| **ACTIVITY: Classroom Behavioral Expectations**  |
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| *Complete the following template (or develop your own) to operationally define your school-wide expectations in the context of common classroom routines/contexts.* |

When developing lesson plans for teaching classroom-wide behavior expectations, the school leadership team’s goal is to increase consistency between school-wide and classroom-wide expectations and procedures (e.g., transitions, whole group instruction, independent seat work, cooperative group work, when work is finished). However, individual teachers should fit examples, activities, etc. to the context of their individual classrooms, students, and routines.

| **Guidelines for Class-Wide Behavioral Expectations** |
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| * School-wide action plan for classroom management practices and procedures based on data (self-assessment)
* Definitions and process for class vs. office managed expectation-violating behaviors
* Teaching matrix, procedures, and schedules developed for teaching school-wide behavior expectations in typical classroom contexts and routines
* Data systems in place to monitor ODRs from classrooms
* Procedures in place to support behavior of students whose behaviors do not respond to classroom management
* Prompts for display of expected behaviors in natural contexts
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| --- | --- |
|  | Classroom Routines/Contexts |
|  |  | 1.  | 2.  | 3. | 4. | 5. |
| Expectations | 1. |  |  |  |  |  |
| 2. |  |  |  |  |  |
| 3. |  |  |  |  |  |
| 4. |  |  |  |  |  |

Use the guidelines below related to culture/context and systems to inform your action plan and development process.

| **Guidelines for Culture and Context** | **Guidelines for Systems** |
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| * Involve staff, students, & families in development
* Contextually/culturally appropriate (e.g., age, level, language)
* Examine disaggregated data to ensure implementation of each feature works for *all* subgroups of students
 | * Agreement by > 80% faculty and staff
* Include procedures for informing others (e.g. families, community, district administrators, substitute teachers & staff)
* Includes procedures for providing instruction to new faculty, staff, students, etc.
* Schedule continuous evaluation of effectiveness, efficiency, and relevance
* Include in school publications (e.g., handbook, posters, newsletters, etc.)
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Sample format:

