

DOMAIN THREE:

Instruction in Behavior and Academics, Pillar HLP

HLP 7: Establish a consistent, organized, and responsive learning environment.



Establish a consistent, organized, and responsive learning environment: Categories of Work

Establish Expectations

- Engage in “self-work” to understand one’s own normatively socialized expectations for behavior and consider expectations from the perspectives of cultures other than one’s own.
- Identify 3-5 expectations and procedures in terms that are observable, measurable, positively stated, understandable, and always applicable.
- Ensure expectations and procedures reflect the ethnic cultural, and linguistic backgrounds in the school.
- Explicitly teach 3-5 positively stated expectations (e.g., be respectful, be responsible, be safe) across school environments, incorporating student and stakeholder input as appropriate.
- Explicitly teach consistent classroom procedures to support students’ ability to accomplish tasks (e.g., lining up, sharpening pencils, accessing missing work, etc.).
- Provide students a rationale for the importance of expectations and procedures.

Design Instruction

- Revisit/reteach expectations and procedures that have been established across various school environments throughout the school year as needed, maintaining consistent language when doing so.
- Understand that all behavior is communication (i.e. functions of behavior) and take this understanding into consideration when interpreting and responding to student behavior.
- Encourage adherence to expectations and procedures across all school environments by:
 - Limiting unstructured time.
 - Posting expectations and procedures in high visibility areas.
 - Laying out the classroom and other high-traffic areas in a way that maximizes space, has a logical flow, and meets the needs of all students.
 - Using precorrection procedures; and
 - Providing frequent, consistent, positive, and specific feedback to students on their behavior.

Tips for Faculty to Support Candidates’ Learning and Enactment

Establish Expectations

Introduce – Lead candidates through “self-work” exercise(s) including their past experiences in classrooms; provide explicit instruction on culturally inclusive expectations and procedures and the importance of providing explicit instruction in expectations and procedures for all students.

Prepare – Following introductory instruction, provide groups of students with descriptions of classroom demographics for which they must develop 3-5 positively stated, culturally inclusive expectations and procedures meeting the criteria above and including explanations for how they met the culturally inclusive requirement. Provide feedback.

Enact – Ask groups of candidates to plan how they will explicitly teach at least one of their expectations and procedures and then teach it to the class. Provide an observation rubric for the remaining candidates to use and share feedback.

Analyze – Share scenarios of classroom situations in which organization and responsiveness are ineffective. Ask small groups of candidates to develop expectations and procedures to address specific challenges. Discuss suggestions as a whole group.

Design Instruction

Introduce – Provide data collection options candidates may use to monitor the effectiveness of classroom expectations and procedures.

Prepare – Provide small teams of candidates with scenarios in which a teacher is analyzing data that suggests a change in or re-teaching or expectations or procedures is warranted; prompt candidates to consider what the data might suggest students are trying to communicate and thus, what the teacher should do next. Engage in a whole-class discussion of the ideas generated.

Enact – Provide field experience in which candidates attend observe in three different classrooms and note the various ways teachers encourage adherence to expectations and procedures. Discuss with candidates how they might incorporate observed techniques in their classrooms and how they might insure they are doing so in a culturally inclusive manner.

Analyze – Ask candidates to develop a plan for fostering a consistent, organized, and responsive classroom that includes the key components listed above and a rubric to guide their work. Have candidates present their plans within small groups for feedback.

Questions to Prompt Discussion, Self-Reflection, and Observer Feedback

- What will respect, responsibility, best effort, etc., mean or look like in your classroom, and what informed your responses?
- In the classroom and school in which you work, do the expectations, rules, and procedures reflect the cultures, values, and beliefs of the students and families you serve?
- Why should school staff provide students with a rationale for the importance of expectations, rules, and procedures?
- Why should educators treat behavioral challenges the same way we treat academic challenges?
- In what ways are addressing behavioral challenges and academic challenges similar?
- Why should desired (and, in some instances, undesired) behaviors be explicitly taught and modeled?
- Should data inform teachers’ work in the behavioral domain as much as in the academic domain? Why or why not?