Classroom Management that Works

Researched-Based Strategies
for Every Teacher

Robert J. Marzano
Session Objectives

- Participants will identify the key components of successful classroom management based upon Marzano’s Classroom Management that Works and collaborate to determine challenges and responses to common classroom management issues.

- Participants will create and utilize a draft mission and vision statement in order to begin the process of drafting their own classroom management plan.
Session Expectations

• Ideal teaching situation: Be prepared
• In a class this size, raising hands will be important
• We will do quite a bit of partner and small group conversations. When I need to get your attention I will say, “If you can hear me clap once”—we clap, If you can hear me clap twice”—we clap and then we are back to whole group.
• We will have two lav breaks at 7:00 and 8:05.
• We are all adults here, if you have to get up or leave please do so discreetly.
• We will have “parking lot” for questions that we may not be able to answer during the presentation. We will try to answer as many of those questions in the last 15 minutes of class.
Note Card Activity
(pre-assessment)

• On the notecard provided please write:

1. Your Name

2. YES if you have read the Marzano Book, *Classroom Management that Works*. Write NO if you have not.

3. What do you consider to be the four basic components of effective classroom management?

4. 3-5 critical questions you have about classroom management.
Who Are You?
Mission and Vision as a starting point

• Mission and vision set the foundation for classroom expectations.

• Use the following questions to draft a mission and vision statement.
  • Vision: What outcomes do you want for your students? Consider the knowledge, skills and 21st century skills you are looking to develop in each and every student?
  • Mission: What will you do EVERYDAY to create the conditions so that your vision comes true?
Chapter 1  The Critical Role of Classroom Management

• Students taught by teachers who are the most effective classroom managers can be expected to gain 52 percentile points in a year’s time.

• Students taught by teachers who are the least effective classroom managers can be expected to gain 14 percentile points in a year’s time.

![Figure 1.1](image-url)
Chapter 1

• The effects of poor classroom management are compounded when the effectiveness of the school is taken into account.

• Notice that the gains made by students in a very effective school with a very effective teacher over two years is 96 percentile points vs. 3 percentile points for the least effectual school/teacher combination.
Chapter 1

• The Four General Components of Effective Classroom Management:

1. Rules and Procedures
2. Disciplinary Interventions
3. Teacher-Student Relationships
4. Mental-Set

Note for reading charts:

1. **Effect Size** indicates the number of standard deviations a particular intervention lessens the behavior.
2. **Percentile Decrease** indicates the percent of decrease from the norm. (50%) So a 32 percentile decrease indicates the frequency of disruptive behaviors would fall into the 18th percentile.
Chapter 1

• The meta-analysis performed by Marzano found that classrooms that used effective management techniques had engagement rates .617 standard deviations higher than classes where these techniques were not employed.

• This resulted in an increase in achievement of 20 percent.
Chapter 2 Rules and Procedures

• “The most obvious aspect of effective classroom management involves the design and implementation of classroom rules and procedures.” (page 13)

• Classrooms where rules and procedures were effectively implemented experienced 28 percent fewer disruptions than classrooms where rules were not effectively enforced.

<table>
<thead>
<tr>
<th>Figure 2.1</th>
<th>Effect Sizes for Rules and Procedures</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Average Effect Size</td>
</tr>
<tr>
<td>Design and Implementation of Rules and Procedures</td>
<td>-.763</td>
</tr>
<tr>
<td>High School</td>
<td>-.772</td>
</tr>
<tr>
<td>Middle School/Junior High</td>
<td>-.617</td>
</tr>
<tr>
<td>Upper Elementary</td>
<td>-.772</td>
</tr>
<tr>
<td>Primary</td>
<td>ND</td>
</tr>
</tbody>
</table>

ND = No data were available to compute an effect size.
Chapter 2

• Marzano references a well-established classroom management program called Classroom Organization and Management Program (COMP).

