This makes intuitive sense—students cannot learn in a chaotic, poorly managed classroom.

Research not only supports the importance of classroom management,

but it also sheds light on the dynamics of classroom management. Stage and Quiroz's meta-analysis (1997) shows the importance of there being a balance between teacher actions that provide clear consequences for unacceptable behavior and teacher actions that recognize and reward acceptable behavior. Other researchers (Emmer, Evertson, & Worsham, 2003; Evertson, Emmer, & Worsham, 2003) have identified important components of classroom management, including beginning the school year with a positive emphasis on management; arranging the room in a way conducive to effective management; and identifying and implementing rules and operating procedures.

In a recent meta-analysis of more than 100 studies (Marzano, 2003b), we found that the quality of teacher-student relationships is the keystone for all other aspects of classroom management. In fact, our meta-analysis indicates that on average, teachers who had high-quality relationships with their students had 31 percent fewer discipline problems, rule violations, and related problems over a year's time than did teachers who did not have high-quality relationships with their students.

Source: "The Key to Classroom Management," by R. J. Marzano and J. S. Marzano, September 2003, *Educational Leadership* 61(1), 6–13. Copyright © 2003 by the Association for Supervision and Curriculum Development.

What are the characteristics of effective teacher-student relationships? Let's first consider what they are not. Effective teacher-student relationships have nothing to do with the teacher's personality or even with whether the students view the teacher as a friend. Rather, the most effective teacher-student relationships are characterized by specific teacher behaviors: exhibiting appropriate levels of dominance; exhibiting appropriate levels of cooperation; and being aware of high-needs students.

The quality of teacher-student relationships is the keystone for all other aspects of classroom management.

Appropriate Levels of Dominance

Wubbels and his colleagues (Wubbels, Brekelmans, van Tartwijk, & Admiral, 1999; Wubbels & Levy, 1993) identify appropriate dominance as an important characteristic of effective teacher-student relationships. In contrast to the more negative connotation of the term *dominance* as forceful control or command over others, they define dominance as the teacher's ability to provide clear purpose and strong guidance regarding both academics and student behavior. Studies indicate that when asked about their preferences for teacher behavior, students typically express a desire for this type of teacher-student interaction. For example, in a study that involved interviews with more than 700 students in grades 4–7, students articulated a clear preference for strong teacher guidance and control rather than more permissive types of teacher behavior (Chiu & Tulle, 1997). Teachers can exhibit appropriate dominance by establishing clear behavior expectations and learning goals and by exhibiting assertive behavior.

Establish Clear Expectations and Consequences

Teachers can establish clear expectations for behavior in two ways: by establishing clear rules and procedures, and by providing consequences for student behavior.

The seminal research of the 1980s (Emmer, 1984; Emmer, Sanford, Evertson, Clements, & Martin, 1981; Evertson & Emmer, 1982) points to the importance of establishing rules and procedures for general classroom

behavior, group work, seat work, transitions and interruptions, use of materials and equipment, and beginning and ending the period or the day. Ideally, the class should establish these rules and procedures through discussion and mutual consent by teacher and students (Glasser, 1969, 1990).

Along with well-designed and clearly communicated rules and procedures, the teacher must acknowledge students' behavior, reinforcing acceptable behavior and providing negative consequences for unacceptable behavior. Stage and Quiroz's research (1997) is instructive. They found that teachers build effective relationships through such strategies as the following:

- Using a wide variety of verbal and physical reactions to students' misbehavior, such as moving closer to offending students and using a physical cue, such as a finger to the lips, to point out inappropriate behavior.
- Cuing the class about expected behaviors through prearranged signals, such as raising a hand to indicate that all students should take their seats.
- Providing tangible recognition of

appropriate behavior—with tokens or chits, for example.

- Employing group contingency policies that hold the entire group responsible for behavioral expectations.

- Employing home contingency techniques that involve rewards and sanctions at home.

