

Audio Script

Establishing Classroom Rules and Procedures

From The Art and Science of Teaching, Chapter 6, “What Will I Do to Establish or Maintain Classroom Rules and Procedures” by Robert Marzano

SLIDE 1: Every teacher faces the challenge of classroom management. The action a teacher takes in this area is likely to be the difference between effective teaching and chaos. This presentation will identify proven techniques for developing classroom rules and procedures and provide examples for the CTE teacher. In his book The Art and Science of Teaching, chapter 6, Robert Marzano outlines a plan for successful development of classroom rules and procedures.

SLIDE 2: This presentation is an outline summary of Marzano’s text and is supplemented with a variety of input from other authors and educators.

SLIDE 3: In reviewing the content of this professional development module, it may be helpful for you to use the following tools to take notes, summarize key points and identify ideas to implement in your classroom:

The [Cornell Notes Sheet Example](#) - This is a sample Cornell Notes Sheet that demonstrates how to take notes, summarize key points, and identify specific ideas for implementation.

The [Cornell Notes Sheet Blank Form](#) - This is a blank Cornell Notes Sheet for use in taking notes, summarizing key points, and identifying specific ideas for implementation.

[Mind Map Example](#) - This is an example of how to use a mind map to take notes, summarize key points, and identify specific ideas for implementation.

[Mind Map Blank Form](#) - This is a blank Mind Map for use in taking notes, summarizing key points, and identifying specific ideas for implementation.

[Professional Development Action Plan](#) - This is a form to use in taking ideas for implementation from the professional development module (from the Cornell Notes Sheet and/or Mind Map) and planning to implement them in your classroom.

SLIDE 4: Much research has been dedicated to classroom management. It is widely recognized that the establishment of rules and procedures is a vital part to maintaining class control. Evertson, Emmer, and Worsham (2003) clarify that rules identify general expectations, such as “Students will be courteous” or “Students will not disrupt the learning process.” Procedures, on the other hand, spell out the specific behaviors that are required in order to satisfy the rule. For example, a teacher may establish a procedure that states, “When someone else is speaking, raise your hand to be recognized if you want to speak.” That procedure will help to accomplish the rule that requires students to be courteous.

SLIDE 5: Research from Moskowitz and Hayman (1976) found that in comparison to first-year teachers, more effective teachers spend significantly more time establishing and enforcing rules and procedures. In addition, Evertson and Weinstein (2006) say that effective teachers plan for classroom management before the beginning of the year and also spend time at the beginning of the year making sure that students understand the rules and procedures.

SLIDE 6: Also, effective teachers ensure that students practice the procedures until they become routine. Good and Brophy (2003) concluded that teachers should discuss the rationale for rules and procedures. For example, teachers might explain that they require students to come to class with required books and materials because understanding the lesson and completing the assignments often depend upon having those materials available.

Often rules and/or procedures may need to be modified during the year. This is especially true in the CTE classroom where the activity of the students may move from seatwork to “hands on” projects, with tools and equipment.

SLIDE 7: Research from Fan and Chen (2001) found rules and procedures established at home are associated with a 10 percentile point gain in academic achievement and a decrease of disruptive behavior at home by 29 percentile points.

SLIDE 8: The physical arrangement of a classroom should not be overlooked when designing the classroom rules and procedures. Brophy (2006) noted that the term synomorphy was coined to refer to the relationship between activities planned to take place in a certain space and the arrangement of objects in that space. In other words, how the classroom is arranged will impact how effective certain activities can be carried out. For example, if a teacher is lecturing at the front, rows of chairs facing the front is more effective. But, if the students are working together on projects, chairs around a circular table will work better.

SLIDE 9: **Action Step 1.** Organize the Classroom for Effective Teaching and Learning. The physical arrangement of the classroom communicates the teacher’s approach to managing instruction and learning. It is often the “first impression” of the class as students enter, and will give clues as to the kinds of activities to be expected.

SLIDE 10: Marzano offers the following tips in designing the classroom layout. First, a teacher should be able to go to any student with four steps from where they spend most of their time. The arrangement should provide for easy access and storage of materials. Furniture and object placement should communicate a clear traffic pattern for student movement. And, the arrangement should give the teacher flexibility for organizing students and changing activities.

SLIDE 11: A teacher should consider the learning centers, technology and equipment required for their class. Marzano poses the following questions to consider: “How many centers are needed?” “What is the primary pattern of movement around the class?” “Should some centers be close to books, materials or other resources?” “Where should computers and printers be located?” “Are there safety concerns related to the location of certain materials or equipment?” and “Where can bookshelves be located so they are convenient but do not create traffic jams?”

