



Great Public Schools for Every Student

Classroom Expectations and Routines

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

Please Note: Complete the Self-Assessment For Rules and Routine, listed in the resources section of this micro-credential, for the routines and procedures established in your class before starting this micro-credential.

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

Self Assessment for Rules and Routines
<http://bit.ly/2qem0dm>

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

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

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 by focusing on classroom rules and routines.

Part 1. Overview Questions

450 - 550 words

What background information is important to know to understand the context of your classroom? Consider things such as grade level, subject area, any relevant cultural information, and special considerations regarding student characteristics. Be mindful not to reveal anything confidential about a student.

Taking into consideration the Self-Assessment For Rules and Routines (found in the resources section of this micro-credential), please describe how you have currently 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. How are these rules and routines developed? How are they taught? Why are these rules and routines necessary? Please include any additional information to help the reader understand your classroom environment.

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. Educator also references the Self-Assessment For Rules and Routines in their response

Part 2. Work Examples / Artifacts

Please Note: For artifacts the preferred file format is PDF

To earn this micro-credential, please submit the following three artifacts:

Artifact #1: Two-Column Chart

1. Videotape a portion of your day in which rules, expectations, routines and procedures are needed. (Note: The video does not need to be submitted. It is for your use only.)
2. Complete a two-column chart, with at least six rules/expectations/routines/procedures that can be seen in the video. Please create your two-column chart using the following headings:
 - Column #1: Action(s) by the student(s)
 - Rule/Expectations/Routines/Procedure being followed
3. Analyze student reactions to the rules, expectations, routines, or procedures you see demonstrated in the video. Record what you observe on the two-column chart.

Artifact #2: Analysis of Two-Column Chart (450 - 550 words)

Analyze your chart to answer the following questions:

1. How much instructional time is lost because of the way students respond to classroom rules, expectations, routines, or procedures?
2. How can you integrate classroom rules, expectations, routines and procedures into instructional time in order to decrease loss of instructional time?
3. What are the next steps for decreasing the loss of instructional time?
4. If you are unable to find six rules/expectations/routines/procedures that students were responding to, why do you

think that is? Justify your response.

- 5. What are your next steps?
- 6. How do the results of the self-assessment that you completed before you started this micro-credential align with what you observed?

Artifact #3: Goal and Action Plan

Set a SMART goal to decrease the loss of instructional time that can be traced back to rules, expectations, routines, or procedures. Once you have decided on your SMART goal, create an action plan to support reaching this goal. The action plan should be tied directly to your goal and should include the following:

- a timeline
- teaching/classroom management strategies to try
- support needed (financial/time/other?)
- professional learning
- research
- self-directed learning that you will undertake

Explain how these action steps will help you meet your goals.

	Proficient	Basic	Developing
Artifact #1: Two-column chart	Two-column chart includes six rules, expectations, routines, or procedures. Observed actions of students are documented for each identified rule, expectation, routine, or procedure.	Two-column chart includes less than six rules, expectations, routines, or procedures. Observed actions of students are documented for each identified rule, expectation, routine, or procedure.	Two-column chart includes less than six rules, expectations, routines, or procedures. Observed actions of students are not documented for each identified rule, expectation, routine, or procedure.
Artifact #2: Analysis of two-column chart	All of the questions are answered using evidence from the two-column chart to support thinking.	Some of the questions are answered using evidence from the two-column chart to support thinking. OR All of the required questions are answered but some are missing evidence from the two-column chart to support thinking.	Some of the questions are answered using evidence from the two-column chart to support thinking. OR All of the required questions are answered but some are missing evidence from the two-column chart to support thinking.
Artifact #3: SMART Goal and Action Plan	The goal is SMART (specific, measurable, attainable, relevant to	The goal is missing some elements of SMART (specific, measurable,	The goal is not SMART (specific, measurable, attainable, relevant to the

the educator, and time bound) and addresses loss of instructional time based on rules, expectations, routines, or procedures.

The action plan contains all required elements and is designed to support the educator in reaching the SMART goal.

attainable, relevant to the educator, and time bound) and addresses loss of instructional time based on rules, routines, or procedures.

The action plan contains some required elements and is designed to support the educator in reaching the SMART goal.

educator, and time bound) and does not address loss of instructional time based on rules, routines, or procedures.

The action plan contains none of the required elements and is designed to support the educator in reaching the SMART goal.

Reflection

500 - 600 words

Redo the self-assessment after your work with this micro-credential. Once you have completed that, please reflect on your professional learning as you completed this micro-credential. Be sure to address the following questions in your response:

What do you see as your strengths in establishing classroom expectations and routines?

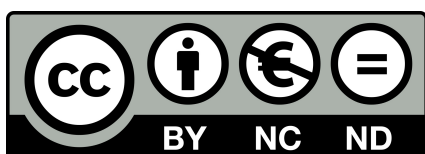
What area(s) of establishing classroom expectations and routines do you need to focus more attention on?

How has this process affected your current classroom practice related to established expectations and routines?

How has your learning from working on this micro-credential going to impact your future classroom practice related to establishing expectations and routines?

In addition to working on your SMART goal, what do you still hope to accomplish or learn about in the area of establishing expectations and routines?

- **Passing:** Educator completely addresses each of the guiding questions and includes specific examples from their classroom. Writing is organized, easy to understand, and includes details and specific actions that can be used in the classroom.



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