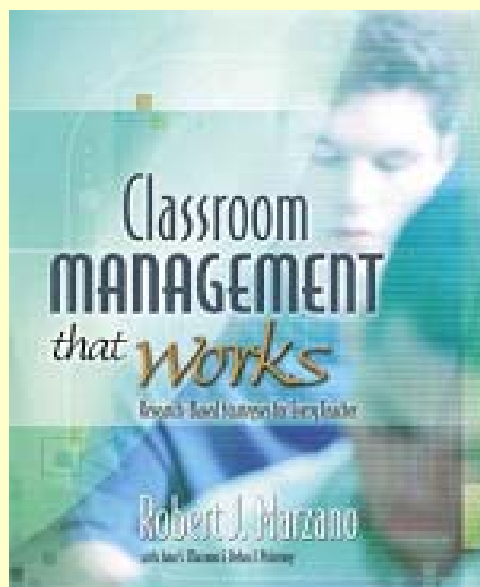


Facilitator Guide

ETFO Book Clubs



Classroom Management That Works

Robert J. Marzano

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Introduction to ETFO Book Clubs

The Elementary Teacher's Federation of Ontario is committed to providing professional development for its members in a variety of forms. Teachers are best able to determine what professional development they need to pursue as life-long learners and ETFO Book Clubs are designed for voluntary participation of interested members. As ETFO professional development programs and services continue to evolve to meet the challenging needs of educators and their students, the new season of offerings has been expanded to include book clubs with a focus on classroom management, differentiated instruction, and Kindergarten.

Professional book clubs provide an excellent opportunity for members to reflect on their classroom practice, enhance their professional knowledge, and engage in the professional learning that best meets their needs and the needs of their students. A book club is a staff learning experience that gives educators an opportunity for professional networking, sharing, and reflection through an in-depth examination of ideas, concepts, research, and strategies presented in a professional resource.

The main goals of ETFO Book Clubs are:

- To enhance the professional knowledge of our members.
- To enhance the professional practice of our members.
- To foster leadership at the local level.
- To implement high-yield, research-based instructional strategies.
- To monitor the impact or effects of instructional decisions on students.
- To reflect on current teaching practices.

When professional book club experiences are tied to the real work of teachers, and to authentic issues they are grappling with in their classrooms, teachers have a deeper understanding of their impact on classroom practice and student learning.



Book Club Structure

Professional book clubs provide an excellent opportunity for our members to enhance their professional knowledge and practice. Participants attend four two-hour sessions that focus on specific chapters of the various resources highlighted, consider strategies they can try in their classroom, and reflect on and share their experiences within a community of learners. As a facilitator, you will contribute to building leadership capacity within our locals in the area of professional development.

Roles and Responsibilities

ETFO Book Clubs are offered in partnership between locals and the provincial office. Facilitator guides, such as this one, have been developed by members to support you as you facilitate this book club.

The Role of the Facilitator

A book club facilitator guides a group of participants through an interactive discussion of a selected title. The facilitator organizes the session and conducts the meetings. Group members can expect the facilitator to use open-ended questions, wait time, and paraphrasing to encourage participation. The facilitator also emphasizes the importance of keeping the discussion on track, focusing on one topic or task at a time. The person in this role is not an expert and should remain neutral allowing group members to share different perspectives. All group members are valued and encouraged to participate in their own way.

“The most valuable insight a group can have is that the most effective resources for moving ahead are found within their situation and within themselves.”

R. Bruce Williams

Establishing Group Norms

Any group that meets regularly to work together needs to identify a set of norms or ground rules that will help a group do its work and discourage behaviours that



interfere with a group's effectiveness. Norms govern how the group will interact, share, and learn together.

It is ideal to set norms at the beginning of a group's work together inviting group members to suggest ideal behaviours for groups, eventually refining them into an agreed-upon set of norms. Once established and posted, groups need to continually remind themselves about the norms they have created.

Some topics you may want to raise as starting points for discussion with your group are:

Expectations for behaviour – How will your group relate to one another within (and beyond) the group? Considering norms in TRIBES such as right to pass, attentive listening, and taking turns, may be helpful.

Shared leadership – How will members share responsibility for the group? How will decisions be made about what to read, when to meet, and where to meet be made?

Participation and interaction – How will members work together? Considering roles such as recorder, timekeeper, and encourager may ensure that all group members become involved in the discussions.

One strategy that may be helpful when reviewing group norms is 'Round-Robin Reflection'. In this process everyone takes 30 seconds to silently reflect on the extent to which he/she honoured the group's norms and to what extent it enhanced the group's work. The facilitator then chooses someone at random to share their reflections. When this person is finished then another group member paraphrases what they have heard. This process is repeated in round-robin fashion beginning with the person to the right of the first speaker.



Building Inclusion

Grounding is an excellent inclusion activity for introductory meetings. It serves several purposes including:

- establishing a norm for respectful listening;
- bringing people into the here and now;
- allowing people to connect with one another; and
- allowing for expression of hopes and apprehensions.

Directions - Each person in round-robin fashion, speaks to these points:

- name;
- current role;
- school;
- reasons for joining a professional book study; and
- expectations of the book club experience.

Needs of Individuals in Groups

Regardless of the nature of the group and its purpose, some basic needs must be met within the group setting for it to be as focused, productive, and interactive as possible. A good facilitator looks for signs of the characteristics listed below to determine whether it provides the kind of satisfaction group members need. Periodically it may be helpful to give group members time to evaluate the extent to which the group is meeting their individual needs.

Powerful
Conversations:

- Focused
- Productive
- Interactive

The following are important needs group members value. As the group evolves, it is about finding the balance between the needs of the group members and the group work that needs to be accomplished.



Feeling a sense of belonging – Group members need a collaborative environment where they feel safe and supported in their presence and their contribution to the group’s work.

Commitment to group goals – Group members achieve commitment when they see value in the goals selected, having a part in selecting and refining those goals, and directing the group process.

Sense of progress – It is important to give group members opportunities to reflect on their progress toward goals so that members feel a sense of accomplishment.

Having confidence in the facilitator – A good facilitator establishes a supportive, risk free learning environment emphasizing the importance of professional dialogue. The facilitator organizes the sessions and conducts the meetings. The person in the role of facilitator is not intended to be an expert and should remain neutral, allowing participants to share different perspectives.

Knowing Your Participants

When developing a group’s capacity for powerful conversations, Robert Garmston suggests that group members set aside unproductive patterns of listening, talking, and participating.

However, from time-to-time, facilitators may need to confront challenging situations. Late arrivals at meetings, overbearing participants, and conflict among group members can negatively impact on a group. Although there is no “right” way to respond to these problems, here are some possible solutions to common problems faced by facilitators.

“We should all try to listen with the same intensity we have when we are talking.”

Richard Saul Wurman



Non talker – Honour an individual's right to pass. Each member has the right to choose when and to what extent they will participate in the group discussion; ask open ended questions and learn to be silent.

Underminer – Focus on the agenda and topics agreed upon by the group. Don't acknowledge or over react; at the end of the session revisit the group norms and their purpose.

Rambler – When the member pauses, refocus attention by restating the relevant points and move on; ask "How does that relate to _____?"

Side talker – Re-direct conversation by asking the person an easy question or to paraphrase what has been stated; create a parking lot (flip chart, sticky notes) to post questions or issues that can be discussed in a later session.

Over talkative – State "We only have a limited amount of time today. We want everyone to have a chance."

Further Reading

Robert Garmston. 'Teacher Talk That Makes a Difference' Educational Leadership, ASCD, April 1998.

Garmston, R. & Wellman, B. 'The Adaptive School: A Sourcebook for Developing Collaborative Groups', Christopher-Gordon Publishers, 1999.

Richardson, J. 'Norms Put the 'Golden Rule' into Practice for Groups', Tools for Schools, NSDC, August-September 1999.

Easton, L.B. 'Powerful Designs for Professional Learning' NSDC, 2004.

Richard G. Weaver & John D. Farrell. 'Managers as Facilitators: A Practical Guide to Getting Work Done in a Changing Workplace', McGraw Hill, 1999.

Bennett J., Dawson R., & Torney. 'Book Study Facilitator's Guide for Teaching Student-Centred Mathematics.' Pearson Education Canada, 2007.

Wisconsin Staff Development Council – www.wi-sdc.org.



Introduction to *Classroom Management That Works*

In this book club, teachers will consider the book *Classroom Management That Works* and discuss what needs to be done to create effectively managed classrooms, for new and experienced teachers alike. Teachers will take a look at the critical role of classroom management and factors affecting student achievement. Teachers will read real classroom stories about how to get every class off to a good start, involve students in classroom management, and develop effective school-wide management policies.

Book club discussions will include the four most important general components of effective classroom management and their impact on student engagement and achievement. The book study will promote the use of effective disciplinary interventions, building positive student-teacher relationships, and developing a sound mental set for difficult situations. Marzano's work, which is based on more than 100 studies of classroom management will be considered, as well as the practical action steps that can be implemented in any classroom. These include:

- establishing rules and procedures;
- effective disciplinary interventions;
- positive student-teacher relationships;
- developing an effective mental set; and
- instilling student responsibility.

Teachers will discuss vignettes which will illustrate how the strategies can be applied in real-life situations, and assist with understanding and implementation. The practical and effective strategies presented will allow the acquisition of sound classroom management to be an achievable goal for all teachers.



Session One

Readings:

Pages 1-12, 13-26.

General Overview:

An anticipation guide, completed before the first reading, will serve as a minds-on regarding some of the major foci in Marzano's book. It is important that this guide is completed before reading, and handed in at the first session. This anticipation guide will also serve as a diagnostic tool for the facilitator to better understand the beliefs that various teachers involved in this activity bring to the table. This guide will be revisited at the last session, and teachers will reflect on if/how their classroom practice has changed or evolved based on some of the evidence and research in this book.

This initial session will engage teachers in an introductory activity to ensure that participants are familiar and comfortable with other members of the group.

Teachers will begin a summary list of high-yield strategies as identified in various tables by Marzano et al in *Classroom Management That Works*. Activities and discussion will allow participants to investigate high-yield strategies as outlined by Marzano. They will understand through discussions that the teacher is the most important ingredient in student success, and that classroom management is a foundational role for teachers.

Participants will be engaged in active and engaging strategies that can be applied to the classroom.



Key Learnings/Objectives:

During this session participants will:

- engage in an introductory activity to become familiar and comfortable with other participants, and learn some of their beliefs and ideologies regarding teaching;
- think critically about their own practice and beliefs in regards to classroom management;
- determine actions to be implemented, through reflection and discussion, for classroom rules and procedures; and
- begin a summary table of high yield strategies as discussed in each chapter.

Time: 120 Minutes

Materials:

- Anticipation guide (see line master 1A in the Support Materials Section) – one copy per participant (to be distributed for participants to complete before they engage in the readings, and collected during session one).
- Extended name tags (see line master 1B in the Support Materials Section) – one copy per participant.
- Classroom Management – High Yield Strategies Summary Table (see line master 1C in the Support Materials Section) – one copy per participant.
- Table signs: Group One, Group Two, Group Three, Group Four (see line master 1D in the Support Materials Section).
- Chart paper and markers.

Homework Review: 5 Minutes

Collect anticipation guides that were filled out before reading chapters 1 and 2



Instructional Tasks: 90 Minutes

Extended name tags. The aim of this activity is to encourage a positive social and emotional environment and to promote self-esteem and mutual respect.

Communicate to participants that this activity can be replicated with students, for the same purpose.

Method. Distribute a card or name tag and ask participants to do the following (see line master 1B in the Support Materials Section):

1. Write your name in the centre.
2. In the upper left corner, write your favourite first day activity.
3. In the lower left corner, write the name of a student who taught you something important.
4. In the lower right corner, write a goal you have for yourself in regards to this study group.
5. In the upper right corner, write three things you are good at, as a teacher.
6. Under your name, write the quality you most admire in other teachers.

When the participants have completed their name tags, instruct them to do the following:

7. Form a small group of two or three.
8. Decide in your small group what corner to discuss and who will go first, second, or third.
9. Take one minute each to talk about the corner. (Signal at one, two, or three minutes.)
10. Allow two or three minutes (in total) for triads or pairs to make a statement of appreciation about each person's contribution: "I liked it when . . ." or "I admired how you said . . ."

After each participant has completed a turn and the student's group has responded, ask the participants to form new triads or pairs and repeat the process. After a few



groups have met, bring all the participants together in a circle to share something that they learned about another person.

Carousel Review. This task will review major ideas from the tables and action steps from chapters 1 and 2, and allow participants to reflect on important strategies introduced in this reading.

Share with participants that the review will be conducted using a “carousel” strategy. This strategy will present the review in an engaging approach, which will allow all participants to exchange ideas in a collaborative manner. Carousel is highly effective in the content areas as a way for students to demonstrate their understanding and share information. This is another strategy that can be incorporated into the classroom and used with students.

Part A: Overview of Task

Inform participants of the following:

1. Participants will work in groups. Group responsibilities:
 - Group One – Review pages 18-19, “Identify specific rules and procedures for your classroom”, and “General Classroom Behaviour.”
 - Group Two – Review pages 19- 22, “Beginning of the School Day or Beginning of the Period,” and “Transitions and Interruptions.”
 - Group Three – Review pages 22- 24, “Use of Materials and Equipment,” and “Group Work.”
 - Group Four – Review pages 24-26, “Seatwork and Teacher-Led Activities,” and “Involve students in the design of rules and procedures.”
2. One participant in each group remains in place as a designated speaker for the group.
3. Other members of the group rotate to each of the other groups, on signal from the teacher, to listen to the other designated speakers.
4. This occurs in a rotational sequence with all the groups in the class.



Part B: Group Formation

To form groups number participants one to four. All the number ones become the members of group one, all the number twos become the members of group two, etc. Ask group members to gather in the four corners of the classroom, designated by table signs (see line master 1D in the Support Materials Section). At each designated area place chart paper and markers.

Part C: Role Assignments

Assign an alphabet number to each group member, A, B, C and D. Inform participants that A will be the initial recorder in the home group, B will be the designated speaker, C will be the recorder as the group moves, and D will be materials manager and encourager.

