

RULES AND PROCEDURES

Demonstrating Withitness

THE **MARZANO COMPENDIUM** OF
INSTRUCTIONAL STRATEGIES



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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.

DEMONSTRATING WITHITNESS

Teachers who demonstrate withitness are alert and aware of what is occurring in their classroom at all times. They are able to identify potentially disruptive behaviors and take actions that proactively stop such behaviors before they become worse. Furthermore, when students exhibit disruptive behaviors during class, teachers react appropriately and tailor their reactions depending on whether the behavior is ongoing.

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 recognize that the teacher is aware of their behavior.
- When asked, students describe the teacher as “aware of what is going on” or as someone who “has eyes in the back of his or her head.”

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

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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 Demonstrating Withitness

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 demonstrate withitness, and I monitor the extent to which my actions affect students' behavior.	I demonstrate withitness, 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 is unaware of when students are distracted and does not take steps to stop the behavior from distracting the entire class.

Beginning (1): The teacher recognizes when students are engaging or about to engage in disruptive behavior but does not react to the situation.

Developing (2): The teacher actively moves through the various quadrants of the classroom, letting his students know that he is aware of everything going on in the room, but he does not follow through to ensure that his level of awareness is extinguishing disruptive behavior.

Applying (3): The teacher exhibits withitness by noticing potential problems and being proactive to stop disruptive behaviors before they start. The teacher has identified specific students who often exhibit disruptive behavior and has sought out private meetings with them to better understand what actions the teacher can take to ensure they stay on task. Since those meetings and acting upon those conversations, the teacher notices that the students exhibit less disruptive behavior than before and classes tend to run smoother.

Innovating (4): The teacher makes the entire class aware of the graduated actions she will take when a student is being distracting to the class. However, the teacher has also identified aggressive and socially inept students in her class for whom her regular strategies have not worked well. She has worked privately with them to create graduated action plans specific to their needs.

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.

Being Proactive

Many behavioral issues can be resolved with careful planning and proactive steps on the part of the teacher. To become proactive, a teacher is aware of what could potentially go wrong or cause disruption in class and preemptively takes actions to avoid such scenarios from occurring. For example, a proactive teacher might confer privately with potentially disruptive students to review classroom expectations, create contingency plans for various behavior scenarios that might arise throughout the day, or seek out information regarding incidents that have occurred outside of class that may affect student behavior. A proactive teacher might also create prearranged cues that signal inappropriate behavior. For example, the teacher might make a small mark on a notepad on the student's desk or tap twice on the desktop if the student's behavior is becoming disruptive or unacceptable.

Teacher Actions

- Reviewing specific students who might have trouble behaving appropriately in class
- Being aware of incidents from outside of class that could affect student behavior in class
- Talking to potentially disruptive students before class
- Arranging cues to signal misbehavior to potentially disruptive students

Desired Student Responses

- Responding to teacher cues by correcting inappropriate behavior
- Telling the teacher if they are having a hard day

Extra Support

- Checking in with students who may cause problems throughout the day or class period to see how they are doing

Extension

- Asking students who may cause problems to check in throughout the day or class period to report on how they are doing

Technology Tips

- Visually record lessons and analyze the videos to determine your level of withitness in the classroom.

Proactive Behaviors for Types of Potentially Disruptive Students

Type of Student	Indicators	Proactive Teacher Behavior
Passive	Avoidant of social interactions for fear of having a negative interaction or being dominated by others; afraid of criticism, ridicule, or rejection	Create a safe and inclusive classroom environment; encourage assertiveness and positive self-talk; reward and celebrate even the smallest of successes; withhold criticisms
Aggressive	Interrupts during class; lashes out; intimidates other students physically or verbally; rude or disrespectful to teacher; experiences relatively few successes	Describe the student's behavior; reward or apply consequences consistently when behavior is or is not appropriate; encourage extracurricular involvement; give the student additional responsibilities so he or she can experience success
Perfectionist	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	Talk with student about expectations and try to help student create realistic expectations; encourage student to make mistakes; show acceptance; have student tutor other students; create time limits for the amount of time the student can spend on an assignment
Socially inept	Has few or no friends; seems unaware of how his or her actions affect others; seems unaware of subtle social cues or struggles to keep up natural conversations; appears anxious when interacting with others; considers him- or herself a loner	Talk to the student about social cues and ways in which he or she may miss them; make suggestions regarding hygiene, dress, mannerisms, and posture; spend time interacting with the student modeling appropriate behavior and showing that he or she is a valuable member of class
Attention difficulties	Inattentive; distracted easily by unusual events; difficult to re-engage or get on task; late or incomplete work; difficulty with organization, remembering, or listening	Talk with necessary individuals about getting student tested or creating an individualized learning plan; create signals to let the student know when he or she is being disruptive or needs to refocus; teach basic concentration, study, and thinking skills; assign a peer tutor