Establish Clear Learning Goals

Teachers can also exhibit appropriate levels of dominance by providing clarity about the content and expectations of an upcoming instructional unit. Important teacher actions to achieve this end include

- Establishing and communicating learning goals at the beginning of a unit of instruction.
- Providing feedback on those goals.
- Continually and systematically revisiting the goals.
- Providing summative feedback regarding the goals.

The use of rubrics can help teachers establish clear goals. To illustrate, assume that a teacher has identified the learning goal “understanding and using fractions” as important for a given unit. That teacher might present students with the following rubric:

4 points. You understand the characteristics of fractions along with the different types. You can accurately describe how fractions are related to decimals and percentages. You can convert fractions to decimals and can explain how and why the process works. You can use fractions to understand and solve different types of problems.

3 points. You understand the basic characteristics of fractions. You know how fractions are related to decimals and percentages. You can convert fractions to decimals.

2 points. You have a basic understanding of the following, but have some small misunderstandings about one or more: the characteristics of fractions; the relationships among fractions, decimals, and percentages; how to convert fractions to decimals.

1 point. You have some major problems or misunderstandings with one or more of the following: the characteristics of fractions; the relationships among fractions, decimals, and percentages; how to convert fractions to decimals.

0 points. You may have heard of the following before, but you do not understand what they mean: the characteristics of fractions; the relationships among fractions, decimals, and percentages; how to convert fractions to decimals.

The clarity of purpose provided by this rubric communicates to students that their teacher can provide proper guidance and direction in academic content.

Exhibit Assertive Behavior

Teachers can also communicate appropriate levels of dominance by exhibiting assertive behavior. According to Emmer and colleagues, assertive behavior is

the ability to stand up for one's legitimate rights in ways that make it less likely that others will ignore or circumvent them. (2003, p. 146)

Assertive behavior differs significantly from both passive behavior and aggressive behavior. These researchers explain that teachers display assertive behavior in the classroom when they

- Use assertive body language by maintaining an erect posture, facing the offending student but keeping enough distance so as not to appear threatening and matching the facial expression with the content of the message being presented to students.

- Use an appropriate tone of voice, speaking clearly and deliberately in a pitch that is slightly but not greatly elevated from normal classroom speech, avoiding any display of emotions in the voice.

- Persist until students respond with the appropriate behavior. Do not ignore an inappropriate behavior; do not be

diverted by a student denying, arguing, or blaming, but listen to legitimate explanations.

Appropriate Levels of Cooperation

Cooperation is characterized by a concern for the needs and opinions of others. Although not the antithesis of dominance, cooperation certainly occupies a different realm. Whereas dominance focuses on the teacher as the driving force in the classroom, cooperation focuses on the students and teacher functioning as a team. The interaction of these two dynamics—dominance and cooperation—is a central force in effective teacher-student relationships. Several strategies can foster appropriate levels of cooperation.

Provide Flexible Learning Goals

Just as teachers can communicate appropriate levels of dominance by providing clear learning goals, they can also convey appropriate levels of cooperation by providing flexible learning goals. Giving students the opportunity to set their own objectives at the beginning of a unit or asking students what they would like to learn conveys a sense of cooperation. Assume, for example, that a teacher has identified the topic of fractions as the focus of a unit of instruction and has provided students with a rubric. The teacher could then ask students to identify some aspect of fractions or a related topic that they would particularly like to study. Giving students this kind of choice, in addition to increasing their understanding of the topic, conveys the message that the teacher cares about and tries to accommodate students' interests.

Take a Personal Interest in Students

Probably the most obvious way to communicate appropriate levels of

cooperation is to take a personal interest in each student in the class. As McCombs and Whisler (1997) note, all students appreciate personal attention from the teacher. Although busy teachers—particularly those at the secondary level—do not have the time for extensive interaction with all students, some teacher actions can communicate personal interest and concern without taking up much time. Teachers can

- Talk informally with students before, during, and after class about their interests.