• COMP is a program:
  • that emphasizes rules and procedures
  • that addresses techniques for organizing the classroom.
  • that stresses student accountability.
  • that concentrates on getting off to a good start.
  • that tries to maintain momentum.
What is the difference between rules and procedures?
Consider what questions you have about expectations for your cooperating teacher?
Chapter 3 Disciplinary Interventions

• “As noted by J. Ron Nelson, Rom Martella and Benita Galend (1998), the annual Gallup poll of the public’s attitude toward public schools consistently identifies lack of discipline as the most serious problem facing schools today. Although the research by Gallup addresses discipline at the school level, it is the individual teacher who is the first line of defense for discipline problems.” (page 27)
WLHS DISCIPLINE REFERRAL FORM

Students Name: ___________________________ Date /Time: __________
Teacher: ___________________________ Grade: __________

Others involved?
○ None ○ Peers ___________ ○ Adults ___________

Behaviors of concern:
________________________________________________________________________

Steps already taken: (Please check all that apply)
☐ Contact with parent / guardian
☐ Verbal Warning
☐ Classroom Interventions
  ○ Informal Conference with Students about problem.
  ○ Informal conference with student and administrator.
  ○ Other: (Please describe)
________________________________________________________________________

Detailed description of the students behavior that resulted in referral:
________________________________________________________________________
________________________________________________________________________

Location of Incident: (Please Circle Location)
Classroom  Hallway  Bus  Cafeteria  Auditorium  Gym  School
Grounds

☐ Please check if you are willing to accept the student back into the learning environment following his / her consequence today with apology.
**Administrative Intervention:**
- No Action Needed (at this time)
- Conference With Student
- Verbal Warning
- Peer Mediation
- Time – Out in Office
- Written Assignment
- Loss of Privilege
- School / Community Service
- Conference with Parent
- Referred to PPT
- Contract Agreement
- Referred to Soc. Wkr. / Psych
- Detention
- Lunch Detention
- Saturday Detention
- Suspension with Repeat Offense
- In School Suspension
- Out of School Suspension

**Parent Contact**
- Phone contact
- Conference with Parent
- Behavior Plan with Parent Involvement
- Email
- Written Contact
- Parent Response:

**Disciplinary Codes**

**Level One:**
- Dress Code Violation (3638)
- Cell Phone Use (3671)
- Use of Electronic Music Device (3673)
- Disrespect
- Minor Disruption
- Throwing Objects w/ out intent of injury.
- Tardies
- Unauthorized use of computers (3670)

**Level Two:**
- Disruption (3628)
- Insubordination / Disrespect (3601)
- Obscene Behavior / Gestures (3620 / 3621)
- Profanity (3624)

**Level Three:**
- Physical Aggression (1710)
- Skip Class (3631)
- Leaving School Grounds (3635)
- Accumulation of Detentions (3644)
- Vandalism (3500)
- Theft (1410)
- Fighting (1700)
- Bullying (1812)
- Weapon / Possession (3700)
- Drugs / Alcohol / Tobacco (3800)
- School Threat – Fire Alarm (2700)
- Sexual Harassment (1900)

**Incident Type**
- Weapon Involved?
- Drugs Involved?

**Victims?**
- Student
- Certified Staff

**Police Involvement?**
- Yes
- No
Chapter 3

- A study by Stage and Quiroz was the focus in this chapter.
- This study identifies categories of disciplinary interventions:
  - **Reinforcement**: reinforcement recognizes and rewards positive behavior.
  - **Punishment**: Punishment involves some sort of negative consequence for inappropriate behavior.
  - **No Immediate Consequence**: No immediate consequence is just what it sounds like, no action taken for inappropriate behavior.
  - **Punishment and Reinforcement**: punishment and reinforcement rewards positive behavior and has a negative consequence for inappropriate behavior.
Chapter 3

- Not surprisingly, Punishment and Reinforcement shows the highest effect size of the four strategies discussed in this chapter.
- Punishment and Reinforcement had an effective size of -.97.
- This resulted in a decrease of disputations of 33 percent.

<table>
<thead>
<tr>
<th>Disciplinary Technique</th>
<th>Average Effect Size</th>
<th>Number of Effect Sizes</th>
<th>Percentile Decrease in Disruptions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Punishment and Reinforcement</td>
<td>-.97</td>
<td>12</td>
<td>33</td>
</tr>
<tr>
<td>Reinforcement</td>
<td>-.86</td>
<td>101</td>
<td>31</td>
</tr>
<tr>
<td>Punishment</td>
<td>-.78</td>
<td>40</td>
<td>28</td>
</tr>
<tr>
<td>No Immediate Consequence</td>
<td>-.64</td>
<td>70</td>
<td>24</td>
</tr>
</tbody>
</table>

*Source: Data from Stage and Quiroz (1997).*
Chapter 3

- Specific types of consequences were also discussed in this chapter.
- The number one negative consequence for students was the loss of a trip.
- A call home ranked number 1 for parents and number 2 for students.
Chapter 3

### Figure 3.4
How Parents and Students Rank Negative Consequences

<table>
<thead>
<tr>
<th>Negative Consequence</th>
<th>Parent Rank</th>
<th>Student Rank</th>
<th>Average Rank</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parents informed about disruptive behavior</td>
<td>1</td>
<td>2</td>
<td>1.5</td>
</tr>
<tr>
<td>Student sent to principal</td>
<td>2</td>
<td>5</td>
<td>3.5</td>
</tr>
<tr>
<td>Teacher explaining privately what was wrong</td>
<td>3</td>
<td>6</td>
<td>4.5</td>
</tr>
<tr>
<td>Teacher confronting student publicly</td>
<td>4</td>
<td>4</td>
<td>4.0</td>
</tr>
<tr>
<td>Teacher confronting student privately</td>
<td>5</td>
<td>8</td>
<td>6.5</td>
</tr>
<tr>
<td>Student kept in at playtime</td>
<td>6</td>
<td>9</td>
<td>7.5</td>
</tr>
<tr>
<td>Teacher explaining what is wrong in front of class</td>
<td>7</td>
<td>3</td>
<td>5.0</td>
</tr>
<tr>
<td>Student held back from going on a school trip</td>
<td>8</td>
<td>1</td>
<td>4.5</td>
</tr>
<tr>
<td>Student moved to another seat in the classroom</td>
<td>9</td>
<td>10</td>
<td>9.5</td>
</tr>
<tr>
<td>Student took unfinished work to another classroom</td>
<td>10</td>
<td>7</td>
<td>8.5</td>
</tr>
</tbody>
</table>

Source: Adapted from Andy Miller, Eamonn Ferguson, and Rachel Simpson, The perceived effectiveness of rewards and sanctions in primary schools: Adding in the parental perspective, Educational Psychology, 18(1), 55-64. Copyright © 1996 Taylor & Francis Ltd., http://www.tandf.co.uk/journals

### Figure 3.5
How Parents and Students Rank Positive Consequences

<table>
<thead>
<tr>
<th>Positive Consequence</th>
<th>Parent Rank</th>
<th>Student Rank</th>
<th>Average Rank</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parents informed about good behavior</td>
<td>1</td>
<td>2</td>
<td>1.5</td>
</tr>
<tr>
<td>Student receives good marks</td>
<td>2</td>
<td>1</td>
<td>1.5</td>
</tr>
<tr>
<td>Student receives good written comments on work</td>
<td>3</td>
<td>3</td>
<td>3.0</td>
</tr>
<tr>
<td>Student praised in front of other students</td>
<td>4</td>
<td>6</td>
<td>5.0</td>
</tr>
<tr>
<td>Student mentioned in assembly</td>
<td>5</td>
<td>4</td>
<td>4.5</td>
</tr>
<tr>
<td>Student's work displayed</td>
<td>6</td>
<td>5</td>
<td>5.5</td>
</tr>
<tr>
<td>Student praised privately</td>
<td>7</td>
<td>9</td>
<td>8.0</td>
</tr>
<tr>
<td>Student praised by other pupils</td>
<td>8</td>
<td>7</td>
<td>7.5</td>
</tr>
<tr>
<td>Whole class praised</td>
<td>9</td>
<td>8</td>
<td>8.5</td>
</tr>
</tbody>
</table>

Source: Adapted from Andy Miller, Eamonn Ferguson, and Rachel Simpson, The perceived effectiveness of rewards and sanctions in primary schools: Adding in the parental perspective, Educational Psychology, 18(1), 55-64. Copyright © 1996 Taylor & Francis Ltd., http://www.tandf.co.uk/journals
Chapter 3

• Positive Reinforces were also discussed in this chapter.
• The number 1 positive reinforce for students was good grades.
• A call home about good behavior ranked 1 for parents and 2 for students on the chart of positive consequences.
What is Positive Behavioral Interventions and Supports?
Chapter 4  Teacher- Student Relationships

• “If a teacher has good relationship with students, then students more readily accept the rules and procedures and the disciplinary actions that follow their violations. Without the foundation of a good relationship, students commonly resist rules and procedures along with the consequent disciplinary actions.” (page 41)
Chapter 4

- The meta-analysis of student-teacher relationships is more subject to perception than other topics discussed in this book.
- That said 84 percent of 68 students polled for study stated that disciplinary problems could have been avoided with better student-teacher relations.
- Positive student-teacher relationships have not been studied fully, and only four were included in this meta-analysis.
- These studies showed that the effect size of student-teacher relationships was -.869, resulting in 31 percent drop in disruptions.
Chapter 4

• The goal of teacher-relationships should be a balance between High Cooperation and High Dominance.

• High Opposition and High Submission by the teacher is ineffectual.

• High Dominance coupled with Low Cooperation is also ineffectual.

• High Cooperation coupled with Low Dominance is equally ineffectual.
Chapter 4
Share an experience of when you have had a good relationship with a teacher versus an experience with a bad relationship with a teacher. What does a good relationship look like?
Chapter 5 Mental Set

• “Of the four elements outlined in Chapter 1, this is probably the most unusual, at least in terms of title—Mental Set. But looking at Figure 1.3 in Chapter 1, we see that my meta-analysis shows that this element has the largest effect size. Specifically, the average effect size for mental set is -1.294 as compared to -.909 for disciplinary interventions, -.869 for teacher-student relationships, and -.763 for rules and procedures.” (page 65)
Chapter 5

• Mental-Set or “mindfulness” is “a heightened sense of situational awareness and conscious control over one’s thoughts and behavior relative to that situation.” (page 65)

• Basically, it is knowing what is going on in your classroom and reacting to it in a controlled manner.

• Marzano notes that there are very few studies that look at Mental-Set (3 studies containing 426 participants). The effect size of this intervention is probably somewhat skewed.
Chapter 5

• There are 3 sub-sets of Mental Set:

1. **With-itness** (eyes in the back of your head), the ability to be fully engaged with what’s going on around you had the highest effect size -1.417, which resulted in a 42 percentile reduction in problem behavior.

2. **General Mindfulness** was slightly less effective, with an effect size of -1.294.

3. **Emotional Objectivity**, being able to address behaviors and dispense consequences without becoming emotional involved resulted in stronger teacher-student relationships and an effect size of -.705.
Chapter 6  The Student’s Responsibility for Management

- Marzano cites Larson, stating, “Involving students in establishing and maintaining a well-run classroom has the effect of developing self-discipline and responsibility, which is ultimately the most important benefit to such an approach.” (page 77)

- Marzano cites a 1996 Gallup study that indicated “98% of the public believes that the primary purpose of public schools should be to prepare students to be responsible citizens.” (page 77)
Chapter 6

- The goal of student responsibility for classroom management is for students to take ownership of their behavior and monitor their actions. It is broken into two categories. They are:

  1. **Self-Monitoring and Control Strategies**: This approach teaches students to recognize and track their own behaviors. There is usually a predetermined criterion and a reward system when that criterion is met.

  2. **Cognitively Based Strategies**: Students monitor their own behavior, but predetermined criteria and tracking is not done. This strategy has students concentrate on reflecting on their thoughts, and considering their actions internally.
Chapter 6

- This form of management is difficult to implement and is labor intensive. This also usually outside the traditional teacher-student relationship. Because of these factors this approach is not used in schools very often, but it is effective.
Chapter 7  Getting Off to a Good Start

- “A long history of research documents what we know about the beginning stages of developing an effectively managed classroom. Virtually all of the research points to the beginning of the school year as the linchpin for effective classroom management. To illustrate, Moskowski and Hayman (1976) studied the beginning-of-the-year behaviors of 14 effective junior high school teachers as compared with 13 first-year junior high 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 the also did so in an orderly and systematic manner…” (page 92)
Chapter 7

- Some keys to effectively establishing a management routine.
  - Effective teachers will:
    - Make sure routines are understood by the students.
    - Make sure that the routines are generally accepted by students.
    - Practice routines until they become habit.

- Marzano Returns to COMP in this chapter and the 7 steps used by that program. The are:
  1. Organize the classroom.
  2. Plan and teach the rules and procedures.
  3. Develop student accountability
  4. Maintain good student behavior.
  5. Plan and organize instruction.
  6. Conduct instruction and maintain momentum
  7. Get off to a good start.
Chapter 7

• Keys to arranging the physical layout of the classroom:
  • Be able to see all students.
  • Make sure all students can easily see all presentations and demonstrations.
  • Frequently used materials are easily accessible.
  • Pathways make it easy to move around the room.
  • Set up classroom so it is easy to set up students in groups.
  • Avoid highlighting/providing unnecessary distractions.
Chapter 8  Management at the School Level

• “This chapter addresses those actions that the school can take. Although this might sound like a change in topic, it is not. School-level management and classroom-level management have a symbiotic relationship that is probably best understood if we consider the perspective of an individual student.

Cecilia, a middle school student, attends five classes a day, each taught by different teacher. Each teacher uses different management techniques. She is not in class the entire day; she goes to lunch; walks the halls; spends time in common areas … An effectively managed school from the perspective of Cecilia is what she experiences both in class with teachers and what she experiences in the common areas of the school.” (Paraphrased from page 103)
Chapter 8

Figure 8.1
Relationship Between Schoolwide Management and Classroom Management

Schoolwide Management

Classroom Management

Classroom Management

Classroom Management

Classroom Management

Classroom Management

Classroom Management

Schoolwide Management
Chapter 8

- Some of the pitfalls that block an effectively managed school:
  - When teachers and administrators:
    - Fail to set clear and consistent standards of school conduct.
    - Purposely avoid areas of the building or grounds where students are known to act aggressively.
    - Do not intervene when a student commits a violent or disruptive act.
    - Lack of teacher involvement in behavior management outside of their specific classrooms.
    - Do not respond to rumors of problems happening off campus.
    - Pretend to not notice issues of violence or acting out.
    - Fail to report complaints from victims.
Chapter 8

• The Three Syndromes:
  • “He’s Not My Student”—Teacher ignores the misbehavior because the student is not his/her responsibility.
  • “I’ll Keep a Low Profile”—Teacher is present, but not mindful of what is going on, waiting for someone else to take care of issues.
  • “It’s None of My Business”—Teacher becomes an ally to the students and makes a subtle agreement with the students, “If you stick to your business, I’ll stick to mine.”

• Students in schools with high violence rates score lower in Math by .20 standard deviations and are 5.7 percentile points less likely to graduate than students in low-violence schools.
Chapter 8

• Other than the obvious pragmatic reasons for school-wide management, research evidence shows:
  • Polls consistently show that general public perceives safety as one of its primary concerns.
  • Polls also indicate that this concern maybe disproportionate to the realities of the school setting. This maybe because the statistics around school safety have been used as political tools;
  • In light of this qualifier, there is some reason for concern, the following statistics were reported by the American federation of Teachers in 1990:
    • 1 out of 11 teachers have been assaulted.
    • 1 out of 4 students experience violence at school.
  • A 1998 report by National School Safety Center reported in 1998:
    • 5,000 teachers are assaulted each month
    • 1,000 are injured seriously enough to need medical attention.
Chapter 8

• Ways to limit disruption in the common areas of the school:
  • Reduce student density by using all exits to a given area.
  • Decrease travel and distances to events when possible.
  • Control physical movement by using signs to mark out transitions.
  • Control behavior by using signs that indicate expected behaviors.
  • Sequence events in common areas to facilitate the type of behavioral momentum desired.
Works Cited