SLIDE 12: As teachers get ready to decorate their room, they should consider such questions as: “What do students see as they enter and leave the room?” “Where is the best place for bulletin boards, calendars and displays?” “Does there need to be space for individual student folders?” and “Will you have space left over for later use?” This is a creative area for a teacher and often relates to their subject area. Common approaches include the use of bulletin boards, posters, plants, items from party stores, curriculum related objects... even using the ceiling tiles for pictures, quotes, etc. The internet is often a good resource to find ideas from other teachers. Two sites with discussions or forums are: <http://forums.atozteacherstuff.com/> and <https://public-groups.nea.org/discussion/forums>.

SLIDE 13: Classroom materials should be organized and ready for use. The materials needed are as varied as are the different kinds of courses. Some items to consider are: pens, pencils, paper, paper clips, stapler, first aid supplies, music, CD player, attendance materials, projector bulbs, in/out boxes for collected papers, index cards and sticky notes.

SLIDE 14: The placement of desks and chairs can either support or hinder the teaching efforts. The Marzano text provides some questions to consider when designing the layout of the class. How many students will be in the class? Are there safety issues? Where will you do whole-group instruction? Will students be able to see the teacher during whole-group instruction? Where are the materials stored? Where is the writing board? Where should you put the projector? What arrangement will best facilitate group discussion? Can eye contact be made with each student? A good web tool to help you plan your classroom seating arrangement is “Classroom Architect” at <http://classroom.4teachers.org/>.

SLIDE 15: The next slides provide examples of different classroom arrangements for different situations. This first example shows a layout that is suitable for small group work.

SLIDE 16: Here is an example for a lecture class.

SLIDE 17: A horseshoe or U-shape arrangement of desks provides eye contact between students and supports class discussion.

SLIDE 18: For instruction that includes both teacher-directed content and student discussion, the L-shape arrangement is a good choice.

SLIDE 19: The theater arrangement shown here provides students with the best view of the teacher or content being presented at the front of the classroom.

SLIDE 20: The internet has many good sites that provide examples of classroom arrangements. Two such sites are at "Classroom Organization Suite101.com" and at "Educationworld.com." Those addresses are:

http://classroom-organization.suite101.com/article.cfm/how_to_plan_a_classroom_seating_arrangement

http://www.educationworld.com/a_curr/curr330.shtml

SLIDE 21: **Action Step 2.** Establish a Small Set of Rules and Procedures. Generally speaking, only 5 to 8 rules should be used at the secondary level. Emmer, Evertson, Doyle, Good, Brophy and Marzano suggest that teachers establish rules and procedures for the following areas:

- “General classroom behavior”
- “Beginning and endings of the period”
- “Transitions and interruptions”
- “Use of materials and equipment”
- “Group work”
- “Seatwork and teacher-led activities”

Most sources agree that a teacher should determine what is important to them in order to teach effectively in their classroom. One teacher may require that all students bring their textbooks to class every day while another teacher may provide a classroom set for students to use.

To assist you in organizing your rules and procedures, download the Rules and Procedures Worksheet file from this website.

SLIDE 22: Common rules that have been employed for general classroom behavior include the following:

- Respect each other at all times
- Do not talk when the teacher or another person is talking
- Maintain eye contact when the teacher or another person is talking
- Be in your seat when the tardy bell rings
- Follow the teacher’s directions

SLIDE 23: Some suggestions for the beginning and ending of the period include:

- Be in your assigned seat and answer “here” when your name is called for attendance.
- Turn in all makeup work by placing it into the makeup work basket at the beginning of the period.
- If you are tardy, sign the Tardy book as you enter the class.
- Write all homework assignments in your notebook at the end of class.

SLIDE 24: Rules regarding transitions and interruptions may refer to fire drill procedures that are posted or campus procedures that are already established. A class split by a lunch period may need rules or procedures that are only for them such as:

All students are required to leave the classroom during lunch. Or:
The classroom door will be locked during lunch.

SLIDE 25: Rules for the use of materials and equipment may vary according to the type of CTE classroom and the kind of equipment or materials being used. Safety rules may vary depending on the equipment and materials used in the course. In addition, procedures should be established for distributing tools, obtaining materials and accessing the storage areas. Some courses may require a locked area where tools and equipment are signed out. In such cases, students may assist with the process by facilitating the sign-out and sign-in process.

SLIDE 26: Group work is particularly common in the CTE classroom. For this reason, some guidelines should be established for working as a group. For example, one common rule is “Speak in a low voice,” or “Use your 6” voice.” Other group behavior may also be addressed with rules such, “Say ‘please and thank you,’” or “Praise each other and use good manners.” Groups often follow a procedure for selecting a group leader. It is also a good idea to establish a procedure to follow for the group to communicate with the teacher.

