

Restructuring Students: The Making of Responsible, Successful Learners

Classroom Management Research	Causes of Chronic Misconduct (Curwin, 1987)												
Percentile Drop in Disruptions													
<ol style="list-style-type: none"> 1. Rules and Procedures 28 2. Disciplinary Interventions 32 3. Teacher-Student Relationships 31 4. Mental Set 40 5. Student Responsibility Skills 25 	<table style="width: 100%; border: none;"> <tr> <td style="width: 50%;">Needs of Students</td> <td style="width: 50%;">Causes of Students Misbehavior</td> </tr> <tr> <td>Belonging</td> <td>Low self-concept</td> </tr> <tr> <td>Significance</td> <td>Few emotional outlets</td> </tr> <tr> <td>Competence/ Mastery</td> <td>Low self-concept Low skill competence</td> </tr> <tr> <td>Power/autonomy</td> <td>Unclear limits Powerlessness</td> </tr> <tr> <td>Fun Enjoyment</td> <td>Boredom Few emotional outlets</td> </tr> </table>	Needs of Students	Causes of Students Misbehavior	Belonging	Low self-concept	Significance	Few emotional outlets	Competence/ Mastery	Low self-concept Low skill competence	Power/autonomy	Unclear limits Powerlessness	Fun Enjoyment	Boredom Few emotional outlets
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<p>Marzano, Robert, Marzano, Jana, & Pickering, Debra. Classroom Management that Works: Researched-based Strategies for Every Teacher. ASCD (2003)</p> <p style="text-align: center;">Responsible Behaviors</p> <ol style="list-style-type: none"> 1. Is prompt and prepared 2. Respects authority 3. Respects others 4. Respects property 5. Creates quality work 6. Participates/Engages in classroom activities <p style="text-align: center;">Responsibility Skills</p> <ol style="list-style-type: none"> 1. Goal setting 2. Planning and time management 3. Decision making 4. Problem solving 5. Self-assessment/Regulation 6. Self direction/engagement 	<p>Behavior problems can have four causes (Dreiker, 1984).</p> <ul style="list-style-type: none"> •need for attention •seeking power •seeking revenge •feelings of inadequacy <p>Turning Rules Into Goals in School</p> <ol style="list-style-type: none"> 1. I am in the classroom ready to learn when the bell rings. 2. I have all my learning materials with me in the classroom each day. 3. I work in a focused way to accomplish all classroom learning goals, tasks, and assignments. 4. I am respectful and supportive of my fellow classmates. 5. I respect and support my teacher. 6. I respect the school's materials, equipment, and other resources. 												

1 Goal Setting

- Students are more responsible and successful when teachers clearly identify the learning goals and agenda in writing and orally before the lesson begins and during the lesson’s closure. Students feel safer when they know what is expected and they develop a trust in the teacher.
- Students are motivated by a valued purpose when they establish personal improvement goals and they see progress toward the achievement of those goals.

<p>Student Learning Goals</p> <p>Science Example</p> <ol style="list-style-type: none">1. Define and use unit vocabulary.2. Identify parts and functions of the light microscope.3. Focus the light microscope on low and high power.4. Identify organelles and their functions.5. Identify the structural differences between plant and animal cells.6. Distinguish between a plant cell and an animal cell.7. Compare and contrast diffusion and osmosis.8. Organize the events occurring in the cell cycle.9. Recognize the process of cellular respiration.	<p>Social Studies Example</p> <ol style="list-style-type: none">1. Define and use unit vocabulary.2. Explain how the government is organized and describe how rules are made and enforced.3. Explain the trade and money of the civilization and describe how people made a living.4. Identify the time period and major events related to this civilization.5. Locate and describe major features of the geographic area and describe how these factors affected the civilization.6. Describe the characteristics of food, clothing, shelter, and transportation of the civilization.7. Describe the roles of males, females, children, and elders and explain special ceremonies, gatherings, and “rites of passage.”
<p>Strategic and Specific <i>WHAT</i> are you going to do? Use action words such as study, create, understand, etc.</p> <p>Measureable Establish concrete criteria for measuring progress toward the attainment of each goal you set.</p> <p>Attainable Identify goals that are most important to you and decide if you can accomplish them, are willing to work with the time and resources you have or can get.</p> <p>Results-Based Create “look fors” so you can see progress occur. Have the "end in mind."</p> <p>Timeline Set a timeframe for your goal that is realistic and attainable. Putting an end point on your goal gives you a clear target to work towards.</p>	<p>Planning</p> <ol style="list-style-type: none">1. Clarify you goals and determine your deadline. Start with the end and work backwards.2. Create a to-do list identifying sub-tasks required to accomplish the goal(s). Think about needed resources and the roles of people involved.3. Identify competing goals and possible obstacles.4. Create a timeline for accomplishing sub-tasks and the entire goal. Use other graphic organizers to show how plan to accomplish stated goals.5. Monitor and analyze your use of time and task accomplishment on an ongoing basis.6. Analyze interruptions (unplanned activities). Learn how to take charge of time wasters and to also set priorities and abandon inefficient habits of using time.7. Recognize and celebrate success.
<p>Goal I can create pieces of writing to tell others what I am thinking or feeling.</p> <p>Indicators/Results I can write sentences with different beginnings. I can tell that words mean different things and I know when these words add to or take away from what I am trying to say in my writing.</p>	<p>Measures Begin Again Sentence Activity (Written response) Mix and Match Activity (Selected Response) 20 Minute Summary (Product)</p> <p>Targets My writing will earn a rating of 3. I will have almost all items correct.</p> <p>Methods</p>

2 Self-Assessment and Metacognition

•Students are more responsible and successful when they receive feedback about their progress related to stated learning standards/goals. Students achievement increases when teachers consistently use formative assessments (during learning, to promote learning) and summative assessments (at the end of learning, to evaluate learning).

•Students are more responsible and successful when they are encouraged to think about their thinking and task performance during learning and are encouraged to select and try effective strategies to accomplish goals.

Feedback

Performance Assessment Rubrics/scoring guides are essential feedback tools for providing students feedback on performance tasks.

Motivation and high performance increases when . . .

1. rubrics are distributed at the beginning of the assignment with exemplars and discussion.
2. teachers teach strategies and techniques to achieve the teachers'/tasks/ expectations.
3. students receive feedback from peers and the teacher throughout the creation process.
4. students are guided through self-assessment to note incremental progress and the need for revision or change in strategy.
5. students reflect on the product and process after the assessment/assignment to note productive and non-productive strategies and to establish improvement goals and plans for subsequent task completion.

	Criteria				Pts.
	4	3	2	1	
Position Statement	Position is clearly stated and consistently maintained. Clear references to the issue(s) are stated.	Position is clearly stated and consistently maintained. References to the issue(s) at hand are missing .	Position is stated, but is not maintained consistently throughout work.	Statement of position cannot be determined.	---
Supporting Information	Evidence clearly supports the position; evidence is sufficient .	Evidence clearly supports the position; but there is not enough evidence .	Argument is supported by limited evidence .	Evidence is unrelated to argument.	---
Organization	Structure of work is clearly developed.	Structure developed reasonably well, but lacks clarity .	Some attempt to structure the argument has been made, but the structure is poorly developed .	There is a total lack of structure.	---

Self-Assessment and Adjustment (Metacognition)

Ask students to respond to the following questions at least on a weekly basis and after completing tasks, tests, and projects.

1. What goals and tasks did you commit to and accomplish this week?
2. What process and strategies did you use to complete the tasks and accomplish the goals? Which strategy or step was particularly helpful?
3. What changes do you need to make in your strategies and plans?
4. What is your plan for making the changes?
5. What additional resources or assistance do you need to improve the quality of your learning/work?

Encourage students to . . .

1. select and understand appropriate strategies.
2. focus attention on what is needed to complete a task.
3. relate what is known to materials to be learned.
4. test the correctness of a strategy.
5. be aware of the pace of work in class and timelines.
6. detect and correct errors.
7. monitor task performance.
8. be aware of place and sequence during the learning process.
9. engage in problem solving, decision making, and goal setting.
10. keep track of progress.

3	Decision Making and Problem Solving
Students are more responsible when they can make appropriate decisions and solve problems.	

Problem Solving for Academic and Behavior Problems

IDEAL Model

I dentify the dimensions of the problem.
D etermine alternative solutions.
E stablish standards and evaluate each alternative solution.
A dopt and implement a plan.
L ook back, evaluate, and adjust.

1. (I) Identify the problem that needs to be solved.
2. (I) What are the causes of this problem?
3. (I) What positive results do you expect will occur when you solve this problem?
4. (D) What are some possible ways to solve this problem?
5. (E) Which alternative solution(s) do you choose to solve the problem?
6. (A) What obstacles, if any, do you have to overcome in order to solve this problem?
7. (A) What is your plan for applying the solution you chose?
8. (L) Do you predict that this plan will work? Why?
9. (L) When will you evaluate your solution strategy to make sure it is working?

Improve Decision Making

PMI

Identify a proposition or alternative that can be explored. Consider the advantages (plus) and disadvantages (minus) related to the alternative. Then list aspects of the alternative that don't exactly have a positive or negative value (interesting aspects). (Edward De bono)

Plus	Minus	Interesting

Warning !

You may not be aware of the fact that you are **not supportive and respectful** of me as I am trying to teach, and you are **not supportive and respectful** of fellow classmates as they are learning. Please be aware that this is a **warning**. Failure to stop your inappropriate behavior **at this time**, or the accumulation of **three** warnings on separate days, will require the completion of a problem-solving form and a meeting during non-class time.

I do not wish to discuss this warning with you at this time so that we can avoid embar-rassment to either of us. I would be glad to talk with you at another time. As for now, please stop the inappropriate behavior and focus your energy on the task assigned. At the conclusion of class, sign this form and return it to me.

Thank you for your cooperation!

Your name _____
 Date _____

Actions I can take immediately to solve/reduce the problem.

Written Self-Analyses

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 _____.

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

When I think back on what happened I _____

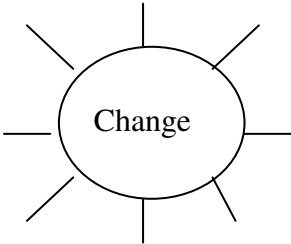
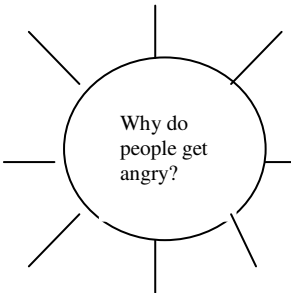
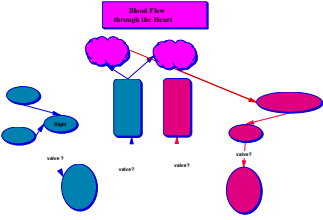
Next time, if I am in a similar situation, I will _____

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

Marzano (2003) Classroom Mangement That Works

Remembering (Memory)	Relating
<p>Means . . .</p> <ul style="list-style-type: none"> •observing •memorizing •sequencing •categorizing <p>Cues: Who? What? Where? When? How?</p>	<p>Means . . .</p> <ul style="list-style-type: none"> •describing feelings •empathizing •preferring and valuing •deciding <p>Cues: How do you feel, believe, think? How would you decide?</p>
Reasoning (Understanding)	Reorganizing (Synthesis)
<p>Means . . .</p> <ul style="list-style-type: none"> •comparing/contrasting •classifying/analyzing •summarizing •verifying <p>Cues: Why? How do you know that? What evidence do you have? What is similar? Different?</p>	<p>Means . . .</p> <ul style="list-style-type: none"> •generating •hypothesizing •imagining •elaborating •using metaphors <p>Cues: What if? In how many ways? Create . . .</p>

Hansen, Silver, and Strong (1989)

<p>The Circle of Knowledge Strategy (DISCUSS)</p> <p>Design focus questions. Internalize the question. Show their response in writing. Communicate in small groups Use a variety of recognition techniques. Summarize and record the discussion. Stimulate thinking through probing, acceptance, and higher-level thinking questions.</p>	<p style="text-align: center;">Defuzzing Wheel/ Brainstorming</p> <div style="text-align: center;">  <p>Change</p> </div> <div style="text-align: center;">  <p>Why do people get angry?</p> </div>	<p style="text-align: center;">Content Pre-test Example</p> <p>True or False</p> <ol style="list-style-type: none"> 1. There are 6 planets. 2. The earth revolves around the sun. 3. Neptune is the planet with all of the rings. 4. Earth is one of the biggest planets. <p style="text-align: center;">Values Conflict Example</p> <p>Agree or Disagree</p> <ol style="list-style-type: none"> 1. Ministers should be held to a higher standard of morality than others. 2. In some cases, adultery is acceptable. 3. People in a community should know when someone has committed adultery. 	<p style="text-align: center;">KWL</p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="text-align: center;">Know</td> <td style="text-align: center;">Want to Know</td> <td style="text-align: center;">Learn</td> </tr> <tr> <td style="border-top: 1px solid black; border-right: 1px solid black; height: 50px;"></td> <td style="border-top: 1px solid black; border-right: 1px solid black; height: 50px;"></td> <td style="border-top: 1px solid black; height: 50px;"></td> </tr> </table> <p style="text-align: center;">Advance Organizer</p> <div style="text-align: center;">  </div>	Know	Want to Know	Learn			
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