

# **Developing and Teaching Classroom Expectations**

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## Accountability Checklist

Situation	What is your procedure/expectations?
Students entering/leaving class <ul style="list-style-type: none"> <li>• entering before/after tardy bell</li> <li>• leaving before end of class</li> </ul>	
The day's date - location	
Room set-up - How will you work the room?	
Bell activities - What/Where/Graded/Timed	
Checking attendance	
Students who are tardy	
Student receiving permission to speak/ comment/ask questions/leave desk/etc	
Students needing materials - pencil or pen/paper/textbook/etc	
Students coming to attention - signal/expectations	
Student needing to go to restroom - signal/expectations	
Student needing to throw paper away	
Student needing to sharpen pencil	
Student needing tissue	
Student work: <ul style="list-style-type: none"> <li>• heading of papers</li> <li>• passing in papers</li> <li>• use of pen or pencil</li> <li>• writing on back of paper</li> <li>• neatness</li> <li>• incomplete work/late work</li> <li>• due dates</li> <li>• makeup work for absent students</li> <li>• notebook expectations/grading</li> <li>• homework</li> <li>- when/how much/grading/turning in</li> </ul>	

## Situation

## What is your procedure/expectations?

End of class dismissal	
Teacher pacing of instructional time	
Class Movement <ul style="list-style-type: none"> <li>- going to PE/Library/Computer Lab/ Lunch/Assembly/Carousel</li> <li>- class changes/hallway expectations</li> <li>- transitions in class</li> </ul>	
Student expectations for intercom announcements/calling of students to office	
Student expectations - emergency <ul style="list-style-type: none"> <li>• fire/evacuation</li> <li>• bad weather</li> <li>• lockdown/etc</li> </ul>	
Student expectations for <ul style="list-style-type: none"> <li>• visitor in room</li> <li>• principal in room</li> <li>• head counter from State Department</li> </ul>	
Student needing to go to <ul style="list-style-type: none"> <li>• office (referral/phone/etc.)</li> <li>• sick/nurse</li> <li>• counselor (behavior in hall)</li> </ul>	
Collection and Distribution of student work	
Ask-Pause-Call	
Volunteers to answer	
Choral Response	
Signal Response	
White Board Response	
Going to board - expectations	
Substitute expectations - teacher/students	
Random questioning of class	
Think-Pair-Share	
Group work expectations	

## Situation

## What is your procedure/expectations?

Food/drink/candy/gum in classroom	
How will student assignments be posted?	
Breaking of rules <ul style="list-style-type: none"> <li>• signal</li> <li>• consequences/discipline ladder</li> <li>• writing referrals</li> <li>• how will you keep up with</li> </ul>	
Students exchanging/grading papers	
Students keeping progress report	
Positive Incentives for students <ul style="list-style-type: none"> <li>• Student of the Week (criteria/announcing/etc)</li> <li>• Other incentives/rewards</li> </ul>	
Communication with parents <ul style="list-style-type: none"> <li>• back to school letter</li> <li>• materials students will need for your class</li> <li>• positive contacts</li> <li>• parent contact log</li> <li>• planner/agenda</li> </ul>	
Grade book maintenance <ul style="list-style-type: none"> <li>• determining report card grades</li> <li>• recording grades</li> <li>• extra credit</li> </ul>	
Posting of student work	
Students working on other assignments	
Students writing/ passing notes	
Rules and Procedures Test for your class	

## Case Study 3

1. Read the case study silently.
2. Answer the questions of the case study on the back of this sheet.

My name is Ms. Smith and I am a first year teacher. I am very excited about my new career, but I need your help in developing a community of learners in my classroom.

I know you are quite busy, but I have a few questions for you. **What rules and procedures do I need?** I do not want to bore my students on the first day, but I am adamant about the starting the year off on the right foot. **How exactly do I teach rules and procedures?**

I want it to be fun for the students and want them to like me, but I also want them to know that I'm serious and expect them to comply to the rules and procedures. **Should I allow the students to help me make the rules and procedures? If so, how do I let them?**

I have begun working on class rules and wondered what you thought about the following (I will put it on a laminated poster):

### **Class Expectations**

#### **Respect for Self**

I will always do my best.

I will positively participate in all classroom activities.

#### **Respect for Others**

I will stay on task without disturbing or distracting others.

I will not use "put downs" or make fun of others.

I will respect other people's differences and opinions.

#### **Respect for School**

I will be seated when the bell rings.

I will raise my hand for permission to speak or leave desk.

I will enter and exit the room quietly.

I will actively listen when the teacher is speaking.

I know most educational professionals will tell you to keep rules to a max of 6. **Do you think the above is too much?** I really like how positive they are, and how they all revolve around respect.

I want to be the best teacher I can be and make a difference in the lives of my students. Please help me!!!!

