MARZANO RESEARCH LABORATORY

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Classroom Management That Works



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OUTCOMES FOR TODAY:

- Learn how to get classroom management efforts off to a solid start
- · Establish effective rules and procedures
- Implement appropriate disciplinary interventions
- Foster productive student-teacher relationships
- Develop a positive 'mental set'
- Help students contribute to a positive learning environment
- Activate school-wide measures for effective classroom management

Effective teachers MANAGE their classrooms. Ineffective teachers DISCIPLINE their classrooms.

"The illiterate of the 21st century will not be those who cannot read and write, but those who cannot learn, unlearn, and relearn."

--Alvin Toffler

Average Retention Rate **Boosting Retention** after 24 hours 5% Lecture 10% Reading 20% Audio-visual 30% Demonstration 50% **Discussion Groups** 75% Practice by doing 90% Teach others/immediate use of learning

Adapted from David Sousa's figure 3.8 in his text, <u>How the Brain Learns</u>

Classroom Management

Rules and Procedures	Disciplinary Interventions
IDENTIFY SPECIFIC RULES & PROCEDURES FOR YOUR CLASSROOM General classroom behavior	ACKNOWLEDGE ADHERENCE TO OR LACK OF ADHERENCE TO RULES & PROCEDURES Teacher reaction
Beginning of day/period	Tangible recognition
Transitions and interruptions	Direct cost
Use of materials and equipment	Group contingency

ABLISH CLEAR LIMITS OAN EFFECTIVE SORDING SYSTEM

Additional Notes:

Teacher-Student Relationships	Mental Set
USE TECHNIQUES TO ESTABLISH APPROPRIATE DOMINANCE Exhibiting assertive behavior	USE TECHNIQUES TO MAINTAIN OR HEIGHTEN YOUR AWARENESS (withitness) Reacting immediately
Establishing clear learning goals	Forecasting problems
USE BEHAVIORS THAT INDICATE COOPERATION	
Providing flexible learning goals	Observing a master teacher
Taking a personal interest in students	

Using equitable and positive classroom behaviors	MAINTAIN A HEALTHY EMOTIONAL OBJECTIVITY
Responding appropriately to students' incorrect responses	Reframing
BE AWARE OF THE NEEDS OF DIFFERENT TYPES OF STUDENTS	Monitoring your own thoughts
Passive	
Aggressive	Take care of yourself
Attention problems	
Perfectionist	
Socially inept	

The Student's Responsibility for Management:

- Employ general classroom procedures that enhance student responsibility:
 - o The classroom meeting
 - A language of responsibility
 - Written statement of beliefs
 - Written self-analyses
- Provide students with self-monitoring and control strategies

What to say instead of "I Don't Know" May I please have some May I consult an expert? more information? (use the text/notes or ask additional questions) May I ask a friend for help? May I have some more time to think? May I poll the class? Would you please repeat the question? May I have a clue or fifty- Where could I find fifty? information about that?

At the beginning of the year:

- Arrange and decorate your room in a way that supports effective classroom management
- Begin with a strong first day of class
- Emphasize classroom management for the first few days

William Purkey's work...

Intentionally Disinviting (1)

Unintentionally Disinviting (2)

Unintentionally Inviting (3)

Intentionally Inviting (4)



cutting-edge research

concrete strategies

sustainable success



Resources: Classroom Management That Works (2003) and The Art and Science of Teaching 2007) by Dr. Robert J. Marzano

Thank you!

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