

Teaching Classroom Expectations, Rules, and Routines

Adapted from Classroom Management: Self-Assessment Revised

Current Status			Feature	Priority for Improvement		
In Place	Partial In Place	Not in Place		High	Med	Low
			<u>EXPECTATIONS</u>			
			1. There are 3-5 explicitly stated school-wide expectations.			
			2. The expectations are functional.			
			3. The expectations are stated in positive terms.			
			4. Expectations are taught during the first days of school and are reviewed throughout the school year.			
			<u>RULES</u>			
			1. The rules are an extension of the school-wide expectations.			
			2. Students are involved in the process of establishing the classroom rules.			
			3. The rules are stated in positive terms.			
			4. The rules are observable and measurable.			
			5. Rules are developed during the first days of school.			
			6. Rules are rehearsed and reviewed.			
			7. Frequently broken rules are re-taught and practiced.			
			8. There is a schedule for systematically teaching classroom rules.			
			9. Feedback is given to students regarding rules.			
			<u>ROUTINES</u>			
			1. There is evidence of routines in the classroom for expectations and rules.			
			2. Specific student behaviors are identified for each routine.			
			3. Routines are systematically taught in a sequential format.			
			4. Routines are maintained throughout the year.			

Name of Teacher _____

Date _____

*Adapted from:

Colvin, G. (2006). *The Effective Elementary Classroom: Managing for Success*. Eugene, OR: Behavior Associates
 Simonsen, B., Fairbanks, S., Briesch, A., and Sugai, G. (2006). *Positive Behavior Support, The 7r: Classroom Management Self-Assessment Revised*. University of Connecticut.