

**RULES AND PROCEDURES**

# Establishing Rules and Procedures

THE **MARZANO COMPENDIUM** OF  
INSTRUCTIONAL STRATEGIES



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# INTRODUCTION

In 2007, Dr. Robert J. Marzano published *The Art and Science of Teaching: A Comprehensive Framework for Effective Instruction*. The framework, composed of three lesson segments, ten design questions, and forty-one elements, was based on research showing that teacher quality is one of the strongest influences on student achievement—that is, an effective teacher can positively and significantly impact student learning. As such, *The Art and Science of Teaching* sought to identify specific action steps teachers could take to improve their effectiveness.

In 2015, Dr. Marzano updated *The Art and Science of Teaching* framework to reflect new insights and feedback. The Marzano Compendium of Instructional Strategies is based on this updated model, presenting forty-three elements of effective teaching in ten categories. Each folio in the series addresses one element and includes strategies, examples, and reproducible resources. The Compendium and its folios are designed to help teachers increase their effectiveness by focusing on professional growth. To that end, each folio includes a scoring scale teachers can use to determine their proficiency with the element, as well as numerous strategies that teachers can use to enact the element in their classrooms. Indeed, the bulk of each folio consists of these strategies and reproducibles for implementing and monitoring them, making the Compendium a practical, actionable resource for teachers, instructional coaches, teacher mentors, and administrators.

# ESTABLISHING RULES AND PROCEDURES

In order to effectively manage a classroom, teachers must establish rules and procedures in the very beginning of the year and revise them throughout the year as needed. Rules that students are expected to follow may be fairly general and apply to all classroom activities, such as “Keep the classroom orderly,” “Obtain permission before leaving the classroom,” and “Raise your hand.” Other rules might be more specific and apply only to certain activities or times of day, such as “No food or drink on the bus.” Procedures, on the other hand, are sets of instructions for activities or events. For example, a teacher might establish a procedure for turning in homework, entering the classroom, or correctly using a Bunsen burner.

## Monitoring This Element

There are specific student responses that indicate this element is being effectively implemented. Before trying strategies for the element in the classroom, it is important that the teacher knows how to identify the types of student behaviors that indicate the strategy is producing the desired effects. General behaviors a teacher might look for include the following.

- When asked, students can describe established rules and procedures.
- When asked, students describe the classroom as an orderly place.
- Students regulate their own behavior.

Desired behaviors such as these are listed for each strategy in this element.

Teachers often wonder how their mastery of specific strategies relates to their mastery of the element as a whole. Successful execution of an element does not depend on the use of every strategy within that element. Rather, multiple strategies are presented within each element to provide teachers with diverse options. Each strategy can be an effective means of implementing the goals of the element. If teachers attain success using a particular strategy, it is not always necessary to master the rest of the strategies within the same element. If a particular strategy proves difficult or ineffective, however, teachers are encouraged to experiment with various strategies to find the method that works best for them.

## Scoring Scale

The following scoring scale can help teachers assess and monitor their progress with this element. The scale has five levels, from Not Using (0) to Innovating (4). A teacher at the Not Using (0) level is unaware of the strategies and behaviors associated with the element or is simply not using any of the strategies. At the Beginning (1) level, a teacher attempts to address the element by trying specific strategies, but does so in an incomplete or incorrect way. When a teacher reaches the Developing (2) level, he or she implements strategies for the element correctly and completely, but does not monitor their effects. At the Applying (3) level, a teacher implements strategies for the element and monitors their effectiveness with his or her students. Finally, a teacher at the Innovating (4) level is fluent with strategies for the element and can adapt them to unique student needs and situations, creating new strategies for the element as necessary.

### Scale for Establishing Rules and Procedures

4	3	2	1	0
Innovating	Applying	Developing	Beginning	Not Using
I adapt behaviors and create new strategies for unique student needs and situations.	I establish rules and procedures, and I monitor the extent to which my actions affect students' behavior.	I establish rules and procedures, but I do not monitor the effect on students.	I use the strategies and behaviors associated with this element incorrectly or with parts missing.	I am unaware of strategies and behaviors associated with this element.

The following examples describe what each level of the scale might look like in the classroom.

**Not Using (0):** The teacher has rules and procedures in mind for the classroom but assumes students will know them as a matter of common sense and doesn't take time to explicitly or properly explain them to students.

**Beginning (1):** The teacher posts rules and procedures around the classroom but does not point them out to students and misses opportunities to refer to them.

**Developing (2):** The teacher establishes rules and procedures and invites students to modify them in order to encourage student ownership of the classroom. However, the teacher doesn't focus on monitoring whether this helps improve student behavior.

**Applying (3):** The teacher uses classroom meetings to identify rules and procedures that should be modified, then modifies them with students. Based on her records of behavior management responses, the teacher is able to see how the changes to the existing rules and procedures help the classroom function more smoothly.

**Innovating (4):** The teacher effectively uses a variety of strategies to establish, explain, and remind students of rules and procedures. The teacher also reaches out to individual students who repeatedly break rules and procedures. He works with them to establish verbal and nonverbal cues that let them know they are breaking the rules or create special rules and procedures to help them better self-manage their behavior.

