The key to successful classroom management is prevention of problems before they occur, not knowing how to deal with problems after they have begun. Clarifying specific expected behaviors for the classroom is essential, and the same behaviors that reduce classroom disruptions are clearly associated within creased student learning (Brophy& Evertson, 1976).

**Why Focus on Classroom Expectations & Rules?**

* **Create a** **Vision** of a successful student—classroom expectations define what teachers’ expect for a successful student.
* Allow us to P**roactively Teach Behaviors** for success—once we define our expectations then we can be proactive and teach the behaviors we expect.
* **Communicate a Positive Message** to students and parents about success at school—when classroom expectations are posted in the classroom, they send the message to students and parents about the positive behavior you expect.
* **Provide a Framework** to guide teacher decisions about discipline—classroom expectations give you the language to use when giving students positive feedback when they follow expectations and also the language to use when correcting students. Expectations can help take away the personal feelings we often have about behavior by guiding teachers with the language to respond to misbehavior.
* **Validate and Support** individual teachers’ procedures and requests—again expectations give the language which support procedures and requests for students to complete a task.

**Understand the Terminology:**

|  |  |
| --- | --- |
| **Expectations** | **Rules/Specific Behaviors** |
| Broadly stated and are values, character traits that students strive to meet. | Rules describe specific behaviors:   * Observable * Measureable |
| 3-5 positively stated ideals that can apply to all areas of life | Rules apply to limited settings, i.e., school environment |
| Consistent with school’s mission statement | Rules clarify behaviors for specific settings and look different in different settings. |
| Expected of all faculty and students | Rules define what adults want students to do |

**Know the Steps to Implementing Effective School Rules:**

1. **Identify/Revise and Define:** 
   * Use OMPUA Guidelines
2. **Teach:** 
   * Use Tell-Show-Do Lessons
3. **Practice:** 
   * Use an Implementation Schedule to plan opportunities for students to practice
4. **Encourage:** 
   * Use Specific Positive Feedback to acknowledge student compliance with rules
5. **Progress Monitor:** 
   * Use Classroom Rules Rating Form

**Creating Classroom Rules:**

To enhance the effectiveness of classroom rules, 5 guidelines need to be considered.

|  |  |  |  |
| --- | --- | --- | --- |
| **Guideline:** | **This Means:** | **Example:** | **Non-Example:** |
| **Observable** | I can see it. | Raise hand and wait to be called on. | Be your best. |
| **Measurable** | I can count it. | Bring materials. | Be ready to learn. |
| **Positively Stated** | I tell students what TO do. | Hands and feet to self. | No fighting. |
| **Understandable** | The vocabulary is appropriate for age/grade level I teach. | Hands and feet to self. | Rule for K-1: Maintain personal space.  \*Children of this age do not have a concept of “personal space.” |
| **Always Applicable** | I am able to consistently enforce. | Stay in assigned area. | Remain seated until given permission to leave.  \*This would not be applicable when students are working on certain types of group projects. |

**Example of Rules Aligned with School-wide Expectations:**