Occupying the Whole Room Physically and Visually

The teacher is aware of what occurs in the classroom and notes the behavior of individual and groups of students. The teacher makes eye contact regularly with students to let them know he or she is aware of their actions and is monitoring the classroom. Furthermore, the teacher spends time in each quadrant of the room on a regular basis and physically moves through the classroom during instruction and individual seatwork.

Teacher Actions

- Visually scanning the classroom while teaching to look for potential problems
- Making eye contact with each student on a regular basis
- Spending time in each quadrant of the room on a regular basis

Desired Student Responses

- Ceasing disruptive behavior in response to teacher eye contact or proximity

Extra Support

- Making eye contact more frequently and spending extra time near students who may need extra help or who are likely to cause a problem

Extension

- Asking students to compare their behavior in different classes and explain any differences they notice

Planning Guide for Occupying the Whole Room Physically and Visually

Class Period: _____

Whole Class Instruction

I plan to physically occupy the following space(s):

I plan to make eye contact, become physically proximate, or pay particular attention to the following students:

Questions to ask myself during whole class instruction:

- Am I in a place where I can make eye contact with all of my students?
- If students are being disruptive, is there a way for me to physically move closer to those students without interrupting the lesson?
- Is there a way for me to move around my classroom without interrupting the lesson?

Small Group Work

I plan to physically occupy the following space(s):

I plan to make eye contact, become physically proximate, or pay particular attention to the following students:

Questions to ask myself during small group work:

- Have I physically moved between groups to ensure they're on task?
- Have I occupied each of the quadrants of the classroom?
- Have I been making eye contact with students to let them know I'm aware of their actions?

Individual Seatwork

I plan to physically occupy the following space(s):

I plan to make eye contact, become physically proximate, or pay particular attention to the following students:

Questions to ask myself during individual seatwork:

- Have I physically moved through each of the quadrants of the classroom containing students?
- If a student is being disruptive or seems restless, have I physically moved to be in the proximity of that student?
- Have I been scanning the room with my eyes to let students know I'm aware of their actions?

Noticing Potential Problems

Teachers should be alert throughout lessons so that they can identify and pre-emptively address situations that could develop into larger disruptive behaviors. Teachers can watch for small groups of students huddled together talking intensely; one or more students not engaging in a class activity for an extended period of time; students in a specific area looking at each other and smiling; members of the class looking at a specific location and smiling; students giggling or smiling whenever the teacher looks at or walks near a particular part of the room; or whispering, giggling, or unusual noises when the teacher's back is to the class. Teachers can then take appropriate actions to diffuse the potentially disruptive behavior before it escalates.

Teacher Actions

- Looking for signals of potential problems (whispering, smiling or giggling, unusual noises)
- Investigating signals of potential problems to determine if there is a real problem

Desired Student Responses

- Describing the teacher as aware of their behavior
- Encouraging peers who are causing a problem to stop their behavior

Extra Support

- Asking students to identify classmates they work well with, and allowing them to work with or sit near those students

Extension

- Asking students to compare their behavior in different classes and explain any differences they notice

Technology Tips

- Have students use polling technology to rate the extent to which their behavior reflects adherence to the classroom rules and procedures or their feelings about classroom rules and procedures.
- Use technology tools to divert students' attention from potentially disruptive stimuli by prompting students to log into their online reflective journals on Google Drive or Evernote and brainstorm alternatives to disruptive speech or behavior.