# STRATEGIES

Each of the following strategies describes specific actions that teachers can take to enact this element in their classrooms. Strategies can be used individually or in combination with each other. Each strategy includes a description, a list of teacher actions, a list of desired student responses, and suggestions for adapting the strategy to provide extra support or extensions. Extra support and extensions relate directly to the Innovating (4) level of the scale. Extra support involves steps teachers can take to ensure they are implementing the strategy effectively for all students, including English learners, special education students, students from low socioeconomic backgrounds, and reluctant learners. Extensions are ways that teachers can adapt the strategy for advanced students. In addition, some strategies include technology tips that detail ways teachers can use classroom technology to implement or enhance the strategy. Finally, each strategy includes further information, practical examples, or a reproducible designed to aid teachers' implementation of the strategy.

## Using a Small Set of Rules and Procedures

Classroom rules and procedures are fundamental to building a productive learning community. However, students are more likely to understand and adhere to rules if a teacher prioritizes rules and procedures by restricting them to five to eight per class. Generally, a teacher should begin the year by establishing general classroom rules, then work toward procedures for more specific areas such as the beginning and end of the school day or period, transitions, and the efficient use of materials and equipment.

### Teacher Actions

- Creating five to eight rules and procedures per class
- Creating procedures to make rules more explicit

### Desired Student Responses

- Explaining the classroom rules and procedures

### Extra Support

- Creating rules that use simple, easily understood vocabulary; if more complex terms are necessary, accompanying them with pictures

### Extension

- Presenting a large number of potential classroom rules to students and asking them to use a decision-making matrix to narrow the list to five to eight

### Examples of Topics for Rules and Procedures

Event or Activity	Elementary Examples	Secondary Examples
<b>General classroom behavior</b>	<ul style="list-style-type: none"> <li>• Being polite and helpful when dealing with others</li> <li>• Respecting the property of others</li> <li>• Listening when others are talking</li> <li>• Keeping hands and feet to oneself</li> </ul>	<ul style="list-style-type: none"> <li>• Bringing material to class</li> <li>• Being in assigned seats at the beginning of class</li> <li>• Respecting and being polite to others</li> <li>• Talking or not talking at specific times</li> <li>• Respecting other people's property</li> </ul>
<b>Beginning and ending the period or school day</b>	<ul style="list-style-type: none"> <li>• Beginning the school day with specific social activities (for example, acknowledging birthdays, important events in students' lives)</li> <li>• Beginning the day with the Pledge of Allegiance</li> <li>• Doing administrative activities (for example, taking attendance, collecting lunch money)</li> <li>• Ending the day by cleaning the room and completing individual tasks</li> <li>• Ending the day by putting away materials</li> </ul>	<ul style="list-style-type: none"> <li>• Taking attendance at the beginning of the period</li> <li>• Addressing students who missed the work from the previous day because of absence</li> <li>• Dealing with students who are tardy at the beginning of the period</li> <li>• Ending the period with clear expectations for homework</li> </ul>



## Establishing Rules and Procedures

<b>Event or Activity</b>	<b>Elementary Examples</b>	<b>Secondary Examples</b>
<b>Transitions and interruptions</b>	<ul style="list-style-type: none"> <li>• Leaving the room</li> <li>• Returning to the room</li> <li>• Use of the bathroom</li> <li>• Use of the library and resource room</li> <li>• Use of the cafeteria</li> <li>• Use of the playground</li> <li>• Fire and disaster drills</li> <li>• Classroom helpers</li> </ul>	<ul style="list-style-type: none"> <li>• Leaving the room</li> <li>• Returning to the room</li> <li>• Fire and disaster drills</li> <li>• Split lunch period</li> </ul>
<b>Use of Materials and equipment</b>	<ul style="list-style-type: none"> <li>• Distributing materials</li> <li>• Collecting materials</li> <li>• Storage of common materials</li> <li>• The teacher's desk and storage areas</li> <li>• Students' desks and storage areas</li> <li>• Use of the drinking fountain, sink, and pencil sharpener</li> </ul>	<ul style="list-style-type: none"> <li>• Distributing materials</li> <li>• Collecting materials</li> <li>• Storage of common materials</li> </ul>
<b>Seat work and teacher-led activities</b>	<ul style="list-style-type: none"> <li>• Student attention during presentations</li> <li>• Student participation</li> <li>• Talking among students</li> <li>• Obtaining help</li> <li>• Staying in one's seat</li> <li>• Behavior when work has been completed</li> </ul>	<ul style="list-style-type: none"> <li>• Student attention during presentations</li> <li>• Student participation</li> <li>• Talking among students</li> <li>• Obtaining help</li> <li>• Staying in one's seat</li> <li>• Behavior when work has been completed</li> </ul>
<b>Group work</b>	<ul style="list-style-type: none"> <li>• Movement in and out of the group</li> <li>• Expected behaviors of students in the group</li> <li>• Expected behaviors of students not in the group</li> <li>• Group communication with the teacher</li> </ul>	<ul style="list-style-type: none"> <li>• Movement in and out of the group</li> <li>• Group leadership and roles in the group</li> <li>• Relationship of the group to the rest of the class or other groups in the class</li> <li>• Group communication with the teacher</li> </ul>

## **Explaining Rules and Procedures to Students**

At the beginning of the school year or term, as a teacher presents the rules he or she has established for the classroom, the teacher can also take time to explain each of the rules and why he or she chose them. Because rules often can be quite general, the teacher's explanation should focus on exemplifying situations in which a rule applies and describing specific behaviors that demonstrate adherence to the rules. The teacher and students might make rules more explicit by creating procedures (how-to steps) for them. These how-to steps are often referred to as *standard operating procedures* or SOPs. When presenting rules and procedures to students, the teacher should also explain the reasons why each one is important.

