**Course: Clarifying Expected Behavior**

**Lesson: Lesson 1 Selecting School-wide Expectations**

Transcript

This lesson describes the first step in developing a social behavioral curriculum, identifying three to five overarching *schoolwide social behavioral expectations* that will be defined and agreed to by all staff. These expectations are valued social skills and behaviors for success at school and eventually in life. Examples include: respectful, responsible, safe, cooperative, and kind.

There are several handouts that will be referenced during this lesson. If you have not downloaded them from the lesson website, please pause the video while you access these documents.

By the end of this lesson, participants will select three to five schoolwide expectations that define success for all students and are applicable in all settings (e.g., respectful, cooperative, safe, kind).

Schools have curricula to guide the teaching of each and every subject. No teacher would be expected to teach math, reading, or the sciences without one. The curriculum ensures that all teachers are working in harmony toward the same end goals. And yet for the social behavioral development of our students, much has been left up to individual teachers and staff to determine what social behavior will be encouraged, allowed, or disallowed. Without a curriculum to guide what we want our students to achieve socially, little consistent teaching and monitoring can occur. With a proactive and instructional approach to discipline, we first develop a social behavioral curriculum.

Here are key terms and acronyms that will be used in this lesson.

**Expectations**: three to five words that define the kind of people you want your students to be. Examples include: respectful, responsible, cooperative, kind, and safe.

**Behaviors/Rules**: Specific tasks students are to do to achieve the schoolwide expectations.

“One of the most important tasks your team and school will accomplish is the development of a clear set of positive schoolwide behavioral expectations. Why is this so important? Common expectations provide the basis for ALL adults in the school to create a common experience for ALL children.”

“Simply put, if the staff expect students to achieve and behave appropriately, they will.”

Geoff Colvin, (2007). 7 Steps for Developing A Proactive Schoolwide Discipline Plan: A Guide for Principals and Leadership Teams.

Schoolwide expectations are guiding principles – valued behaviors and attitudes for success at school. They are:

1) broad constructs or classes of behavior,

2) positively stated,

3) brief – no more than three to five in number, and

4) comprehensive, that is they allow you to address a set of behaviors by referencing one of them.

Schoolwide expectations reflect the language and culture of each school. They will become the language all staff use when they teach, remind, recognize, and correct students. They will be the cornerstone for all you will do to implement SW-PBS!

The SW-PBS Leadership Team will want to ensure the schoolwide expectations reflect the language and culture of the entire school. For example, if your school community includes students and families who speak Spanish as their primary language, not only is it important to ensure that the expectations are printed and posted in Spanish and English, but that the expectations also are representative of the culture and valued outcomes of all community members.

The expectations become the language all staff use when they teach, remind, recognize, and correct students. When the expectations are reflective of the school community, this language serves to promote relationship building and belonging at school. These efforts to create a welcoming culture in the school are reflected in staff, students, and families reporting a more positive school climate.1

Often schools use their mascot or slogan as an inspiration to create their expectations.

The process for selecting schoolwide expectations for your school is a visionary task–what you want students to be. So, while your school mascot or slogan may fit this important visioning work, do not be tied to them if the connection is forced or fake such as coming up with an acrostic to fit S-T-A-R that does not speak to the student you envision. Later, we will identify specific behaviors/rules that students *do* that operationally define the expectations in specific settings.

Here are a few examples of the many varied schoolwide expectations that schools have developed.

Next, we offer some possible steps to engage all voices in drafting your expectations.

The following activity gives your team an opportunity to practice the steps of one method for selecting your schoolwide expectations. Your SW-PBS Leadership Team will want to plan how to engage staff in this same process.

1. Read through the list of valued behaviors and attitudes on the handout entitled, HO1 *Valued Expectations/Character Traits and Attitudes*. Circle approximately ten that resonate with you personally. Feel free to add values that come to mind that are not listed.
2. Now, read through the list again, this time placing a checkmark by approximately ten expectations/character traits or attitudes that are *essential for the success of your students*. These may be different from your personal values that you just circled. Again, feel free to add any important but missing values.
3. Share your list with your team, noting similarities and differences. If you could choose only five, which would be your top five – those most important for your students’ success? Order by their rank of importance.
4. Now, list the unexpected student behaviors in your school. What behaviors are students receiving office discipline referrals for most frequently? Would you be able to address those UNEXPECTED behaviors by referencing one of your selected expectations?

Pause the video, and when you are ready continue watching.

Engaging all staff in selecting schoolwide expectations is a critical piece in ensuring staff buy-in and future implementation fidelity. While the team may feel that it is more efficient to select the expectations without involving the full staff, this approach is not likely to garner the support that is needed for widespread use of the language.

Your staff can be asked to complete the previous activity during a staff meeting, an early release or professional development day, or in grade level teams or in department meetings. Once you have each staff member’s top five preferred expectations in rank order, a weighted vote will allow you to analyze their preferences with priority in mind. A tool for calculating weighted votes is provided in the handouts titled, *Determining Weighted Vote.*

Once the SW-PBS team has identified possible expectations, the team can solicit feedback from staff using a weighted vote to help identify the agreed upon schoolwide expectations. A weighted vote is helpful when you ask people to mark a ranking of ideas or, in this case, their valued behaviors and attitudes. A weighted vote is completed by counting the number of responses that staff gave a specific choice and multiplying that number by the ranking.

If 5 is “the best” or “most preferred,” you would count the number of people who listed that expectation or character trait as 5 and multiply the number of people by 5. If 1 is “the poorest” or “very least preferred” choice, you could again count the number of people who gave that expectation or character trait a 1 and multiply this number by 1. This form is helpful to determine a weighted vote.

Refer to Missouri Middle School, Schoolwide Expectations Weighted Vote for an example of how one school engaged staff in a clarifying activity.

As you are thinking of using a weighted vote with your staff members, consider how will your leadership team engage the voice of additional stakeholders such as students, families or community members? Two options to consider include:

Your Leadership Team could repeat the process described earlier to gain staff input into the schoolwide expectations with students then the team can compare what students feel are priorities for expected behavior to those of the teachers.

Or, once staff have come to a consensus on their suggested expectations, these expectations be presented to students, families and community members for their feedback.

What are additional ways your team can include the voice of all stakeholders to ensure the expectations are culturally relevant for all students?

Once you have completed a process to engage all stakeholder’s voice, a work group can be formed. Using stakeholder input (for instance as summarized in the weighted vote), this work group will be asked to prepare a draft set of schoolwide expectations and any related slogan or logo.

These draft expectations will need to be reviewed by the staff and additional stakeholders again to gain final consensus.

Once the three to five expectations have been agreed upon, the Leadership Team will want to consider where and how to display them throughout the building. Large posters or paintings in the school entryway, in the main office, and other prominent common areas are effective ways to communicate commitment to your schoolwide expectations. Also consider how to communicate these expectations through social media and other typical forms of stakeholder communication.

Discuss how you will engage staff in selecting schoolwide expectations.

* Use the handout provided, “Discussion Notes to Engage Staff” to jot down your team decisions.
* What other steps and details should your team keep in mind as you engage all voices in this clarifying process?

Pause the video, and when you are ready, continue watching.

There are several tools that your team can use

* to monitor whether you have the essential elements or features developed,
* to assess the quality of your artifacts and
* to gain feedback from school staff regarding implementation efforts.

These tools include the:

**Tier 1 Action Planning Checklist -** to list products schools need to develop for successful implementation of all essential features of schoolwide Tier 1.

* In THIS lesson your team learned about **Tier 1 Action Planning Checklist** item number 1,
  + 3-5 schoolwide expectations have been selected and shared with staff.

**The MO SW PBS Tier 1 Artifacts Rubric** - will help your team assess the quality of the materials your team develops.

* In THIS lesson your team learned about **MO SW PBS Tier 1 Artifacts Rubric** for a Schoolwide Matrix,
  + “3-5 schoolwide expectations have been selected and shared with staff”
* this outcome will set the foundation for further clarifying of the behavioral rules which you will learn about in the next lesson.

**The Tiered Fidelity Inventory (or TFI)** - is a research validated tool that measures the building leadership teams perception of implementation fidelity of all three tiers.

* In THIS lesson your team learned about **TFI** item number 1.3, with the first part focusing on
  + “3-5 schoolwide expectations have been selected and shared with staff”.

**Self-Assessment Survey (or SAS)** - is a research validated survey that measures perceptions of all staff on the status and priority for improvement of SW-PBS.

* In THIS lesson your team learned about **SAS** “Schoolwide section “ item number 1,
  + with the first part which focuses on *“3-5 schoolwide have been selected and shared with staff”.*

In Lesson 2 of Clarifying Expected Behavior, your team will learn about developing clearly stated rules for all settings that exemplify each of the schoolwide expectations that have been agreed upon. Your team will learn about clarifying expected classroom behaviors in the Effective Teaching and Learning Practices (ETLPs) course, Lessons 2 and 3.

During this lesson, you learned how you will engage all staff and stakeholder voices in selecting schoolwide expectations, the first step to developing your school’s social behavioral curriculum. These schoolwide expectations will be the cornerstone for all that you will do to implement SW-PBS.

Next steps include

* Developing action steps and a timeline to complete the task of selecting three to five schoolwide expectations that includes the voice of all stakeholders.
* Updating your action plan using the ***Tier 1 Action Plan*** template and the ***Tier 1 Action Planning Checklist***.
* Using the ***Tier 1 Artifacts Rubric*** to assess the quality of the resources your team develops.
* Using, when available and appropriate, the results of the ***PBIS Self-Assessment Survey*** (SAS) to gain perspective from all staff, and results from the ***PBIS Tiered Fidelity Inventory*** (TFI) to gain perspective from your Building Leadership Team.

Additional information about clarifying schoolwide expectations can be found in [the MO SW-PBS Handbook](https://pbismissouri.org/tier-1-workbook-resources/) and the [MO SW-PBS Tier 1 Implementation Guide](https://pbismissouri.org/tier-1-workbook-resources/).

Here are the references for this lesson. If more references are needed, you can refer to the Reference section in the Missouri SW-PBS Tier 1 Team Workbook available on the Missouri SW-PBS website.

This lesson was made possible with funds from the Missouri Department of Elementary and Secondary Education, Division of Special Education; the Center on Positive Behavior Interventions and Supports and the University of Missouri Center for Schoolwide Positive Behavior Support.