- Greet students outside of school—for instance, at extracurricular events or at the store.

- Single out a few students each day in the lunchroom and talk with them.

- Be aware of and comment on important events in students' lives, such as participation in sports, drama, or other extracurricular activities.

- Compliment students on important achievements in and outside of school.

- Meet students at the door as they come into class; greet each one by name.

Use Equitable and Positive Classroom Behaviors

Programs like Teacher Expectations and Student Achievement emphasize the importance of the subtle ways in which teachers can communicate their interest in students (Kerman, Kimball, & Martin, 1980). This program recommends many practical strategies that emphasize equitable and positive classroom interactions with all students. Teachers should, for example,

- Make eye contact with each student. Teachers can make eye contact by scanning the entire room as they speak and by freely moving about all sections of the room.

- Deliberately move toward and stand close to each student during the

FIGURE 1 Categories of High-Needs Students

Category	Definitions & Source	Characteristics	Suggestions
Passive	Behavior that avoids the domination of others or the pain of negative experiences. The child attempts to protect self from criticism, ridicule, or rejection, possibly reacting to abuse and neglect. Can have a biochemical basis, such as anxiety.	<p>Fear of relationships: Avoids connection with others, is shy, doesn't initiate conversations, attempts to be invisible.</p> <p>Fear of failure: Gives up easily, is convinced he or she can't succeed, is easily frustrated, uses negative self-talk.</p>	Provide safe adult and peer interactions and protection from aggressive people. Provide assertiveness and positive self-talk training. Reward small successes quickly. Withhold criticism.
Aggressive	Behavior that overpowers, dominates, harms, or controls others without regard for their well-being. The child has often taken aggressive people as role models. Has had minimal or ineffective limits set on behavior. Is possibly reacting to abuse and neglect. Condition may have a biochemical basis, such as depression.	<p>Hostile: Rages, threatens, or intimidates others. Can be verbally or physically abusive to people, animals, or objects.</p> <p>Oppositional: Does opposite of what is asked. Demands that others agree or give in. Resists verbally or nonverbally.</p> <p>Covert: Appears to agree but then does the opposite of what is asked. Often acts innocent while setting up problems for others.</p>	Describe the student's behavior clearly. Contract with the student to reward corrected behavior and set up consequences for uncorrected behavior. Be consistent and provide immediate rewards and consequences. Encourage and acknowledge extracurricular activities in and out of school. Give student responsibilities to help teacher or other students to foster successful experiences.
Attention problems	Behavior that demonstrates either motor or attentional difficulties resulting from a neurological disorder. The child's symptoms may be exacerbated by family or social stressors or biochemical conditions, such as anxiety, depression, or bipolar disorders.	<p>Hyperactive: Has difficulty with motor control, both physically and verbally. Fidgets, leaves seat frequently, interrupts, talks excessively.</p> <p>Inattentive: Has difficulty staying focused and following through on projects. Has difficulty with listening, remembering, and organizing.</p>	Contract with the student to manage behaviors. Teach basic concentration, study, and thinking skills. Separate student in a quiet work area. Help the student list each step of a task. Reward successes; assign a peer tutor.
Perfectionist	Behavior that is geared toward avoiding the embarrassment and assumed shame of making mistakes. The child fears what will happen if errors are discovered. Has unrealistically high expectations of self. Has possibly received criticism or lack of acceptance while making mistakes during the process of learning.	Tends to focus too much on the small details of projects. Will avoid projects if unsure of outcome. Focuses on results and not relationships. Is self-critical.	Ask the student to make mistakes on purpose, then show acceptance. Have the student tutor other students.
Socially inept	Behavior that is based on the misinterpretation of nonverbal signals of others. The child misunderstands facial expressions and body language. Hasn't received adequate training in these areas and has poor role modeling.	Attempts to make friends but is inept and unsuccessful. Is forced to be alone. Is often teased for unusual behavior, appearance, or lack of social skills.	Teach the student to keep the appropriate physical distance from others. Teach the meaning of facial expressions, such as anger and hurt. Make suggestions regarding hygiene, dress, mannerisms, and posture.