### **Teacher Actions**

- Discussing the need for rules and procedures with students
- Presenting and explaining a set of teacher-designed rules

### **Desired Student Responses**

- Explaining why rules and procedures are necessary
- Explaining the rationale for teacher-designed rules

### **Extra Support**

- Using pictures, drama, or diagrams while explaining rules and procedures

### **Extension**

- Asking students to classify rules and procedures and explain why they grouped them as they did
- Having students generate their own SOPs

### **Technology Tips**

- Use interactive whiteboard software or presentation software (such as Prezi) to create a multimedia presentation that incorporates images, sounds, important text, and videos depicting examples of your classroom rules and procedures to explain rules and procedures.
- Have students use screen capture software (such as Jing) or apps on tablets (such as ScreenChomp, Educreations, or TouchCast) to explain the rules in their own words.

### **Creating SOPs**

Standard operating procedures (SOPs) are a powerful way to explain and illustrate rules and procedures to students. They are sets of step-by-step instructions that explain how procedures might be executed. These procedures can address management protocols, but they can also address protocols that help students interact with others more efficiently, solve problems more effectively, use equipment appropriately, and so on. There are two basic formats for SOPs: procedural lists and flow charts. Procedural lists and flow charts should always be constructed with input from students and revised as they are used.

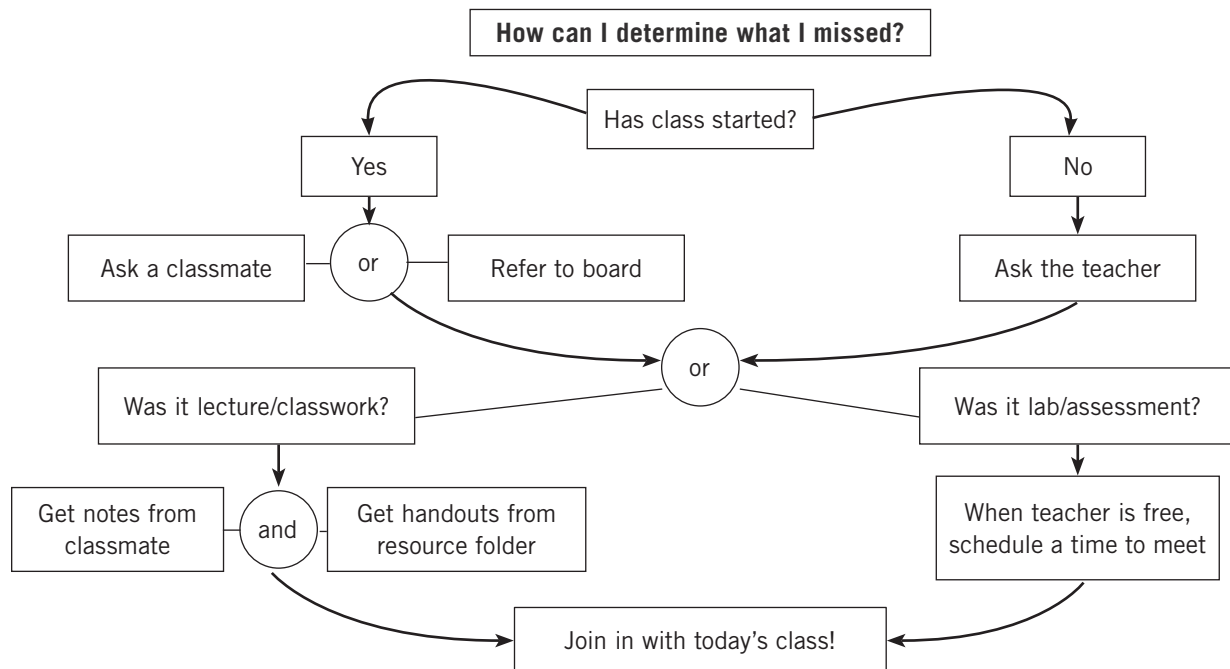
**Procedural Lists**

A procedural list articulates simple sequential steps. They are often used to ensure safety or compliance (for example, non-negotiable procedures such as bus routines), when multiple solutions aren't necessary (for example, hand washing), as a list of actionable items (for example, what to bring to class), or when there is a need for reminders. The following steps can be used to design a procedural list: (1) determine the sequence of steps; (2) create an easy-to-understand visual display to post in the classroom (using pictures or symbols if needed); and (3) ensure comprehension and compliance with regular practice and monitoring. To illustrate, consider the following procedural list SOP for safely carrying an iPad.

