IRIS CENTER™

Establishing Classroom Norms & Expectations

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Licensure and Content Standards

This IRIS Case Study aligns with the following licensure and program standards and topic areas.

Council for the Accreditation of Educator Preparation (CAEP)

CAEP standards for the accreditation of educators are designed to improve the quality and effectiveness not only of new instructional practitioners but also the evidence-base used to assess those qualities in the classroom.

- Standard 1: Content and Pedagogical Knowledge

Council for Exceptional Children (CEC)

CEC standards encompass a wide range of ethics, standards, and practices created to help guide those who have taken on the crucial role of educating students with disabilities.

- Standard 2: Learning Environments

Interstate Teacher Assessment and Support Consortium (InTASC)

InTASC Model Core Teaching Standards are designed to help teachers of all grade levels and content areas to prepare their students either for college or for employment following graduation.

- Standard 3: Learning Environments

National Council for Accreditation of Teacher Education (NCATE)

NCATE standards are intended to serve as professional guidelines for educators. They also overview the "organizational structures, policies, and procedures" necessary to support them.

- Standard 1: Candidate Knowledge, Skills, and Professional Dispositions

The Division for Early Childhood Recommended Practices (DEC)

The DEC Recommended Practices are designed to help improve the learning outcomes of young children (birth through age five) who have or who are at-risk for developmental delays or disabilities.

- Topic 3: Environment
- Topic 5: Instruction

This case study set focuses on the establishment of classroom norms and expectations. This introduction offers an overview of norms and expectations and how they are communicated and established in a classroom. To establish norms and expectations in a classroom is a complex, long-term task. Your skill in successfully undertaking it will evolve as you become more experienced. The goal of this case study set is to help you understand how to prevent many problem behaviors by putting supportive classroom structures in place as you set up an effective classroom.

What is an effective classroom? It is one that runs smoothly, with minimal confusion and down time, and maximizes student learning. An effective classroom has patterns and routines in place that make interaction and movement within that classroom easy to organize and accomplish. Such patterns and routines are established through the development of classroom rules and procedures. Rules are the explicit statements of teacher's expectations for students' behavior in a classroom. Procedures are the patterns for accomplishing classroom tasks. Teachers communicate their expectations to students through the development and enactment of both.

Expectations are desired behaviors or outcomes. Within a classroom, a teacher can make his or her expectations known to students, or the teacher can cause students to guess at the expectations. It is much easier for students to meet a teacher's expectations when they know what these expectations are. Teachers can make their expectations known to students by directly teaching the classroom rules and procedures, providing opportunities for the students to practice them, and consistently responding to students' behavior. A teacher's consistent responses can include both positive consequences to reinforce a student's appropriate behavior and negative consequences to deter a student's inappropriate behavior.

Students also have expectations for their own behavior. When the behavior that the teacher and students expect and exhibit becomes so routine that it seems to be in consensus, a classroom norm for that behavior has been established. Norms can be defined as accustomed ways of perceiving, believing, evaluating, and acting in an environment (Goodnough, 1971). In other words, norms are the familiar ways we have of interacting with each other in a particular setting.

Case Study Set Definitions

Norms   familiar ways of interacting in a classroom

Expectations desired behaviors or outcomes

Rules   written expectations for behavior in a classroom

Procedures   patterns for accomplishing classroom tasks

Within classrooms, a common norm for requesting a turn to speak during instruction is to raise one's hand and wait to be acknowledged. This classroom norm develops when a teacher teaches his or her students how to raise their hands when they want to speak, has students practice raising their hands, and consistently responds to students' behavior (positively when they raise their hands, and negatively when they don't). In fact, this norm often becomes so familiar it is used in other settings—have you ever raised your hand for a turn to speak at the dinner table?

Whereas classroom norms, such as raising one's hand, are sustained by consensus, they can also be suspended or changed if they are not supported or reinforced. For example, a norm for being in class on time ceases to be a norm when there is no consequence for students' tardiness. Thus, arriving late becomes the accepted practice. The actions and interactions that a teacher encourages or allows to become familiar develop into that classroom's norms. Therefore, thoughtful advance planning by the teacher can guide and establish effective group norms that support student learning.