Source: Marzano, R. J. (2003). *What works in schools: Translating research into action* (pp. 104–105). Alexandria, VA: ASCD.

class period. Make sure that the seating arrangement allows the teacher and students clear and easy ways to move around the room.

- Attribute the ownership of ideas to the students who initiated them. For instance, in a discussion a teacher might say, “Cecilia just added to Aida’s idea by saying that”

- Allow and encourage all students to participate in class discussions and interactions. Make sure to call on students

and have a repertoire of specific techniques for meeting some of their needs (Marzano, 2003b). Figure 1 (p. 10) summarizes five categories of high-needs students and suggests classroom strategies for each category and subcategory.

- *Passive* students fall into two subcategories: those who fear *relationships* and those who fear *failure*.

Teachers can build strong relationships with these students by refraining from criticism, rewarding small successes,

- Students with *attention* problems fall into two categories: *hyperactive* and *inattentive*. These students may respond well when teachers contract with them to manage behaviors; teach them basic concentration, study, and thinking skills; help them divide tasks into manageable parts; reward their successes; and assign them a peer tutor.

- Students in the *perfectionist* category are driven to succeed at unattainable levels. They are self-critical, have low self-esteem, and feel inferior. Teachers can often help these students by encouraging them to develop more realistic standards, helping them to accept mistakes, and giving them opportunities to tutor other students.

- *Socially inept* students have difficulty making and keeping friends. They may stand too close and touch others in annoying ways, talk too much, and misread others’ comments. Teachers can help these students by counseling them about social behaviors.

School may be the only place where many students who face extreme challenges can get their needs addressed. The reality of today’s schools often demands that classroom teachers address these severe issues, even though this task is not always considered a part of their regular job.

In a study of classroom strategies (see Brophy, 1996; Brophy & McCaslin, 1992), researchers examined how effective classroom teachers interacted with specific types of students. The study found that the most effective classroom managers did not treat all students the same; they tended to employ different strategies with different types of students. In contrast, ineffective classroom managers did not appear sensitive to the diverse needs of students. Although Brophy did not couch his findings in terms of teacher-student relationships, the link is clear. An awareness of the five general categories of high-needs students and appropriate actions for

Teachers with effective classroom management skills are aware of high-needs students and have a repertoire of specific techniques for meeting some of their needs.

who do not commonly participate, not just those who respond most frequently.

- Provide appropriate wait time for all students to respond to questions, regardless of their past performance or your perception of their abilities.

Awareness of High-Needs Students

Classroom teachers meet daily with a broad cross-section of students. In general, 12–22 percent of all students in school suffer from mental, emotional, or behavioral disorders, and relatively few receive mental health services (Adelman & Taylor, 2002). The Association of School Counselors notes that 18 percent of students have special needs and require extraordinary interventions and treatments that go beyond the typical resources available to the classroom (Dunn & Baker, 2002).

Although the classroom teacher is certainly not in a position to directly address such severe problems, teachers with effective classroom management skills are aware of high-needs students

and creating a classroom climate in which students feel safe from aggressive people.

- The category of *aggressive* students comprises three subcategories: *hostile*, *oppositional*, and *covert*. Hostile students often have poor anger control, low capacity for empathy, and an inability to see the consequences of their actions. Oppositional students exhibit milder forms of behavior problems, but they consistently resist following rules, argue with adults, use harsh language, and tend to annoy others. Students in the covert subcategory may be quite pleasant at times, but they are often nearby when trouble starts and they never quite do what authority figures ask of them. Strategies for helping aggressive students include creating behavior contracts and providing immediate rewards and consequences. Most of all, teachers must keep in mind that aggressive students, although they may appear highly resistant to behavior change, are still children who are experiencing a significant amount of fear and pain.

each can help teachers build strong relationships with diverse students.

