



Great Public Schools for Every Student

Classroom Expectations and Routines

Educator demonstrates an understanding of successful use of classroom expectations and routines to promote an environment that is conducive to learning.

Key Method

The educator creates an environment conducive to teaching and learning by establishing routines, setting behavioral norms, and collaborating with the learners to create positive classroom expectations.

Method Components

Creating a Positive Classroom Environment for Teaching and Learning

Establishing positive classroom expectations paves the way for the teacher to engage students in learning. This helps to provide a safe space for students. When expectations are clearly explained, students know what to do, and transitions are smooth.

Expectations should be both written and introduced to students at the beginning of the year and at various times throughout. Guidelines for establishing expectations are:

- Involve the class in creating classroom expectations.
- Keep expectations short and easy to understand.
- Phrase them in a positive way.
- Remind the class of the expectations in addition to when someone has not met those expectations.
- Post the classroom expectations and review them periodically.

Develop specific routines for these basic situations:

- Beginning the day
- Sharpening pencils
- Passing papers
- Working in small groups
- Putting away materials

- Safety routines
- Going to the bathroom
- Walking in the halls
- Attending assemblies
- Going to lunch
- In common areas

To have smooth transitions:

- Develop a signal to regain attention, such as call and response using sayings or academic terms, clapping routine, lights blinking, etc.
- Allow learners to have classroom roles—such as line leader, timekeepers, class parliamentarian, etc.—to develop a shared sense of classroom ownership.

Be consistent when implementing and addressing expectations and routines.

Make sure that students know how it will be addressed when they do not meet expectations.

Acknowledge positive behaviors throughout the day. Intentionally looking for good choices being made by the learners sets a positive tone for the classroom environment.

Collaborate with colleagues to find solutions and get support to better meet the behavioral needs in the class.

Supporting Research

Evertson, C.M., & Weinstein, C.S. (2013). Handbook of Classroom Management: Research, Practice, and Contemporary Issues. New York, New York: Routledge. Retrieved on April 19, 2017 from <https://www.routledgehandbooks.com/pdf/doi/10.4324/9780203874783.ch3>

Marzano, R.J., Gaddy, B.B., Foseid, M.C., Foseid, M.P., & Marzano, J.S. (2005). A Handbook for Classroom Management That Works. Alexandria, VA: ASCD. Retrieved on April 19, 2017 <http://docshare01.docshare.tips/files/19482/194821785.pdf>

Resources

Ten Strategies for Creating a Classroom Culture of High Expectations
http://publications.sreb.org/2004/04v03_ten_strategies.pdf

Self Assessment
<http://bit.ly/2qem0dm>

Harry Wong: Why Teachers Need Classroom Management
<http://www.hotchalkeducationnetwork.com/harry-wong-interview/>

Harry Wong: Discipline and Procedures Video
<https://www.youtube.com/watch?v=u27OKWfLh6Y>

Back to School: Rules and Routines in the Classroom – Edutopia
<https://www.edutopia.org/blog/rules-routines-school-year-start-classroom-management>

Creating Classroom Routines and Procedures - Scholastic
http://teacher.scholastic.com/classroom_management_pictures/

EdCommunities Classroom Management Group
https://www.mynea360.org/_ui/core/chatter/groups/GroupProfilePage?g=0F9600000004Wk1

What Every Teacher Should Know: Evidence-Based Practices in Classroom Management Brandi Simonsen, Ph.D., Sarah Fairbanks, M.S. The Center for Behavioral Education and Research
http://www.apbs.org/Archives/Conferences/fourthconference/Files/Simonsen_fairbanks.pdf

Submission Guidelines & Evaluation Criteria

To earn the micro-credential, you must receive a passing evaluation for Parts 1 and 3 and “proficient” for Part 2 Answer the questions focusing on classroom rules and routines.

Part 1. Overview Questions

500-word min 1000-word max

Complete the self-assessment (link above in Resources), of the routines and procedures established in your class before starting this micro-credential.

Please describe how you currently have created a classroom environment conducive to learning. Please discuss your current classroom rules and routines as well as the process and reasoning for each of them. Upload the self-assessment along with your description as evidence.

- **Passing:** Educator completely addresses the questions using personal examples and supporting evidence. Writing is organized and easy to understand.

Part 2. Work Examples / Artifacts

Complete and submit the following three artifacts as evidence:

Videotape a portion of your day in which expectations and routines are needed. (*Note: The video does not need to be submitted. It is for your use only.*)

Artifact One: Complete a two-column chart, described below, with at least six expectations/routines that can be seen in the video.

The headings for your columns should be:

- Action(s) by the student(s)
- Expectations/routine being followed or ignored

Artifact Two: Analyze the expectations and routines you see demonstrated in the video based on what the students do.

500-word min.

Artifact Three: Analyze your chart to answer the five following questions:

- How much instructional time is lost because of classroom routines and procedures?
- How can you integrate classroom routines and procedures into instructional time?
- What are the next steps for decreasing the loss of instructional time?
- If you are unable to find six expectations/routines, why do you think that is? Justify your response. What are your next steps?
- How does your self-assessment align with what you observed

Combine all artifacts into one Word document for upload. Label each artifact.

null

Proficient

Basic

Developing

Artifact One - Two Column Chart	<p>Headings for your columns are:</p> <p>Action(s) by the student(s)</p> <p>Expectations/routine being followed or ignored</p>	Column headings are incorrect	Column headings are missing
Artifact Two: Analysis of Video	<p>Six expectations/routines are listed with actions by the students as proof.</p> <p>Next steps are given with justification based on best practices.</p> <p>All five questions are answered completely.</p>	<p>Three expectations/routines are listed with actions by the students as proof.</p> <p>Next steps are given.</p> <p>Three of the five questions are answered completely.</p>	<p>Three expectations/routines are listed without actions by the students as proof.</p> <p>Next steps are not given</p>
Artifact Three: Analyze Chart	<p>Analysis answers all five:</p> <p>How much instructional time is lost because of classroom routines and procedures?</p> <p>How can you integrate classroom routines and procedures into instructional time?</p> <p>What are the next steps for decreasing the loss of instructional time?</p> <p>If you are unable to find six expectations/routines, why do you think that is? Justify your response. What are your next steps?</p> <p>How does your self-assessment align with what you observed?</p>	<p>Analysis answers four of the five:</p> <p>How much instructional time is lost because of classroom routines and procedures?</p> <p>How can you integrate classroom routines and procedures into instructional time?</p> <p>What are the next steps for decreasing the loss of instructional time?</p> <p>If you are unable to find six expectations/routines, why do you think that is? Justify your response. What are your next steps?</p> <p>How does your self-assessment align with what you observed?</p>	<p>Analysis answers three or fewer of the five:</p> <p>How much instructional time is lost because of classroom routines and procedures?</p> <p>How can you integrate classroom routines and procedures into instructional time?</p> <p>What are the next steps for decreasing the loss of instructional time?</p> <p>If you are unable to find six expectations/routines, why do you think that is? Justify your response. What are your next steps?</p> <p>How does your self-assessment align with what you observed?</p>
All Tasks	Grammar, spelling, and sentence structure enhance clear communication	Grammar, spelling, and sentence structure may inhibit clear communication.	Grammar, spelling, and sentence structure may inhibit clear communication.

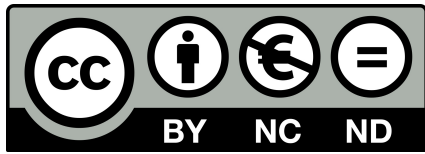
Reflection

400-word min 600-word max

Redo the self-assessment after your work with this micro-credential. Reflecting on your work and self-assessment,

what do you see as a strength, and what is an area you may need to focus more attention on? What is your plan of action from this point?

- **Passing:** Educator addresses guiding questions and includes personal examples from their classroom. Specific actions are listed.



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