For example, prompt attendance promotes student learning by making certain that students are exposed to as much instructional time as possible. Therefore, a teacher might require prompt attendance as well establish procedures to make prompt attendance a familiar routine. A classroom rule regarding prompt attendance might be stated as "Be in your seat and ready for class when the bell rings." A procedure involved in preparing for class might require students to place their completed homework in a designated location as they enter the classroom. When all the procedures of preparing for class prior to the bell's ring become routine for students, prompt attendance has become an established classroom norm.

Ultimately, a teacher wants to establish classroom norms that create an effective classroom in which student learning time is maximized. In this case study set, we will consider four specific aspects of establishing classroom norms and expectations:

1. Stating expectations clearly,
2. Implementing classroom rules and procedures,
3. Supporting expectations consistently, and
4. Reevaluating established norms.

What the Research and Resources Say

- Teachers who establish and maintain norms for an effective learning environment spend more time teaching because less time is usurped by discipline (Brophy, 2000).
- Norms that engender a supportive learning environment include acting and interacting responsibly, treating others with respect and concern, and fostering a learning orientation (Brophy 1998; 2000; Good & Brophy, 2000; Sergiovanni, 1994).
- Effective school-wide norms can be established through a school-based program that focuses on supportive interactions among students (Solomon, Watson, Delucchi, Schaps, & Battistich, 1988).

Resources:

Brophy, J. E. (1998). *Motivating students to learn*. Boston: McGraw-Hill

Brophy, J. E. (2000). *Teaching*. Geneva, Switzerland: International Bureau of Education.

Good, T. L., & Brophy, J. E. (2000). *Looking in classrooms* (8th ed.). New York: Longman.

Goodnough, W. (1971). *Culture, language, and society*. Reading, MA: Addison-Wesley.

Sergiovanni, T. (1994). *Building community in schools*. San Francisco: Jossey-Bass.

Solomon, D., Watson, M. S., Delucchi, K. L., Schaps, E., & Battistich, V. (1988). Enhancing children's prosocial behavior in the classroom. *American Educational Research Journal, 25*(4), 527–554.

What a STAR Sheet is…

A STAR (STrategies And Resources) Sheet provides you with a description of a well-researched strategy that can help you solve the case studies in this unit.

About the Strategy

Expectations are desired behaviors and outcomes. Teachers' expectations of students are directly connected to students' achievement of those expectations. The strategy of stating expectations clearly involves the explicit acknowledgment of expectations for student actions and interactions in ways that the students can understand and achieve.

What the Research and Resources Say

- Students both want and need teachers to demonstrate authority by setting realistic academic and behavioral expectations (Brophy, 1998).
- Successful classroom managers help students identify what is expected of them and how to achieve these expectations (Brophy, 1998; Evertson, Emmer, & Worsham, 2003; Evertson & Harris, 1992).
- When teachers hold high expectations of students, the students typically meet higher standards of performance (Good & Brophy, 2000).
- Low expectations are communicated to students when teachers provide less wait time, fewer or inappropriate reinforcements, less feedback, fewer opportunities to participate in instruction, reduced eye-contact, more criticism for failure, or by teachers showing less acceptance of the student's ideas (Brophy, 1998; Good & Brophy, 2000).
- The expectations teachers have for students affect their current performance, and can influence future performance, particularly at the early grades (Wong, 1998).
- Clarity in instruction increases student academic engagement and achievement (Evertson & Emmer, 1982).
- Clarity in instruction includes actions such as framing the lesson in context, stating key components of the content, linking these components together, focusing student attention on important elements, and providing examples (Snyder, Landt, Roberts, Smith, & Voskuil, 1993).
- In order to clarify expectations during all stages of a lesson, teachers can use advance organizers to set up instruction, provide guidance and feedback to students during instruction, and reflect with students after instruction (Brophy, 1998).

Strategies to Implement

- Know what you want students to do and at what level of achievement. Make sure it is something they can accomplish.
- In understandable increments, state what the task is, why you are asking students to complete it, the steps involved, and how the task will be assessed. Provide written directions if possible. Model the action(s) requested.
- Monitor student progress and offer feedback to students en route and following task completion.

Resources

Brophy, J. E. (1998). Motivating students to learn. Boston: McGraw-Hill.

