

RULES AND PROCEDURES

Acknowledging Adherence to Rules and Procedures

THE **MARZANO COMPENDIUM** OF
INSTRUCTIONAL STRATEGIES



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CONTENTS

INTRODUCTION	1
ACKNOWLEDGING ADHERENCE TO RULES AND PROCEDURES	2
STRATEGIES	4
Verbal Affirmations	5
Nonverbal Affirmations	7
Tangible Recognition	9
Token Economies	11
Daily Recognition Forms	12
Color-Coded Behavior	14
Certificates	15
Phone Calls, Emails, and Notes	17
REPRODUCIBLES	19

INTRODUCTION

In 2007, Dr. Robert J. Marzano published *The Art and Science of Teaching: A Comprehensive Framework for Effective Instruction*. The framework, composed of three lesson segments, ten design questions, and forty-one elements, was based on research showing that teacher quality is one of the strongest influences on student achievement—that is, an effective teacher can positively and significantly impact student learning. As such, *The Art and Science of Teaching* sought to identify specific action steps teachers could take to improve their effectiveness.

In 2015, Dr. Marzano updated *The Art and Science of Teaching* framework to reflect new insights and feedback. The Marzano Compendium of Instructional Strategies is based on this updated model, presenting forty-three elements of effective teaching in ten categories. Each folio in the series addresses one element and includes strategies, examples, and reproducible resources. The Compendium and its folios are designed to help teachers increase their effectiveness by focusing on professional growth. To that end, each folio includes a scoring scale teachers can use to determine their proficiency with the element, as well as numerous strategies that teachers can use to enact the element in their classrooms. Indeed, the bulk of each folio consists of these strategies and reproducibles for implementing and monitoring them, making the Compendium a practical, actionable resource for teachers, instructional coaches, teacher mentors, and administrators.

ACKNOWLEDGING ADHERENCE TO RULES AND PROCEDURES

This element involves the teacher consistently and fairly acknowledging students' adherence to rules and procedures. Often, students only receive attention when they break the rules; this element and its associated strategies help teachers give students more positive attention by noticing and, in some cases, rewarding good behavior. In addition to helping to create a friendly classroom environment, acknowledging adherence to rules and procedures also pre-emptively reduces misbehavior.

Monitoring This Element

There are specific student responses that indicate this element is being effectively implemented. Before trying strategies for the element in the classroom, it is important that the teacher knows how to identify the types of student behaviors that indicate the strategy is producing the desired effects. General behaviors a teacher might look for include the following.

- Students appear appreciative of the teacher acknowledging their positive behavior.
- When asked, students describe the teacher as appreciative of their good behavior.
- Students adhere to rules and procedures more often.

Desired behaviors such as these are listed for each strategy in this element.

Teachers often wonder how their mastery of specific strategies relates to their mastery of the element as a whole. Successful execution of an element does not depend on the use of every strategy within that element. Rather, multiple strategies are presented within each element to provide teachers with diverse options. Each strategy can be an effective means of implementing the goals of the element. If teachers attain success using a particular strategy, it is not always necessary to master the rest of the strategies within the same element. If a particular strategy proves difficult or ineffective, however, teachers are encouraged to experiment with various strategies to find the method that works best for them.

Scoring Scale

The following scoring scale can help teachers assess and monitor their progress with this element. The scale has five levels, from Not Using (0) to Innovating (4). A teacher at the Not Using (0) level is unaware of the strategies and behaviors associated with the element or is simply not using any of

Acknowledging Adherence to Rules and Procedures

the strategies. At the Beginning (1) level, a teacher attempts to address the element by trying specific strategies, but does so in an incomplete or incorrect way. When a teacher reaches the Developing (2) level, he or she implements strategies for the element correctly and completely, but does not monitor their effects. At the Applying (3) level, a teacher implements strategies for the element and monitors their effectiveness with his or her students. Finally, a teacher at the Innovating (4) level is fluent with strategies for the element and can adapt them to unique student needs and situations, creating new strategies for the element as necessary.

Scale for Acknowledging Adherence to Rules and Procedures

4	3	2	1	0
Innovating	Applying	Developing	Beginning	Not Using
I adapt behaviors and create new strategies for unique student needs and situations.	I acknowledge adherence to rules and procedures consistently and fairly, and I monitor the extent to which my actions affect students' behavior.	I acknowledge adherence to rules and procedures consistently and fairly, but I do not monitor the effect on students.	I use the strategies and behaviors associated with this element incorrectly or with parts missing.	I am unaware of strategies and behaviors associated with this element.

