



Classroom Expectations and Routines

Competency

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

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 that give rise to an equitable learning environment.

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.



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- 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.



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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

Learning Sciences International. (2016). *Establishing Classroom Routines*. Kyrene.Org
https://www.kyrene.org/cms/lib/AZ01001083/Centricity/Domain/42/Art%20and%20Science/Enhanced%20Developmental%20Scales/Enhanced_Developmental_Scale_E4.pdf

Marzano, R.J., & Marzano, J.S. (2003). *The Key to Classroom Management*. Alexandria, VA: ASCD. Retrieved
http://educationalleader.com/subtopicintro/read/ASCD/ASCD_280_2.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/>

Resources

[Creating Classroom Routines and Procedures](#)

[Rules and Routines in the Classroom](#)

[Harry Wong: Discipline and Procedures](#) Video

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

[What Every Teacher Should Know: Evidence-Based Practices in Classroom Management](#)



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Submission Guidelines & Evaluation Criteria

To earn the micro-credential, you must receive a passing score in Parts 1 and 3, and be proficient for all components in Part 2.

Part 1. Overview Questions (Provides Context)

450-550 words

Please use the suggested word count as a guide to answer the following contextual questions. This will help our assessor understand your current context for working on this micro-credential.

Please do not include any information that will make you identifiable to your reviewers. Answer the questions focusing on classroom rules and routines.

- What personal biases and values influence your expectations for what learning looks like, behavior and their interactions with students?
- What background information is important to know to understand the context of your classroom? Write an overview that contains the following:
- 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.

and

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.

Passing: Educator completely addresses the questions.

Part 2. Work Examples/Artifacts/Evidence

To earn this micro-credentials please submit the following three artifacts as evidence of your learning.



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

Artifact #1: Two-Column Chart

- 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.)**
- 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
- 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.

Artifact #3: Goal and Action Plan

Set a SMART goal to decrease 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



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- 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.	Two-column chart includes less than six rules, expectations, routines, or procedures.	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.	Observed actions of students are documented for each identified rule, expectation, routine, or procedure.	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.	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.	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	The goal is missing some elements of SMART (specific, measurable, attainable,	The goal is not SMART (specific, measurable, attainable, relevant to the educator, and time



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to 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.

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.

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.

Part 3. Reflection

500-600 words

Use the word count as a guide to write a personal reflection about your work on this micro-credential. For tips on writing a good reflection review the following resource:

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

Please reflect on your professional learning as you completed this micro-credential by addressing the following questions.

- 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 can you establish a classroom environment that respects and embraces differences between and among students?
- How has your learning from working on this micro-credential going to impact your future classroom practice related to establishing expectations and routines?



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- 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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