1. Grip the iPad on either side with two hands.
2. Put your thumbs to the back and fingers to the front.
3. Hold the iPad chest-high in front of you.
4. Always walk and pay attention.

**Flow Charts**

Flow charts are used when there are multiple solutions to a problem (for example, common classroom computer issues), when there are multiple choices that do not have to go in a certain order (for example, during learning center activities), when you can apply if-then statements (for example, if you are finished, then . . .), or when you can use yes-or-no questions (for example, Are you stuck?). The following steps can be used to design a flow chart: (1) begin with a title or question that guides the reader to the next steps; (2) use yes-or-no prompts to create multiple pathways or outcomes; (3) develop internal loops as needed to define accountability steps (for example, Do you have evidence of mastery?); (4) create closure or a “begin again” step; and (5) ensure comprehension and compliance with regular practice and monitoring. To illustrate, consider the following flow chart that helps students determine what they missed if they were absent from class.



## **Generating Rules and Procedures with Students**

Rules and procedures do not have to be generated by the teacher. Another option is to devote class time to designing rules and procedures from the ground up. In other words, the teacher shifts responsibility to the entire class for crafting the classroom rules and the specific procedures associated with them. While this takes more time, generating rules and procedures as a class can increase student ownership of the classroom.

### **Teacher Actions**

- Discussing the need for rules and procedures with students
- Facilitating students' small-group work to create lists of rules
- Compiling students' lists into final class rules

### **Desired Student Responses**

- Explain why rules and procedures are necessary
- Creating rules that support a safe and orderly classroom

### **Extra Support**

- Showing movie or television clips demonstrating situations in which rules and procedures would have helped

### **Extension**

- Asking students to identify similarities and differences among student-generated rules in order to condense a large list of rules into a smaller set

### **Technology Tips**

- Use polling software to compile student-generated suggestions for classroom rules.
- Use polling software to get students to vote on potential rules for the classroom.
- Use polling software to compile positive and negative consequences for adhering or not adhering to a rule or procedure.

### **Steps for Generating Rules and Procedures with Students**

1. Facilitate a whole-class discussion about the characteristics of a class that facilitates learning.
2. Assemble small groups of students and ask them to create initial lists of suggestions for rules. Provide examples of previous classes' rules if necessary.
3. Combine the rule suggestions from all the small groups into one list and post it somewhere in the classroom.
4. Facilitate another whole-class discussion about the aggregated list of rules. Groups who suggested a rule can explain why they think it is important, and students can discuss the benefits of each one.
5. Have the class vote on each rule and add the rules that obtain a majority (or consensus, depending on the teacher's preferences) to the class's final list of rules.
6. Facilitate a whole-class discussion about the final list of rules and address students' questions or concerns. Students might design procedures for rules that need further clarification.

## **Modifying Rules and Procedures with Students**

One way to involve students in the process of creating rules and procedures is to present general rules to the class and ask students to operationalize them by coming up with specific behaviors or procedures for each rule. These student-generated procedures would be listed underneath the general rule and prominently posted in the classroom for future reference. A second approach is to present students with general rules and specific procedures but then invite them to modify those rules and procedures as they see fit. Students might be organized into small groups and asked to suggest changes. Each group's suggestions would be listed on the board, and all the suggestions would be discussed by the class. Suggested changes that gain consensus would be added to the original set of rules and procedures.

### **Teacher Actions**

- Inviting students to modify existing rules and procedures
- Facilitating students' voting to gain consensus on suggested changes
- Incorporating students' suggestions into existing rules

### **Desired Student Responses**

- Suggesting changes to existing rules and procedures
- Explaining why existing rules and procedures need to be modified

### **Extra Support**

- Focusing rule modification sessions on one rule at a time and specifically explaining (or having students explain) why the rule needs to be modified

### **Extension**

- Asking students to use a problem-solving process when rules need to be changed (define the problem, identify obstacles or constraints, find solutions, predict outcomes, try solutions)

## Modifying Rules and Procedures Worksheet

Name: \_\_\_\_\_

Rule: \_\_\_\_\_

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What does the classroom look like when this rule is being followed?

What are individual student behaviors associated with this rule?

What are the steps students must do to follow this rule?

What modifications, if any, would you suggest to make this rule easier for students to follow?

What modifications, if any, would you suggest to make this rule more effective?

Why is this rule necessary?

Notes:

## **Reviewing Rules and Procedures with Students**

Even when rules and procedures are well designed initially, they must be reviewed and adapted as time goes by. Periodic reviews of rules and procedures can prove extraordinarily useful in promoting students' ownership of their behavior. If students seem to systematically violate or ignore rules and procedures, the teacher calls the lapse to students' attention and reviews and models the rule or procedure as necessary. The teacher might also ask for suggestions about how to get behavior back on track. If students need clarification on a rule or procedure, the teacher can lead a discussion about the need for the rule—on occasion, this discussion might lead to a rule or procedure being changed or dropped altogether. For example, consider a classroom that requires students to raise their hands and obtain permission from the teacher to get up during seatwork. Over time, the teacher and students recognize that this procedure simply does not work well—at times, the teacher is occupied and does not notice a student's raised hand for quite a while. Additionally, students assert that they can be trusted to leave their seats without disrupting the class. After the discussion, the teacher and students agree to suspend the rule.

### **Teacher Actions**

- Identifying rules or procedures that students are systematically violating or ignoring
- Working with students to create procedures for, suspend, or drop rules

### **Desired Student Responses**

- Showing remorse about ignoring or violating rules or procedures
- Explaining why a rule or procedure should be modified, suspended, or dropped

### **Extra Support**

- Recording rule or procedure violations on video and viewing them with the class prior to discussing how to get behavior back on track

### **Extension**

- Asking students to use a problem-solving process to resolve situations in which students are violating or ignoring rules (define the problem, identify obstacles or constraints, find solutions, predict outcomes, try solutions)

## **Process For Leading a Review of Rules and Procedures with Students**

1. Discern a rule that is regularly violated or disregarded by students. For example, a teacher might realize that students forget to turn in homework at the end of the class period on their way out the door.
2. Talk with the class about the rule being consistently broken, why the rule was created in the first place, and its role in keeping the classroom safe or efficient. For example, at the beginning of a class period, the teacher might read the rule aloud (“On their way out of the classroom, students should drop their homework off in the designated folder by the classroom door”) and identify how the rule is being broken (“Some of you are forgetting to turn in your homework”). The teacher then reiterates why the rule is important (“Your homework helps me determine what you understand and what we need to work on more closely”).



## Establishing Rules and Procedures

3. After explaining why the rule was initially created and why the rule is not functioning currently, facilitate a class discussion with students about how they feel about the rule. For example, once the teacher finishes her explanation of the rule about turning in homework at the end of class, the teacher might ask students for their opinions. Some students might agree with the rule as it stands; some students might ask the teacher to remind students before they leave to turn in homework, because they find it difficult to remember; and other students might ask the teacher to consider revising the collection method for homework altogether.
4. The teacher takes into consideration the comments and suggestions given during the discussion. At this point, the teacher might ask the class to vote on whether they would like to keep or change the rule, present her own suggestion for how the rule or procedure should be revised, or resume regular instruction and make a decision later about rule revision.
5. Before implementing changes, regardless of whether the class voted or the teacher revised it himself or herself, the teacher should take time going over the revision of the rule with the class. This may include modeling the new behavior or comparing and contrasting changes between the new and old rule. For example, the teacher may decide that she will stand by the door and directly collect homework from students as they exit the classroom. The teacher explains the revision to students and asks students to help model the behavior.
6. After explaining the new rule or procedure, the teacher should ask students if they need further clarification. In some instances, the teacher may want to ask what actions they can take to ensure a rule or procedure is followed. For example, the teacher might ask students their feelings about the new rule and how she can streamline the process to make it more efficient. Students might suggest that the teacher remind them at the end of class that she will be collecting homework so that students will remember to keep homework out when packing up at the end of class.

## Language of Responsibility and Statements of School Beliefs

Establishing a language of responsibility is important in helping students develop responsibility for their own behavior—if they have no language to talk about responsibility, they have few tools with which to explore the concept. To create a language of responsibility in the classroom, the teacher can lead a discussion about concepts like *freedom*, *equality*, *responsibility*, *threats*, *opinions*, and *rights*. After these and other relevant terms have been introduced, defined, and discussed, the teacher should use the terms consistently to describe and discuss classroom behavior. The teacher can then facilitate a discussion about how the key concepts apply to students during school hours and relate them to rules and procedures.

### Teacher Actions

- Discussing concepts like *freedom*, *equality*, *responsibility*, and *rights* with students
- Helping students create written statements about their rights and responsibilities at school

### Desired Student Responses

- Explaining concepts like *freedom*, *equality*, *responsibility*, *threats*, *opinions*, and *rights*
- Explaining their rights and responsibilities at school

### Extra Support

- Telling stories that illustrate concepts like *freedom*, *equality*, *responsibility*, *threats*, *opinions*, and *rights*

### Extension

- Asking students to write brief fiction or nonfiction examples of situations involving concepts like *freedom*, *equality*, *responsibility*, *threats*, *opinions*, and *rights*

### Example Definitions of Concepts

Concept	Merriam-Webster's Definition	Example Elementary Definition	Example Secondary Definition
<b>Freedom</b>	The quality or state of being free; as absence of necessity, coercion, or constraint in choice or action; liberation from slavery or restraint or from the power of another; the quality of being frank, open, or outspoken	Freedom means that I should be allowed to do the things I want to do.	Freedom is a concept in which individuals are allowed to do or say what they want without being stopped or judged by others.
<b>Equality</b>	The quality or state of being equal (regarding or affecting all objects in the same way); the quality or state of having the same rights, social status, and so on	Equality means that everyone treats one another the same.	Equality is a concept that dictates that all individuals receive the same treatment and are not discriminated against, regardless of race, appearance, gender, religious beliefs, sexual orientation, and so on.

## Establishing Rules and Procedures

<b>Concept</b>	<b>Merriam-Webster's Definition</b>	<b>Example Elementary Definition</b>	<b>Example Secondary Definition</b>
<b>Responsibility</b>	The state of being the person who caused something to happen; a duty or task that you are required or expected to do; something that you should do because it is morally right, legally required, and so on	Responsibility means doing the right thing because you want to or have to or knowing how your actions make or made other things happen.	Responsibility is being able to understand how you contributed to an event and being able to decide what you should or should not do based on whether it is morally right or wrong.
<b>Threat</b>	A statement saying you will be harmed if you do not do what someone wants you to do; someone or something that could cause trouble, harm, etc.; the possibility that something bad or harmful could happen	A threat is when someone says they'll hurt you if you don't do what they want you to do.	A threat is when someone or something creates a possibility of harm to yourself, your freedom, people you care about, your environment and so on.
<b>Opinion</b>	A belief, judgment, or way of thinking about something; what someone thinks about a particular thing	An opinion is something you believe—such as whether a food is good or bad or which superhero is best—that other people might not agree with.	An opinion is a subjective statement with which others may agree or disagree.
<b>Right</b>	Behavior that is morally good or correct; something that a person is or should be morally or legally allowed to have, get, or do	A right is something that I am always allowed to have or do.	Rights are baseline things (actions) that everyone automatically has permission to do or have, as dictated by society.

## **Posting Rules Around the Room**

Posting rules around the classroom can be helpful as both a visual reminder for students and as a way for teachers to hold students accountable for their behavior. General classroom rules should be posted in a prominent location where students can frequently and easily see them, whereas rules and procedures for specific areas or activities should be posted near their relevant locations. For example, a teacher might post the general classroom rules by the doorway leading into the classroom, whereas the teacher would post the rules related to appropriate computer use by the classroom computers.

### **Teacher Actions**

- Posting rules near relevant locations in the classroom
- Reminding students to refer to posted classroom rules

### **Desired Student Responses**

- Following posted rules
- Referring to posted rules when working in the classroom

### **Extra Support**

- Creating posters that include pictures for each rule

### **Extension**

- Asking students to create pictures that clarify and summarize each rule

## **Examples of Rules and Procedures for Specific Classroom Areas**

### Computer Use

- Keep food and drink away from the computer.
- Get permission from the teacher before using the computer.
- Follow the directions given by the teacher when using the computer; do not use the computer for personal needs.
- Ask before printing.
- Remember to logoff after you are done.

### Art Center

- Leave the art center the way you found it.
- Be considerate in your use of resources and supplies at the art center.
- If materials are not working or are missing, let the teacher know.
- Only touch your own art.

## Establishing Rules and Procedures

### Library

- Put books back where and in the order you found them.
- Write your name in the ledger when you check out a book.
- Be quiet when reading and respect others who are reading.
- Be respectful of the books and take care to keep them in good condition.

### Outside the Classroom

- To leave the classroom, you must have a hall or bathroom pass.
- Walk in a single-file and orderly line when walking in the halls as a class.
- When in the hallway, be quiet and take care not to disturb other classes.
- Stay with the group when moving as a class.

### Personal Cubby Area

- Put your jacket and backpack in your cubby at the beginning of the day.
- Keep your cubby organized.
- Only touch your own cubby.
- Only go into your cubby at the beginning of the day, at lunch, and at the end of the day.

## **Class Pledge or Classroom Constitution**

A class pledge or constitution serves as a way to help students buy into and take responsibility for the classroom rules and procedures. It is an informal contract—when students sign it, they are promising to follow the rules that the teacher and the class have set. Students should be directly involved in writing the class pledge or constitution based on the classroom rules and procedures. This document describes what the ideal classroom looks like and what behaviors are necessary to achieve that ideal. All students sign the final copy, and the teacher displays it in the classroom.

### **Teacher Actions**

- Helping students write a class pledge or classroom constitution based on classroom rules and procedures
- Ensuring that pledges and constitutions describe what the ideal classroom looks like and sounds like

### **Desired Student Responses**

- Explaining what the ideal classroom looks like and sounds like
- Creating a class pledge or classroom constitution that supports a safe and orderly classroom
- Agreeing to sign a class pledge or classroom constitution

### **Extra Support**

- Accompanying a classroom constitution with pictures or diagrams that explain its concepts and ideas

### **Extension**

- Asking students to create pictures or diagrams that illustrate the concepts and ideas of the classroom constitution

### **Technology Tips**

- Use publishing or word processing software to create a class pledge or classroom constitution. Have each student sign digitally and print a personal copy.
- Use websites like [www.freebehaviorcontracts.com](http://www.freebehaviorcontracts.com) to create a behavior contract or use provided sample contracts.

## **Examples of Class Pledges and Classroom Constitutions**

### *Example 1*

When we care about each other in our classroom, we share what we have, listen carefully, help each other learn, work hard, and have fun together. We understand that everyone makes mistakes, that we stand up for ourselves and others, and that when someone asks us to stop, we stop. This is who we are even when no one is watching.

## Establishing Rules and Procedures

### Example 2

I pledge today to do my best  
In reading, math, and all of the rest.  
I promise to obey the rules  
In my class and in my school.  
I'll respect myself and others, too.  
I'll expect the best in all I do.  
I am here to learn all I can,  
To try my best and be all I am.