Evertson, C. M., & Emmer, E. T. (1982). Effective management at the beginning of the school year in junior high classes. *Journal of Educational Psychology*, 74, 485–498.

Evertson, C. M., Emmer, E. T., & Worsham, M. E. (2003). *Classroom management for elementary teachers* (6th ed.). New York: Allyn & Bacon.

Evertson, C., & Harris, A. (1992). What we know about managing classrooms. *Educational Leadership*, 49, 74–78.

Good, T. L., & Brophy, J. E. (2000). *Looking in classrooms* (8th ed.). New York: Longman.

Johnson, T. C., Stoner, G., & Green, S. K. (1996). Demonstrating the experimenting society model with classwide behavior management interventions. *School Psychology Review, 25*(2), 199–214.

Snyder, S. J., Landt, A., Roberts, J., Smith, J. S., & Voskuil, K. (1993, April). *Instructional clarity: The role of liking and focusing moves on student achievement, motivation and satisfaction.* Paper presented at the Annual Meeting of the American Educational Research Association, Atlanta. ERIC Document Reproduction Service ED 362 507.

Wong, H. K., & Wong, R. T. (1998). *The first days of school*. Mountain View, CA: Harry K. Wong Publications, Inc.

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About the Strategy

Classroom rules are a teacher's stated expectations for student behavior. Classroom procedures are patterns for accomplishing classroom tasks. Classroom rules and procedures are connected in three ways. First, rules are the expectation boundaries within which procedures are followed. Second, procedures form routines that help students to meet the expectations stated in the rules. Third, both rules and procedures must be taught, practiced, and consistently supported to be effective in the classroom. (Cohesive sets of rules and procedures are two aspects of a comprehensive behavior management system.)

What the Research and Resources Say

- A dependable system of rules and procedures provides structure for students. This structure helps students to be engaged with instructional tasks and communicates to students that the teacher cares for them. (Brophy, 1998).
- Authoritative implementation of rules includes communicating care and respect for students, teaching students what is expected of them and why this is of value, and responding to students' actions and interactions in ways that help them to become more responsible self-regulated learners (Brophy, 1998).
- Rules are few in number, always apply, and must be understood by all. Procedures are many in number, are specific to certain tasks, and must be understood by all. (Evertson & Harris, 2003)
- Teaching rules and procedures to students at the beginning of the year and enforcing them consistently across time increases student academic achievement and task engagement (Evertson, 1985; 1989; Evertson & Emmer, 1982; Evertson, Emmer, Sanford, & Clements, 1983; Johnson, Stoner, & Green, 1996).
- Effective teaching includes teaching functional routines (procedures) to students at the beginning of the year and using these routines to efficiently move through the school day (Leinhardt, Weidman, & Hammond, 1987).
- Having all students—including those with behavioral difficulties—participate in developing classroom rules offers them the opportunity to cooperate, collaborate, and make connections with each other as well as to develop a sense of ownership in the classroom (Castle & Rogers, 1993; Martin & Hayes, 1998).

Sample Classroom Rules

1. Respect yourself, your peers, and their property.
2. Talk at appropriate times and use appropriate voices.
3. Be in your seat and ready for class when the bell rings.
4. Follow my directions.
5. Obey all school rules.

Adapted from Evertson & Harris, 2003;
Evertson, Emmer, & Worsham, 2003

Example Rules and Procedures

The chart below connects sample classroom rules with some examples of procedures that help students meet the expectation(s) within the stated rule.

Rule	Sample Corresponding Procedure(s)
Respect yourself, your peers, and their property.	Ask and receive permission before borrowing something.
Be in your seat and ready for class when the bell rings.	Place your completed homework in the homework basket as you enter class.
Get permission to talk.	1. Raise your hand to request a turn when the teacher is talking. 2. Use indoor voices during a class discussion, waiting for a pause in the conversation to insert your thought.

