



Classroom Expectations and Routines

Competency

The educator will demonstrate an understanding of the successful use of classroom expectations and routines to promote an environment conducive to learning for all students.

Key Method

The educator creates an environment conducive to teaching and learning by establishing routines and setting behavioral norms. They also collaborate with learners to develop positive classroom expectations that create an equitable learning environment.

Method Components

Creating a Positive Classroom Environment

An engaging and academically productive learning environment are hallmarks of a positive classroom. To create one, start with a safe, welcoming space, then implement clear expectations that have been developed in collaboration with students. This consistency and student buy-in are essential to successful classroom management.

As routines and expectations are put into place, it is vital to give students a voice in this process; this helps to strengthen relationships and provides an opportunity for the educator to answer the “why” behind classroom rules. Guidelines for establishing expectations include:

- Establish collaborative norms and expectations.

Classroom Expectations and Routines

- Keep expectations short and easy to understand.
- Phrase expectations using positive language.
- Post class expectations and review them often. Add to them when new situations arise that still need to be addressed.
- If someone fails to meet expectations, talk with them privately.

Well-defined routines provide structure, reduce anxiety, and improve academic performance. Before discussing the routines, make time to teach and practice the expectations. Consider when you will need to reteach what is expected for example, at the start of the school year or in particular intervals. These are some suggested times, places, and situations during which you can structure routines :

- Beginning of the day
- Sharpening pencils
- Passing papers
- Working in small groups
- Putting away materials
- Using technology
- Demonstrating safety routines
- Going to the bathroom
- Walking in the halls
- Attending assemblies
- Going to lunch
- Standing in common areas
- Utilizing digital devices

To have smooth transitions from one activity to another:

- Develop a signal to regain attention, such as a call-and-response using sayings or academic terms, a clapping routine, blinking lights, etc.
- Allow learners to have roles in the classroom—like line leader, timekeeper, and class parliamentarian.; such opportunities encourages a shared sense of classroom ownership among learners.
- Understand and implement with fidelity, Individual Education Plans (IEP) recommendations for any student who has behavioral goals.
- Consider special times of the year when new or adapted expectations must be added or changed. These may include winter weather closures, schedule changes, standardized testing, or celebrations.

A positive classroom culture thrives on relationships, a strong belief in students and their abilities, a shared sense of joy in learning, and clear expectations upheld with consistency. Ensure students know how not

meeting expectations will be addressed. Celebrate when learners meet expectations or when they exhibit positive behaviors.

Addressing Bias in Expectations and Enforcement

Reflecting on your biases is an essential first step in addressing bias as an educator. Consider classroom expectations and routines to ensure they do not unintentionally disadvantage any population groups. Address any implicit bias that is present in the classroom or the school.

Bias is sometimes found unintentionally in dress codes, behavioral expectations, or even classroom collaboration norms. As a result, such biases could make students uncomfortable based on their cultural background. After reflecting on these aspects, take time to involve learners in a discussion about how school and classroom norms and expectations can be more diverse and fair for all.

- **Embrace Discomfort and Reflect:** Acknowledge that everyone has biases and take time for self-reflection. Give yourself grace and work with trusted colleagues to address your biases and improve.
- **Engage with Diverse Perspectives:** Intentionally seek out interactions with people who are different from you.
- **Apply Intercultural Communication Skills:** Employ techniques like inquiry (ask questions), framing (see issues from multiple viewpoints), and forming dialogue to build understanding and empathy.
- **Challenge Classroom Dynamics:** Use teaching methods like Pair Share and anonymous online discussions to ensure all students have a voice and reduce the potential for bias to dominate.
- **Be Honest and Model Growth:** Openly discuss your journey with students and colleagues with unconscious bias; recognize that addressing biases is an ongoing process.

Successful classroom expectations, especially those rooted in cultural competence, rely on solid teacher-student and student-student relationships. These relationships flourish when norms and expectations are culturally welcoming and promote a positive and effective learning environment.