Don't Leave Relationships to Chance

Teacher-student relationships provide an essential foundation for effective classroom management—and classroom management is a key to high student achievement. Teacher-student relationships should not be left to chance or dictated by the personalities of those involved. Instead, by using strategies supported by research, teachers can influence the dynamics of their classrooms and build strong teacher-student relationships that will support student learning. ■

The most effective classroom managers did not treat all students the same; they tended to employ different strategies with different types of students.

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Robert J. Marzano is a senior scholar at Mid-continent Research for Education and Learning in Aurora, Colorado, and an associate professor at Cardinal Stritch University in Milwaukee, Wisconsin; (303) 796-7683; robertjmarzano@aol.com. His newest book written with Jana S. Marzano and Debra J. Pickering is *Classroom Management That Works* (ASCD, 2003). **Jana S. Marzano** is a licensed professional counselor in private practice in Centennial, Colorado; (303) 220-1151; janamarzan@aol.com.

6



THE STUDENT'S RESPONSIBILITY FOR MANAGEMENT

Up to this point we have been considering actions a teacher can and should take regarding classroom management. Surely, the teacher is the guiding force in the classroom. But there is another side to the coin of classroom management, and that is the responsibility of students to contribute to the good functioning of the classroom. In fact, it is not uncommon for some theorists to react somewhat negatively to suggestions like those in Chapters 2 through 5. For example, in an article entitled “Discipline: The Great False Hope,” Raymond Wlodkowski (1982) notes:

Because discipline is so often applied as control, it comes across to the student as a form of direct or implied threat. We essentially say to the student, “If you don’t do what I think is best for you to do, I am going to make life in this classroom difficult for you.” (p. 8)

Jim Larson (1998) echoes this same sentiment, noting that “school disciplinary procedures . . . tend to rely more on reactive administrative interventions such as suspensions and expulsions. . . .” (p. 284). Larson offers a solution that involves students in the design and execution of management policies:

A code of discipline specifies what would be considered appropriate school conduct and alleviates controversies associated with arbitrary rule enforcement Unlike, the older, legalistic code models with their heavy-handed authoritarian emphasis on rules and punishment, a modern code of discipline should be developed “bottom up” with collaborative input from students, teachers, support staff, and parents, and reviewed frequently for modification. (p. 285)

Source: From *Classroom Management That Works* (pp. 76–80) by R. J. Marzano with J. S. Marzano and D. J. Pickering, 2003, Alexandria, VA: Association for Supervision and Curriculum Development. Copyright © 2003 by the Association for Supervision and Curriculum Development.

Larson goes on to explain that involving students in establishing and maintaining a well-run classroom has the effect of developing self-discipline and responsibility, which, he asserts, is ultimately, the most important benefit of such an approach. George Bear (1998) agrees, describing the positive consequences of fostering self-discipline in the following way: "Self-discipline connotes internal motivation for one's behavior, the internalization of democratic ideals, and is most evident when external regulations of behavior are absent" (p. 16).

As the preceding discussion and quotations illustrate, the terms linked with students' responsibility for their own behavior are many. They include *self-discipline*, *self-management*, *self-regulation*, *self-control*, *social skills*, and more. Regardless of the nomenclature used, the common theme running through all these discussions is that students should be given the message that they are responsible for their own behavior and that they should be provided with strategies and training to realize that control.

The Research and Theory

Ample evidence indicates that teaching responsibility is a high priority in U.S. education. Speaking of self-discipline, Bear (1998) explains that "the American public's belief that schools should play a role in teaching self-discipline has never been greater than it is today" (p. 15). He cites the 1996 Gallup study (Elam, Rose, & Gallup, 1996) indicating that 98 percent of the public believes that the primary purpose of public schools should be to prepare students to be responsible citizens.