Strategies to Implement

- Anticipate what students need to know and do in the classroom, both academically and socially, before the school year begins. Plan for the first days of school based on these learning goals. For example, if students' prompt attendance is needed to maximize instructional time, then plan for corresponding classroom rules and procedures by responding to such questions as:
    - What time will class begin?
    - How will I be prepared to begin class promptly?
    - How will I present my expectations of promptness to students?
    - What consequences will result from tardiness?
- Select rules and procedures that you are able to sustain and state them positively (e.g., "Walk in the hallways" rather than "Don't run"). See Guidelines for Writing Rules at the end of this STAR Sheet.
- Begin modeling and discussing the class rules and procedures on the first day of school.
- Explain to students the purpose and rationale for classroom rules and procedures.
- Identify positive examples of class rules and procedures in action and provide role-play opportunities for each.
- Develop, teach, practice, and support new procedures as necessary to support effective routines in the classroom.
- Consistently respond to student behavior regarding the established classroom rules and procedures.

Keep in Mind

- Your rules (developed with your students or on your own) should support your learning goals for the class, should be ones your students can understand and accomplish, and should be associated with clear positive and negative consequences. These rules may vary by subject matter, grade level, and group dynamics.

- Writing rules with your students is a lengthy process (2–3 mornings/ class sessions).
- The procedures you establish in your classroom should help students to comply with your stated expectations, should be ones your students can understand and accomplish, and should be retaught as needed to help students remember the patterns.
- Your actions and interactions with students can either support or undermine the classroom rules and procedures you are implementing. For example, if a teacher uses humiliation or sarcasm to communicate with students, the students are significantly less likely to feel respected and to offer respect to others in turn.

Resources

Castle, K., & Rogers, K. (1993). Rule-creating in a constructivist classroom community. *Childhood Education*, *70*(2), 77–80.

Evertson, C. M. (1985). Training teachers in classroom management: An experiment in secondary classrooms. *Journal of Educational Research*, *79*, 51–58.

Evertson, C. M. (1989). Improving elementary classroom management: A school-based training program for beginning the year. *Journal of Educational Research*, *83*(2), 82–90.

Evertson, C. M., & Emmer, E. T. (1982). Effective management at the beginning of the school year in junior high classes. *Journal of Educational Psychology*, *74*, 485–498.

Evertson, C. M., Emmer, E. T., Sanford, J. P., & Clements, B. S. (1983). Improving classroom management: An experiment in elementary classrooms. *The Elementary School Journal*, *84*, 173–188.

Evertson, C. M., & Harris, A. H. (2003). *COMP: Creating conditions for learning*. Nashville, TN: Vanderbilt University.

Johnson, T. C., Stoner, G., & Green, S. K. (1996). Demonstrating the experimenting society model with classwide behavior management interventions. *School Psychology Review*, *25*(2), 199–214.

Leinhardt, G., Weidman, C., & Hammond, K. M. (1987). Introduction and integration of classroom routines by expert teachers. *Curriculum Inquiry, 17*(2), 135–175.

Martin, H., & Hayes, S. (1998). Overcoming obstacles: Approaches to dealing with problem pupils. *British Journal of Special Education*, *25*(3), 135–139.

Guidelines for Writing Rules[*]

(Accompanies Implementing Classroom Rules and Procedures STAR Sheet)

Rules govern relationships—with others, time, space, and materials. They are consistent across situations and few in number. The eight guidelines below can help you develop effective rules for your classroom.

1. **Consistent with school rules**
   Classroom rules should not conflict with school rules; school rules should be in effect in the classroom.

2. **Understandable**
   Rules must be stated so that students clearly understand what is meant. Vocabulary should be consistent with students' grade and ability level.

3. **Doable**
   Rules must be such that students are capable of following them. They must be within students maturation level and mental and physical abilities.

4. **Manageable**
   Rules should be easily monitored and not require excessive classroom time to hold students accountable.

5. **Always applicable**
   Rules should be consistent; they should not vary or change.

6. **Stated positively**
   Stating rules positively encourages the desired behavior. Although it is sometimes difficult to state all rules positively, most "don'ts" can be transformed to "do's." (Even "No gum" can be stated as "Leave all gum at home.")

7. **Stated behaviorally**
   Rules are easily understood and monitored when defined with action statements beginning with a verb—statements that describe what students are to "do"—such as "Leave all gum at home" or "Bring needed materials to class."

8. **Consistent with your own philosophy**
   Your rules should reflect what you believe about how students learn best.

About the Strategy

The consistent support of expectations is essential to the development of classroom norms that promote student learning. Consistency requires that the teacher equitably reinforces appropriate student behavior and deters inappropriate student behavior. Teachers must first teach students the classroom rules and procedures, provide students practice with them, and then consistently respond to student actions and interactions in regard to these rules and procedures. (Teacher responses or consequences are one component of a comprehensive behavior management system.)

What the Research and Resources Say

- Teaching rules and procedures to students at the beginning of the year and enforcing them consistently across time increases student academic achievement and task engagement (Evertson, 1985; 1989; Evertson & Emmer, 1982; Johnson, Stoner, & Green, 1996).
- Teachers should focus on increasing positive behavior and interactions by consistently enforcing expectations (Shores, Gunter, & Jack, 1993).
- When teachers are inconsistent in their enforcement of expectations, students become uncertain of what those expectations are and whether the expectations apply to them (Evertson, Emmer, & Worsham, 2003).
- Three sources for inconsistency occur when a teacher exhibits:
    a. unreasonable expectations,
    b. incomplete monitoring, and
    c. halfhearted expectations (Evertson, Emmer, & Worsham, 2003). Students cannot accomplish the unreasonable, try to get away with what they can, and know when a behavior is not really expected.
- Teachers who respond consistently feel positive about their teaching and help students improve their performance (Freiberg, Stein, & Huang, 1995).
- Clearly stating expectations and consistently supporting them lends credibility to a teacher's authority (Good & Brophy, 2000).

Strategies to Implement

- Know and understand both your expectations for students and your responses when students meet or do not meet these expectations. You should have responses for meeting your expectations (positive, or supporting, consequences) and for not meeting your expectations (negative, or deterring, consequences).
- State expectations clearly. Post your classroom rules. Practice the classroom procedures until they become routine.
- Monitor students' progress in meeting expectations.
- Provide feedback to students as they work so they know if they are meeting your expectations.

- Indicate to students when they have or have not met your expectations. Respond to all students who meet or do not meet your expectations in an equitable manner consistent with your plans (as determined by first tip).

Keep in Mind

- Supporting your expectations is not always easy or popular, but it is the best way to assure that all students have equal opportunities to succeed. An adjective that might be used to describe a teacher who exhibits consistency is "fair."
- Making exceptions for individuals to meet your expectations at a different level is sometimes necessary (e.g., extenuating circumstances, IEP requirements, etc.), but may communicate to other students that the original expectation is not reasonable or meaningful. Be prudent about adjusting your expectations for individuals and be sure to communicate those adjustments and the rationale for them to students.

Resources

Evertson, C. M. (1985). Training teachers in classroom management: An experiment in secondary classrooms. *Journal of Educational Research*, *79*, 51–58.

Evertson, C. M. (1989) Improving elementary classroom management: A school-based training program for beginning the year. *Journal of Educational Research*, *83*(2), 82–90.

Evertson, C. M. & Emmer, E. (1982). Effective management at the beginning of the school year in junior high classes. *Journal of Educational Psychology*, *74*, 485–498.

Evertson, C. M., Emmer, E. T., & Worsham, M. E. (2003). *Classroom management for elementary teachers* (6th ed.). Boston: Allyn and Bacon.

Freiberg, H., Stein, T., & Huang, S. (1995). Effects of a classroom management intervention on student achievement in inner-city elementary schools. *Educational Research and Evaluation: An International Journal on Theory and Practice*, *1*, 36–66.

Good, T. L., & Brophy, J. E. (2000). *Looking in classrooms* (8th ed.). New York: Longman.

Johnson, T. C., Stoner, G., & Green, S. K. (1996). Demonstrating the experimenting society model with classwide behavior management interventions. *School Psychology Review*, *25*(2), 199–214.

Shores, R. E., Gunter, P. L., & Jack, S. L. (1993). Classroom management strategies: Are they setting events for coercion? *Behavioral Disorders*, *18*(2), 92–102.

About the Strategy

Reevaluating established norms is the practice of reflecting upon, and adjusting as necessary, the accepted classroom norms. Since norms are developed and maintained through the interactions of individuals, they can shift and change. The environments in which the norms are established can also change. While reflecting upon the established classroom norms, a teacher compares the accepted norms of the classroom to those desired for maintaining an effective classroom. When a discrepancy is found between what is needed for a successful learning environment and the established classroom norms, the teacher must adjust these norms through instruction, clear communication of expectations, and consistent support of these expectations. The process of reevaluating established norms is one portion of a teacher's continual evaluation of the learning environment in his or her classroom.