A unified, school-wide approach to expectations, supported by collaboration among staff and students, helps to build a positive and predictable learning environment. This consistency promotes fairness, empowers students,

allows everyone to focus on learning and growth, and actively combats inequities.

Supporting Rationale and Research

Evertson, C.M., & Weinstein, C.S. (2013). *Handbook of classroom management: Research, practice, and contemporary issues*. New York, NY: Routledge.

https://www.academia.edu/823019/Handbook_of_classroom_management_Research_practice_and_contemporary_issues

Evertson, Carolyn, et al. (2003). *Establishing Classroom Norms & Expectations* – Iris Center. iris.peabody.vanderbilt.edu/wp-content/uploads/pdf_case_studies/ics_norms.pdf

Marzano, R., & Marzano, J. (2021, June 29). *The Key to Classroom Management*. ASCD.

<https://www.ascd.org/el/articles/the-key-to-classroom-management>

Project Ideal. (2013). *Classroom Management Introduction*.

<http://www.projectidealonline.org/v/classroom-management-introduction/>

Simonsen, Brandi, et al. *Evidence-Based Classroom Behaviour Management Strategies ...*” Eric, University of Chicago,

files.eric.ed.gov/fulltext/EJ976654.pdf

Resources

Articles

[Avoiding Common Classroom Management Missteps](#)

[Classroom Management Introduction](#)

[Establishing a Smooth Flow: The Power of Classroom Routines](#)

Classroom Expectations and Routines

[Importance of Classroom Routines and Procedures](#)

[Reframing Classroom Management: A Toolkit for Educators](#)

[Rules and Routines in the Classroom](#)

[Setting SMART Goals as A Teacher](#)

[Ten Strategies for Creating a Classroom Culture of High Expectations](#)

Addressing Bias

[Strategies for Countering Unconscious Bias in the Classroom | NAFSA](#)

[The Power of Teacher Expectations - Education Next](#)

Videos

[Blind spots Challenge assumptions](#)

[Building Strong Foundations With Classroom Routines](#)

[Research-Backed Strategies for Better Classroom Management](#)

Submission Guidelines & Evaluation Criteria

To earn the micro-credential, you must receive a proficient score in Parts 1–3.

Part 1. Overview Questions (Provides Context)

Suggested word count: 350–500

Please do not include any information that will make you or your students identifiable to your reviewers.

Describe essential background information about your classroom to help the reviewer understand the learning environment. Please include the following:

Classroom Management

Revised on: Sep 17, 2024

Classroom Expectations and Routines

- Grade level
- Subject area
- Cultural influences:
 - What are the cultural groups, languages, or community aspects to consider?
- Relevant characteristics of the learners
 - Cultural, social-emotional, academic, linguistic abilities, diversity, behavioral, and anything else that is relevant

And

Describe how you created a classroom environment that is conducive to learning. Consider these questions in your response:

- What are current classroom expectations?
- How are or were these rules and routines developed?
- How are or were they taught?

Please include any additional information to help the reader understand your classroom environment.

Passing

The response addresses all required components as outlined in the overview section. The writing is organized and easy to understand.

Part 2. Work Examples/Artifacts/Evidence

To earn this micro-credential, please submit the following three artifacts as evidence of your learning. See the Rubric for the passing score.

**Please do not include any information that will make you or your students identifiable to your reviewers.*

Artifact 1: Two-Column Table

- Videotape a portion of your day in which rules, expectations, routines, and procedures are present. **(Note: The video does not need to be submitted. It is for your use only.)**
- Complete a two-column table with **at least six** classroom expectations. Your two-column table should have the following headings:

Classroom Expectations and Routines

- Column 1: Classroom Expectations
 - i. List your classroom norms, expectations, and routines
- Column 2: Observable Student and Teacher Behaviors
 - i. Include at least 10 expectations and observations

Your two-column table should have the following headings:

Classroom Expectations	Observable Student and Teacher Behaviors
Routines for Turning in Work	Most students quietly walk to turn in location, put papers away, and return to their desks without disrupting others in the classroom. Two students were quiet but didn't keep their hands to themselves. I needed to prompt two students to keep their hands to themselves which resulted in lost instruction time.

