Big Idea/ Topic
Teaching Expectations

Georgia Standards of Excellence Alignment

Health Standard 5: Students will demonstrate the ability to use decision-making skills to enhance health.

Teacher Keys Effectiveness System (TKES) Alignment

Standard 7 - Positive Learning Environment: The teacher provides a well-managed, safe, and orderly environment that is conducive to learning and encourages respect for all.

Standard 10 - Communication: The teacher communicates effectively with students, parents or guardians, district and school personnel, and other stakeholders in ways that enhance student learning.

Instructional Design

Define Simply
Explicitly teaching clear expectations for the classroom is a proactive behavior intervention and serves as the basis for effective classroom management systems. “Behaviorally challenging kids are challenging because they are lacking the skills to not be challenging.” Ross Greene, The Explosive Child: A New Approach for Understanding and Parenting Easily Frustrated, Chronically Inflexible Children

Model/Demonstrate with Strategies
Establish and post the expectations for each of the activities and locations within the classroom. It is encouraged to include student input when deciding on the routines and rules. The rules and procedures should be positively stated, measurable, and observable. It is best practice to teach students what to do as opposed to what not to do.
Here is an example classroom matrix of expected behaviors for specific classroom activities…

<table>
<thead>
<tr>
<th>Expectations</th>
<th>Morning Routine</th>
<th>If You Finish Early</th>
<th>Transition/Line Up</th>
<th>Small Group Work</th>
</tr>
</thead>
</table>
| Be Responsible | • Place completed homework in yellow basket  
• Begin morning work | • Re-check your work  
• Read a book  
• Work on any unfinished assignments | • Return materials  
• Get materials ready for the next activity | • Ask 3 before me  
• Decide roles for facilitator, timekeeper, and recorder |
| Be Respectful | • Say “good morning” to teacher and classmates  
• Voice level 1 | • Voice level 0 | • Keep hands, feet, and objects to self | • Take turns speaking  
• Say “I like that idea, AND…” |
| Be Safe | • Walk | | • Walk | |

**Practice in All Relevant Settings**
Model the expectation and allow students to practice in each setting until they become routine. Consider “I do, we do, you do or show me, help me, let me” to increase the likelihood students will master the skills. Provide ongoing **prompts, pre-corrections**, and reminders throughout implementation. According to **Harry Wong**, for children to unlearn inappropriate behavior and replace it with the expected behavior, on average, repeat the new behavior 28 times. For additional information on how to establish and teach classroom expectations, view this episode of Let’s Learn Georgia! [Developing and Teaching Classroom Expectations](#).

**Monitor & Provide Positive Feedback and Reinforcement**
Teachers will positively acknowledge appropriate use of these skills. **Behavior specific praise** will let students know specifically what they did correctly; it also gives them positive attention. For example, “I appreciate how Sharlene has started on her morning work, she is demonstrating being responsible. Great job!” Teachers can also utilize their school wide acknowledgement system if applicable.

**Based on Data, Adjust Instruction & Reteach**
Teachers should consistently monitor behavior. By setting, teaching, and acknowledging these expected behaviors, teachers can expect that at least 80% of students will consistently demonstrate these behaviors without additional support. If fewer than 80% of students are consistently demonstrating these behaviors, consider re-teaching behaviors with more demonstrations, including more opportunities to practice and ask questions.
**Evidence of Student Success**
- 80% or more of students should meet the desired behavior without any additional verbal or nonverbal prompting from the teacher.

**Student Learning Supports**
- This is a universal lesson plan and an effective practice used for struggling students in the Multi-Tiered System of Supports (MTSS) process.
- Some students may need additional support or scaffolding. Consider adapting for the individual needs of the student.

**Engaging Families**
- Families can have access to the classroom matrix to reinforce, review, and practice at home.
- Families can create a matrix for home.