

## Classroom Snapshot: Expectations and Rules

Expectations are outcomes. Rules or specific behaviors are the criteria for meeting expectation outcomes. Rules provide clear meaning of what expectations look like in the classroom. A dependable system of rules and procedures provides structures for students and help them to be engaged with instructional tasks.

### Components of Classroom Rules

*Classroom rules are aligned with school-wide expectations.*

*Classroom rules are observable, measurable, positively stated, clearly defined, and prominently posted.*

*The teacher has a plan and schedule to actively teach classroom rules and expectations several times throughout the year.*

### “Look fors”: Classroom Rules

Observe and monitor the three components of classroom rules during a 10 minute period or during predictable problematic times:

Components	No	Somewhat	Yes
Classroom rules align with school-wide expectations			
Classroom rules are observable, measurable, positively stated, clearly defined, and prominently posted.			
(Ask the teacher if not directly observed): Teacher actively teaches the classroom rules and expectations several times throughout the year.		(Taught once per year)	
Teacher pre-corrects, prompts and consistently utilizes the language of the expectations and rules throughout the lessons.			

#### *For additional information on Classroom Expectations and Rules:*

- 7 Steps for Developing a Proactive Schoolwide Discipline Plan, G. Colvin, pgs. 45-76.
- Defusing Disruptive Behavior in the Classroom, G. Colvin, pgs. 26-28, 48-0 - 50 & 55.
- Developing Schoolwide Programs to Prevent & Manage Problem Behaviors, K. Lane, pgs.56-60.
- Responding to Problem Behavior in Schools, D. Crone, pgs. 1-73

#### *Research: The research supports the use of classroom rules to:*

- Lend credibility to a teacher’s authority (Good & Brophy, 2000)
- Support teachers with classroom management (Sprick, Knight, Reinke, & McKale, 2010)
- It has been found that what actually communicates expectations to students is teacher behavior. (Marzano, Education Leadership, September 2010)
- Teaching rules, reviewing expectations and providing feedback is associated with an increase in academic engagement, leadership skills and conflict resolution. (Johnson & Stoner, 1996; Sharpe, Brown, & Cider, 1995; Rosenberg, 1986)