What the Research and Resources Say

- As students become more familiar with classroom routines and procedures, additional instructional formats and more challenging work can be incorporated (Evertson, Emmer, & Worsham, 2003; Good & Brophy, 2000). These changes may require adaptations to established classroom norms.

Strategies to Implement

- Regularly reflect on the classroom rules and procedures implemented in the classroom. Consider the students' actions and interactions as well as your own. Compare the accepted norms (what has become familiar in your classroom) with what is required for an effective classroom.
- Continue to support and reinforce constructive classroom norms through the classroom rules and procedures you have implemented. Note: Procedures can be changed as needed to support constructive classroom norms.
- Where changes are needed, discuss with students the rationale for the change and the process needed to achieve it. Note: Sometimes the change that is required is for you to be more consistent when responding to student actions and interactions.
- State your expectations clearly to students and support these expectations consistently.

Keep in Mind

- If you wish to increase student commitment to altering a classroom norm, involve them in the planning and implementation of the change process.
- Changing established norms can be difficult and time-consuming. Students who do not understand or agree with the need for change may resist the process.

Resources

Evertson, C. M., Emmer, E. T., & Worsham, M. E. (2003). *Classroom management for elementary teachers* (6th ed.). Boston: Allyn and Bacon.

Good, T. L., & Brophy, J. E. (2000). *Looking in classrooms* (8th ed.). New York: Longman.

Background

Student: Ron
Grade: 1st
Age: 6.8
Context: 10 weeks into the school year (mid-October)

Scenario

On the first morning of the school year, Ms. Bosco greeted each first grader at the door with a smile. She introduced herself and asked the student's name before leading the student to his or her assigned desk and helping to place the student's things there. She then asked for the student to have a seat with the other first graders on the carpet at the front of the room. She showed the student an X with the student's name written across it as his or her special seating spot. The Xs formed a circle on the carpet. When all the students were seated, Ms. Bosco played a game with the group to help her and the students to learn each other's names. She also asked each student to share one special fact about him- or herself. She then moved into a reading lesson with the class.

On the second morning of the school year, Ms. Bosco greeted each student by name with a smile at the door. As they entered, she asked them to place their things on their desks and then sit on their Xs at the carpet. When all students were seated in the circle, Ms. Bosco played a game to help her and the students review each other's names. She asked each child to identify something special about his or her neighbor to the right. She then asked two students to model for the class how to enter the room at the start of each day, put their things away, and be seated on their Xs at the carpet. Ms. Bosco then moved into a reading lesson for the day with the class.

In mid-October, Ron moves into Ms. Bosco's class from another school district. On his first day, his registration process takes about thirty minutes, so he does not get to join the class until after the reading lesson is already in progress. When the intercom announces they will be receiving a new student, Ms. Bosco interrupts the reading lesson to welcome Ron, meet his parents, and help Ron put his things into his desk. As Ms. Bosco helps Ron find an open space in which to sit at the circle with the rest of the class, she tells Ron that the class is trying to find rhyming words in the story she has read aloud. She then continues the lesson with the class. In this lesson and throughout the day, Ron appears to be distracted and starts misbehaving.

On Tuesday morning, Ron comes to the classroom and goes immediately to the aquarium at the back of the room to watch the fish. When the bell rings to start the day, he leaves his things at the aquarium and comes late to the circle, pushing to sit between two students even though there is an empty space available. Ms. Bosco tells Ron to have a seat at the empty space and then begins the morning routine. By the start of the reading lesson, Ron is sprawled across the carpet, making noises, and bumping into his neighbors. The students seated around Ron begin complaining to Ms. Bosco about his behavior.

When the class goes to the music room for its morning specials class, Ms. Bosco tries to reflect on Ron's behavior. She reads through the materials that were sent by his previous school and finds that Ron's previous teacher had noted he was easily distracted, especially during transitions. Ms. Bosco then sets the following goals for Ron to meet by the end of the week:

- Increase Ron's sense of membership in the classroom community by having him sit with the class on the carpet in a listening position and by helping him use each of his peer's names and helping them to use his
- Increase Ron's understanding of and commitment to the established classroom norms, beginning with the morning routine, by having him follow the class's established procedures

Possible Strategies

- Stating expectations clearly
- Implementing classroom rules and procedures

✎ Assignment

- Read the Case Study Set Introduction and the STAR sheets on each of the possible strategies.
- Using the strategies listed above, write one suggestion that Ms. Bosco can implement for each of Ron's goals. Explain why the suggestions would be helpful in meeting Ron's goals.

