

# Instructional Classroom Management

## Module Four:

### Teaching School and Classroom Expectations

#### HOW TO BEGIN:

Use time at the beginning of this session to review what you learned from your last meeting and how you practiced it in your classroom.

#### Overview:

This module is focused on the development, teaching, and promoting of student expectations. School and classroom expectations start as the basic parameters we set for student behavior --things like respect for others and being responsible - but instruction requires more explicit examples of behaviors that clarify the expectations.

#### Big Ideas:

**Comprehensive Expectations:** This is what we teach to every student and it is part of the culture of our school. But the expectations are specific to locations or conditions. Key features are:

- Effective expectations are taught in a positive manner - teaching the student what we want as opposed to what we don't want.
- AS a general rule of thumb, students can predictably recall 3-5 items when connected to a larger concept. Thus, we should aim to have no more than 3-5 expectations for any particular location or activity.
- Each expectation is concrete enough to be modeled by the teacher and then recognized in students.

**Anchored Expectations:** when we talk to a student about what we expect, we should frame it as connected to one of the larger school expectations that have been taught as part of PBIS.

**Instruction:** Teaching expectations involves the same set of effective instructional procedures as any other type of teaching - it starts with an explicit description that connects back to school-wide expectations or prior learning, then provides modeling with opportunities for student engagement and guided practice.

#### Activity 1:

- A. Do you have a set of agreed upon school-wide expectations to which all of your classroom expectations are connected?
- B. What steps have the adults taken in your school to enhance the school's culture?

#### Activity 2:

- A. Consider whether you have all the expectations you need in your classroom and if they are taught using the key features.
- B. What unique behavior concerns do you have and what are the behaviors that you need to teach to students in order to avoid those predictable misbehaviors?

#### Task:

Between now and your next monthly meeting, reconsider your classroom expectations, and then teach them explicitly to all students again. Be prepared to describe your experiences with this at the start of the next meeting.

Further information and additional videos on Teaching Classroom Expectations can be found at the following locations:

[CIBRS.com](http://CIBRS.com) (videos)

[KSDETASN.org](http://KSDETASN.org) (go to resources section and type in "classroom expectations")

[Teaching channel.org](http://Teachingchannel.org) (search for "classroom expectations")