The research on the impact of teaching students strategies geared toward personal responsibility is strong. Positive results using self-regulatory techniques range from increasing competence in specific academic areas (Stevens, Blackhurst, & Slaton, 1991) to increasing classroom participation (Narayan, Heward, Gardner, Courson, & Omness, 1990) to reducing behavioral problems (Charlop, Burgio, Iwata, & Ivancic, 1988).

The research on social skills training within the context of regular classroom management provides still another perspective on teaching responsibility. Specifically, teaching social skills focuses on providing students with strategies for controlling how they react to their peers (Cartledge & Milburn, 1978); Meadows, Neel, Parker, & Timo, 1991). Research shows that this ability is related to students' attitudes, their peers' attitudes about them, and academic achievement (Ciechalski & Schmidt, 1995; Green, Forehand, Beck, & Vosk, 1980; Vandell & Hembree, 1994; Weiner, Harris, & Shirer, 1990; Cain, 1990; Doughty, 1997; Larson, 1989; Wooster, 1986; Trapani & Gettinger, 1989; Hart, 1996). With this said, it is also important to note that a number of studies are able to establish a link between social skills and academic achievement (Robinson, 1985; Brickman, 1995; Dougherty, 1989; Fahringer, 1996; Kaufman, 1995; Bishop, 1989).

The results of my meta-analysis for student responsibility are reported in Figure 6.1. As indicated in Figure 6.1, the average effect size for teaching student responsibility strategies in general is $-.694$. This means that responsibility strategies are associated with a decrease of 25 percentile points in disruptive behavior. Note that Figure 6.1 also reports

Figure 6.1

Effect Sizes for Student Responsibility

	Average Effect Size	95% Confidence Interval	Number of Subjects	Number of Studies	Percentile Decrease in Disruptions
Responsibility Strategies (General)	-.694	(-.562) to (-.825)	1,021	28	25
Self-monitoring and Control Strategies	-.597	(-.408) to (-.786)	473	13	23
Cognitively Based Strategies	-.778	(-.479) to (-1.076)	203	5	28
High School	-.981	(-.574) to (-1.388)	109	3	34
Middle School/Junior High	-.826	(-.586) to (-1.066)	309	8	30
Upper Elementary	-.540	(-.348) to (-.733)	470	12	21
Primary	-.706	(-.339) to (-1.074)	133	5	26

effect sizes for two basic categories of responsibility strategies: *self-monitoring and control strategies* and *cognitively based strategies*.

Self-monitoring and control techniques are those in which students are taught to observe their own behavior, record it in some way, compare it with some predetermined criterion, and then acknowledge and reward their own success. I should note that some researchers refer to approaches within this category as contingency-based strategies, but I am using the term *self-monitoring and control* to avoid confusion with the group contingency-based strategies described in Chapter 3.

Cognitively based strategies also involve individuals observing and monitoring their own behavior. However, these strategies typically do not involve keeping a record of behavior, establishing a criterion level of

behavior, or rewards if the criterion is reached. Rather, cognitively based strategies involve examining one's thoughts as expressed in inner dialogue, considering the consequences of actions that are being considered along with alternative actions, and then selecting the most effective and positive course of action.

Despite strong research support for teaching responsibility strategies to students, it is apparently not done frequently in the context of K–12 education. In their review of the research, Edward Shapiro and Christine Cole (1994) explain:

Although educational personnel and parents alike agree that learning self-management skills is a priority for children, these skills are seldom systematically taught to students, especially those students with academic or

behavior problems. The more typical emphasis has been on methods of classroom control and discipline using teacher-managed contingencies. (p. 2)