Part D: Review

Allow groups time to review their assigned pages, using the outline of the Strategies Summary Table (see line master 1C in Support Materials Section) to independently generate a list of the most important ideas presented in their reading to share with other groups as they rotate through. (Column One – Important Ideas and Strategies, Column Two – Notes, and Column Three Page/Figure # of line master 1C may be filled out at this time, Column Four – Reflections should be reserved for later). Through collaborative discussion, a group list of the most important ideas can be generated on chart paper for sharing with the other groups as they rotate through.

Part E: Carousel

Groups rotate to each centre, and individually add ideas and strategies to individual copies of the Strategies Summary Table (see line master 1C in Support Materials Section) as they are discussed.



Reflection: 15 Minutes

When all rotations are complete, in your home groups, discuss the following guiding questions and make notes in Column Four Reflections of line master 1C.

- What surprised you in your readings?
- How will this impact your classroom management style?
- What might you do differently?
- Is there information in here that you feel is important to share with your colleagues?

Homework/Follow-up Task: 5 Minutes

- Read Chapter Three “Disciplinary Interventions” and Chapter Four “Teacher-Student Relationships.”
- Record one quote from the assigned reading on an 8 ½ X 11 sheet of paper, and bring it to our next session. The quote should be one that speaks to you and resonates with what you believe, or a quote that you have questions about.
- Bring a class list.



Session Two

Readings:

Pages 27-40, pages 41-64.

General Overview:

This second session will begin by using the homework from last day in an activity that will allow participants to share some insights into their beliefs by choosing a quote from the assigned reading to share.

Participants will explore Marzano's five strategies for disciplinary intervention, apply them to prior knowledge and experience, and reflect on how strategies of the past compare to Marzano's vision. Student/teacher relationships will be investigated, and participants will have the opportunity to engage in creating a plan for interactions with their own high-needs students. Participants will be engaged in active and engaging strategies that can be applied to the classroom.

Key Learnings/Objectives:

During this session participants will:

- Think critically about own practice, and what Marzano presents as the most effective ways to decrease classroom disruptions through disciplinary interventions.
- Through reflection and discussion, determine that a balance between positive and negative consequences is healthy.
- Realize that teacher-student relationships are critical.
- Understand that appropriate levels of dominance and co-operation promote good relationships with students.
- Identify and plan strategies for high-needs students in their classes.



Time: 120 Minutes

Materials:

- Chart paper (homework review) – one piece per participant, taped to the walls at regular intervals with the sentence stems “I wonder...,” “What if...”, “This reminds me of...” printed at the top of the chart paper. Prepare one piece of chart paper as a model for the homework activity using the quote, “Taking a Personal Interest in Students...Meeting students at the door as they come into class and saying hello to each child, making sure to use his or her first name.” (see line master 2B in the Support Materials Section), and taping it at the top of a sheet of chart paper at the front.
- Markers – at least one per participant.
- Tape.
- A stack of playing cards containing enough cards to group participants into three (i.e., three queens, three kings, three aces, three jokers for a group of 12).
- Chimes.
- Sticky notes – several per participant.
- Disciplinary intervention (see line master 2C in the Support Materials Section) – five copies (this may be enlarged to accommodate the size of stickies that participants will be using for Instructional Task #1).
- Table signs (see line master 2D in the Support Materials Section).
- High needs – one copy per participant (see line master 2E in the Support Materials Section).
- Reflections – one copy per participant (see line master 2F in the Support Materials Section).
- PMI – one copy per participant (see line master 2G in the Support Materials Section).

As participants enter, greet each participant by name. You are modelling the suggestion Marzano made regarding positive student-teacher relationships, which is also the basis of the quote you will use to model the homework activity. After



greeting them by name and with a smile, ask participants to randomly choose a playing card from a deck which they will be using for the first activity.

Homework Review: 35 Minutes

Graffiti is a collaborative activity that provides participants with the opportunity to brainstorm ideas, express their opinions and understanding about a Marzano quote from the required reading, and to make connections to their prior knowledge and experiences. Participants should take out the quote they recorded for homework on an 8 ½ X 11 sheet of paper. The quote should be one that speaks to them and resonates with their beliefs, or a quote that they have questions about.

Model the homework activity by drawing attention to the chart paper prepared with line master 2B taped at the top. Read the quote and model how you would respond to it using the sentence stems. (Share and write your thoughts on the chart paper, modeling what will be expected of participants – include the fact that you deliberately employed this suggestion as participants entered.)

Have participants tape their quote to the top of one of the chart papers posted on the walls. Group participants by having them look at the card they picked up at the door. They should find two other members with the same card as they have – these members are now part of a group. Groups may choose a chart paper to begin at. Participants will have three minutes to read the quote, discuss what it means for each of them, and write a response to the quote, using one of the sentence stems. Inform participants that when three minutes are up, they will hear chimes ring. This is the signal for them to transition to the next quote, moving in a clockwise direction.

Continue until all or most of the quotes have been visited. (Note: depending on the size of your group, it may not be possible for all groups to read and reflect on all quotes in the allocated time). When allocated time is up, allow five minutes for participants to discuss what they feel were important reflections.



Communicate that this activity provides a safe environment for sharing information, opinions, and ideas. It also allows students/participants to build on the ideas of others.

Instructional Tasks: 75 Minutes

Intervention Sort. This task will allow participants to access prior knowledge and record their experiences related to disciplinary interventions. They will then apply the information Marzano shares on pages 35- 39 regarding the “five categories of disciplinary intervention” to reflect on the disciplinary interventions commonly used in the past. Participants will move to groups of five to review.

- Ask participants to think about their own experiences as a child at school.
- Ask for a volunteer to share one very positive disciplinary intervention they remember a teacher using with themselves, or another student.
- Ask for a volunteer to share one very negative disciplinary intervention they remember a teacher using with themselves, or another student.
- On sticky notes, ask participants to list all of the disciplinary interventions that they can recall that were employed by teachers in their experience (one intervention per sticky note.) (five minutes).
- Number participants from one to five. Ask them to move, with their stickies, to the area designated by their number with table signs. Groups should designate one letter per participant from A – E. A will read and summarize Teacher Reaction, B will read and summarize Tangible Recognition, C will read and summarize Direct Cost, D will read and summarize Group Contingency, E will read and summarize Home Contingency, (five minutes).
- Participants will share their summary with the group. (five minutes).
- This knowledge of the five categories of disciplinary intervention will now be applied to the disciplinary interventions that participants have listed on sticky notes.
- Hand out Disciplinary Interventions (see line master 2C in the Support Materials Section), one per group.



- Ask participants to share the information they have written on sticky notes regarding disciplinary interventions they remember from their own experiences as a child.
- As a group, participants will decide which of Marzano’s five categories the stickies belong to, and place the sticky in the appropriate column under the category, either positive or negative. (For example, if a participant shared being sent to stand in the corner, the group would most likely decide this intervention belonged in the “Direct Cost” column, under the “negative” heading.) (10-15 minutes).
- Debrief the activity by asking the group to consider the following reflective questions: (10 minutes).
- Where did most of your stickies fall?
- Why do think they fell in this category?
- How do the disciplinary interventions of your collective past experiences compare to Marzano’s vision?
- How does Marzano’s vision compare to your vision?
- Ask participants to remain in their existing groups for the next activity.