The following examples describe what each level of the scale might look like in the classroom.

Not Using (0): A teacher only comments on students' behavior when they are breaking the rules and ignores opportunities to acknowledge adherence to rules and procedures.

Beginning (1): A teacher occasionally thanks her students for being courteous or working quietly, but she often forgets to do so and does not use any tangible rewards or other forms of recognition.

Developing (2): A teacher acknowledges his class's good behavior with strategies such as verbal praise and certificates for individual students. His efforts are deliberate, but he does not spend time trying to determine if the strategies are having a measurable impact.

Applying (3): A teacher regularly acknowledges and rewards students for following the rules, using a variety of strategies. She also makes sure the strategies are having their desired effect by taking note of instances of misbehavior and looking for patterns. She is able to see that misbehavior has decreased in her classroom as she has become more skilled with this element.

Innovating (4): A teacher uses various strategies to acknowledge when students are behaving appropriately. One of his students, however, is not responding as well to the strategies as others and continues to misbehave. In response, the teacher modifies his implementation of the token economy to provide extra support to this student.

STRATEGIES

Each of the following strategies describes specific actions that teachers can take to enact this element in their classrooms. Strategies can be used individually or in combination with each other. Each strategy includes a description, a list of teacher actions, a list of desired student responses, and suggestions for adapting the strategy to provide extra support or extensions. Extra support and extensions relate directly to the Innovating (4) level of the scale. Extra support involves steps teachers can take to ensure they are implementing the strategy effectively for all students, including English learners, special education students, students from low socioeconomic backgrounds, and reluctant learners. Extensions are ways that teachers can adapt the strategy for advanced students. In addition, some strategies include technology tips that detail ways teachers can use classroom technology to implement or enhance the strategy. Finally, each strategy includes further information, practical examples, or a reproducible designed to aid teachers' implementation of the strategy.

Verbal Affirmations

The teacher uses short verbal affirmations such as “thank you,” “good job,” “that’s great,” or “very good.” The teacher might also have short conversations or write notes to students to acknowledge their adherence to rules and procedures. The teacher would describe what the student did that constituted adhering to a rule or procedure and how the behavior contributed to the proper functioning of the class. For example, a teacher might say, “Thank you for pushing in your chair when you got up. You’re helping keep our classroom clean and safe.” This aspect of verbal affirmations is essential to helping students behave well habitually. The teacher might also contrast the student’s current behavior with past behavior that failed to adhere to a rule or procedure.

Teacher Actions

- Saying “thank you,” “good job,” or “very good” to students when they follow rules and procedures
- Explaining what students did that constituted following rules and procedures
- Contrasting a student’s current positive behavior with past inappropriate behavior

Desired Student Responses

- Describing the teacher as someone who recognizes and appreciates good behavior
- Describing the teacher as someone who is very aware of their behavior
- Explaining how their behavior contributed to the proper functioning of the classroom

Extra Support

- Explaining to students who are misbehaving what they could do instead to follow rules and procedures

Extension

- Having students suggest ways to recognize positive contributions to the class with verbal affirmations

Using Verbal Affirmations

Steps for Verbally Acknowledging Positive Behavior

1. Notice a positive behavior (for example, a student helping another pick up dropped materials).
2. Approach the student and describe the behavior, either while they are performing the behavior or immediately after ("You helped your classmate pick up her papers.>").
3. Make a statement that recognizes the positive value of the behavior ("That was very nice and helpful!").

Sentence Stems

- Thank you for _____ [describe behavior].
- I see that you _____ [describe behavior]. That tells me that you _____ [positive trait or behavioral expectation].
- It's very _____ [adjective] of you to _____ [describe behavior].
- I know everyone appreciates it when you _____ [describe behavior].
- Everyone, notice how _____ [name] is _____ [describe behavior]. That is demonstrating _____ [positive trait or behavioral expectation].
- Previously, you _____ [earlier undesired behavior], but now you _____ [describe positive behavior]. Thank you!
- I noticed that you _____ [describe behavior]. That's very _____ [adjective].