Background

Grade: 4th

Context: Class of 23 students, 20 minutes before lunch

Scenario

Halfway through Mr. English's daily writing lesson, the four students from his classroom who receive morning special education services in language arts return to class in preparation for lunch. Because the special education teacher works with students from several grade levels, he is not able to mesh his schedule completely with the fourth grade and cannot rearrange his schedule. Though the special education teacher tries to cover many of the fourth grade language arts skills with these four students, Mr. English senses that the students are falling farther behind their peers because they do not get to participate in some of the classroom language arts instruction (e.g., writing).

As the year has progressed, when these four students return to his class, they begin to act out and disturb the students participating in the writing lesson. Mr. English is becoming increasingly frustrated with the behavior of the four students. He feels he spends the last half of each writing lesson trying to keep these four students quiet so the rest of the class can learn to write. Mr. English sets the following goals for the next four weeks:

- Increase the quantity and quality of writing time for the class
- Decrease the misbehavior of the four students

Note that Mr. English is not currently including the four students receiving language arts special education services in his writing lessons.

Possible Strategies

- Implementing classroom rules and procedures
- Supporting expectations consistently
- Reevaluating established norms

✎ Assignment

- Read the Case Study Set Introduction and the STAR sheets on each of the three possible strategies.
- Give one suggestion from each strategy that may be helpful to Mr. English in meeting the goals for his class.

Background

Student: Shandra

Grade: 5th

Age: 11.2

Context: Math class, end of the first grading period

Scenario

While calculating his students' grades for the first grading period, Mr. Washington discovers a problem. Although one of his students, Shandra, is receiving Title I tutoring for math, she has a low grade in his math class for the period. Speaking with Shandra's Title I tutor, Mr. Washington learns that part of her tutoring included talking with her Title I peers about her mathematical thinking. The Title I tutor indicates that Shandra is doing well in tutoring and should also be doing well in his class.

Mr. Washington usually lectures during his math instruction. The rest of the lesson is usually filled with independent seatwork. Therefore, there isn't an opportunity for Shandra to talk with anyone about her mathematical thinking. In fact, because students are not allowed to talk while Mr. Washington is teaching or while they do their independent seatwork, in effect a norm of "no talking" has developed in his math classes.

Mr. Washington wants to provide instruction that will offer Shandra a chance to succeed. For the next grading period, he plans to include partner work in his math instruction. The talking procedure that he uses for partner work in his current science class holds that student conversation cannot begin until Mr. Washington gives permission, it must be on the science topic, and it must be only loud enough for partners to hear each other. This procedure works well with the class rule "Get permission to talk." In conjunction with adapting his math instruction and implementing a procedure to support it, Mr. Washington sets the following goals for Shandra during the second grading period:

- Increase her conversation with peers about her mathematical thinking
- Increase her grade in math

In addition, he sets the following goals for himself:

- Increase his use of partner work in math instruction
- Increase his assistance with students vocalizing their mathematic thinking

Possible Strategies

- Stating expectations clearly
- Implementing classroom rules and procedures
- Supporting expectations consistently
- Reevaluating established norms

✎ Assignment

- Review the Case Study Set Introduction and the STAR sheets on the four possible strategies.
- Select two strategies that Mr. Washington will use as he shifts from lecturing to using partner work in his math instruction. Describe how Mr. Washington will use these two strategies to meet his goals and how these strategies will help Shandra to reach her goals.

Background

Grade: 3rd

Context: Friday of the third week of school, redistribution of students among classrooms to meet state class-size requirements

Scenario

Ms. Jung received a list of eighteen students today that will compose her class beginning on Monday. Twelve of her current students will remain with her, twelve will be assigned to new classrooms, and six new students will be assigned to her classroom. Before going home, Ms. Jung speaks briefly with the other third grade teachers to share instructional information about the new students in each teacher's classroom.