The lack of attention paid to developing students' responsibility for their own behavior is probably a function of the fact that addressing this issue typically goes beyond the traditional duties of a classroom teacher. As the Action Steps section of this chapter indicates, the interventions in this category generally are labor-intensive and supersede the type of relationship teachers typically form with their students and the students' parents and guardians. For these reasons, I have chosen not to list teaching responsibility as one of the defining elements of classroom management. Specifically, in Chapter 1, I listed four critical elements of classroom management: rules and procedures, disciplinary interventions, teacher-student relationships, and mental set. Obviously, teaching student responsibility is not on this list. This is not because it is ineffective. Indeed, Figure 6.1 attests to the power of directly addressing student responsibility. However, addressing student responsibility is a different order of magnitude than implementing rules and procedures, disciplinary interventions, and so on. It requires an extraordinary commitment—one that should be addressed thoughtfully. As Brophy (1996) explains, if teachers choose to address this realm, they should be willing to engage in the following actions:

1. Cultivate personal relationships with students that go beyond those needed for purely instructional purposes.
2. Spend time outside of school hours dealing with students and their families,

without receiving extra financial compensation for your efforts.

3. Deal with complex problems that have developed over a period of years, without benefit of special training as a mental health professional.

4. Perhaps encounter some opposition from school administrators.

5. Perhaps encounter resentment or expressions of frustration from the students you are trying to help, their families, or others who may be involved in the situation. (p. 8)

I believe Brophy's comments are quite insightful and should be taken seriously before delving deeply into this domain. However, like Brophy, I encourage teachers to take on these added responsibilities.

Programs

A number of programs address various aspects of student responsibility. For example, the Child Development Project (Battistich, Watson, Solomon, Schaps, & Solomon, 1991) is one of the most promising for the development of self-regulatory skills. As described by Bear (1998), the Child Development Project is grounded in a cognitive-developmental, constructivist approach and focuses on the long-term development of pro-social behavior while de-emphasizing extrinsic control of rewards and punishments. Rather, it emphasizes the use of constructivist strategies for developing social responsibility, intrinsic motivation, and related pro-social behavior. However, it is only fair to comment that the program does employ traditional classroom management techniques such as the establishment and implementation of rules and procedures. It emphasizes resolving classroom

conflicts using social problem-solving skills that have been developed in a constructivist atmosphere (i.e., students are encouraged to design their own strategies).

The Child Development Project includes a strong staff development component in which teachers receive about 30 days of inservice training over a three-year period. Relative to the effectiveness of the program, Bear notes:

Program evaluations, which have included classroom observations, student interviews, and teacher rating scales, when compared to control groups have indicated that project children are more supportive, friendly, and helpful, and exhibit more spontaneous prosocial behavior. . . .

Child interviews have indicated that project children have better social problem-solving skills as indicated on measures of social perspective taking . . . (pp. 24–25)

Other programs teach self-regulation and responsibility to young children. The Second Step Violence Prevention Program (Committee for Children, 1991) is one of these. According to Caroline Kelly (1997), the program helps children between the ages of 4 and 6 to learn pro-social skills and reduce impulsive behavior:

The purpose of the program is to increase children's ability to identify others' feelings, others' perspectives, and to respond empathetically to others. Also, the program goals are to decrease impulsive and aggressive behavior in children by applying a problem-solving strategy to social conflicts, and to practice behavioral social skills. Recognizing angry feelings and using anger-

reduction techniques help decrease angry behavior. (p. 27)

The components of the program include stories accompanied by discussion, role-playing activities, and lesson cards. These are supplemented by take-home activities that involve parents. To a great extent, children learn the importance of self-regulation skills and social skills by first learning about them through literature and then examining and practicing them.

Other noteworthy programs that directly or indirectly teach students responsibility for their own behavior include I Can Problem Solve (ICP) for primary and upper elementary students (Shure, 1992a, 1992b, 1992c); Think Aloud for primary and upper elementary students (Camp & Bash, 1985a, 1985b, 1985c); the Boy's Town Educational Model (Furst, Terracina, Criste, Dowd, & Daly, 1995; Doughty, 1997); and Goldstein and company's multi-component social skills training program (Goldstein, Sprafkin, Gershaw, & Klein, 1980; McGinnis & Goldstein, 1984, 1990). For a review of these and others, consult Shapiro and Cole (1994) and Bear (1998).

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