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List of Example Problems and Teacher Actions

Problem	Teacher Actions
Disengaged student(s)	The teacher might move physically closer to, make eye contact with, or verbally cue the student(s) to stay on task.
Students talking with one another during a lesson	The teacher could move closer to or verbally call on the students. If the behavior continues, the teacher might directly ask the students to stay on task or could separate the group physically.
Students making eye contact across the room	The teacher could physically place him- or herself between the students making eye contact. Alternatively, the teacher could verbally call on one or more of the students to show the teacher is aware they are disengaged.
Students whispering, giggling, or making unusual noises when the teacher's back is turned	The teacher could make an effort to face the class or engage the class in a brief break activity so students can refocus. The teacher might also ask the class directly about the disruption.
Students disengaging because of an outside distraction	The teacher might acknowledge the outside distraction, then ask students to re-engage in the material. The teacher should also attempt to remove the distraction if possible (such as pulling down blinds or closing the classroom door).
Students all looking toward one area of the classroom	The teacher could physically move toward that quadrant of the classroom to assess whether the students are being distracted by a student or something physically in the classroom. Depending on whether the behavior continues, the teacher might directly ask students about the disruption.
Students not paying attention during a film	The teacher might pause the film and re-engage students using a questioning sequence. The teacher might also consider providing a worksheet to ensure students remain engaged while watching.
Students not focusing during small group work	The teacher might move nearer to the small group and engage the group in a questioning sequence. If the group seems unprepared, the teacher can tell the initially distracted group he or she will return to check their answers and can move on to another group.

Series of Graduated Actions

A teacher who uses a series of graduated actions assesses each disruptive behavior in class and tailors his or her reactions to the disruption at hand. If the distraction persists, the teacher can continue to escalate his or her reactions. For example, when noticing disruptive behavior, the teacher makes eye contact with those students involved in the incident or who exhibit the behavior. If the problem persists, the teacher might stand right next to the offending student or students and use nonverbal cues to communicate that they need to stop their inappropriate behavior and join in what the class is doing. If the behavior still persists, the teacher could talk to the offending students quietly and privately and request (not demand), in a positive way, that they reengage with what the class is doing and reiterate that their participation is welcome and needed. Finally, if the behavior does not stop, the teacher would stop the class and calmly and politely state the consequences that will ensue if the students continue their current behavior, while communicating that the students have a decision to make.

Teacher Actions

- Making eye contact with misbehaving students
- Moving in the direction of misbehaving students
- Using nonverbal cues to let misbehaving students know their conduct is inappropriate
- Talking to misbehaving students, inviting them to rejoin the class
- Offering misbehaving students a choice between consequences and appropriate behavior

Desired Student Responses

- Ceasing disruptive behavior in response to teacher eye contact, proximity, cues, or confrontation
- Reengaging in class activities in response to teacher requests

Extra Support

- Creating a list of consequences for not following classroom behaviors and displaying them using storyboards or symbols so that students clearly understand what will happen if they choose not to stop inappropriate behavior

Extension

- In collaboration with students, brainstorming a list of actions that students can take if they feel that other students are influencing them to behave inappropriately (move away, not respond, confer with the teacher)

Plan for Graduated Actions

If students are engaging in disruptive behavior, the teacher will react in the following way.

1. The teacher will first make eye contact with the student or students to signal the teacher is aware of the disruptive behavior.
2. If the disruption continues, the teacher will move toward the student or students and use nonverbal cues to communicate the behavior is unacceptable.
3. If the disruption still continues, the teacher will quietly talk to the student or students to ask them to stop and let them know their participation is needed.
4. If the disruption still continues, the teacher will stop class, confront the offending behavior, and explain the consequences if the behavior does not stop.

Potential consequences include:

1. _____
2. _____
3. _____
4. _____

I understand how my teacher plans to react to disruptive behavior and the potential consequences that could result from continued disruptive behavior.

Student Name

Date

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

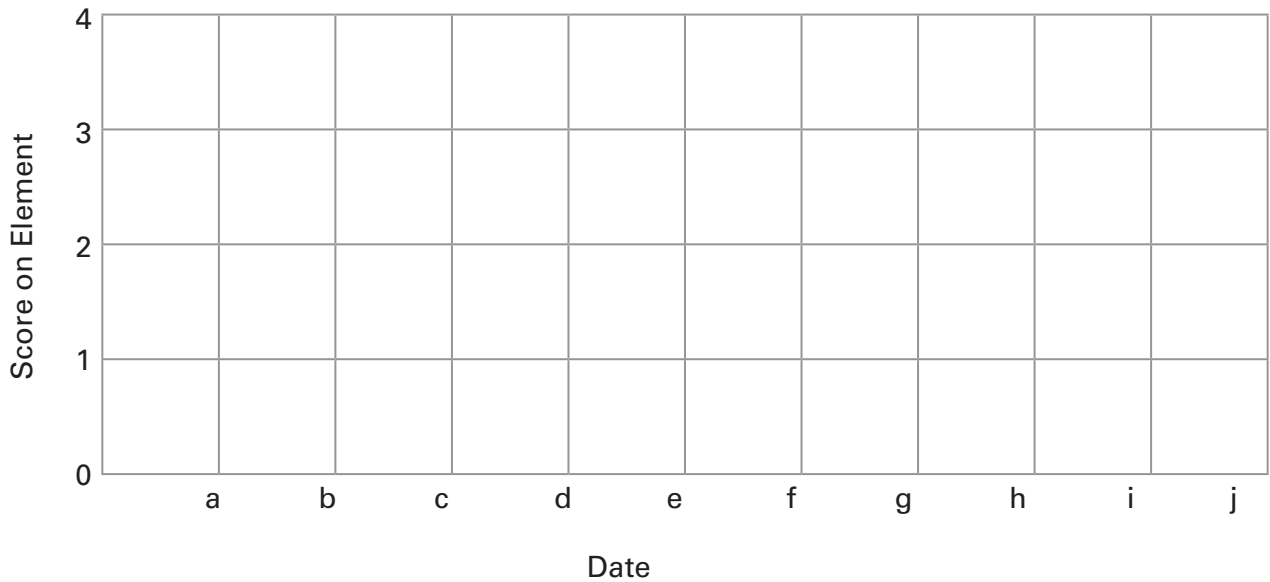
Use this worksheet to set a goal for your use of this element, make a plan for increasing your mastery, and chart your progress toward your goal.

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 demonstrating withitness.

Observation Date and Time: _____ Length of Observation: _____

Check Strategies You Intend to Use	Strategies	Description of What Was Observed
	Being Proactive	
	Occupying the Whole Room Physically and Visually	
	Noticing Potential Problems	
	Series of Graduated Actions	
	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 demonstrating withitness. 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
Describing the teacher as "aware of what is going on" or having "eyes in the back of his or her head"	
Disrupting the class*	
Correcting inappropriate behavior when cued verbally	
Correcting inappropriate behavior when cued nonverbally (eye contact or proximity)	
Being easily distracted from the lesson*	
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 Demonstrating Withitness

1. My teacher knows about everything that happens in our classroom.

Strongly Disagree	Disagree	Neither Agree Nor Disagree	Agree	Strongly Agree
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2. My teacher is able to manage discipline while maintaining the focus of the lesson.

Strongly Disagree	Disagree	Neither Agree Nor Disagree	Agree	Strongly Agree
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3. My teacher makes eye contact with me while he or she teaches.

Strongly Disagree	Disagree	Neither Agree Nor Disagree	Agree	Strongly Agree
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4. If a student isn't doing what they are supposed to be doing, the teacher deals with it quickly and unobtrusively.

Strongly Disagree	Disagree	Neither Agree Nor Disagree	Agree	Strongly Agree
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5. My teacher has "eyes in the back of his or her head."

Strongly Disagree	Disagree	Neither Agree Nor Disagree	Agree	Strongly Agree
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6. My teacher always knows what is going on in the classroom.

Strongly Disagree	Disagree	Neither Agree Nor Disagree	Agree	Strongly Agree
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Teacher Survey for Demonstrating Withitness

1. I physically occupy all quadrants of the room.

Often Sometimes Rarely Never I don't know

2. I scan the entire room, making eye contact with all students.

Often Sometimes Rarely Never I don't know

3. I recognize potential sources of disruption.

Often Sometimes Rarely Never I don't know

4. I deal with potential sources of disruption quickly and efficiently.

Often Sometimes Rarely Never I don't know

5. I proactively address potentially disruptive behaviors.

Often Sometimes Rarely Never I don't know

6. I use a series of graduated actions to address disruptive behavior.

Often Sometimes Rarely Never I don't know

7. Students describe me as "alert" or "having eyes in the back of my head."

Often Sometimes Rarely Never I don't know