Adjectives

Attentive	Caring	Considerate	Cooperative
	Determined	Friendly	Generous
Hard-working	Helpful	Honest	Patient
	Persistent	Respectful	Responsible

Nonverbal Affirmations

The teacher uses a smile, a wink, a nod of the head, a thumbs-up sign, an OK sign (thumb and forefinger loop), a pantomimed tip of the hat, a pat on the back, or a high five to acknowledge students' adherence to rules and procedures. For example, when the class lines up for recess quickly and quietly, the teacher might high-five each student on the way out of the room.

Teacher Actions

- Giving students a smile, wink, nod, or other positive gesture to recognize their adherence to a rule or procedure
- Giving students a pat on the shoulder or back to recognize their adherence to a rule or procedure

Desired Student Responses

- Adhering to the rules more often in response to the teacher's affirmations
- Describing the teacher as someone who is fair
- Describing the teacher as someone who appreciates good behavior

Extra Support

- Demonstrating nonverbal affirmations to students and explaining their meanings

Extension

- Having students suggest ways to recognize positive contributions to the class with nonverbal affirmations

Nonverbal Affirmations

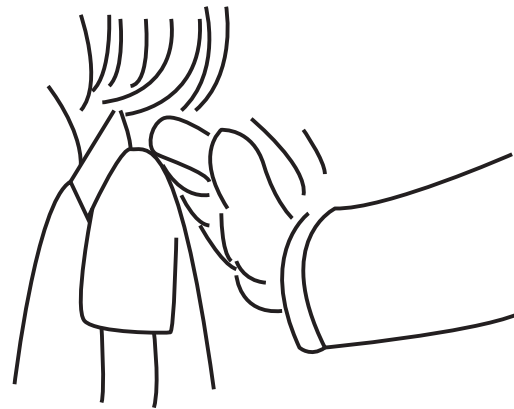
Smile



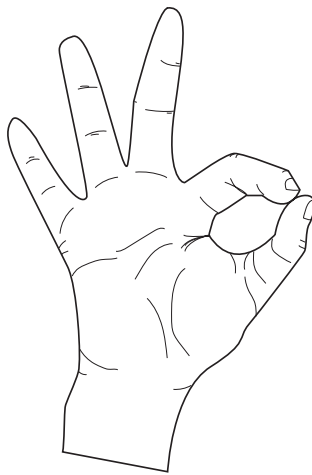
Thumbs Up



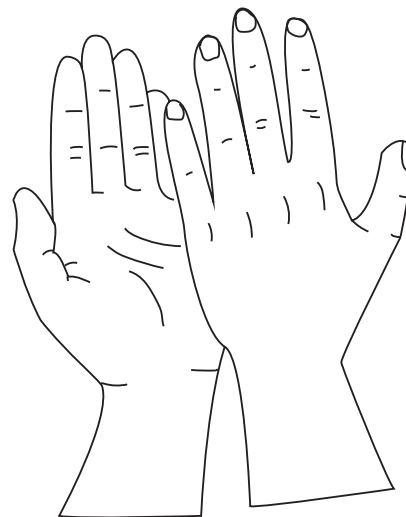
Pat on the Shoulder



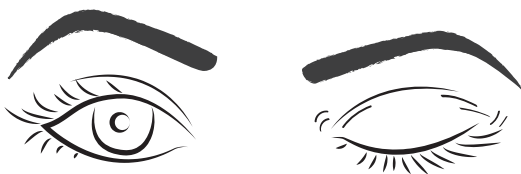
OK Sign



High Five



Wink



Tangible Recognition

The teacher uses privileges, activities, or items as rewards for positive behavior. For example, a teacher could reward students who stayed focused during independent work time by allowing them a few minutes to talk to friends at the end of class. Any use of tangible recognition should be accompanied by a thorough class discussion of the rationale behind the system to ensure it is not perceived as a type of bribe or form of coercion.

Teacher Actions

- Identifying privileges, activities, or items that are appropriate rewards for positive behavior
- Explaining to students that tangible recognition is not meant to be a bribe or coercive device

Desired Student Responses

- Explaining the purpose of tangible recognition
- Describing the system of tangible recognition as fair
- Adhering to the rules more often in response to tangible recognition

Extra Support

- Using pictures and words to clearly explain what is required to earn tangible recognition

Extension

- Asking students to explain how they changed their behavior to earn tangible recognition

Technology Tips

- Find digital field trips online (such as a virtual tour of a museum) that can serve as a reward.
- Create a Student of the Week page on the class website that describes why a student is receiving recognition.