Marzano’s Categories. This task will allow participants to review Marzano’s five categories of high-needs students, group their own high-needs students into these categories, and brainstorm strategies for successful interactions with these types of students with colleagues.

- Groups were previously designated as one letter per participant from A – E. Keeping their previous letter, individual participants will: A will summarize Passive, B will summarize Aggressive, C will summarize Attention Problems, D will summarize Perfectionist, E will summarize Socially Inept. (five minutes).
- Participants will share their summary with the group. (five minutes).
- Hand out High-needs (see line master 2E in the Support Materials Section)



- Using the class list brought as homework, participants will individually write the names their high needs students into the appropriate category on line master 2E in the Support Materials Section
- As a group, participants will brainstorm and record strategies for successful interactions for each category of high-needs student.
- Debrief: ask groups to share one strategy for each category of high need student.

Reflection: 10 Minutes

With a shoulder partner, discuss the following questions:

- What surprised you in your readings?
- How will this impact your classroom management style? What might you do differently?
- What information do you feel is critical to share with your colleagues?
- Record your thoughts on Reflections (see line master 2F in the Support Materials Section).

Homework/Follow-up Task: 5 Minutes

Read Chapter Five, “Mental Set”, and Chapter Six, “The Student’s Responsibility for Management.”

Choose three strategies discussed in Chapters Five and Six that are of particular interest to you, and employ them in your classroom (Providing Flexible Learning Goals, page 52). Be prepared to share the strategy next session, using PMI Chart (see line master 2G in the Support Materials Section), what you liked about the strategy, what you didn’t like about the strategy, what you found interesting or intriguing about the strategy, or your student’s reaction.



Session Three

Readings:

Pages 65-75, pages 76-91.

General Overview:

This third session will begin by using the homework from last day in an activity that will allow participants to share some experiences and thoughts around employing three of the strategies that Marzano has discussed in the homework readings.

Participants will be engaged in reflecting on what is common to the most successful strategies they have employed. They will also think about the strategies that were listed regarding enhancing student responsibility that they are intrigued by, but have not yet had a chance to explore, and to create a plan for using this strategy in their classroom.

Through reflection, they will determine some important ideas that Marzano has shared, and steps they can take to put these ideas into action.

Participants will be engaged in active and engaging strategies that can be applied to the classroom.

Key Learnings/Objectives:

During this session, participants will:

- reflect on and share how a strategy that Marzano discussed was applied with success in their own practice;
- think critically about how to apply further important strategies that Marzano suggests to their own practice; and
- through reflection and discussion determine how to encourage and develop student responsibility.



Time: 120 Minutes

Materials:

- Popsicle sticks.
- Fine-tipped markers.
- Basket.
- Chart paper – enough for one sheet per four participants or Place Mat (see line master 3A in the Support Materials Section).
- Timer.
- Four corners activity (see line master 3B in the Support Materials Section) – one copy of document includes four pages – one to be posted in each corner of the room.
- Vignette (see line master 3C in the Support Materials Section).
- If/Then (see line master 3D in the Support Materials Section) – one copy per participant.
- First Day Fair Planning (see line master 3E in the Support Materials Section) – one copy per participant.

As participants enter, greet each participant by name (you are continuing to model the suggestion Marzano made regarding positive student-teacher relationships). After greeting them by name and with a smile, ask participants to choose a Popsicle stick from a pile, write their name on the stick in marker, and place in a basket.

Homework Review: 50 Minutes

PMI. This activity models the suggestion Marzano made on page 52 regarding providing flexible learning goals. Flexible learning goals convey an appropriate level of co-operation, which has the potential to increase learning in a topic, and to convey that the teacher is concerned about participant/student interests, and are including those interests in their instruction. These flexible learning goals were applied by allowing participants to choose three of Marzano's strategies for



meta-cognition regarding mental set, and/or for encouraging student responsibility in management, and applying this strategy to their own classroom practice.

PMI involves students in reflecting on a topic and can be used individually or in a group. It is a simple graphic organizer to record their thinking and to encourage them to think critically about a topic. It promotes consolidation of a topic, and can be as simple as three columns on the blackboard, or folding a paper in three.

Participants should take out the PMI chart they completed for homework. The strategies they chose should be ones that spoke to them and resonated with their needs at this particular time, with this particular group of students.

Group participants by having them choose a Popsicle stick from the basket – the name they choose is the person they will be working with for the homework review activity.

Participants should meet with their partner, bringing their PMI charts.

Partners should take turns sharing the strategies they used, what they liked, disliked, and what they found interesting about the strategy or student response to the strategy. When 20 minutes has passed, partners can “square” up with another team, and share what they feel was the single most successful strategy that they tried. In order to share their most successful strategy, participants will engage in a Place Mat Activity.

Place Mat is a collaborative learning activity that gives participants/students an opportunity to share their ideas and learn from each other in a small-group setting. Participants will share their most successful strategy that they tried. Give each “square” a piece of chart paper, or a Place Mat (see line master 3A in the Support Materials Section). Direct each “square” to draw a circle or square in



the centre of the paper and then divide the remaining area of the paper into equal sections, with one section for each group member.

Ask the participants to think about their most successful strategy of the three that they tried, and then silently write about it in their own area of the chart paper for approximately five minutes. Inform participants that the timer will be set for this time frame, and when they hear the timer, it indicates that it is time to stop writing. When the timer goes off, instruct participants to discuss the ideas on the place mat with their square – looking for common elements. The group must reach consensus and record the most important points in the centre of the place mat. Each square should share its work with the other groups.

Instructional Tasks: 50 Minutes

Four Corners. Accountable talk stimulates higher level thinking, and helps students/participants to learn, reflect on their learning, and communicate their knowledge and understanding around a topic. Four Corners is a collaborative activity which provides an opportunity for students to assess critique, reflect on, and evaluate ideas – in this case, Marzano's strategies for classroom procedures that enhance student responsibility. Participants will have the opportunity to dialogue with others who have these same or differing viewpoints.

- Label the four corners of the classroom with Marzano's four strategies for enhancing student responsibility – The Classroom Meeting, page 81, A Language of Responsibility, page 81, Written Statements of Belief, page 38, Written Self Analyses, page 84. (see line master 3B in the Support Materials Section).
- Pose a question to the whole class, "Which activity that you have not yet tried, do you think would best serve the needs of the students in your class, in encouraging student responsibility?"
- Invite each participant to go to the corner that best reflects his or her opinion about the question. Ask the students to share the reason for their choice with



others in their corner – possibly in smaller subgroups to ensure that everyone has an opportunity to be heard and to let the group reach consensus.

- Read the vignette (see line master 3C in the Support Materials Section) posted at each corner, and discuss how you could apply this strategy to your classroom. With your group or sub-group, prepare a plan for introducing this strategy to your class.
- Tell them to be ready to share the plan that their group has devised with the rest of the class.

