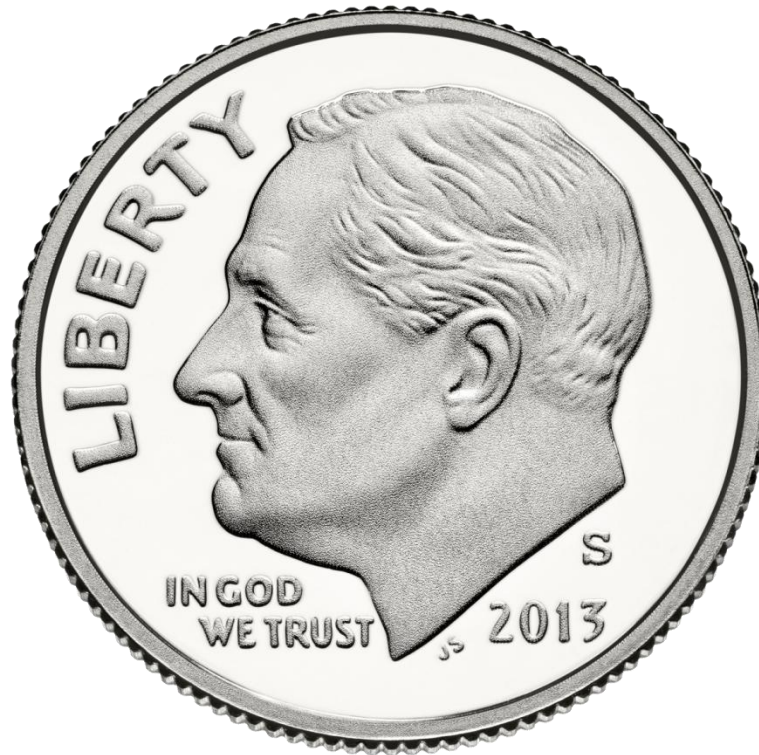


MAU Assessment

1st Semester 2017-2018

EACH MAU-moment costs \$0.10 in value
multiplied by the number of students in the class.

10 cents
per each
student
in the
class



What is an MAU?

Management Attention Unit.

Definition: *Management*

- the process of dealing with or controlling things or people.

Definition: *Attention*

- the action of dealing with or taking special care of someone or something.

Definition: *Unit*

- a quantity chosen as a standard in terms of which other quantities may be expressed.

What is a classroom MAU?

Explanation: *Classroom MAU*

- **PER DAY.** An instructor has 100 MAUs to invest each day.
 - Ideally, MAUs would be evenly distributed among all students.
 - For example, assuming 100 students per day, each student would receive 1 MAU per day in an ideal situation.
- **TYPE.** An MAU of teacher-effort includes effort exerted toward academic advancement – and/or behavior management.
 - **Academic MAUs** include direct instruction, coaching, guiding, facilitating, delegating, preparing, grading, assessing, acknowledging, some counseling, and clarifying.
 - **Behavior MAUs** include pre-emption, redirection, mitigation, investigation, discipline, monitoring, resolving, negotiating, some counseling, unnecessary repeating, and safety regulation.

Evidence of Worsening Behavior

Behavior issues that interfere with teaching and learning have notably worsened, according to an astonishing 62 percent of teachers who have been teaching in the same school for five or more years. The results were reported in Primary Sources: America's Teachers on the Teaching Profession. The report, recently released by Scholastic and the Bill & Melinda Gates Foundation, shows that the increased level of behavior problems has been seen across grade levels: 68 percent of elementary teachers, 64 percent of middle school teachers, and 53 percent of high school teachers say the same.

The problem affects the whole classroom. Behavior problems distract other students from learning and require teachers to spend precious instruction time on discipline and behavior management. Over half of teachers wish they could spend fewer school day minutes on discipline.

Primary Sources surveyed **10,000 educators from all 50 states** to learn first-hand how teachers perceive their classrooms, their profession, and the future of education.

MAU-Consuming Examples

- Engaging in off-topic conversations / asking off-topic questions
- Talking or otherwise communicating to neighbors or others
- Leaving seat without first having permission to do-so
- Requests for restroom, drinking fountain, phone calls
- Refusal to compromise or work with other students
- Arriving without the proper tools (pencil, notebook)
- Use of electronic gear when not part of instruction
- Failing to – *or choosing to* - focus on task assigned
- Malicious compliance with rules or requests
- Arguing with other students
- Passive-aggressive behavior
- Sleeping, dozing, ignoring
- Interrupting instruction
- Intentional distractions
- Not doing the work
- Aggressive behavior
- Making sounds
- Arriving late

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Work-Avoidance Categories

- **The Put-Off:**
unnecessary requests, intentional delays, and misdirection
- **Attention-Seeking:**
movement, sound, activity intended to draw attention to self from others
- **The Turn-Around:**
blaming others rather than taking self-responsibility
- **One-way Boundaries:**
expecting from others what one doesn't expect from self.
- **Pride in Negativity:**
over-appreciation for knowledge of illegal, inappropriate, risky, or provocative subjects

Work-Avoidance Categories

- **Malicious Compliance:**
intentional complying with a “specific rule” with a purpose to punish, prevent, or delay
- **Accountability Avoidance:**
delaying or deflecting based on a true, but trivial detail for the purpose of avoiding work
- **Partialization:**
expecting full credit for poorly-done, or partially completed work or effort
- **Fact Stacking:**
offering true – but incomplete – explanations sequenced to cover-up a hidden truth
- **Faulty Thinking:**
arguing for-or-against a particular point for the purpose of validating or excusing a poor decision or behavior

Scoring

0.0: Never or rarely any instance of a behavior MAU-consuming event.

1.0: Minor redirection on occasion, or other minor MAU-moments.

(This is the expected teenager norm – “sufficiently good behavior”)

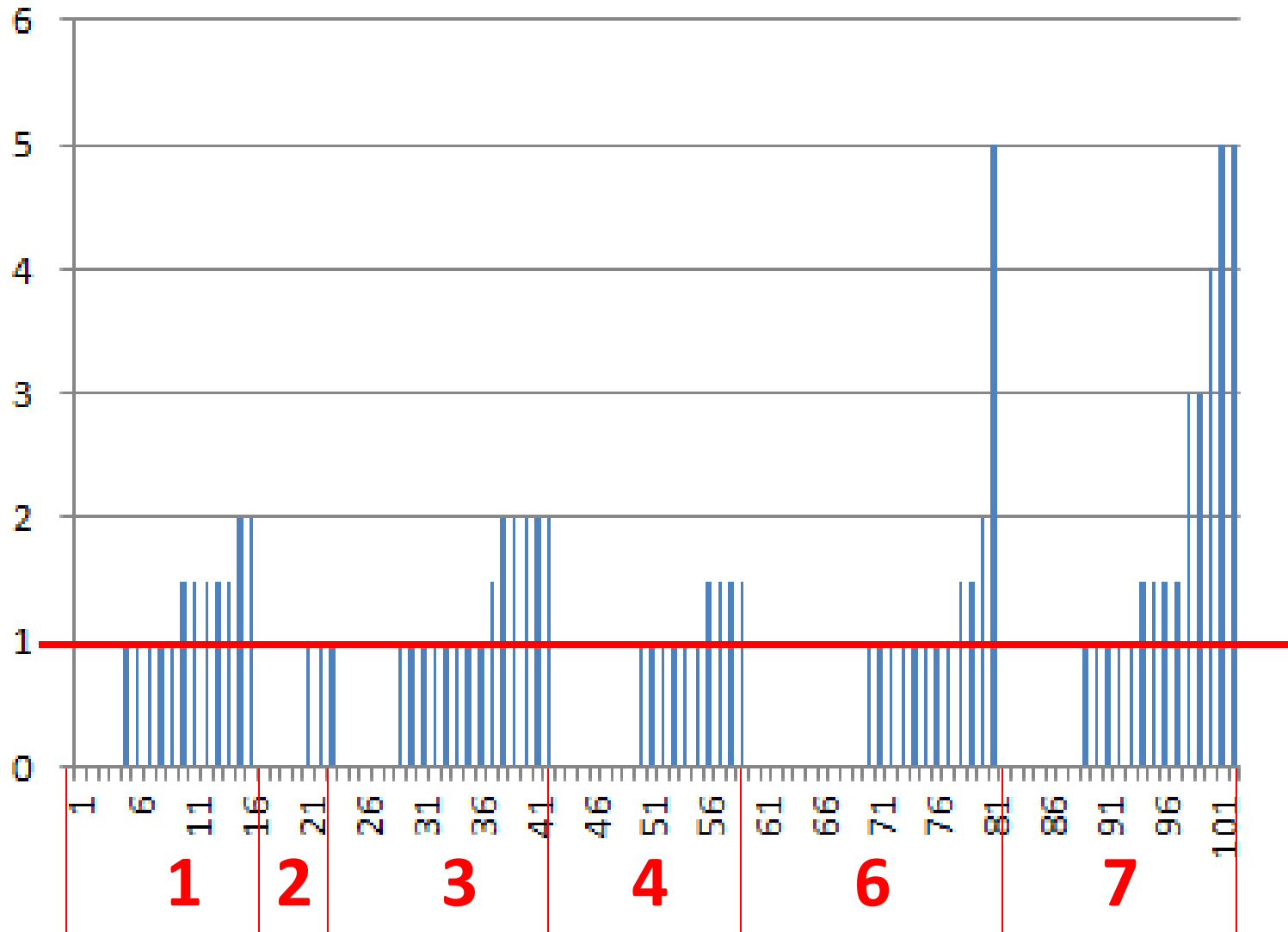
2.0: Predictable redirection required multiple times, and consistently so