### Example 3

I promise that when I'm in our classroom, I will be the best that I can be. I will be a good student and a good friend and treat others the way that I want to be treated. I will do my part to keep school safe, smart, and fun.

## Posters and Graphics

Using posters and graphics to display rules, procedures, and character traits helps students better remember them while simultaneously decorating the classroom. These posters and graphics emphasize the importance of specific rules and procedures or specific character traits important to proper classroom functioning (integrity, emotional control, and so on). For example, if a teacher's signal for students to be quiet and pay attention is to raise his or her hand in the air, a graphic to emphasize this procedure could be a drawing of a hand with the class's five steps for good listening written on each finger. Students can also create these posters and graphics as a class activity, which adds another element of buy-in and responsibility for appropriate behavior.

### Teacher Actions

- Helping students identify rules, procedures, and character traits that are important to proper classroom functioning
- Helping students create posters and graphics that emphasize their identified rules, procedures, or character traits

### Desired Student Responses

- Explaining which rules, procedures, and character traits are important to proper classroom functioning
- Creating posters and graphics that emphasize important rules, procedures, or character traits

### Extra Support

- Telling personal stories about specific rules and procedures or specific character traits before asking students to illustrate them

### Extension

- Asking students to accompany their posters and graphics with personal stories about specific rules and procedures or specific character traits

### Free Poster and Graphics

There are numerous websites on the Internet that provide free resources for teachers including free posters and graphics to hang in a classroom. Teachers can also search Pinterest for ideas of how to display rules and procedures visually around the room. The following list contains a few websites that offer free printable posters and graphics.

- [www.weareteachers.com/lessons-resources/classroom-printables](http://www.weareteachers.com/lessons-resources/classroom-printables)
- [www.kidsknowit.com/free-educational-posters/free-classroom-posters.php](http://www.kidsknowit.com/free-educational-posters/free-classroom-posters.php)
- [www.freeology.com/quote-posters/](http://www.freeology.com/quote-posters/)
- [www.technologyrocksseriously.com/p/school-signs.html](http://www.technologyrocksseriously.com/p/school-signs.html)
- [www.edgalaxy.com/classroom-posters-charts/](http://www.edgalaxy.com/classroom-posters-charts/)



## **Gestures and Symbols**

Within the classroom, there are some messages that need to be communicated frequently, such as “quiet down” or “I need help with this assignment.” It is often more efficient to use gestures and symbols to communicate these messages. The teacher and students collaborate to establish gestures or symbols that communicate common messages. For example, a raised hand might indicate a need for quiet or attention, turning the lights off and on could signal that group work has become too noisy, a raised book or pencil could show that a student needs help from the teacher, and words or phrases such as *groups* might be used to send students to preassigned work areas or groups.

### **Teacher Actions**

- Working with students to identify basic classroom messages (quietness, attention)
- Establishing gestures or symbols to communicate basic classroom messages

### **Desired Student Responses**

- Explaining the gestures and symbols used to communicate basic classroom messages (quietness, attention)
- Responding quickly and appropriately to teacher gestures and symbols

### **Extra Support**

- Creating a poster to hang in the room that summarizes (using words and pictures) each gesture or symbol used in the classroom

### **Extension**

- Asking students to create posters that summarize (using words and pictures) each gesture or symbol used in the classroom

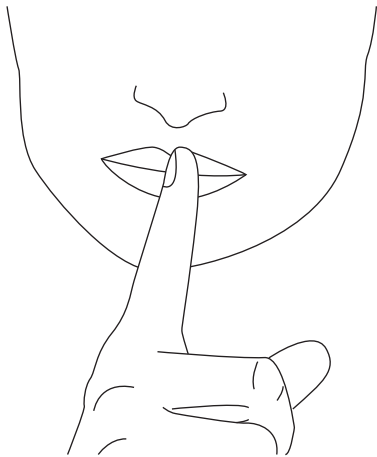
## Gestures and Symbols



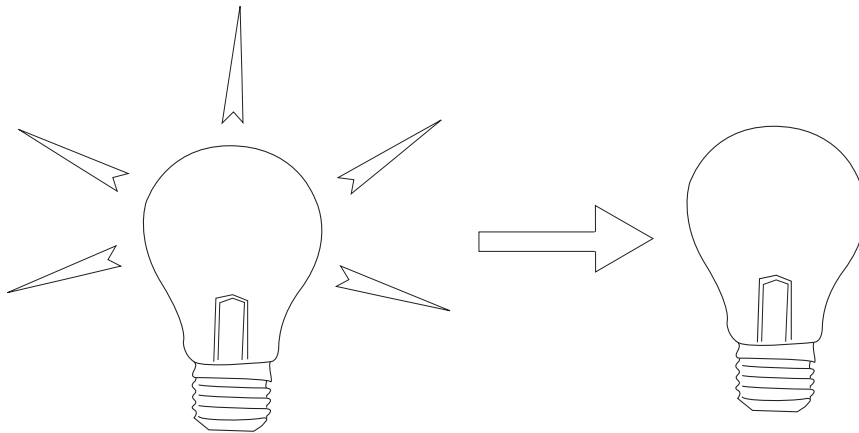
Student gesture to  
use bathroom



Student gesture  
for help



Teacher gestures  
and symbols for  
quiet



## Vignettes and Role-Playing

Students need a clear understanding of what the teacher means when he or she says that rules and procedures help create a focused, respectful atmosphere for learning. A fun way to show examples and nonexamples of appropriate behavior is to have students model them through role-playing. A teacher might divide the class into small groups and assign two groups to each classroom rule or procedure. One group would create a skit that demonstrates a nonexample of a rule or procedure—that is, they would intentionally act out breaking the rule, often in a humorous manner. The second group would act out correct adherence to the rule. Students can also write short stories or vignettes that exemplify classroom rules and procedures if a less theatrical version of this strategy is desired.