Reflection: 15 Minutes

If/Then. This activity will allow participants to reflect on Marzano’s writing, and select important information regarding what we want to achieve with our students – **If** column. If these statements are important, then we need to link what we want to achieve to how we are actually going to do it – **Then** column becomes a tool for focusing actions to address areas of importance. Using **If/Then** (see line master 3D in the Support Materials Section), jot down important points you have learned from reading these two chapters. Consider how you will link the important points Marzano makes with your own classroom instruction, and in the **Then** column, plan for actions you will address.

Homework/Follow-up Task: 5 Minutes

- Make a map of your existing classroom using 8 ½ X 11 grid paper and bring to the next session, before reading your chapters.
- Read Chapter Seven “Getting Off to a Good Start,” and Chapter Eight, “Management at the School Level.”
- Create a short (five minutes maximum) presentation for the class to share the following:
 - One-third of the class – your favourite first day welcome/getting to know you activity.
 - One-third of the class – interest inventory you like to use.



- One-third of the class – an engaging activity to introduce rules and procedures.
- These activities may be ones you have used successfully in the past, and have refined using some of the ideas Marzano has shared.
- Bring an artifact that represents your vision of classroom management.



Session Four

Readings:

Chapters Seven and Eight.

General Overview:

This fourth and final session will begin by using the homework from last day in an activity that will allow participants to share some experiences and thoughts around employing three of the strategies that Marzano has discussed in the homework readings.

Participants will explore Marzano's five strategies for disciplinary intervention, apply them to prior knowledge and experience, and reflect on how strategies of the past compare to Marzano's vision. Student/teacher relationships will be investigated, and participants will have the opportunity to engage in creating a plan for interactions with their own high needs students.

Participants will be engaged in active and engaging strategies that can be applied to the classroom.

Key Learnings/Objectives:

During this session participants will:

- reflect on how a strategy that Marzano discussed was applied in their own practice;
- think critically about how to refine their witness and emotional objectivity; and
- through reflection and discussion, determine how to develop student responsibility.



Time: 120 Minutes

Materials:

- Activity cards (see line master 4A in the Support Materials Section). As participants enter, greet each participant by name. (You are continuing to model the suggestion Marzano made regarding positive student-teacher relationships.) After greeting them by name and with a smile, ask participants to choose a coloured card (see line master 4A in the Support Materials Section) that aligns with the activity they have prepared for today:
 - Welcome/Getting to Know You – Blue card.
 - Interest Inventory – Yellow card.
 - Rules and Procedures – Green card.
- Stickers – determine the number that represents half of the participants. Choose two different stickers for the participants (i.e. round blue stickers for half the participants, and square green stickers for the other half of the participants). Place these stickers on the backs of the Activity Cards – this will designate partners for the Think/Pair/Share.
- CD, CD player.
- 8 ½ X 11 grid paper.
- Tape.
- Checklist of supports (see line master 4B in the Support Materials Section)
- Anticipation Guide that participants filled out before the class began.
- Evaluation Form (see line master 4C in the Support Materials Section).

Homework Review: 50 Minutes

First Day Fair involves participants in reflecting on what they have done well in the past, engages participants in synthesizing and refining past practice by incorporating suggestions from Marzano, and in sharing their own expertise with others. Participants will leave with a bank of activities that are examples of strategies Marzano has focused on in Chapter Seven, in order to get off to a good start with students: beginning with a strong first day (page 98),



incorporating an interest inventory (page 99), establishing and emphasizing classroom management (page 101). Participants divide themselves into groups of three – one of each coloured card represented. Remind participants to keep their card – they will need it for an upcoming activity. This triad should then merge with another triad – two of each coloured cards represented. Ask triads to label themselves triad A or triad B. (five minutes).

Participants from the triad B will begin and share their strategy and presentation with triad A. (20 minutes – extra 5 minutes allocated to cover switching presenters.) Remind participants that they should try to stick to the five minute timeline, and in order to facilitate this, a timer should be elected in each group to signal when five minutes have passed. Triads should also incorporate the guiding questions used to formulate their presentation from line master 3E – how they have used this activity in the past, how it aligns with Marzano’s ideas or strategies, and how they have/will refine this activity based on what they have learned from Marzano. Inform participants they will know when it is time to switch presenting triads when they hear the music. When 15 minutes is up, signal to triads that it is time to switch by playing some upbeat music.

Participants from triad A will now share their strategy and presentation with triad B. (20 minutes – extra five minutes allocated to cover switching presenters). Inform participants they will know when it is time to finish presenting when they hear the music. (20 minutes). At this time, participants should place hard copies of their activity in a designated area of the room. Allow five minutes for participants to circulate and pick up hard copies of all the activities presented.

Instructional Tasks: 40 Minutes

Think/Pair/Share and **Walkabout**. This is a tactic for organizing paired discussions. Allowing participants to think before sharing and the option of dialoguing with only one other person make this a “safe” activity. Partners are given the security of being able to think, rehearse and share thoughts, before



being asked to share with a larger audience. This activity is particularly well suited to students who are reluctant to share.

Ask participants to look at the back of their Activity Cards. There they should find a sticker. In order to find a partner, they need to find an individual with the same sticker on the back of their activity card. (5 minutes). Direct the participants to take out their homework, a map of their classroom. Independently, each pair should compare (Think) their classroom map, and their own knowledge of their classroom, to the checklist of the elements that Marzano suggests should be part of an elementary classroom. (see line master 4B in the Support Materials Section).

When finished checking off the items that they do or do not have, participants should share and discuss their findings with their partner. (Pair) Partners should work together to address any missing elements from the checklist, until they are satisfied that their classrooms reflect the instructional and decorative elements that Marzano recommends. Provide participants with extra copies of 8 ½ X 11 grid paper.

Invite participants to share their classroom models by posting them on the walls around the room. Participants can then engage in a walkabout, which is an activity where all students in the class walk around the classroom looking at the displays of student work or other information. (Share).

Reflection: 15 Minutes

Anticipation Guide. Hand out the guides that participants filled out before engaging in the book study. Participants should individually review what they initially agreed/disagreed with in the statements, and revise accordingly. Ask for a show of hands for people who have changed their beliefs as a result of Marzano's suggestions and research. Celebrate the growth in the room.



Wrap-up: 15 Minutes

Participants were asked to bring an artifact that represents their vision of classroom management as a result of being involved in this book study. Allow all participants an opportunity to share.

Participants complete and return the evaluation form (see line master 4C in the Support Materials Section).

Additional Reading/Resources

Gibbs, Jeanne. (2001). *Tribes: A new way of learning and being together*. Windsor, CA: Center Source Systems, LLC.

Ministry of Education. (2006) *Guide to Effective Instruction in Literacy: Volume 1, Foundations of Literacy Instruction for the Junior Learner*. Queen's Printer for Ontario.