3.0: Predictable multiple minor moments with regular moderate moments

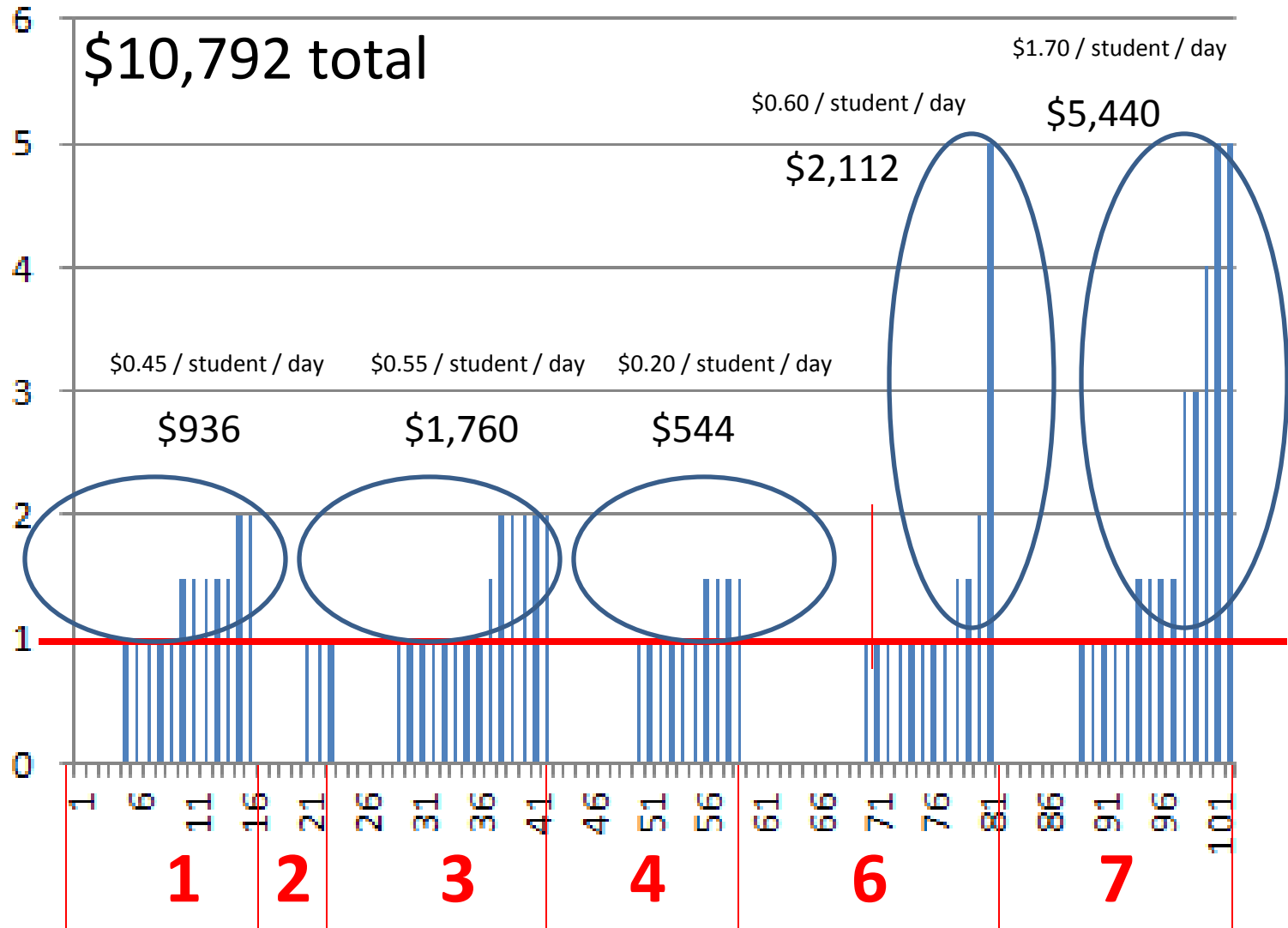
4.0: Predictable major moments requiring class stoppage at times

5.0: Predictable major moments regularly requiring class stoppage

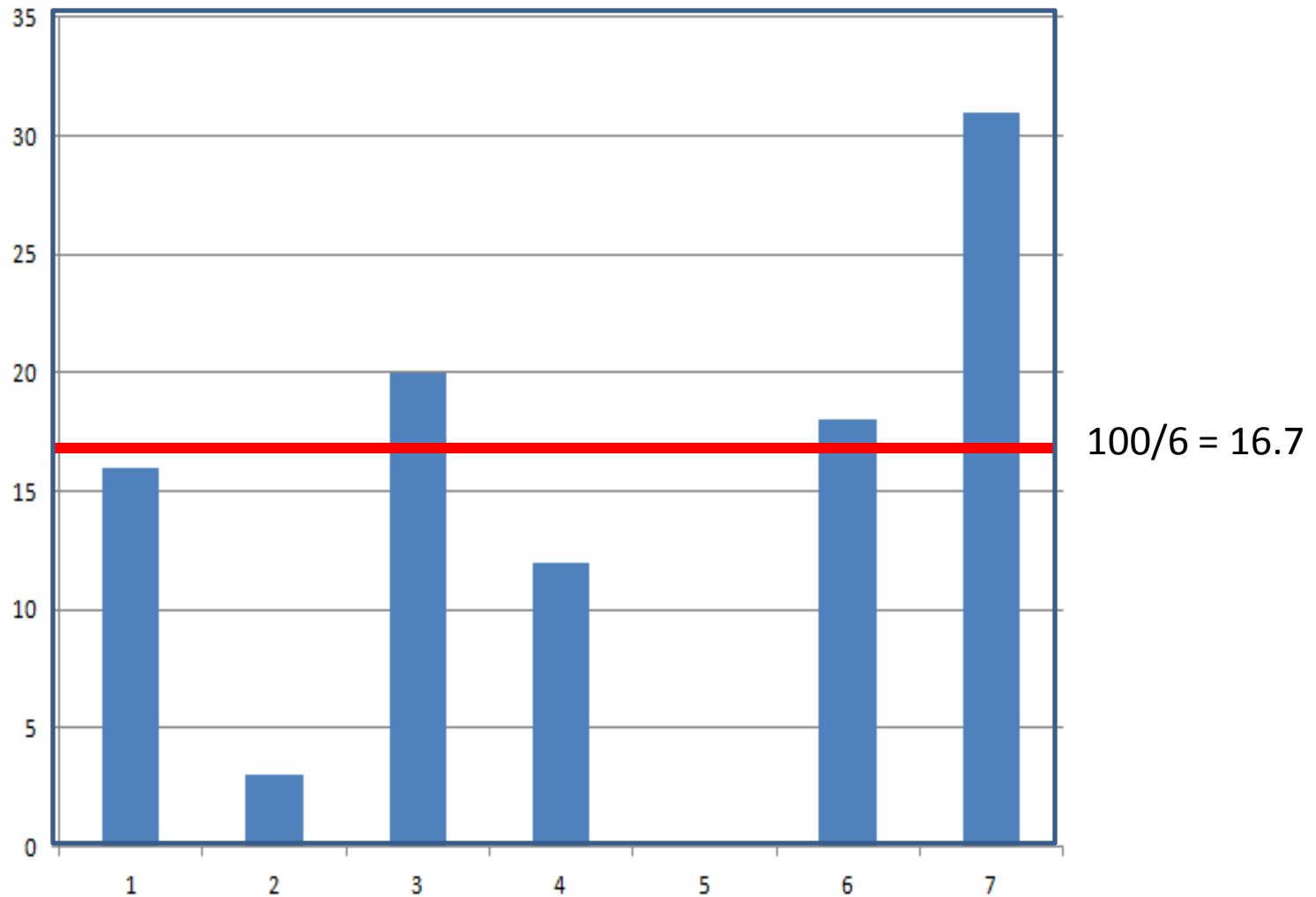
Avg. MAUs Each Student



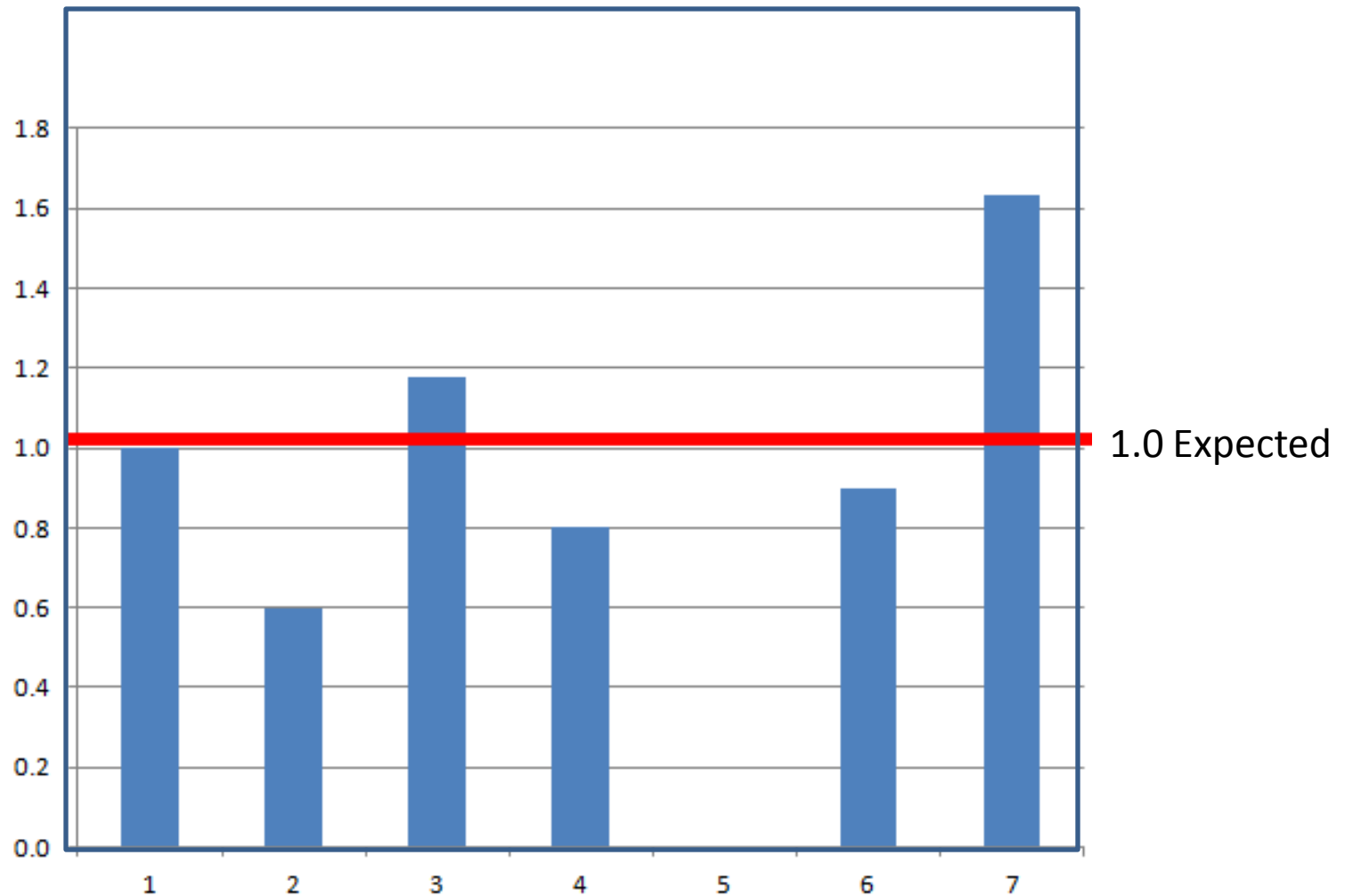