During the weekend, Ms. Jung considers how she will help the students in her classroom to become a coherent group. She also considers the established classroom norms, their applicability to the new group of students, and the ways she can support her expectations for students. Ms. Jung is particularly concerned about the amount of student movement in and out of the classroom required throughout the day. Her basic schedule follows the pattern listed below (left). In addition to the class instruction outlined in her schedule, some individual students will need to go for instruction outside Ms. Jung's class. Individual outside instruction involving third graders includes the following scheduled activities noted below (right).

OUR CLASS SCHEDULE

Start	Stop	Activity
8:30	9:00	Morning meeting (attendance, daily news, etc.) in Ms. Jung's room
9:00	9:45	Specials (P.E., art, music, library) in specials classrooms
9:45	10:30	Math instruction in Ms. Jung's room
10:30	11:25	Reading instruction
11:25	11:30	Restroom break en route to cafeteria
11:30	12:00	Lunch in the cafeteria
12:00	12:30	Recess on the playground
12:30	12:45	Reading aloud in Ms. Jung's room
12:45	1:15	Social studies instruction
1:15	1:45	Science instruction in the science lab
1:45	2:15	Recess on the playground
2:15	2:45	Writing instruction in Ms. Jung's room
2:45	3:00	Sustained silent reading
3:00	3:10	Preparation for going home

OUTSIDE INSTRUCTION SCHEDULE

Start	Stop	Activity
8:30	9:00	Morning meeting (attendance, daily news, etc.) in Ms. Jung's room
10:00	10:25	Title I math tutoring
11:00	11:25	Title I reading tutoring
1:00	1:54	Special education instruction (math)
2:15	3:00	Special education instruction (reading)
Tuesday - Thursday		
12:30	2:30	Gifted education instruction
Monday - Wednesday - Friday		
2:40	3:10	Counseling session (Children of divorce) *Participating students leave school from the counselor's office*

Several of Ms. Jung's students will need to move in and out of her classroom at different times. Her class list, below, notes student participation in individual outside instruction and information related to student movement. New students to her class are designated with an asterisk (*).

A=Absent   T=Tardy   D=Dismissed

Name	M	T	W	T	F	Notes:
Lew	✓	✓	✓	✓	✓	Title I math, Title I reading
Jan	✓	A	✓	✓	✓	ADHD, inconsistent medication, constantly in motion
Derrl	✓	✓	✓	✓	✓	Title I math, Special Education (reading)
LaDonna	✓	✓	A	✓	✓	Title I math, Title I reading
Brian*	✓	✓	✓	T	✓	Title I reading
Cheryl	✓	A	✓	✓	✓	Title I reading
Jay*	✓	✓	✓	A	A	Uses a wheelchair
Myra*	✓	✓	✓	✓	✓	Special Education (math)
Ellis*	✓	A	✓	✓	✓	Counseling session
Mendy	✓	✓	D	A	✓	Counseling session
Keith*	✓	✓	✓	✓	✓	Experiencing early signs of kidney failure. Needs frequent, immediate access to a restroom.
Shauna	✓	✓	T	✓	✓	Gifted Education, Counseling session
Robb	A	✓	✓	✓	✓	
Tandy	A	A	✓	✓	✓	
David	✓	✓	✓	A	✓	
Alissa*	A	✓	A	✓	✓	
Pecos	✓	✓	✓	✓	✓	
Jerri Lynn	✓	✓	A	✓	✓	

Possible Strategies

- Stating expectations clearly
- Implementing classroom rules and procedures
- Supporting expectations consistently
- Reevaluating established norms

✎ Assignment

- Review the Case Study Set Introduction and the STAR sheets on the four possible strategies.
- Write a statement describing how each strategy will be implemented as Ms. Jung works with her newly structured class.
- In writing,
    1) Select a classroom norm that would allow successful student movement to outside instruction as needed and maximize time for learning. (This norm may be stated as a rule.).
    2) Explain why you believe the norm will be effective.

3) Write two expectations Ms. Jung must state clearly to the entire class to help establish this norm.

4) State a specific procedure concerning movement she must teach Lew (you may need to refer back to the classroom schedule).

5) State a specific procedure concerning movement she must teach Myra (you may need to refer back to the classroom schedule).