



Study Guide

Classroom Techniques for Creating Conditions for Rigorous Instruction

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This study guide is arranged by chapter, enabling readers to work their way through the entire book or to focus on the specific topics addressed in a particular section. This guide is designed to help you reflect on and apply the ideas presented in *Classroom Techniques for Creating Conditions for Rigorous Instruction*, and is a useful companion piece for individuals, small groups, or an entire faculty. Learning Sciences International thanks you for your interest in this book, and we hope that this guide proves a valuable addition and support to your professional development practices.

Chapter 3: Recognizing Adherence and Lack of Adherence to Rules and Procedures

1. Rate you “withitness”. In which of the four areas (Being proactive, occupying the entire room, noticing potential problems, and using a series of graduated actions) do you excel? Which areas can be improved upon? How can you improve your awareness in these areas?

2. What kind of verbal and non-verbal cues do you use in the classroom? What system do you have in place for recognition of good behavior? How are students in your classroom positively reinforced for good behavior and positively reinforced with bad behavior stops?

3. In most cases teachers focus on problematic students who ignore rules and procedures. However, it is important to focus on the opposite as well: students who do not respond to positive reinforcement. What are some alternative steps to take if a student does not respond to regular affirmations?

Chapter 4: Using Engagement Strategies When Students Are Not Engaged

1. Think about your own classroom. During what types of learning activities are your students most engaged? When do you struggle to keep student engagement high?
2. Think about a student who is *consistently* disengaged in your classroom. How can you assist in engaging this student? Think about the 4 questions on page 57.
3. Choose an activity from your lesson plan. Describe the activity and ways that you can implement pacing, physical movement, positive demeanor, academic games, friendly controversy, unusual or intriguing information, connecting to students' lives, and using clear learning targets. Choose at least 3 techniques to implement.

Chapter 5: Establishing and Maintaining Effective Relationships

1. Mouton et al. defines *attachment* as a sense of belonging. How do you as a teacher meet this need for your low-achieving students? What extra steps can you take in your classroom to ensure a sense of belonging for all students?
2. List 3 examples of how you implement “guidance and control” and “cooperation and concern” in your classroom.
3. Let’s pretend you have a student whose actions describe him as the apathetic avoider. He does not listen to the lesson, actively moves in his seat to disturb the lesson and his classmates and does not respond when called on. What are some ways you can establish a relationship with this student? List some examples of classroom activities that might encourage the student to participate.

Chapter 6: Communicating High Expectations for All Students

1. Think about a student from your class who you would describe as low-achieving. This student struggles to keep up with the rest of the class. Often this student stops working before finishing the assignment and is disengaged from learning. List some strategies you can use in the classroom to communicate your high expectation for this student.
2. As you read, a dream board is used to encourage students to think big about their futures. What kind of projects have you implemented in your classroom that allow students the opportunity to “dream big” about their future? If none, list some ideas that could help boost student confidence and convey your high expectations.
3. Monitoring for the desired result of communicating high expectations for all students is vital for knowing whether your students are responding to your strategies and benefitting from them. What kinds of monitoring systems do you have in place to keep track of student progress?

Chapter 7: Conclusion

1. Going forward, describe one way you can improve conditions for rigor in your classroom. Describe the implementation process, how to monitor for the desired result, and how to adjust if the desired result is not being met.
2. Reflect on ways to increase engagement for low-achieving students. What have been your biggest challenges when increasing productivity in these students? How have you changed your teaching strategies to benefit these students?
3. What are some successes you have seen in your classroom since reading this book?