Support Materials Section



Session One

Line Master 1A

Anticipation Guide

To Be Completed BEFORE reading the book

Directions: Before you engage in reading, indicate whether you agree or disagree with the statements in the Before Reading column. Please bring this guide to our first session. We will revisit this guide during our last session, where you will have the opportunity to indicate whether your opinion has changed in the After Reading column

Statement	Before Reading: Agree or Disagree?	After Reading: Agree or Disagree?
1. Effective classroom management is an important, but not crucial element in effective teaching.		
2. Effective classroom management can improve student achievement.		
3. Effective classroom management is a natural ability that one is born with – if you do not have it, you will always struggle with this skill.		
4. It is not important to involve students in the design of classroom rules and procedures.		
5. Rewarding students for positive behaviour is more effective than punishing students for negative behaviour.		
6. Both students and parents in elementary schools believe that informing the home regarding disruptive behaviour is one of the most effective forms of punishment.		
7. Both students and parents in elementary schools believe that informing the home regarding positive consequences of acceptable behaviour is one of the most effective forms of reward.		



8.	The causes of many classroom behaviours labelled and punished as rule infractions are, in fact, problems of students and teachers relating to each other interpersonally.		
9.	Most students prefer the teacher management style of rules/rewards, where teachers articulate rules and procedures and present them to students. Acting accordingly results in positive consequences, and not-acting accordingly results in negative consequences.		
10.	Effective classroom managers treat all students the same.		
11.	One of the primary differences between effective vs. ineffective classroom managers is not in how they handle disruptive behaviour of students, but in the disposition of the teacher to quickly and accurately identify problem, or potential problem behavior, and to act on it immediately.		
12.	When students are taught strategies geared toward personal responsibility, there is a significant decrease in disruptive behaviour.		
13.	Effective teachers do not need to focus the first few days of school on classroom management.		
14.	School-wide routines and physical characteristics do not affect student behaviour as long as the classroom teacher maintains discipline.		
15.	It is important to establish rules and procedures regarding specific types of misbehaviour at the school level.		



Session One

Line Master 1B

Anticipation Guide Answer Key

To Be Completed BEFORE reading the book

Directions: Before you engage in reading, indicate whether you agree or disagree with the statements in the Before Reading column. Please bring this guide to our first session. We will revisit this guide during our last session, where you will have the opportunity to indicate whether your opinion has changed in the After Reading column.

Statement	Before Reading: Agree or Disagree?	After Reading: Agree or Disagree?
1. Effective classroom management is an important, but not crucial element in effective teaching.		D – page 3, Figure 1.2
2. Effective classroom management can improve student achievement.		A – page 10, Figure 1.5
3. Effective classroom management is a natural ability that one is born with – if you do not have it, you will always struggle with this skill.		D – page 11
4. It is not important to involve students in the design of classroom rules and procedures.		D – page 17
5. Rewarding students for positive behaviour is more effective than punishing students for negative behaviour.		D – page 29, Figure 3.1
6. Both students and parents in elementary schools believe that informing the home regarding disruptive behaviour is one of the most effective forms of punishment.		A – page 31, Figure 3.4
7. Both students and parents in elementary schools believe that informing the home regarding positive consequences of acceptable behaviour is one of the most effective forms of reward.		A – page 32, Figure 3.5



8. The causes of many classroom behaviours labelled and punished as rule infractions are, in fact, problems of students and teachers relating to each other interpersonally.		A – page 42
9. Most students prefer the teacher management style of rules/rewards, where teachers articulate rules and procedures and present them to students. Acting accordingly results in positive consequences, and not-acting accordingly results in negative consequences.		D – page 44
10. Effective classroom managers treat all students the same.		D – page 48
11. One of the primary differences between effective vs. ineffective classroom managers is not in how they handle disruptive behaviour of students, but in the disposition of the teacher to quickly and accurately identify problem, or potential problem behaviour and to act on it immediately.		A – pages 66 - 67
12. When students are taught strategies geared toward personal responsibility, there is a significant decrease in disruptive behaviour.		A – page 77, Figure 6.1 page 78
13. Effective teachers do not need to focus the first few days of school on classroom management.		D – page 92
14. School wide routines and physical characteristics do not affect student behaviour as long as the classroom teacher maintains discipline.		D – page 104
15. It is important to establish rules and procedures regarding specific types of misbehaviour at the school level.		A – page 108



Session One

Line Master 1B

Extended Name Tag

Your favourite first day activity:

Three things you are good at, as a teacher:

Your Name:

The quality you most admire in other teachers

The name of a student who taught you something important:

A goal you have in regards to this study group:



Session One

Line Master 1C

High Yield Strategies Summary Table

Important Ideas and Strategies	Notes	Page/Figure #	Reflections
Design and implement classroom rules.	Marzano reports that in a class where rules and procedures were effectively implemented, disruptions were 28 percentile points lower than in classes where this didn't happen	Page 14 Figure 2.1	What surprised you in your readings?
			How will this impact your classroom management style? What might you do differently?
			Is there information in here that you feel is important to share with your colleagues?



Session One

Line Master 1D

High Yield Strategies Summary Table

Group 1

“Identify Specific Rules and Procedures for your Classroom” and “General Classroom Behaviour.”

Group Roles:

- A will be the initial recorder in the home group.
- B will be the designated speaker who remains at this centre to share important ideas from the assigned pages.
- C will be the recorder as the group moves.
- D will be materials manager and encourager.



Session One

Line Master 1D

High Yield Strategies Summary Table

Group 2

“Beginning of the School Day or Beginning of the Period”, and “Transitions and Interruptions.”

Group Roles:

- A will be the initial recorder in the home group.
- B will be the designated speaker who remains at this centre to share important ideas from the assigned pages.
- C will be the recorder as the group moves.
- D will be materials manager and encourager.



Session One

Line Master 1D

High Yield Strategies Summary Table

Group 3

“Use of Materials and Equipment” and “Group Work.”

Group Roles:

- A will be the initial recorder in the home group.
- B will be the designated speaker who remains at this centre to share important ideas from the assigned pages.
- C will be the recorder as the group moves.
- D will be materials manager and encourager.



Session One

Line Master 1D

High Yield Strategies Summary Table

Group 4

“Seatwork and Teacher-led Activities” and “Involve Students in the Design of Rules and Procedures.”

Group Roles:

- A will be the initial recorder in the home group.
- B will be the designated speaker who remains at this centre to share important ideas from the assigned pages.
- C will be the recorder as the group moves.
- D will be materials manager and encourager.



Session Two

Line Master 2A

High Yield Strategies Summary Table

Important Ideas and Strategies	Notes	Page/Figure #	Reflections
<p>The disciplinary technique of punishment and reinforcement results in the largest percentile decrease in classroom disruptions.</p>	<p>What does this mean to my practice?</p>	<p>Page 29 Figure 3.1</p>	<p>What surprised you in your readings?</p>
			<p>How will this impact your classroom management style? What might you do differently?</p>
			<p>Is there information in here that you feel is important to share with your colleagues?</p>



Session Two

Line Master 2B

Quote

“Taking a Personal Interest in Students...has a positive impact on their learning...Meeting students at the door as they come into class and saying hello to each child, making sure to use his or her first name.”