Value Cost due to MAUs



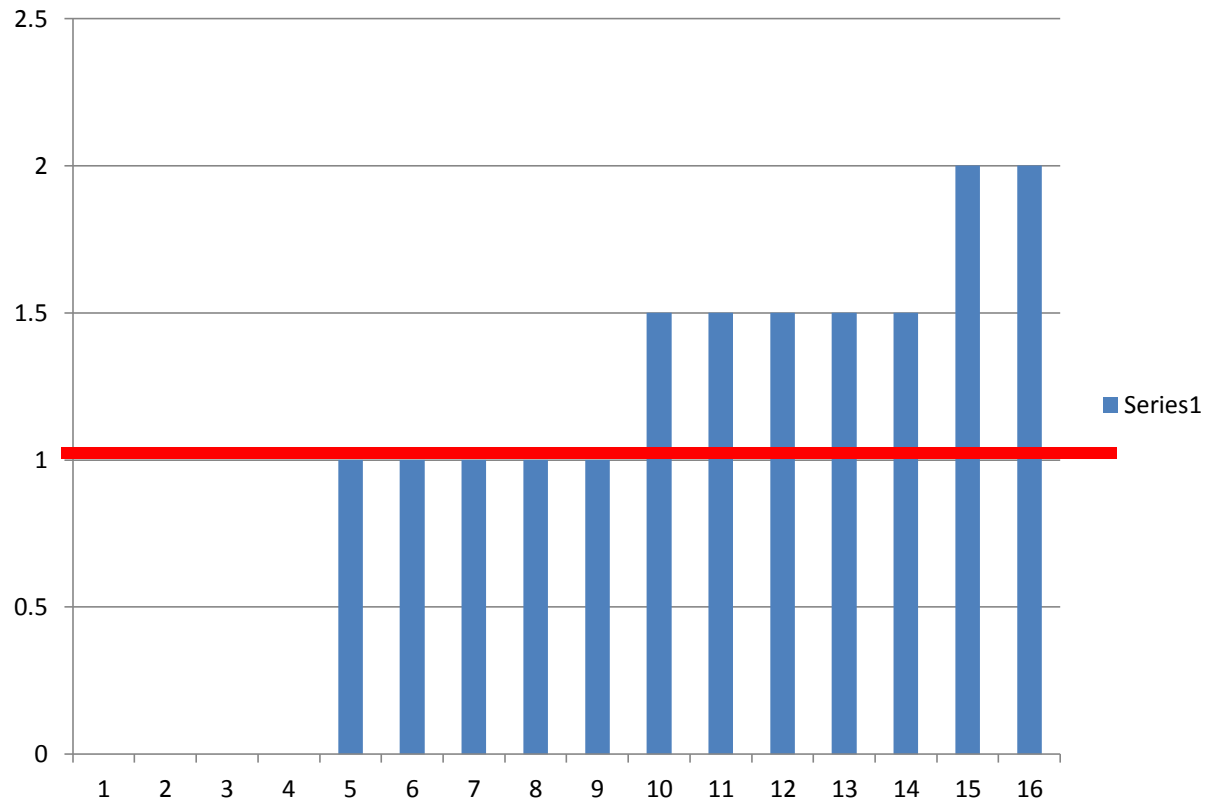
MAU distribution by Class Period



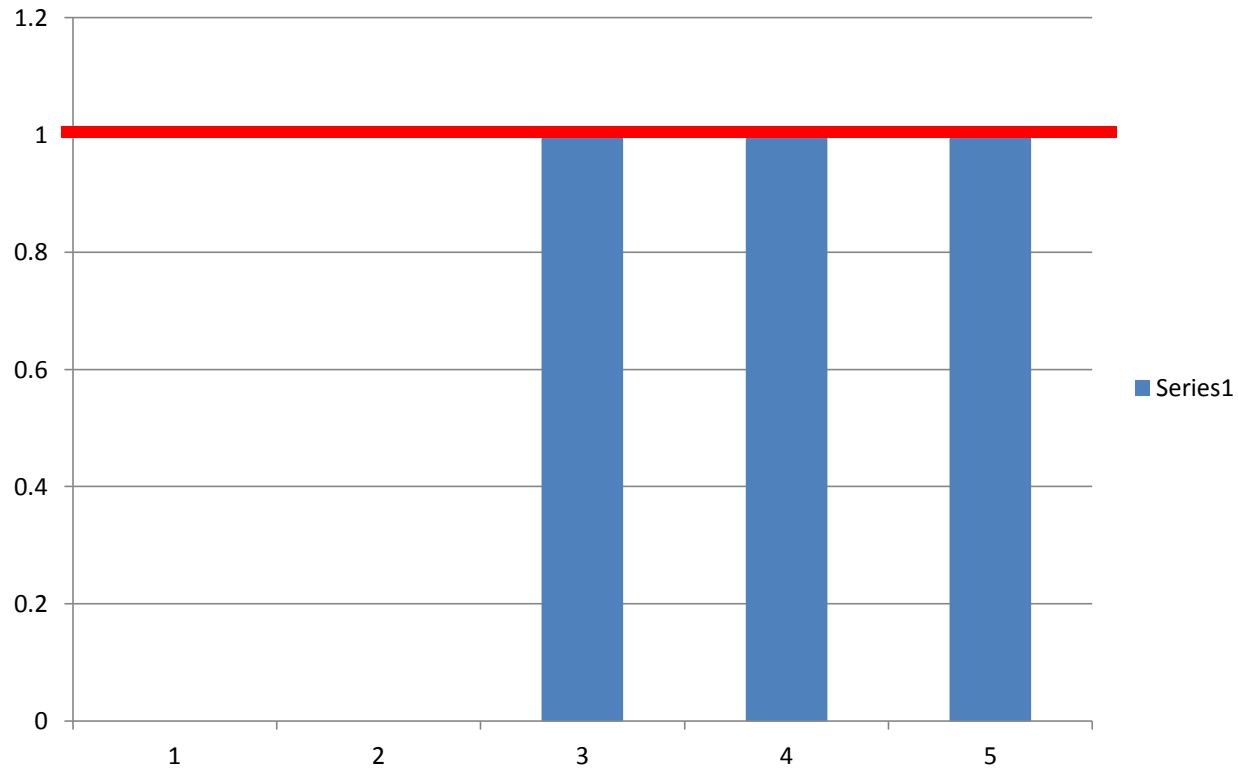
Avg. MAUs per Student Each Class



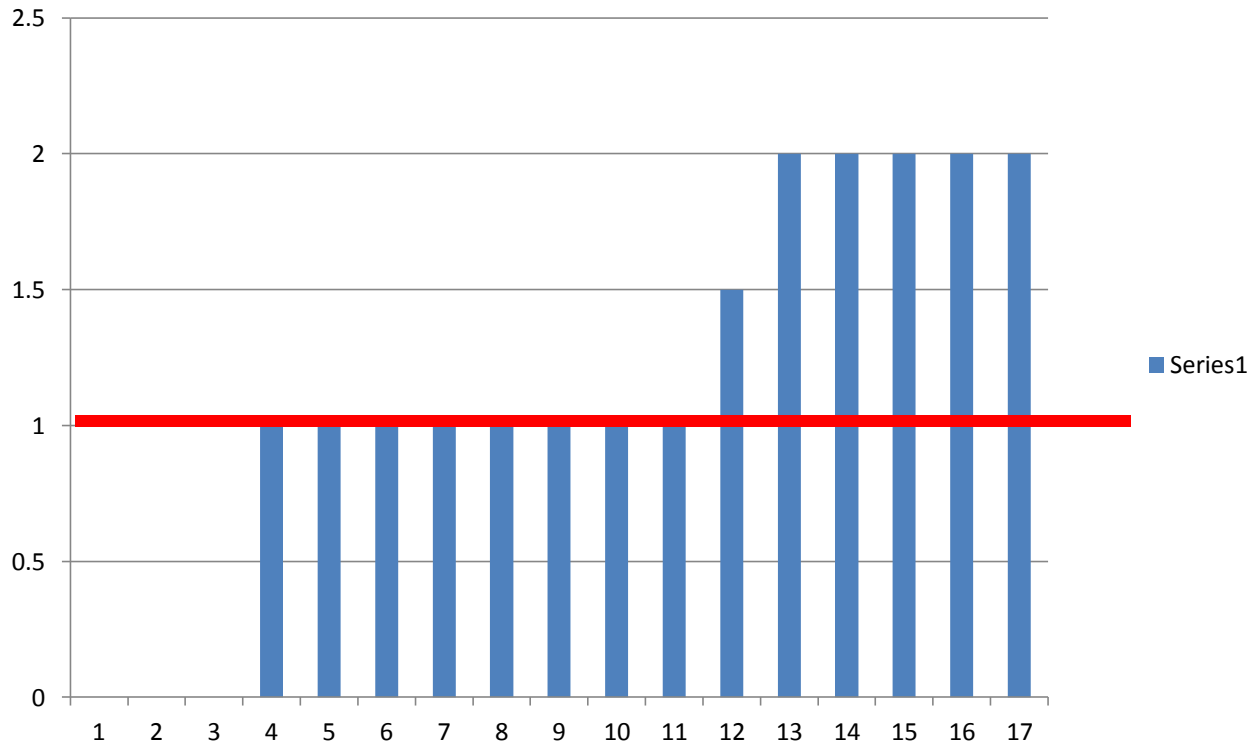
MAU per each Student .01



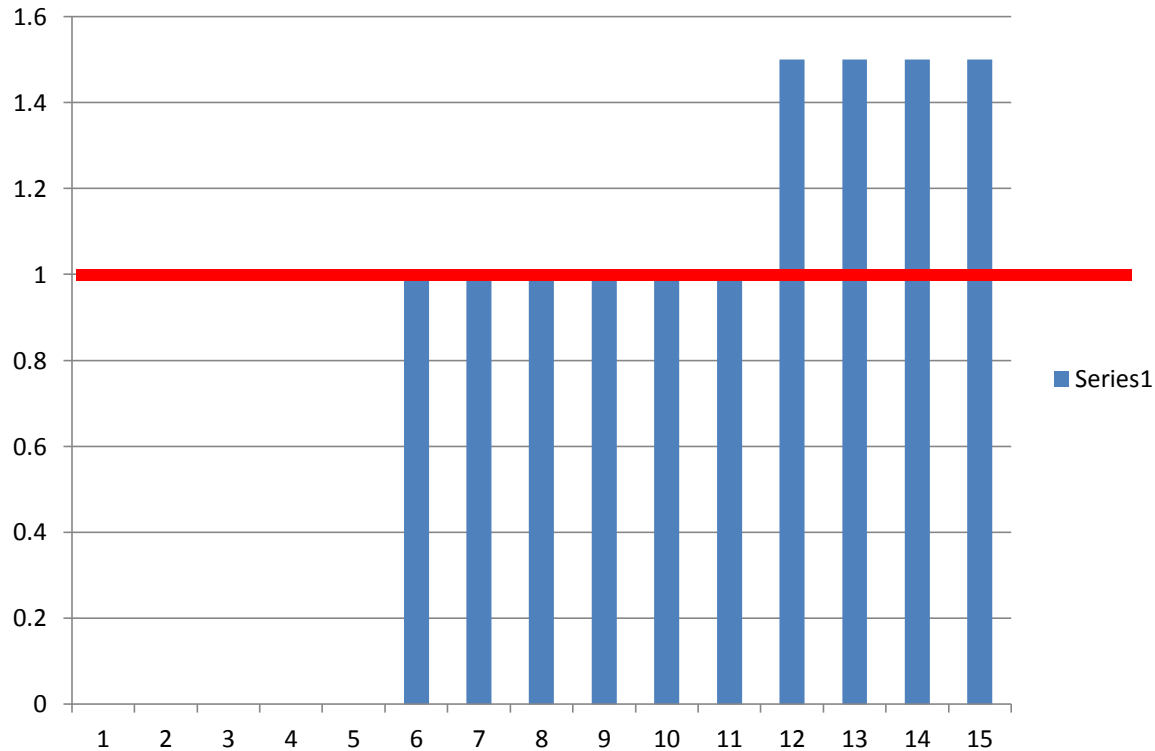
MAU per each Student .02



