



RELATIONSHIPS

# Displaying Objectivity and Control

THE **MARZANO COMPENDIUM** OF  
INSTRUCTIONAL STRATEGIES



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555 North Morton Street  
Bloomington, IN 47404

888.849.0851  
FAX: 866.801.1447

email: [info@marzanoresearch.com](mailto:info@marzanoresearch.com)  
[marzanoresearch.com](http://marzanoresearch.com)

Visit [marzanoresearch.com/compendium](http://marzanoresearch.com/compendium) to access the Marzano Compendium of Instructional Strategies to view additional resources related to this element and others.

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*Director of Content and Resources:* Julia A. Simms

*Editorial Manager:* Laurel Hecker

*Production Editor:* Ming Lee Newcomb

*Editorial Assistants / Staff Writers:* Elizabeth A. Bearden & Christopher Dodson

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# 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.

# DISPLAYING OBJECTIVITY AND CONTROL

The teacher behaves in an objective and controlled manner. This means that the teacher neither views students as friends nor enemies, but rather as young learners. As such, the teacher is not overly warm or overly cold toward students. The teacher reflects on his or her actions in the classroom and how they may be perceived by students. During interactions with students, a teacher who displays objectivity and control is assertive by balancing dominance (leadership) with cooperation in the classroom. Students of teachers who do find this balance tend to have higher achievement gains than students of teachers who do not display objectivity and control.

## 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 are settled by the teacher's calm demeanor.
- When asked, the students describe the teacher as in control of himself or herself and in control of the class.
- When asked, students say that the teacher does not hold grudges or take things personally.

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 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 Displaying Objectivity and Control

| 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 display objectivity and control, and I monitor the extent to which my actions affect students. | I display objectivity and control, 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):** The teacher does not regulate his emotions during class and allows them to affect his interactions with students. For example, if the teacher is having a bad day, the teacher takes out some of his frustrations on students or is more short-tempered than usual.

**Beginning (1):** The teacher begins to assess the degree to which she displays objectivity and control in the classroom. However, while she is aware that she sometimes inappropriately expresses emotions and often reflects on what happened, she does not know how to adjust her actions to prevent these issues.

**Developing (2):** The teacher uses self-care strategies after particularly difficult days to help himself unwind and decompress. However, the teacher does not monitor whether using self-care strategies allow him to have better interactions with students or make him feel more optimistic in the long-term.

**Applying (3):** The teacher uses a combination of strategies including active listening and speaking, assertiveness, and maintaining a cool exterior. Since she began using these strategies in tandem, she has noticed that students seem to respect her more and she gets less frustrated by student misbehavior.

**Innovating (4):** The teacher identifies students who trigger a negative reaction for her. Whenever she interacts with these students, she makes sure to interact in a positive way and follows up to ensure that the students respond positively.

# 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.

## **Self-Reflection**

The teacher self-reflects about consistency when enforcing the positive and negative consequences associated with the established rules and procedures. Questions the teacher might consider include the following.

- Did I provide proper acknowledgement when students followed the rules and procedures?
- Did I use proper consequences when students did not follow rules and procedures?
- Did I take every opportunity today to provide positive and negative consequences for student behavior?
- Did I strike a nice balance between positive and negative consequences as needed?

The teacher should also consider how to progressively increase expectations for students to control their own behavior.

## **Teacher Actions**

- Reflecting daily on how consistently positive and negative consequences were enforced in the classroom
- Making plans to resolve inconsistency in enforcing consequences in the classroom
- Progressively increasing expectations for students to regulate their own behavior

## **Desired Student Responses**

- Describing the teacher as fair
- Regulating their own behavior more frequently

## **Extra Support**

- Identifying specific students or groups with whom you use positive or negative consequences inconsistently and making a concerted effort to be more consistent

## **Extension**

- Asking students to track their behavior and the positive and negative consequences they receive and using that data to inform their self-regulation as well as your self-reflection

## **Technology Tips**

- Record teaching strategies and classroom interactions, then review the film and reflect on the degree to which you showed objectivity and control. Use these recordings to track personal growth.
- Create an online reflective journal and reflect upon your ability to display objectivity and control. Self-assess strengths and weaknesses, establish goals, and reflect on progress.



## Self-Reflection Guide

Class: \_\_\_\_\_ Date: \_\_\_\_\_

Did I provide proper acknowledgement when students followed the rules and procedures?

Did I use proper consequences when students did not follow rules and procedures?

Did I apply acknowledgement and consequences fairly across students?

Did I strike a nice balance between positive and negative consequences as needed?

Did I strike a balance between “no-nonsense” and “nurturing” attitudes?

In my dealings with students, what should I seek to improve?

## **Self-Monitoring**

The teacher monitors his or her emotions in the classroom to avoid displaying counterproductive emotions such as anger, frustration, or hesitation. Before class each day, the teacher mentally reviews all of his or her students, noting those who might cause problems. The teacher should then identify specific negative thoughts and emotions the teacher might hold toward those students by asking, “How do I feel about [student’s name]?” The teacher tries to identify events in the past that may be the source of negative thoughts and feelings toward the specific students by asking, “Why do I feel that way?” Finally, the teacher seeks to reframe negative beliefs about the students. For example, the teacher might recognize that student misbehavior usually has little to do with a specific teacher or identify explicit reasons the student might have misbehaved in the past in a way that does not imply disrespect or aggression toward the teacher.

### **Teacher Actions**

- Mentally reviewing all students before class to identify those who might cause problems
- Identifying specific negative thoughts and feelings toward potentially problematic students
- Identifying past events that may have caused negative feelings toward specific students
- Reframing negative beliefs about students by identifying reasons for students’ past behavior that do not imply disrespect or aggression toward the teacher

### **Desired Student Responses**

- Describing the teacher as someone who respects all students
- Describing the teacher as someone who doesn’t hold grudges

### **Extra Support**

- Finding out more about the backgrounds of students who trigger negative thoughts and emotions in you (home visit, informal conversations, other teachers)

### **Extension**

- Asking students to describe times when they felt they were being treated unfairly to inform your self-reflection

## Self-Monitoring Guide

Source of negative emotion: \_\_\_\_\_

\_\_\_\_\_

What do I feel about this person or thing?

Why do I feel this way?

When I encounter this person or thing, how will I probably react?

What are the probable results of my reaction?

Are these results positive or negative?

What do I want to have happen?

What do I have to do to make that happen?

Notes:

## **Identifying Emotional Triggers**

The teacher considers sources of stress and other emotional triggers that make it hard to maintain emotional objectivity. Such triggers might be personal events, certain times of the school year, or specific student or faculty behaviors that make the teacher feel a certain way. For example, a teacher might become short-tempered toward the end of the semester because he perceives students' inability to concentrate as a sign of disrespect rather than excitement. Alternatively, the teacher may be anxious about his parents-in-law coming to town and allow this anxiety to affect his demeanor with students. Once the teacher identifies these triggers and why they make him feel the way he does, the teacher tries not to let those feelings affect his interactions with students. The teacher might also take extra steps to provide self-care, recognizing that when he feels relaxed and in control, he acts in a more objective manner with students.

### **Teacher Actions**

- Identifying events or times in his or her personal life that may make it difficult to maintain emotional objectivity
- Taking specific steps to counteract emotional triggers and support emotional objectivity

### **Desired Student Responses**

- Describing the teacher as in control of his or her emotions
- Describing the teacher as someone who doesn't let "bad days" affect him or her

### **Extra Support**

- Communicating with students about emotional triggers (for example, explaining to students that their inattention at the end of the semester is frustrating for you)

### **Extension**

- Asking students to identify their own emotional triggers and alert you if they are feeling upset or frustrated

## Emotional Trigger Identification Guide

Emotion that elicits a strong reaction: \_\_\_\_\_

When I feel this emotion, I act in the following way:

I react this way when I feel this emotion because:

In the past, when reacting to this emotion, the following negative results have occurred:

Outside of school, I feel this emotion when:

In school, I feel this emotion when:

In the future, the following events, times of year, or behaviors might trigger this emotion:

I can take the following steps to ensure this emotion doesn't negatively affect my interactions with students and colleagues:

Notes:

## **Self-Care**

Self-care can be defined as intentional actions or practices that an individual partakes in to ensure his or her physical, mental, or emotional health. To engage in self-care, the teacher identifies activities that he or she finds to be rewarding and engages in the activities as needed to mitigate negative feelings. Self-care varies greatly between teachers depending on their needs. For example, if a teacher feels overwhelmed during the school day, she might take a moment to sit by herself, gather her thoughts, practice deep breathing, and identify things from her day that she is grateful for. A different teacher in the same situation might feel the need to give himself some type of reward to help maintain a healthy perspective. However, self-care is not just limited to teachers' actions during the school day. Self-care also encompasses activities that teachers may engage in outside of school that ensure they feel good and are optimistic about their lives and their careers. As such, self-care also encompasses getting a good night's sleep, exercising regularly, and partaking in relaxing activities (which could range from watching television, eating out at a nice restaurant, or seeing friends and family on a regular basis). Finally, teachers should also take actions to maintain healthy senses of humor so that they react positively when faced with negative events.

### **Teacher Actions**

- Spending time in places (like a comfortable chair in a quiet room) and engaging in activities (like deep breathing exercises) that are calming and relaxing
- Watching or reading humorous movies and books to maintain a healthy sense of humor about negative events
- Rewarding him- or herself after particularly difficult days or events

### **Desired Student Responses**

- Describing the teacher as someone who enjoys life
- Describing the teacher as a happy person

### **Extra Support**

- Breaking tedious or big tasks into smaller parts, and celebrating the completion of each part with a small reward

### **Extension**

- Identifying tasks, activities, or people that are difficult to deal with, and giving yourself positive consequences whenever you handle those circumstances well

## **Self-Care Strategies**

### *Short-Term or Immediate Self-Care Strategies*

The following list provides examples of strategies that can be implemented immediately by a teacher when he or she feels negatively during the school day.

- Experimenting with stress reduction techniques (such as deep breathing, meditation, and visualization)
- Removing yourself from a negative situation, even if it's only for a few minutes, to regroup and gather your thoughts
- Giving yourself a reward after a hard interaction or at the end of a difficult day
- Finding inspirational quotes, movies, and stories about teaching
- Finding humorous quotes, movies, and stories that will make you laugh
- Talking through or venting frustrations with someone
- Reflecting on the positive aspects of the day
- Considering your expectations for the day and whether they are realistic and modifying them if they are not

### *Long-Term Self-Care Strategies*

The following strategies provide examples of preventative actions teachers can take over longer periods of time to support physical, mental, and emotional health.

- Getting enough sleep
- Eating healthy meals
- Exercising regularly
- Finding rewarding hobbies
- Maintaining positive social relationships
- Using positive affirmations and self-talk to challenge negative thought patterns
- Engaging in reflective practices (such as journaling) to help process emotions
- Celebrating successes regularly
- Creating routines that make you feel accomplished at the end of the day
- Giving yourself permission to feel emotions (whether good or bad)
- Avoiding mood-altering substances such as drugs, nicotine, and alcohol

If short-term and long-term self-care strategies do not help your mood, consider talking to a health care professional.

## **Assertiveness**

When considering interactions with students, a teacher may be assertive, passive, or aggressive. Ideally, a teacher should aim to be assertive—able to assert his or her own needs without ignoring or violating the rights of his or her students. As such, an assertive teacher navigates classroom relationships in a way that shows respect for students while still demonstrating that he or she has control. Furthermore, the teacher communicates his or her needs to students and does so in a way that makes it difficult for students to ignore or circumvent. For example, an assertive teacher, upon realizing that students are having a conversation during a lecture, would not ignore the problem. Rather, the teacher would take action to ensure that the students stop, but would do so in such a way that shows that he or she respects and cares for the students.

### **Teacher Actions**

- Identifying his or her legitimate rights
- Using communication strategies that make it difficult for others to ignore or circumvent his or her legitimate rights

### **Desired Student Responses**

- Describing the teacher's and their own legitimate rights
- Respecting the rights of the teacher and other students in the classroom

### **Extra Support**

- Explaining assertive behavior to students and letting them that you will be using these behaviors

### **Extension**

- Teaching students to practice assertive behavior in the classroom and their lives



### Comparison of Passive, Aggressive, and Assertive Teaching Styles

When interacting with students and leading a classroom, a teacher often falls into the following three categories: (1) passive, (2) aggressive, or (3) assertive. Teachers can use the following table to assess the degree to which their actions are generally passive, aggressive, or assertive and determine what appropriate assertive behavior looks like.

|                                   | <b>Passive</b>   | <b>Aggressive</b>   | <b>Assertive</b>   |
|-----------------------------------|--|---|--|
| <b>General Beliefs</b>            | Feels positively about external factors, places fault or blame on himself or herself, willing to violate own beliefs, may not be good at defining or communicating thoughts or beliefs | Feels positively about himself or herself, places fault or blame on external factors, stands up for beliefs in a way that violates the rights of others     | Feels positively about himself or herself and external factors, finds a way to defend own beliefs without violating others'  |
| <b>Demeanor</b>                   | Lacking self-confidence  | Superior to others  | Open and honest  |
| <b>Relationship With Students</b> | Fine or poor—students recognize the teacher's lack of control and may take advantage   | Poor—students harbor negative feelings toward the teacher (such as fear or resentment)  | Good—the teacher and students maintain a relationship of mutual respect  |
| <b>Consequence Application</b>    | Finds it difficult to apply consequences to the class, chooses to ignore disciplinary problems   | Punishes students in a way that makes students feel attacked  | Willing to listen to students and compromise, though knows when to put his or her foot down  |
| <b>Verbal Cues</b>                | Uses noncommittal phrases (like "um" and "maybe"), apologizes or uses justifications often, quiet or unwilling to speak up, can be dull or indirect in communicating feelings          | Raises voice at students, tone may come off as harsh or sarcastic, addresses students inappropriately (uses threats or put-downs), treats opinions as facts | Firm but relaxed tone, seems sincere, uses "I" statements to express beliefs, uses cooperative statements to show students' opinions are valued, avoids statements that blame others or tell them what to do |
| <b>Nonverbal Cues</b>             | Avoids eye contact, poor posture, fidgets, reserved, crossed arms  | Scowls, enters others' personal space, uses aggressive gestures like clenching fists or pointing at students, crossed arms                                  | Active listening, direct eye contact, open body language, allows emotions to show appropriately (smiles when happy, frowns when upset)   |

## **Maintaining a Cool Exterior**

A teacher who maintains a cool exterior remains calm and collected when dealing with conflicts in the classroom. Maintaining a cool exterior includes using assertive body language, self-monitoring facial expressions, speaking in a calm and respectful tone of voice, actively listening to reasonable explanations, and avoiding engagement with students who argue, deny, or blame others for their conduct. For example, if a teacher often reacts poorly to students interrupting him, the teacher makes an active choice to address an interrupting student in a calm and professional manner. The teacher might pay particular attention to his tone, volume, and language; take a deep breath before asking the student to stop the unwanted behavior; and describe the student's actions as inappropriate but not make assumptions about the student based upon the repeated action.

### **Teacher Actions**

- Using tone of voice and facial expressions that communicate respect but not emotion
- Using body language that expresses interest but not aggression
- Listening to legitimate explanations but not arguing with students or allowing them to blame others for their actions
- Describing students' behavior, not their perceived motives

### **Desired Student Responses**

- Describing the teacher as calm and collected
- Calming down in response to the teacher's calm exterior
- Explaining their behavior without arguing, denying, or blaming others for that behavior

### **Extra Support**

- Explaining behaviors that demonstrate a cool exterior to students before using them in class

### **Extension**

- Teaching students to maintain a cool exterior in class and in their lives

### **Technology Tips**

- Consider the wording of emails, letters home, comments, and text messages so that they reflect your objectivity and demonstrate separation between students and their behaviors.
- Use random group generators to create small groups and polling technologies to allow students to anonymously submit responses to questions.

## Maintaining a Cool Exterior

Use the following guidelines to remain calm and cool when dealing with conflict:

- Use assertive body language (for example, eye contact, erect posture, and appropriate distance from listeners).
- Match facial expression with the content of the message being presented to students.
- Use an appropriate tone of voice that does not indicate emotion (use a pitch slightly but not greatly elevated from normal classroom speech).
- Listen to legitimate explanations.
- Avoid being diverted by students who deny, argue, or blame others for their conduct.

When addressing a particularly agitated student, use the following suggestions:

- Speak in a calm and respectful tone of voice.
- Use active listening and speaking strategies.
- Maintain an appropriate distance from the student.
- Seek to project a neutral facial expression.
- Comment on the student's behavior, rather than the student's perceived motives.
- Avoid behaviors that provoke fear and anger from students, such as pointing a finger or shaking a fist, raising the voice, moving toward or hovering over the student, squinting the eyes, glaring or staring at the student, or ridiculing the student.

## **Active Listening and Speaking**

The teacher listens to students without agreeing or disagreeing. The teacher should focus on what the student is saying and try to understand the student's viewpoint. The teacher demonstrates neutral body posture, gestures, and facial expressions. When the student is finished speaking, the teacher acknowledges that he or she heard the student ("I think I understand how you feel") and then prompts the student to go on ("What else is bothering you?"). The teacher repeats this process until the student can't think of anything else to say and is calmer. Finally, the teacher summarizes what he or she heard the student say. At the end of the summary, the teacher asks, "Am I right? Did I hear you completely?" The student will either say yes or correct the teacher. If the student corrects the teacher, the teacher should restate the summary with the correction incorporated.

### **Teacher Actions**

- Listening to students without agreeing or disagreeing
- Maintaining a neutral facial expression and body language while listening to students
- Acknowledging what the student said and prompting them to say more
- Paraphrasing what students said when they have finished speaking
- Making corrections to paraphrases based on students' feedback

### **Desired Student Responses**

- Describing the teacher as someone who listens to and understands students
- Feeling at ease when talking to the teacher
- Providing corrections in response to teacher summaries

### **Extra Support**

- Asking clarifying questions and offering short summaries of what you think students are trying to say if you do not understand what they are saying

### **Extension**

- After a conversation with a student, asking the student to reflect on how the conversation helped him or her think more clearly about an issue

## Process for Active Listening and Speaking

1. Maintain eye contact to show interest in the what the other person is saying.
2. Consider facial expressions and body language for neutrality.
3. Acknowledge the speaker's comments verbally (for example, saying "I understand" or "I hear you").
4. Prompt the speaker to continue to speak his or her mind (for example, saying "Is there anything else you want to say?" or "What else are you feeling?").
5. Repeat steps three and four until the speaker does not have anything else to say.
6. Summarize what the speaker has said to the best of your abilities.
7. Ask the speaker to confirm the accuracy of the summary.
8. If the speaker disagrees with the summary, ask the speaker to make corrections. Restate the summary based upon the speaker's corrections.
9. Respond to the speaker's comments in a calm, controlled manner. Avoid making judgments about the speaker's feelings or opinions.

## **Communication Styles**

There are many different types of communication styles, and the style with which a teacher communicates affects his or her relationships with students as well as his or her ability to manage a classroom effectively. Generally, communication styles fall into the following five categories: (1) assertive connector, (2) apathetic avoider, (3) junior therapist, (4) bulldozer, and (5) hider. Teachers should be aware of various communication styles, determine the communication style he or she uses the most, and assess how this style affects the relationships in the classroom. Generally, the communication style of the assertive connector is favored, as it communicates respect to students while allowing the teacher to remain in control of the classroom. The teacher should also assess the communication styles of students and work to help them communicate assertively and effectively.

### **Teacher Actions**

- Using an assertive communication style with students
- Teaching students how to communicate assertively
- Helping students respond to others who may not communicate assertively

### **Desired Student Responses**

- Communicating assertively with the teacher and other students
- Describing the teacher as a good communicator

### **Extra Support**

- Discussing and posting the characteristics of assertive communication in the classroom (using pictures and words)

### **Extension**

- Asking students to evaluate their own communication styles

### **Types of Communication Styles**

Communication styles are often broken down into the following five styles: (1) assertive connector, (2) apathetic avoider, (3) junior therapist, (4) bulldozer, and (5) hider.

#### **The Assertive Connector**

- Uses consistent eye contact
- Shows he or she understands others' emotions by mirroring them
- Spends equal time speaking and listening
- Expresses emotions appropriately
- Asks questions respectfully and uses questions to get clarification or elaboration
- Repeats what others have said to ensure understanding
- Can express agreement, disagreement, or neutrality

- Intends to connect with other people and resolve issues when communicating
- Sends the overall message “I value our relationship and what you have to say”

### The Apathetic Avoider

- Ignores the other person’s presence or attempts to speak
- Does not reply, waits too long to reply, or replies insufficiently
- Interrupts while others are speaking
- Gets distracted when working with others and shows distraction verbally or nonverbally
- Appears apathetic or detached
- Uses body language that is inconsistent with what is being said
- Turns away, looks away, or walks away
- Experiences anxiety when trying to connect with another person
- Avoids relationships with other people
- Sends the overall message “I don’t want much of a relationship with you and will put minimal effort into it”

### The Junior Therapist

- Assumes that he or she is better able to speak for an individual than that person is
- Talks for other people and tells them about their own feelings or actions
- Tends to talk about others rather than him- or herself
- Decides how the other person should be and responds only when that person acts in accordance with that perception
- Uses knowledge of the other person’s background to justify an analysis of why the person thinks, feels, or acts in specific ways
- Uses knowledge of the other person’s background to distort that person’s point of view
- Sends the overall message “I know you better than you know yourself; I know you better than I know myself”

### The Bulldozer

- Focuses on his or her own topic
- Ignores topics brought up by others
- Repeats the same thing over and over again
- May speak in a louder-than-necessary voice or shout
- Engages in aggressive behaviors such as attacking, criticizing, intimidating, or mocking others

## Displaying Objectivity and Control

- Tries to harm others' self-esteem or point of view to “win” the conversation
- Uses or threatens violence to get his or her way
- Sends the overall message “I will do whatever it takes to get my way”

### The Hider

- Speaks very softly and is sometimes difficult to hear
- May make comments that lack substance (talks in unclear or paradoxical sentences)
- Uses contradictory or unclear language
- Pulls away from the listener or uses body language that conveys fear
- Doesn't respond to personal questions
- Has incongruent body language, voice tone, and message, as the person tries to pretend he or she feels differently than what is being said
- Assumes he or she will “lose” the conversation so avoids engaging
- Sends the overall message “I am afraid of you and don't want you to know about me”



## **Unique Student Needs**

There are five types of students that may challenge a teacher's ability to remain objective and in control: (1) students who are passive, (2) students who are aggressive, (3) students who have attention problems, (4) perfectionistic students, and (5) students who are socially inept. Teachers should consider students in their classes and identify students who may have unique needs. Once identified, the teacher takes proactive steps in remaining objective and in control during interactions with these students. For example, if a perfectionistic student repeatedly turns in work late, rather than becoming frustrated with the student, the teacher may want to remind himself or herself of the student's unique needs and take steps to help the student overcome his or her anxieties related to perfectionism.

### **Teacher Actions**

- Responding appropriately to students with various unique needs
- Helping students with unique needs recognize and moderate their behavior to be more successful in the classroom
- Helping students successfully interact with others who may have unique needs

### **Desired Student Responses**

- Describing the teacher as someone who understands that students may have different needs
- Interacting more successfully with the teacher and other students over time

### **Extra Support**

- Keeping track of students who have unique needs and anticipating how specific activities, assignments, or classroom events will affect them

### **Extension**

- Helping students with unique needs identify strengths and weaknesses of their specific personality type and helping them proactively plan to counteract their weaknesses

### Considerations for the Five Types of Students

| Type of Student           | Indicators   | Example Consideration During Interaction  |
|---------------------------|--|---|
| <b>Passive</b>            | Avoids social interactions for fear of having a negative interaction or being dominated by others; afraid of criticism, ridicule, or rejection   | This student is probably fearful of negative interactions, and my actions should remind this student that the classroom is a safe space.  |
| <b>Aggressive</b>         | Interrupts during class; lashes out; intimidates other students physically or verbally; rude or disrespectful to teacher; experiences relatively few successes   | This student is disrespectful because his or her esteem needs are not met, and my actions should show that I value him or her as both a student and an individual.  |
| <b>Attention problems</b> | Inattentive; distracted easily by unusual events; difficult to re-engage or get on task; late or incomplete work; difficulty with organization, remembering, or listening  | This student has difficulty concentrating, and my actions should help him or her finish tasks and stay focused rather than getting frustrated, which is not productive in my interactions with this student.        |
| <b>Perfectionist</b>      | Holds him- or herself to unnecessarily high standards; motivated by fear of embarrassment rather than intellectual curiosity; unwilling to participate if there is a chance of failure   | This student is afraid to make mistakes or fail, and my actions should show that mistakes are part of learning and that he or she should not be afraid to try.  |
| <b>Socially inept</b>     | Has few or no friends; seems unaware of how his or her actions affect others; seems unaware of subtle social cues; struggles to keep up natural conversations; appears anxious when interacting with others; considers him- or herself a loner | This student does not have the same social skills as other students, and my actions should encourage this students' social growth rather than holding him or her to the same social expectations as other students. |

## **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 the 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: \_\_\_\_\_

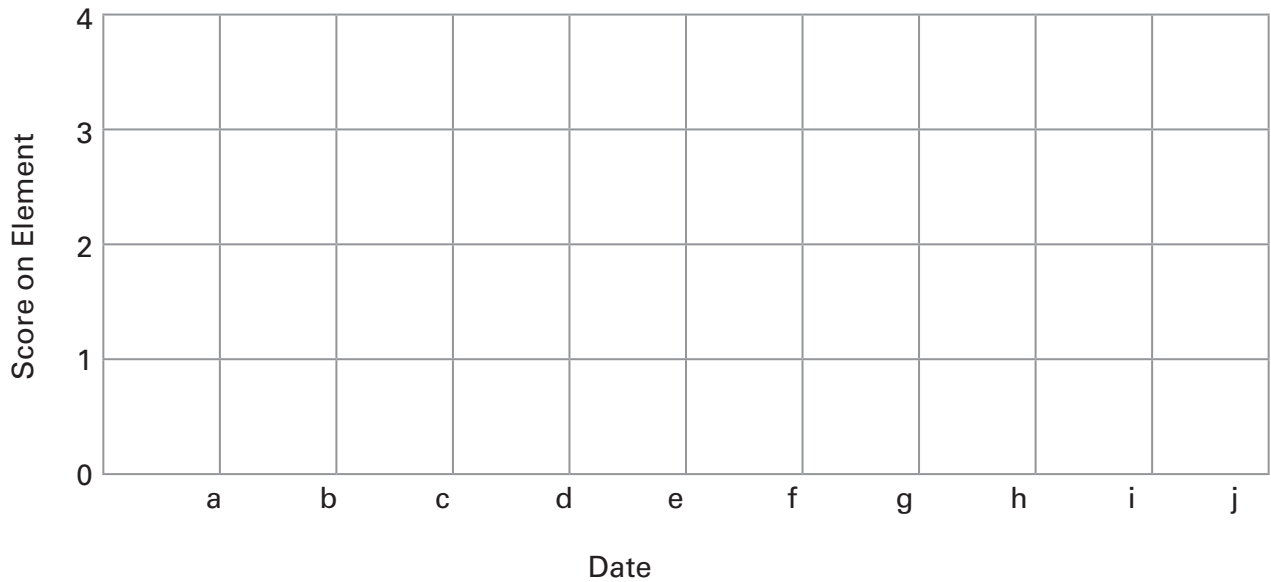
Goal Score: \_\_\_\_\_ by \_\_\_\_\_ (date)

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 displaying objectivity and control.

Observation Date and Time: \_\_\_\_\_ Length of Observation: \_\_\_\_\_

| Check Strategies You Intend to Use | Strategies                     | Description of What Was Observed |
|------------------------------------|--------------------------------|----------------------------------|
|                                    | Self-Reflection                |                                  |
|                                    | Self-Monitoring                |                                  |
|                                    | Identifying Emotional Triggers |                                  |
|                                    | Self-Care                      |                                  |
|                                    | Assertiveness                  |                                  |
|                                    | Maintaining a Cool Exterior    |                                  |
|                                    | Active Listening and Speaking  |                                  |
|                                    | Communication Styles           |                                  |
|                                    | Unique Student Needs           |                                  |
|                                    | 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 displaying objectivity and control. 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 |
|--|---------------------|
| Seeming settled  |                     |
| Describing the teacher as in control of himself or herself |                     |
| Describing the teacher as in control of the class          |                     |
| Respecting the rights of the teacher                       |                     |
| Communicating assertively                                  |                     |
| Interacting successfully with the teacher                  |                     |
| Interacting successfully with peers                        |                     |
| Actively listening and speaking in class                   |                     |
| 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: \_\_\_\_\_

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| Date | How did it go? |
|------|----------------|
|      |                |
|      |                |
|      |                |
|      |                |
|      |                |
|      |                |
|      |                |

## Student Survey for Displaying Objectivity and Control

**1. My teacher is very self-controlled.**

|                   |          |                               |       |                |
|-------------------|----------|-------------------------------|-------|----------------|
| Strongly Disagree | Disagree | Neither Agree<br>Nor Disagree | Agree | Strongly Agree |
|-------------------|----------|-------------------------------|-------|----------------|

**2. Even when students try to provoke him or her, my teacher doesn't get upset.**

|                   |          |                               |       |                |
|-------------------|----------|-------------------------------|-------|----------------|
| Strongly Disagree | Disagree | Neither Agree<br>Nor Disagree | Agree | Strongly Agree |
|-------------------|----------|-------------------------------|-------|----------------|

**3. My teacher doesn't take things personally.**

|                   |          |                               |       |                |
|-------------------|----------|-------------------------------|-------|----------------|
| Strongly Disagree | Disagree | Neither Agree<br>Nor Disagree | Agree | Strongly Agree |
|-------------------|----------|-------------------------------|-------|----------------|

**4. My teacher doesn't hold grudges.**

|                   |          |                               |       |                |
|-------------------|----------|-------------------------------|-------|----------------|
| Strongly Disagree | Disagree | Neither Agree<br>Nor Disagree | Agree | Strongly Agree |
|-------------------|----------|-------------------------------|-------|----------------|

**5. Even though my teacher is friendly, I know that he or she has authority in the classroom.**

|                   |          |                               |       |                |
|-------------------|----------|-------------------------------|-------|----------------|
| Strongly Disagree | Disagree | Neither Agree<br>Nor Disagree | Agree | Strongly Agree |
|-------------------|----------|-------------------------------|-------|----------------|

**6. I feel calm and settled because my teacher is in control of the class.**

|                   |          |                               |       |                |
|-------------------|----------|-------------------------------|-------|----------------|
| Strongly Disagree | Disagree | Neither Agree<br>Nor Disagree | Agree | Strongly Agree |
|-------------------|----------|-------------------------------|-------|----------------|



## Teacher Survey for Displaying Objectivity and Control

**1. I do not exhibit overly positive emotions.**

Often                      Sometimes                      Rarely                      Never                      I don't know

**2. I do not exhibit overly negative emotions.**

Often                      Sometimes                      Rarely                      Never                      I don't know

**3. I address inflammatory issues and events in a calm and controlled manner.**

Often                      Sometimes                      Rarely                      Never                      I don't know

**4. I interact with all students in the same calm and controlled manner.**

Often                      Sometimes                      Rarely                      Never                      I don't know

**5. I do not take students' misbehavior personally.**

Often                      Sometimes                      Rarely                      Never                      I don't know

**6. I use active listening and speaking in the classroom.**

Often                      Sometimes                      Rarely                      Never                      I don't know

**7. I am assertive in the classroom.**

Often                      Sometimes                      Rarely                      Never                      I don't know

**8. I address students with unique needs with objectivity and control.**

Often                      Sometimes                      Rarely                      Never                      I don't know