

MO SW-PBS Classroom Expectations & Rules

PRACTICE: Classroom expectations and rules are aligned with schoolwide expectations, posted, and referred to regularly.

RESEARCH STATES:

- A dependable system of rules and procedures provides structure for students and helps them to be engaged with instructional tasks (Brophy, 1998).
- Teaching rules and routines to students at the beginning of the year and enforcing them consistently across time increases student academic achievement and task engagement (Evertson & Emmer, 1982; Johnson, Stoner, & Green, 1996).
- Clearly stating expectations and consistently supporting them lends credibility to a teacher's authority (Good & Brophy, 2000).

Aligns to MO Teacher Standards: 2:1, 2:6, 3:1, 5:1, 5:2, 5:3, 6:1, 6:2, 8:1

What are they?

- Expectations are valued behaviors and attitudes for success (e.g., Be Safe, Responsible and Respectful)
- Rules are specific criteria for achieving expectations.
- Rules meet these 5 “OMPUA” guidelines.

Guideline:	This Means:	Example:	Non-example:
Observable	I can see it.	Be Respectful: Raise hand and wait to be called on.	Be your best. (Too vague)
Measurable	I can count it.	Be Responsible: Bring materials.	Be ready to learn. (Too vague)
Positively Stated	I tell students what TO do.	Be Safe: Keep hands and feet to self.	No fighting. (What should they do?)
Understandable	The vocabulary is appropriate for age/grade level.	Be Safe: Keep hands and feet to self.	Maintain personal space. (K-1 rule) (*Children this age do not have a concept of “personal space.”)
Always Applicable	I am able to consistently enforce.	Be Responsible: Stay in the assigned area.	Remain seated until given permission to leave. (Not always applicable)

Implementation

- Align classroom expectations and rules to the schoolwide matrix.
- Involve students in developing rules and share with families.
- Have students commit to rules.
- Teach classroom rules by demonstrating examples and nonexamples.
- Monitor and give frequent feedback when students follow rules.

References

- Brophy, J. (1998). *Motivating students to learn*. Boston: McGraw Hill.
- Good, T. J., & Brophy, J. (2000). *Looking into classrooms* (8th Ed.) New York, NY: Longman Press.
- Everston, C. M., & Emmer, E. T. (1982). *Preventive classroom management*. Alexandria, VA: Association for Supervision and Curriculum Development.
- Johnson, T. C., Stoner, G. & Green, S. K. (1996). Demonstrating the experimenting society model with classwide behavior management interventions. *School Psychology Review*, 25(2), 199-214.
- Jones, V. F., & Jones, L. S. (1998). *Comprehensive classroom management* (2nd. Ed.). Boston, MA: Allyn and Bacon.



Expectations & Rules: Self-Assessment

Practice: Classroom expectations and rules are aligned with schoolwide expectations, posted, and referred to regularly.

The language of the classroom expectations reflects the language of the schoolwide expectations

In my classroom written expectations have been developed.	Yes	No
The written expectations for my classroom align with our schoolwide expectations.	Yes	No
I have developed an expectation matrix for my classroom.	Yes	No
The expectations on my matrix are the same expectations used in the schoolwide matrix.	Yes	No
My classroom matrix contains no more than 5 expectations.	Yes	No
Everyone in my classroom models and uses the language of the expectation matrix.	Yes	No
In our school, we have connected expectations across grade levels.	Yes	No
In our school, we have connected expectations across content levels.	Yes	No

Rules are specific criteria for achieving expectations.

In my classroom, written expectations are posted for students.	Yes	No
My classroom rules are posted in the form of a matrix.	Yes	No
My classroom matrix includes specific descriptions of how students can meet the expectations.	Yes	No
My classroom matrix is aligned with other classroom matrices at my grade level.	Yes	No
My classroom matrix is aligned with other matrices in my content area.	Yes	No

Rules meet these 5 guidelines (OMPUA): Observable, Measurable, Positively Stated, Understandable, Always Applicable.

All rules on my classroom matrix are observable.	Yes	No
All rules on my classroom matrix are measurable	Yes	No
All rules on my classroom matrix are positively stated	Yes	No
All rules on my classroom matrix are understandable	Yes	No
All rules on my classroom matrix are always applicable	Yes	No
The language on my classroom matrix is age and culturally appropriate.	Yes	No

Expectations and Rules are taught, modeled, and practiced; feedback is regularly given.

I explicitly teach my students the expectations and rules at the beginning of the year.	Yes	No
I almost always provide feedback to my students who demonstrate the expectations and rules.	Yes	No
I have a schedule for teaching behavioral expectations across the year.	Yes	No
I create lesson plans for teaching behavioral expectations	Yes	No
I use positive feedback more often than I use corrective feedback.	Yes	No
I use behavioral data to determine when reteaching of behavioral expectations is needed.	Yes	No



Expectations and Rules: Practice Profile

Expectation & Rules				
Essential Functions	Exemplary / Ideal Implementation	Proficient	Close to Proficient <i>(Skill is emerging, but not yet to ideal proficiency. Coaching is recommended.)</i>	Far from Proficient <i>(Follow-up professional development and coaching is critical.)</i>
The language of the classroom expectations reflects the language of the schoolwide expectations.	- Classroom expectation matrix headings are consistent with schoolwide expectation matrix headings reflecting 3-5 expectations (e.g. Be Respectful, Be Responsible, Be Safe) - There is evidence of connection across grade level or content area, and clear communication with other adults to support consistent use of common language.	- Classroom expectation matrix headings are consistent with schoolwide - expectation matrix headings reflecting 3-5 expectations (e.g. Be Respectful, Be Responsible, Be Safe)	Classroom expectations are disconnected from or contradictory to schoolwide expectations.	No evidence of established classroom expectations.
Rules are specific criteria for achieving expectations.	- Classroom matrix includes rules with specific descriptions of how students can meet the expectations. - Evidence of connection across grade-level or content areas, and communication to other adults to support consistent use of language (interventionists, volunteers, etc.).	Classroom matrix includes rules with specific descriptions of how students can meet the expectations.	Rules are present but vague, resulting in unclear criteria for success.	No evidence of established classroom rules.
Rules meet these 5 guidelines: (OMPUA) Observable Measurable Positively Stated Understandable Always Applicable	- All rules on classroom matrix are consistent with the OMPUA guidelines. - Language is appropriate for the context and culture of the classroom.	All rules on the classroom matrix are consistent with the OMPUA guidelines.	Some rules on classroom matrix are consistent with the OMPUA guidelines.	- No evidence of established classroom rules OR - Rules are inconsistent with OMPUA guidelines.
Expectations and rules are taught, modeled, practiced, and feedback is regularly provided.	- Lesson plans include a schedule for teaching behavioral expectations with modeling and practice, including a process for responding to classroom data for reteaching. - Positive and corrective feedback are used to support student success, with higher rates of positive than corrective feedback	- Lesson plans include a schedule for teaching behavioral expectations with modeling and practice. - Positive and corrective feedback are used daily and equally to support student success.	- Classroom expectations and rules are present but not explicitly taught and practiced OR - Teaching is limited to the beginning of the year and regular feedback is limited.	No evidence of teaching or providing feedback to students regarding classroom expectations and rules.