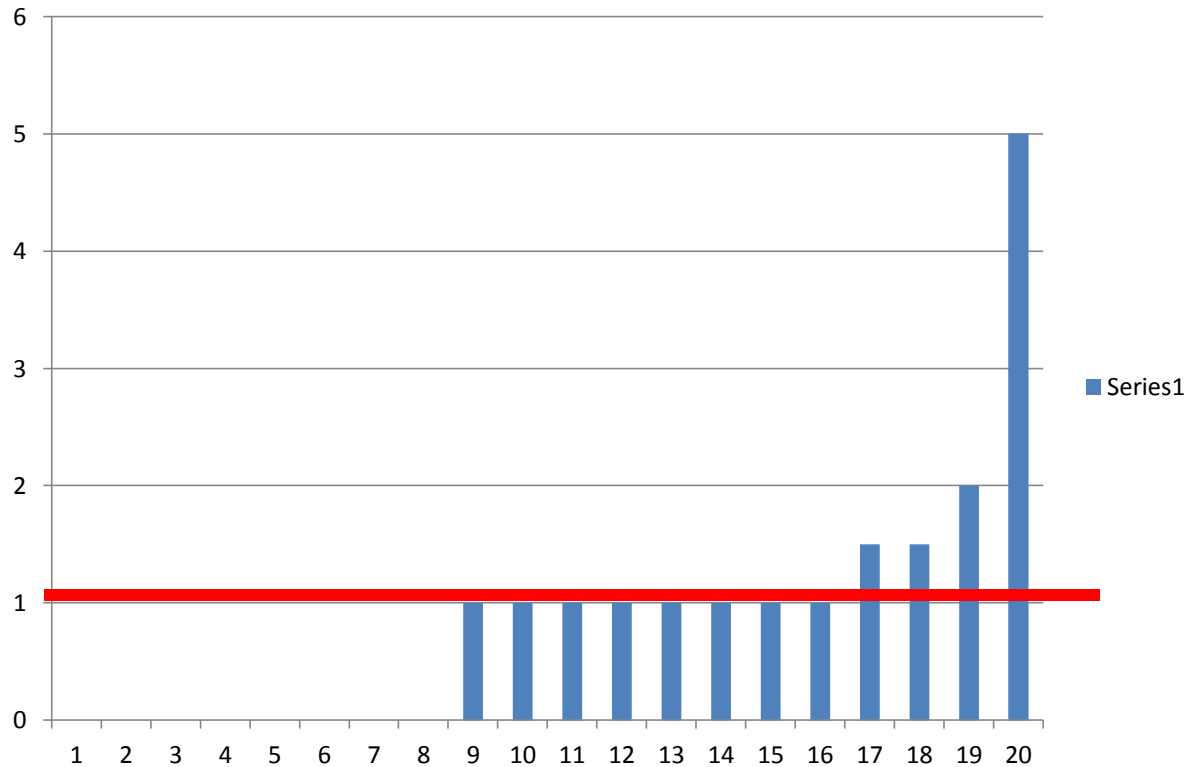
MAU per each Student .03



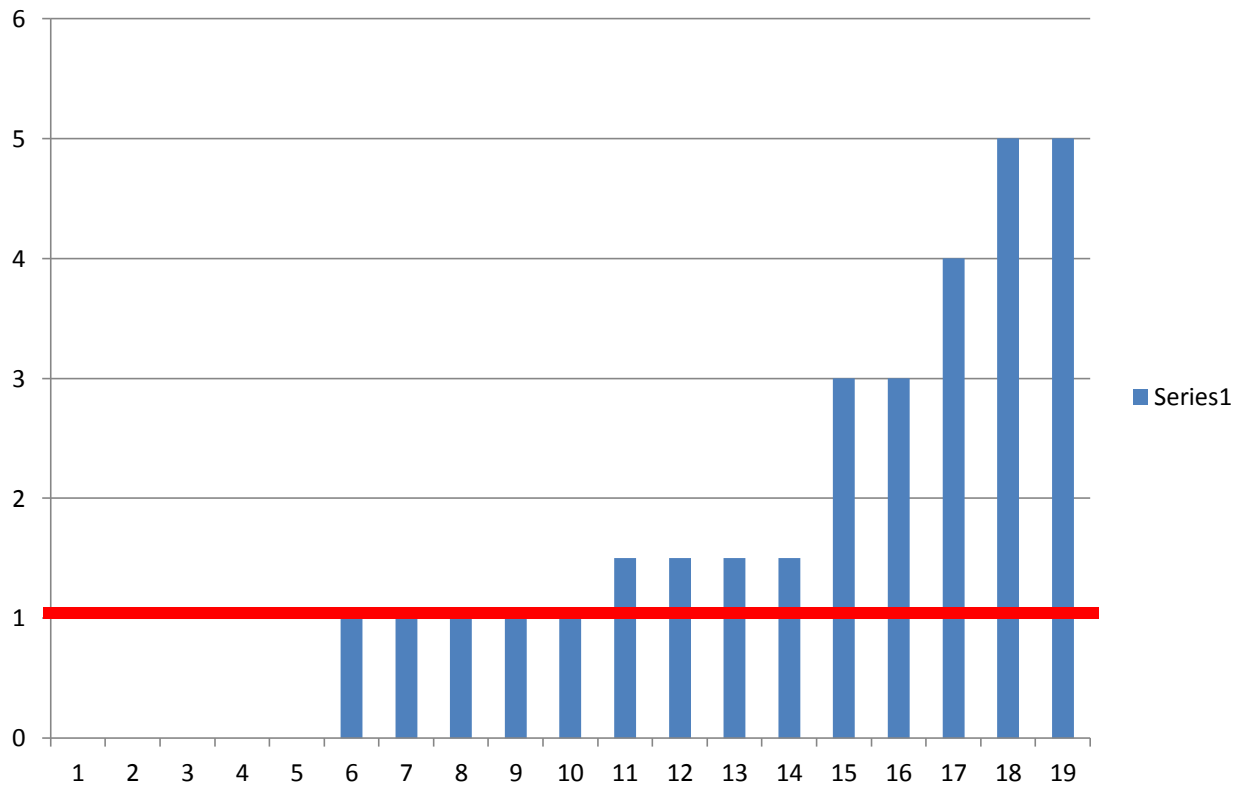
MAU per each Student .04



MAU per each Student .06



MAU per each Student .07



Oklahoma (\$7,672) per Student

Approximate Value
Each Class Hour to
Each Student is
~ \$6.00

Each minute is about
\$0.10 of value to
each student