Artifact 2: Analysis of Two-Column Table

450–500 words

Reflect on your experience and then respond to the following questions using specific evidence from your video:

1. Did the observable student and teacher behaviors align with the classroom expectations? Are there any inconsistencies or gaps?
2. How well did the established routines support the flow of the lesson and minimize instructional time loss? Are there areas for improvement?
3. Where in the video and observations do you see positive reinforcement of the desired expectations? How could you increase positive reinforcement to strengthen expected behaviors further?
4. What expectations and routines were culturally responsive for diverse populations of students?

Artifact 3: Goal and Action Plan

Set a SMART goal focused on improving equitable classroom outcomes. Specifically, aim to increase engagement to reduce the loss of instructional

Classroom Expectations and Routines

time and address any discrepancies in classroom management practices that disproportionately impact certain student groups.

Once you have decided on your SMART goal, create an action plan to support reaching this goal. The SMART acronym stands for **S**pecific, **M**easurable, **A**chievable, **R**elevant, and **T**ime-Bound.

The action plan should include the following:

1. A timeline (The “T” in your SMART goal but broken down in small steps)
2. Teaching and classroom management strategies you will try
3. Support needed (financial/time/other?)
4. Participation in professional learning opportunities to support your goal
5. The research you conducted to support your learning and goal
6. Identify a trusted colleague by the role they serve in the school district, for example, third grade teacher. Share your action plan with that colleague to help you stay accountable: this should include dates and times to provide them with information.

Classroom Expectations and Routines

Part 2. Rubric

	Proficient	Basic	Developing
Artifact 1: Two-Column Table	<p>The two-column table includes six expectations.</p> <p>Ten or more observed actions of students or teachers are documented.</p>	<p>The two-column table includes less than six but more than four expectations.</p> <p>Nine observed actions of students or teachers are documented.</p>	<p>The two-column table includes less than four expectations.</p> <p>Eight or fewer observed actions of students or teachers are documented.</p>
Artifact 2: Analysis of Table	<p>All four questions are answered using evidence from the two-column table.</p>	<p>Three questions are answered using evidence from the two-column table.</p>	<p>Only two questions are answered using evidence from the two-column table.</p>
Artifact 3: SMART Goal and Action Plan	<p>The goal is SMART (specific, measurable, attainable, relevant to the educator, and time-bound), addresses loss of instructional time based on expectations, and provides equitable learning for all.</p> <p>The action plan contains all six required elements and is designed to support the educator in reaching their SMART goal.</p>	<p>The goal is missing elements of SMART (specific, measurable, attainable, relevant to the educator, and time-bound) but it does address loss of instructional time based on expectations and provides equitable learning for all.</p> <p>The action plan contains only six required elements and is designed to support the educator in reaching their SMART goal.</p>	<p>The goal is not SMART (specific, measurable, attainable, relevant to the educator, and time-bound) or it does not address loss of instructional time based on expectations.</p> <p>The action plan contains four or fewer required elements and is designed to support the educator in reaching their SMART goal.</p>

Part 3. Reflection

Suggested word count: 500-600

For tips on writing a good reflection, review this resource:

[How Do I Write a Good Personal Reflection?](#)

Please do not include any information that will make you or your students identifiable to your reviewers.

Answer the following questions.

1. How has this process affected your current classroom practice regarding established expectations and routines?
2. How will you establish a classroom environment that respects and embraces differences between and among students?
3. How did completing the artifacts change the learning environment for your students?
4. In addition to working on your SMART goal, what do you hope to accomplish or learn about establishing expectations and routines?
5. How has your work on this micro-credential helped you shift your thinking or take action to address implicit bias?

Passing

The educator thoroughly addresses the guiding questions and includes specific examples from the classroom. The educator's writing is organized, easy to understand, and contains details and particular actions they can use in the classroom.