Examples of Tangible Recognition

- **Friday Fun Club:** This is usually used at the elementary level. Students who have earned membership in the club get to play a fun, educational game for the last hour of school on Friday.
- **Reward field trips:** These are usually used at the secondary level, but also work well in lower grades. Students who have no or few discipline referrals are allowed to go on a special field trip.
- **Public recognition:** Teachers might display a class poster with the names of students who have met a certain standard of excellence, or students might post thank-you messages to each other or to teachers on a common bulletin board.
- **Eating lunch in the classroom:** A well-behaved student or group of students gets to eat lunch in the classroom with the teacher.
- **Snack parties:** Students who exhibit exemplary behavior over a certain period of time (for example, one month) get to attend a popcorn, pizza, ice cream, or other snack party during lunch, recess, or after school.
- **Attire rewards:** Students earn the privilege of wearing typically off-limits clothing such as pajamas or hats to school. At schools where students are required to wear uniforms, students could earn a free-dress day.
- **Citizen of the Month:** The teacher selects one student each month to be recognized for going above and beyond behavioral expectations. The student is then recognized in front of the class—the teacher might describe to the class what the student did to earn recognition or use a bulletin board to post the student’s picture and a written description of their behavior.

Token Economies

The teacher uses a system in which students receive tokens, chits, or points when they meet expectations. They can then exchange these tokens, chits, or points for privileges, activities, or items. For example, a teacher might hand out a plastic poker chip for behaviors such as raising one's hand to ask a question. Students could then purchase rewards, such as a no homework pass, when they have accumulated enough chips.

Teacher Actions

- Giving students tokens to recognize positive behavior
- Creating a system that allows students to exchange their tokens for privileges, activities, or items

Desired Student Responses

- Understanding the purpose of token economies
- Describing how the token economy works
- Adhering to the rules more often when token economies are in place

Extra Support

- Using pictures and words to clearly explain how a token economy works

Extension

- Asking students to explain how a token economy motivated them to adhere to rules and procedures

Example Token Economy Reward Chart

Reward	Cost (points, tokens, tickets, and so on)
Raffle ticket	1
Pencils and erasers	5
Sit in the teacher's chair	10
Work with a friend	15
Show and tell time	20
Eat a snack in class	25
Whole-class reward	30
School T-shirt	50

Daily Recognition Forms

The teacher awards each student a starting score at the beginning of class (for example, 20 points) for a prearranged set of expectations (for example, 4 points for punctuality, 4 points for preparation, 4 points for on-task behavior, 4 points for respectfulness, and 4 points for work completion). If a student fails to meet a particular expectation, some or all of the points associated with that expectation are taken away. In other words, if a student meets all expectations throughout the day, his ending score would be 20 points. A student who comes to class without a pencil and paper might lose some of her points in the preparation category. The teacher can use a tracking sheet placed on each student's desk to keep track of points throughout the day or class period. At the end of the period or day, students tally their total points, and the teacher records daily totals in a ledger. Students who achieve certain point levels earn privileges, activities, or items.

Teacher Actions

- Identifying expectations for daily classroom behavior and assigning point values to each expectation
- Creating a tracking sheet for daily classroom behavior points
- Adjusting students' point totals based on their classroom behavior
- Recording students' totals at the end of each class period
- Designating privileges, activities, or items that students with certain point totals can earn

Desired Student Responses

- Setting point goals for their daily behavior
- Explaining how the point system works
- Adhering to the rules more often when daily recognition forms are used

Extra Support

- Using small symbols to represent each category in which students can earn points

Extension

- Asking students to explain how daily recognition forms motivated them to adhere to rules and procedures

Daily Recognition Form

Name: _____ Date: _____

Expectations	Starting Points	Points Taken Away	Ending Points
<i>Totals</i>			

Daily Recognition Form

Name: _____ Date: _____

Expectations	Starting Points	Points Taken Away	Ending Points
<i>Totals</i>			

Color-Coded Behavior

The teacher gives each student three cards (red card = unacceptable behavior, yellow card = acceptable behavior with room for improvement, green card = exceptional adherence to rules and procedures) to keep on his or her desktop. All students begin the day or period with the green card on top. If a student's behavior warrants it, the teacher changes the exposed card to indicate the level of behavior being exhibited. For example, a student who speaks out of turn once or twice might have his color changed to yellow. If he continues to call out repeatedly, the teacher would switch his card to red. Students whose behavior has warranted a change to yellow or red may work to have the green card reinstated by displaying appropriate behavior. Many elementary teachers use a variation of this strategy involving a poster that shows a color (red, yellow, or green) for each student. Students each begin the day on green, and the teacher asks them to change their color if their behavior warrants it.

Teacher Actions

- Creating red, yellow, and green cards or a poster with red, yellow, and green levels for each student
- Adjusting students' colors in accordance with their behavior
- Reinstating students who correct inappropriate behavior to yellow or green

Desired Student Responses

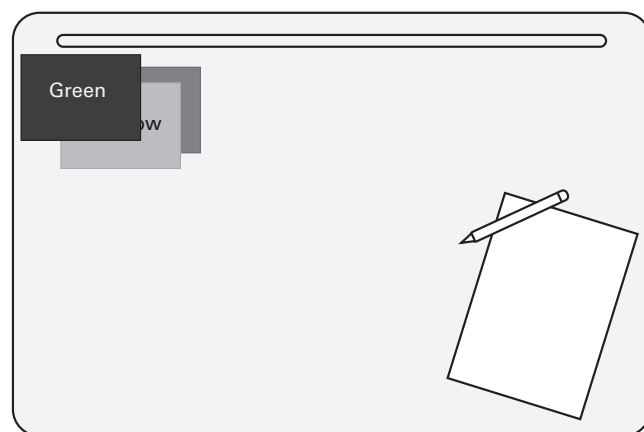
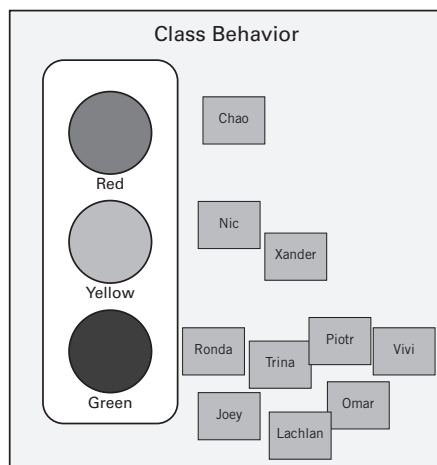
- Understanding why their color was adjusted
- Explaining that the strategy helps them attend and learn better
- Adjusting their behavior to have a better color reinstated

Extra Support

- Giving concrete examples and illustrations of behavior that warrants a negative or positive color change

Extension

- Asking students to explain why their color was changed



Certificates

The teacher uses reward certificates to increase parental involvement and awareness of behavior at school. For example, a student who helps another student with her work could receive a certificate as a special recognition of his helpfulness. Blank certificates can be personalized with a student's name and the reason for the reward, while preprinted certificates that correspond to specific desired behaviors can be used to quickly reward positive behavior.

Teacher Actions

- Creating certificates that can be personalized with a student's name and a description of his or her positive behavior
- Creating preprinted certificates for specific desired positive behaviors
- Giving certificates to students who display desired positive behaviors
- Awarding certificates on a regular basis

Desired Student Responses

- Understanding what they did to earn a certificate
- Explaining that they value being awarded a certificate
- Describing the teacher as someone who recognizes and appreciates good behavior

Extra Support

- Having preprinted certificates translated into the language a student's parents or guardians speak so they can understand and celebrate their student's positive behavior
- Showing students videos of themselves acting appropriately to reinforce the behavior

Extension

- Asking students to describe the behavior for which they received a certificate

Technology Tips

- Use online word-processing software such as Google Drive to create awards or certificates.
- Create a PDF of a certificate that can be shared electronically with families.

Certificates

 <p>Caught Being Good!</p>	<p><i>Thank you for your contribution to our classroom!</i></p> <p>(circle one)</p> <p>Working Quietly</p> <p>Helping a Classmate</p> <p>Cleaning Up</p> <p>Interacting Respectfully</p> 
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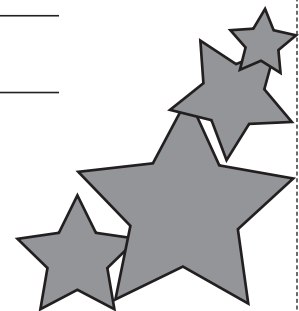
Certificate of Excellent Behavior

Awarded to: _____

For: _____

On This Date: _____

Signed: _____



Phone Calls, Emails, and Notes

The teacher makes phone calls and sends emails or notes to a student's parents or guardians to recognize positive behavior. This affirmation can do wonders for the self-confidence and future behavior of students, and it can be very uplifting for a teacher to hear the sense of pride in a family member's voice. Particularly for students who have frequent behavior issues at school, a teacher or family member's acknowledgment of even one good day can make a huge impact. The teacher might make a goal of one positive phone call every afternoon. The teacher can also compose individual or group emails and notes to the parents or guardians of students who behaved appropriately during a particular week. All communication should be specific about how a student's behavior reinforced a positive classroom environment and climate. For example, a teacher could send an email to a student's parents telling them that she did an excellent job as the facilitator of a group discussion.

Teacher Actions

- Calling students' parents or guardians or sending notes to recognize students' positive behavior
- Specifying what students did that constituted positive behavior and how it contributed to the class's learning

Desired Student Responses

- Explaining what they did that prompted the teacher to communicate with parents or guardians
- Describing the reaction at home to the phone calls, emails, and notes
- Explaining how their behavior contributed to the proper functioning of the classroom

Extra Support

- Having positive emails or notes translated into the language a student's parents or guardians speak so they can understand and celebrate the student's positive behavior

Extension

- Empowering consistently well-behaved students to monitor their own behavior by allowing them to ask for a positive phone call, email, or note, as students who are always well-behaved often do not receive recognition for it

Technology Tips

- Technology such as email and text messages can allow teachers and parents to communicate about students more regularly.
- Use emoticons (such as a smiley face) and punctuation marks (such as exclamation points) to emphasize the positive nature of the message.

Home Contact Log for Positive Behavior

<i>Student Name</i>	<i>Date of Contact</i>	<i>Phone Call/ Email/Note</i>	<i>Behavior Mentioned</i>
		<i>PC E N</i>	
		<i>PC E N</i>	
		<i>PC E N</i>	
		<i>PC E N</i>	
		<i>PC E N</i>	
		<i>PC E N</i>	
		<i>PC E N</i>	
		<i>PC E N</i>	
		<i>PC E N</i>	
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		<i>PC E N</i>	
		<i>PC E N</i>	
		<i>PC E N</i>	
		<i>PC E N</i>	

REPRODUCIBLES

Teachers can use the following reproducibles to monitor their implementation of this element. The reproducible titled Tracking Progress Over Time helps teachers set goals related to their proficiency with this element and track their progress toward these goals over the course of a unit, semester, or year. Tracking Teacher Actions and Tracking Student Responses allow observers in classrooms to monitor specific teacher and student behavior related to this element. Teachers themselves can also use Tracking Student Responses reproducible to document instances of student behaviors during class. The Strategy Reflection Log provides teachers a space to write down their thoughts and reflect on the implementation process for specific strategies related to this element. Finally, this section provides both a student survey and a teacher survey, the results of which provide feedback about teachers' proficiency with this element.

Tracking Progress Over Time

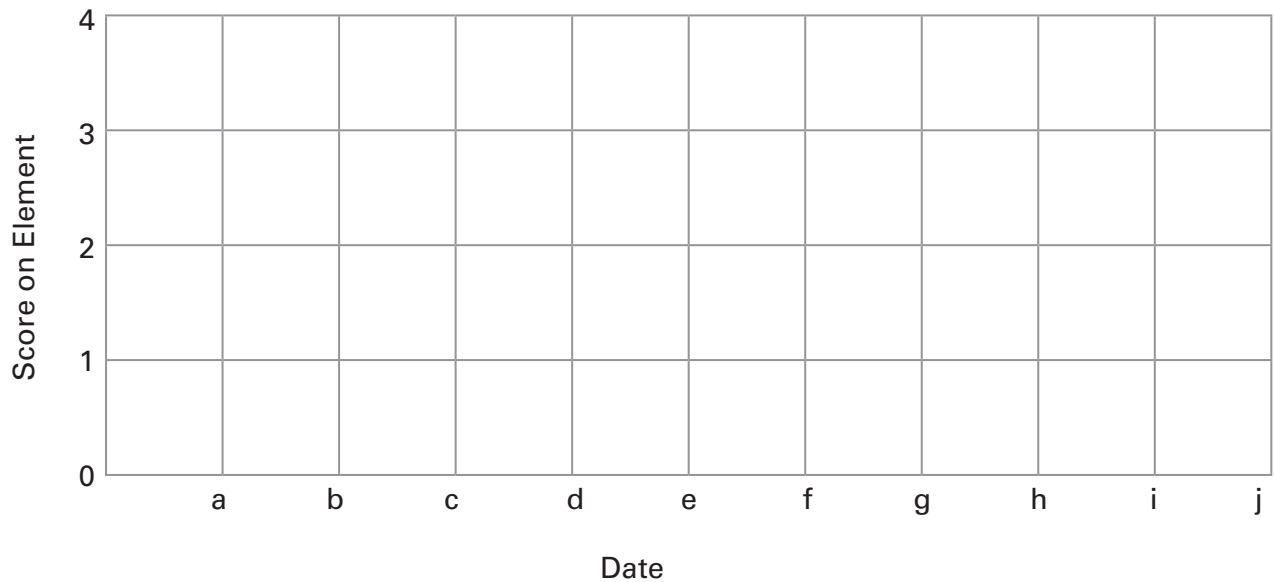
Use this worksheet to set a goal for your use of this element, make a plan for increasing your mastery, and chart your progress toward your goal.

Element: _____

Initial Score: _____

Goal Score: _____ by _____ (date)

Specific things I am going to do to improve: _____



a. _____

f. _____

b. _____

g. _____

c. _____

h. _____

d. _____

i. _____

e. _____

j. _____

Tracking Teacher Actions

During an observation, the observer can use this form to record the teacher's usage of strategies related to the element of acknowledging adherence to rules and procedures.

Observation Date and Time: _____ Length of Observation: _____

Check Strategies You Intend to Use	Strategies	Description of What Was Observed
	Verbal Affirmations	
	Nonverbal Affirmations	
	Tangible Recognition	
	Token Economies	
	Daily Recognition Forms	
	Color-Coded Behavior	
	Certificates	
	Phone Calls, Emails, and Notes	
	Other:	
	Other:	

Tracking Student Responses

A teacher or observer can use this worksheet to record instances of student behavior to inform planning and implementation of strategies associated with acknowledging adherence to rules and procedures. Any item followed by an asterisk is an example of undesirable behavior related to the element; the teacher should look for a decrease in the number of instances of these items.

Observation Date and Time: _____ Length of Observation: _____

Behavior	Number of Instances
Following directions	
Demonstrating respect toward the teacher	
Demonstrating respect toward peers	
Staying on task	
Raising hand before speaking	
Helping a classmate	
Staying in seat	
Handling conflict appropriately	
Being on time	
Using resources appropriately	
Other:	
Other:	

Strategy Reflection Log

Use this worksheet to select a strategy, set a goal, and reflect on your use of that strategy.

Element: _____

Strategy: _____

Goal: _____

Date	How did it go?

Student Survey for Acknowledging Adherence to Rules and Procedures

1. My teacher notices when I follow the rules.

Strongly Disagree	Disagree	Neither Agree Nor Disagree	Agree	Strongly Agree
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2. When I follow the rules, my teacher notices and recognizes me for it.

Strongly Disagree	Disagree	Neither Agree Nor Disagree	Agree	Strongly Agree
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3. My teacher talks about students who are following the rules.

Strongly Disagree	Disagree	Neither Agree Nor Disagree	Agree	Strongly Agree
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4. My teacher lets my parents know when I follow the rules.

Strongly Disagree	Disagree	Neither Agree Nor Disagree	Agree	Strongly Agree
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5. My teacher gives rewards for following the rules.

Strongly Disagree	Disagree	Neither Agree Nor Disagree	Agree	Strongly Agree
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6. Most of the students in my class follow the rules.

Strongly Disagree	Disagree	Neither Agree Nor Disagree	Agree	Strongly Agree
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Teacher Survey for Acknowledging Adherence to Rules and Procedures

1. I provide nonverbal signals that a rule or procedure has been followed.

Often Sometimes Rarely Never I don't know

2. I give verbal cues that a rule or procedure has been followed.

Often Sometimes Rarely Never I don't know

3. I notify parents and guardians when rules and procedures are followed.

Often Sometimes Rarely Never I don't know

4. I use tangible recognition when a rule or procedure is followed.

Often Sometimes Rarely Never I don't know

5. Students describe me as someone who recognizes and appreciates good behavior.

Often Sometimes Rarely Never I don't know

6. Students can explain how their behavior contributes to the proper functioning of the classroom.

Often Sometimes Rarely Never I don't know

7. Students adhere to rules and procedures more often when I acknowledge their adherence.

Often Sometimes Rarely Never I don't know