Session Two

Line Master 2C

Five Categories of Disciplinary Intervention

Teacher Reaction		Tangible Recognition		Direct Cost		Group Contingency		Home Contingency	
Positive	Negative	Positive	Negative	Positive	Negative	Positive	Negative	Positive	Negative



Table Signs

Group 1

Group Roles Task 1:

- A will summarize Teacher Reaction
- B will summarize Tangible Recognition
- C will summarize Direct Cost
- D will summarize Group Contingency
- E will summarize Home Contingency

Group Roles Task 2:

- A will summarize Passive
- B will summarize Aggressive
- C will summarize Attention Problems
- D will summarize Perfectionist
- E will summarize Socially Inept



Table Signs

Group 2

Group Roles Task 1:

- A will summarize Teacher Reaction
- B will summarize Tangible Recognition
- C will summarize Direct Cost
- D will summarize Group Contingency
- E will summarize Home Contingency

Group Roles Task 2:

- A will summarize Passive
- B will summarize Aggressive
- C will summarize Attention Problems
- D will summarize Perfectionist
- E will summarize Socially Inept



Table Signs

Group 3

Group Roles Task 1:

- A will summarize Teacher Reaction
- B will summarize Tangible Recognition
- C will summarize Direct Cost
- D will summarize Group Contingency
- E will summarize Home Contingency

Group Roles Task 2:

- A will summarize Passive
- B will summarize Aggressive
- C will summarize Attention Problems
- D will summarize Perfectionist
- E will summarize Socially Inept



Table Signs

Group 4

Group Roles Task 1:

- A will summarize Teacher Reaction
- B will summarize Tangible Recognition
- C will summarize Direct Cost
- D will summarize Group Contingency
- E will summarize Home Contingency

Group Roles Task 2:

- A will summarize Passive
- B will summarize Aggressive
- C will summarize Attention Problems
- D will summarize Perfectionist
- E will summarize Socially Inept



Session Two

Line Master 2D

Table Signs

Group 5

Group Roles Task 1:

- A will summarize Teacher Reaction
- B will summarize Tangible Recognition
- C will summarize Direct Cost
- D will summarize Group Contingency
- E will summarize Home Contingency

Group Roles Task 2:

- A will summarize Passive
- B will summarize Aggressive
- C will summarize Attention Problems
- D will summarize Perfectionist
- E will summarize Socially Inept



Session Two

Line Master 2E

Five Categories of High-needs Students

Category	Student Names	Strategies for Successful Interactions
Passive Fear of relationships Fear of failure		
Aggressive Hostile Oppositional Covert		
Attention Problems Hyperactive Inattentive		
Perfectionist		
Socially Inept		



Session Two

Reflections

Line Master 2F

What surprised you in your readings?

How will this impact your classroom management style? What might you do differently?

What information have you found that you feel is critical to share with your colleagues?



Session Two

Line Master 2G

PMI

Area of need:		Strategy employed:
<p>Possible Choices: Reacting Immediately p. 70, Forecasting Problems, p. 70, Observing a Master Teacher p. 71, Looking for Reasons Why (Reframing) p. 72, Monitoring Your Own Thoughts p. 73, Taking Care of Yourself p. 74, The Classroom Meeting p. 81, A Language of Responsibility p. 81, Written Statement of Beliefs p. 83, Written Self-Analyses p. 84, Provide Students with Self Monitoring and Control Strategies p. 85, Provide Students with Cognitively Based Strategies p. 88</p>		
Plus	Minus	Interesting
What you liked about the strategy...	What you didn't like about the strategy...	What you found interesting or intriguing about the strategy or your student's reaction...



Session Two

Line Master 2G

PMI

Area of need:		Strategy employed:			
Possible Choices: Reacting Immediately p. 70, Forecasting Problems, p. 70, Observing a Master Teacher p. 71, Looking for Reasons Why (Reframing) p. 72, Monitoring Your Own Thoughts p. 73, Taking Care of Yourself p. 74, The Classroom Meeting p. 81, A Language of Responsibility p. 81, Written Statement of Beliefs p. 83, Written Self-Analyses p. 84, Provide Students with Self Monitoring and Control Strategies p. 85, Provide Students with Cognitively Based Strategies p. 88					
Plus		Minus		Interesting	
What you liked about the strategy...		What you didn't like about the strategy...		What you found interesting or intriguing about the strategy or your student's reaction...	



Session Two

Line Master 2G

PMI

Area of need:		Strategy employed:			
<p>Possible Choices: Reacting Immediately p. 70, Forecasting Problems, p. 70, Observing a Master Teacher p. 71, Looking for Reasons Why (Reframing) p. 72, Monitoring Your Own Thoughts p. 73, Taking Care of Yourself p. 74, The Classroom Meeting p. 81, A Language of Responsibility p. 81, Written Statement of Beliefs p. 83, Written Self-Analyses p. 84, Provide Students with Self Monitoring and Control Strategies p. 85, Provide Students with Cognitively Based Strategies p. 88</p>					
Plus		Minus		Interesting	
What you liked about the strategy...		What you didn't like about the strategy...		What you found interesting or intriguing about the strategy or your student's reaction...	



Session Three

Line Master 3A

Place Mat

Your Most Successful Strategy

Common Keys to Success

Your Most Successful Strategy

Your Most Successful Strategy

Your Most Successful Strategy



Session Three

Written Self-Analyses

Line Master 3B



Session Three

Line Master 3B

Written Statements of Belief



Session Three

Line Master 3B

A Language of Responsibility



Session Three

The Classroom Meeting

Line Master 3B



Session Three

Line Master 3C

Vignettes

The Classroom Meeting, page 81

Ms. Dillon required her students to write in their logs after each of their class meetings. She noticed, however, that many students were struggling with this type of writing. Finally, after some trial and error, she provided a structure that helped. She asked students to draw a line down the middle of the paper. In the left column, they were to write a sentence or two describing each issue discussed at the meeting. In the right-hand column, across from each issue, they were to explain what was decided as a result of the class meeting, or at least how the discussion ended. Finally, across the bottom of the page, they were to write one or two sentences about how they felt about the meeting or one or two personal goals they had as a result of the discussion. When Ms. Dillon noticed the vast improvement in the log entries, she decided to start each meeting by asking several students to read what they had written after the previous meeting. This created accountability for the writing and gave the meetings continuity.



Session Three

Line Master 3C

Vignettes

A Language of Responsibility, page 81

On the back wall of Ms. Lincoln's class was a bulletin board divided into three columns labelled as follows:

RIGHTS *RESPONSIBILITIES* *REWARDS*

From the first day, Ms. Lincoln told students that these were the most important three Rs in her class. Together as a class, they started to fill out the chart by identifying rights students should have in the classroom, the responsibilities students had to accept if they were to enjoy those rights, and the positive things that would happen if this balance of rights and responsibilities was maintained. For example, students said they had the right to:

- express their opinions;
- walk around when they needed to; and
- get help when they needed it.

They then agreed that, with those rights, they had the responsibility to:

- express opinions about ideas, not people;
- move around the room without disrupting others; and
- try to work independently before requesting help.

The “Rewards” section listed ways that the students would feel happier and learn better if they exercised each right and accepted the accompanying responsibility. Throughout the year at class meetings, students could propose adding rights to the list; however, they knew – because their peers reminded them – that they could not discuss rights without discussing the other two Rs.



Session Three

Line Master 3C

Vignettes

Written Statements of Beliefs, page 83

Ms. Ramos kept thinking about what she had heard a judge say on her favourite TV crime-fighting program: “He might not have followed the letter of the law, but he certainly was true to the spirit of the law.” That statement was bothering Ms. Ramos because it made her think that too much time was spent in her classroom negotiating with students about the “letter” of her rules, not about the spirit. The next morning she started class by writing on a piece of poster board: *The Spirit of the Rules*. Underneath that title, she wrote,

Everyone in this classroom...

She told her students about her experience with the television program the night before. “I decided that what was missing here was a common agreement as to the spirit of the rules, or in other words, the motivation for the rules. We are going to do that now. I will go first.” She wrote on the next line of the poster board.

...has the right to learn.

“I will go next,” offered Sandra.

...should be able to be wrong without being embarrassed.

“I have two,” Clarisse said.

...should do unto others as you would have them do unto you.

...feel accepted for who they are.

When they were finished, Ms. Ramos was thrilled with both the list and the process they had used to generate it. From that day on, when rules were mentioned for any reason, she always referred to the Spirit of the Rules list to guide their discussions and decisions.



Session Three

Line Master 3C

Vignettes

Written Self-Analyses, page 84

The teachers at Campbell Middle School had heard about approaches to discipline that involved students in writing about behavioural incidents as a way of analyzing and sometimes defending, their own role in the incidents. They were eager to develop a similar approach and began by creating the following sentence stems that students would complete as they analyzed their behaviour.

I think that I contributed to the incident when I _____.

I think that _____ contributed when she/he _____.

I think the incident would not have happened if I had/had not _____.

When I think back on what happened, I wish _____.

Next time, if I am in a similar situation, I will _____.

I think the best solution to the problems caused by this incident is _____.

At first, teachers were pleased with their work, but then several teachers reminded the group that many of their students either had significant problems communicating in writing or had English language deficiencies that would make them extremely uncomfortable when trying to complete these sentence stems. Because they believed in the power of written self-analysis, they decided to keep working so that their format would work for all students. First, they set up a process that allowed students, when necessary, to respond to the sentence stems orally into a small cassette tape recorder. In this way, the teachers communicated to students that the self-analysis was more important than the writing. Second, the teachers translated the sentence stems into several languages, which helped to ensure that all students had the opportunity to analyze their behaviour in the language with which they were most comfortable. When they finished the modifications, the teachers felt they had created a process that would provide opportunities for all students to analyze, and take responsibility for, their behaviour.



Session Three

Line Master 3D

If, Then

If	Then
...with-it-ness results in a significant decrease in disruptions...	...I need to employ some of the strategies that Brophy discusses: <ul style="list-style-type: none">• continuously scanning the classroom; and• intervening promptly and accurately.

Session Three

Line Master 3E

First Day Fair Planning

Circle the activity you will focus on:

Welcome/Getting to Know You Interest Inventory Rules and Procedures

You will create a five minute presentation that will address the following:

1. How you have used this activity in the past?
2. What idea or strategy of Marzano's does this activity align with?
3. How you have/will refine this activity based on Marzano's ideas and strategies?
4. Things to consider:
 - how to engage participants;
 - how to communicate clearly; and
 - how many hard copies to bring (one for each participant).



Session Four

Line Master 4A

Activity Cards

Photocopy on green paper and cut out for one third of the participants.

Rules and Procedures

Rules and Procedures

Rules and Procedures

Rules and Procedures

Rules and Procedures

Rules and Procedures

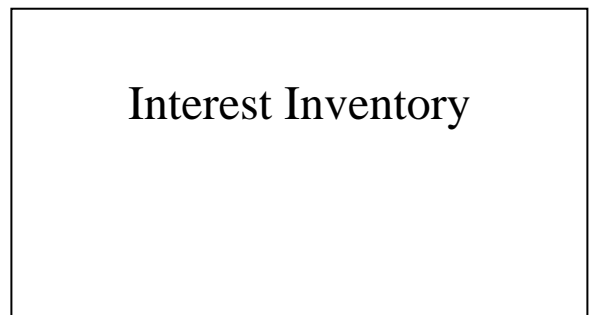
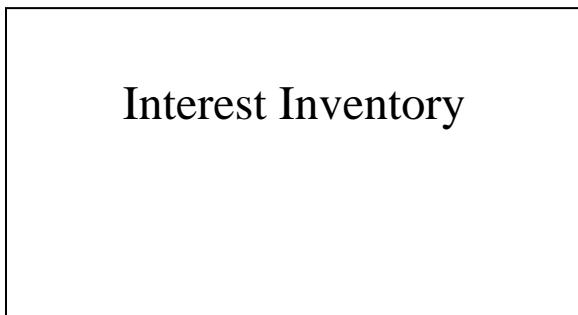


Session Four

Line Master 4A

Activity Cards

Photocopy on yellow paper and cut out for one third of the participants.



Session Four

Line Master 4A

Activity Cards

Photocopy on blue paper and cut out for one third of the participants.

Welcome/
Getting to Know You

Welcome/
Getting to Know You

Welcome/
Getting to Know You

Welcome/
Getting to Know You

Welcome/
Getting to Know You

Welcome/
Getting to Know You



Session Four

Line Master 4B

Classroom Checklist

Checklist for a Room That Supports Effective Classroom Management		
Yes	No	<i>Instructional Elements</i>
		I can easily see all of my students.
		My students can easily see all presentations and demonstrations.
		Frequently-used materials are readily 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.
		I have designated an area for whole group instruction.
		I have an overhead projector or Smart Board in the area designated for whole group instruction.
		My desk is located near the whole group instruction area.
		My student desk arrangement allows me to easily organize students into groups of different sizes and with different participants.
		Bookshelves provide easy access, but do not block traffic or teacher vision.
		I have designated an area for small group or individual instruction.



		My designated area for small group or individual instruction includes a chair placed with its back to the wall, allowing a view of the entire class.
		Centres are located in areas away from major traffic, but in a place easily seen and monitored.
		Computers are located in areas away from major traffic, but in a place easily seen and monitored.
		Materials for centres are located close by.
		<i>Decorative Elements</i>
		A calendar.
		A place for school announcements and school spirit paraphernalia.
		A place for posting expectations regarding the correct format for assignments.
		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.



ETFO Book Club Evaluation Form

Classroom Management That Works

Line Master 4C

<p>1. My overall impression of the ETFO Book Club is:</p>	<p>Excellent</p> <p style="text-align: center;"><input type="checkbox"/></p>	<p>Good</p> <p style="text-align: center;"><input type="checkbox"/></p>	<p>Fair</p> <p style="text-align: center;"><input type="checkbox"/></p>	<p>Poor</p> <p style="text-align: center;"><input type="checkbox"/></p>
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Please explain your answer:

2. Outline the most useful feature(s) of the program and why?

3. What three things from the ETFO Book Club had the most impact on you?

- a.
- b.
- c.

<p>4. How do you think your learning from the ETFO Book Club will impact your work?</p>	<p>To a Great Extent</p>	<p>Somewhat</p>	<p>Very Little</p>	<p>Not All</p>
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Please explain your answer:

