



PBIS - Tier 1

New Team Professional Learning

TFI 1.8 Classroom Expectations

Professional Learning Roadmap

Our Focus in this Module

- 1.8 Classroom Expectations

Learning Intentions

- Create a plan for guiding staff in defining expectations with observable and measurable expectations for classrooms.
- Understand options for aligning classroom behaviors and procedures to school-wide expectations.

Teaching Matrix

SETTING

Hallways

Cafeteria

Library/
Computer Lab

Bus

Classroom

Expectations

Be Respectful

Keep hands feet
and other objects
to self

Eat only your
food

Study, read,
compute

Watch for your
stop

Be Responsible

Use quiet voice

Replace trays &
utensils

Push in chairs.
Treat books
carefully.

Wipe your feet
Sit
appropriately

Be Safe

Maintain your
own physical
space
Stay to the right

Clean up your
eating area

Whisper.
Return books

Use a quiet
voice
Stay in your
seat

Conditions for
Learning

School-wide Expectations

Class-wide Expectations (rules/behaviors aligned with expectations)

Be Respectful

- Raise your hand before speaking & when you need help
- Listen when others are talking
- Use inside voice

Be Responsible

- Have materials ready before activities begin

Be Safe

- Follow directions the first time
- Keep hands, feet, and objects to yourself

Consider: department, grade level, core team, co-teaching teams

Student Voice

Please see your VTSS Systems Coach for this document.

workbook pg 29 Activity #7

Consistency With Our Language

Expectations	3-5 overarching school-wide expectations
Behaviors	specific tasks students are to do to achieve the school-wide expectations
Routines/ Procedures	procedures are methods for accomplishing tasks in the classroom procedures form routines that help students meet classroom expectations and rules/behaviors

What Are Procedures & Routines?

- Procedures should be succinct, positively stated and in age-appropriate terms
- Keep “who, what, when, where, why, and how” in mind
- Clear procedures, taught and consistently enforced are the most critical tool to create a functional and productive learning environment
- Classroom procedures are patterns for accomplishing classroom tasks
- Procedures form routines when practiced and help students meet expectations stated in the expectations

Research Studies Found...

- Effective teaching includes teaching functional routines and procedures to students at the beginning of the year and using these routines to efficiently move through the school day.
(Simonsen and Myers, 2015)
- As students become more familiar with classroom routines and procedures, additional instructional formats and more challenging work can be incorporated
(Evertson, Emmer, & Worsham, 2003; Good & Brophy, 2003)
- Having Procedures and Routines in place will:
 - Increase instructional time by preventing problem behavior
 - Free teachers from correcting misbehavior
 - Improve classroom climate
 - Create shared ownership of the classroom
 - Develop self-discipline

Procedures and Routines Examples

Elementary

- Times you may need a routine
 - Entering the classroom
 - What do when finished with work
 - How to get teacher's attention
 - In-class transitions
 - Dismissal
 - How to let teacher know when you need to take a break (i.e. Calming Corner)

Secondary

- When a student is late for class
 - Knock on door if closed
 - Put tardy slip on teacher's desk
 - Get out materials for class
 - Wait for teacher and/or student partner to give directions
- When a student needs to take a break from the classroom

For procedures to become routines it is every teacher's responsibility to teach each one directly, practice them regularly, and reinforce students for following them correctly.

Procedures Become Routine

- For procedures to become routines:
 - teach the procedures directly through behavior lessons and role play
 - practice procedures regularly so they become routinely used
 - remind students of procedures by providing pre-corrects before they need to use the procedure for an activity
 - acknowledge students when they have followed a procedure correctly so that there will be the likelihood of it continuing to be repeated.

Example of a Classroom Procedures Matrix

Please see your VTSS Systems Coach for this document.

Classroom Procedures and Routines to Create the Conditions for Learning

Please see your VTSS Systems Coach for this document.

High School Procedures Matrix

Please see your VTSS Systems Coach for this document.

High School Procedures Matrix

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Routines for Supporting Emotional Safety

When students can predict what will happen in the classroom, there is a sense of safety and security.

Routines create predictable environments where students know what to expect and how to act/react.

Routines and Procedures: Lesson Design Considerations

- Conversation
 - Can students engage in conversation during this activity? If yes, about what? With whom?
- Help
 - How do students get your attention to ask a question? What do they do while they wait?
- Movement
 - Can students get out of their seats for this activity? If so, for what reasons?
- Participation
 - What does it look like and sound like?

If routines are disrupted...

1. Find a “sole” partner.
2. Share the last time your morning routine got disrupted and how it impacted your emotional response to students/others.
3. What happens when routines are disrupted for students?

If routines are disrupted in the classroom...

- Notice and acknowledge when routines have been disrupted
- Revisit the need for the routine
- Re-teach routine
- Create opportunities to practice routine
- Provide feedback

Using a Classroom Matrix to Target Procedures

Please see your VTSS Systems Coach for this document.

Complete your Action Plan

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