SLIDE 27: Rules and procedures for seatwork and teacher-led activities are often similar to some of the general classroom behavior rules; however, Marzano provides that additional rules or modifications may be needed for areas such as:

“Student attention during the presentations”

“Student participation”

“Talking”

“How the student obtains help from the teacher or others”

“Out-of-seat behavior”

“What is required or allowed when a student has completed his or her work.”

SLIDE 28: Because of the importance of this area and because of the differences in teachers and CTE courses, teachers should give significant time and consideration to their set of rules and procedures. Talk to other teachers and administrators for ideas. In addition there are often good ideas for classroom rules and procedures found on internet educator discussion forums. Two such sites are:

<http://712educators.about.com> and <http://forums.educationworld.com>.

SLIDE 29: **Action Step 3.** Interact with Students About Classroom Rules and Procedures. Discussing the rules and procedures with students should be done as quickly as possible at the beginning of the school year.

There are various levels for this interaction with the students. One way is to simply explain the rules and procedures you have outlined and allow the students to discuss and perhaps expound. For example, if a teacher has a general rule that says “Be courteous,” some discussion might be appropriate since the rule is very broad. After discussion, the teacher and students might generate a list of procedures and specific behaviors for this rule, such as:

SLIDE 30:

- When anyone is speaking to the class,
- Remove all unrelated materials from your desk
- Face the speaker and maintain eye contact
- Do not speak out or interrupt any speaker
- During time for questions or comments, raise your hand to be recognized.

SLIDE 31: Another way a teacher might use this class time is to actually develop all the rules and procedures with the students.

SLIDE 32: **Action Step 4.** Periodically Review Rules and Procedures Making Changes as Necessary. There are several reasons to do this:

If the rule or procedure just isn't working, discussing the rule may remind and reinforce the rule to students or bring to light modifications to make the rule work.

For the CTE classroom, activities often change throughout the year. For example, different rules and procedures may be needed as the class transitions from deskwork to a lab or hands-on situation.

SLIDE 33: **Action Step 5.** Use Classroom Meetings. Articles from Edwards and Mullins (2003) and Sorsdahl and Sanche (1985) both support the use of regularly scheduled classroom meetings to discuss classroom management, rules and procedures. Select a time that is convenient, perhaps the last 10 to 15 minutes of Friday, every other week.

Here students can reflect on the current classroom situation and offer concerns and suggestions. At the very least, this practice will convey the message that the students have a voice in developing the rules and procedures.

To assist in getting feedback from students regarding classroom rules and procedures, download the "Rules and Procedures Feedback" file from this website.

SLIDE 34: Summary. All classrooms, no matter how well behaved, need rules and procedures. To provide for a good classroom management system, teachers should:

Establish rules and procedures at the beginning of the year.
Add, remove or change these rules and procedures during the year as needed.

SLIDE 35:

Organize the way the classroom is physically arranged.
Create a short list of rules and procedures.
And, interact with the students about the rules and procedures

SLIDE 36: A well developed and maintained classroom system will produce an environment that is respectful of individuals and promotes learning.

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Web sites:

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http://classroom-organization.suite101.com/article.cfm/how_to_plan_a_classroom_seating_arrangement

<http://forums.atozteacherstuff.com/>

<http://forums.educationworld.com/>

<https://public-groups.nea.org/discussion/forums>

http://www.educationworld.com/a_curr/curr330.shtml

Rules and Procedures Worksheet

Use the spaces provided below to organize a small list of rules and procedures for your classroom: Use additional forms if more space is needed.

Rules	Procedures
<i>General Classroom Behavior</i> Rule #1: Rule #2: Rule #3:	<input type="checkbox"/> #1 _____ _____ <input type="checkbox"/> #2 _____ _____ <input type="checkbox"/> #3 _____ _____
<i>Beginning and endings of the period</i> Rule #1: Rule #2: Rule #3:	<input type="checkbox"/> #1 _____ _____ <input type="checkbox"/> #2 _____ _____ <input type="checkbox"/> #3 _____ _____
<i>Transitions and Interruptions</i> Rule #1: Rule #2: Rule #3:	<input type="checkbox"/> #1 _____ _____ <input type="checkbox"/> #2 _____ _____ <input type="checkbox"/> #3 _____ _____
<i>Use of materials and equipment</i> Rule #1: Rule #2: Rule #3:	<input type="checkbox"/> #1 _____ _____ <input type="checkbox"/> #2 _____ _____ <input type="checkbox"/> #3 _____ _____
<i>Group work</i> Rule #1: Rule #2: Rule #3:	<input type="checkbox"/> #1 _____ _____ <input type="checkbox"/> #2 _____ _____ <input type="checkbox"/> #3 _____ _____
<i>Seatwork and teacher-led activities</i> Rule #1: Rule #2: Rule #3:	<input type="checkbox"/> #1 _____ _____ <input type="checkbox"/> #2 _____ _____ <input type="checkbox"/> #3 _____ _____