### Teacher Actions

- Helping students identify what appropriate behavior looks and sounds like
- Helping students write vignettes or role plays that illustrate appropriate behavior

### Desired Student Responses

- Explaining what appropriate behavior looks and sounds like
- Creating vignettes and role plays that depict appropriate behavior

### Extra Support

- Showing video clips of past classes' vignettes or role plays

### Extension

- Asking students to create videos that depict appropriate classroom behavior

### Technology Tips

- Students can use digital cameras or cell phones and editing software to record and edit dramatic skits that show scenarios in which rules and procedures are or are not followed. After a class movie premiere, the class discusses the rules and procedures presented in each video.

### Examples of Classroom Behaviors

Behavior	Looks Like	Sounds Like
<b>Walking in the Hallway</b>	Walking at a responsible speed, not touching other students, not stopping in the middle of the hallway and blocking the flow of students	Quiet or talking at a conversational volume
<b>Individual Seatwork</b>	Sitting in their assigned seat, keeping hands to themselves, keeping eyes on their own work	No students talking unless they are speaking with the instructor
<b>Talking with a Classmate</b>	Showing good listening skills, responding to teacher cues to return to work when signaled	Using a quiet but conversational tone, not escalating voices, using appropriate language and discussing appropriate topics

## Establishing Rules and Procedures

<b>Behavior</b>	<b>Looks Like</b>	<b>Sounds Like</b>
<b>Going to the Bathroom</b>	Raising hand to ask teacher for hall or bathroom pass, waiting for an appropriate pause in the content (if possible), being prompt in returning to the classroom	Asking to go to the restroom after being called upon, being quiet in the hallway, re-entering the classroom quietly
<b>Responding to a Question</b>	Raising hand when wanting to respond, waiting to be called on	Not calling out, responding to the question once the teacher calls on the student, answering at an appropriate volume and with an appropriate tone
<b>Asking the Teacher a Question</b>	Raising hand when wanting to speak, using eye contact to signal to the teacher, choosing appropriate times to ask questions, waiting an appropriate amount of time to see if the question will be answered later in lesson	Speaking at a volume appropriate for the situation (for example, a student asking a teacher a question during a test would speak at a different volume than a student asking a question during class discussion), not calling out
<b>Listening to a Lesson</b>	Following the teacher with their eyes, holding pencil and taking notes as needed, raising hand to ask questions or add comments as appropriate, ignoring distractions	Listening quietly unless called upon
<b>Waiting to Go to Lunch</b>	Lining up by the door single-file, having lunch in hand (if applicable), not touching other students or their belongings	Talking quietly or standing silently
<b>Individual Seatwork</b>	Having books open, taking notes or completing worksheet (if applicable), focusing on task at hand, not being distracted or distracting others	Working silently
<b>Turning in Homework</b>	Placing homework in the appropriate receptacle either automatically or when prompted by the teacher, creating an orderly stack of papers, making sure names and dates are on all papers that are turned in	Turning work in quietly, explaining to the teacher why an assignment is late and how the student will amend this assignment (if necessary)
<b>Taking a Test</b>	Keeping eyes on own test, not being distracted or distracting other students, flipping the test over upon completion or turning it in to the teacher	Completing test silently, asking questions in a whisper (if necessary)

## **Classroom Meetings**

Classroom meetings are a time for students and the teacher to discuss how the classroom is functioning and identify how it might run more smoothly. In these meetings, the teacher and students bring up issues relative to classroom management including rules and procedures. Issues for discussion might be raised verbally by students during this time, or if students do not feel comfortable volunteering issues, then the teacher might ask students to suggest issues to the teacher beforehand or submit them in a suggestion box for discussion during classroom meetings. For example, a teacher might call a classroom meeting upon noticing that specific rules and procedures are not being adhered to by students or after a specific incident (for example, a physical or verbal altercation between multiple students might warrant a classroom meeting). The teacher leads the meeting and ensures it is orderly and respectful but also lets all students have a chance to voice their questions, comments, and concerns.

### **Teacher Actions**

- Designating time to discuss classroom issues
- Creating guidelines for classroom meetings

### **Desired Student Responses**

- Explaining the purpose of classroom meetings
- Following guidelines for classroom meetings
- Participating appropriately during classroom meetings

### **Extra Support**

- Creating a poster or other visual aid that expresses the guidelines for classroom meetings using words and pictures

### **Extension**

- Asking students to listen and respectfully point out errors in reasoning during classroom meetings

## **Designing Guidelines for Classroom Meetings**

Setting clear guidelines for classroom meetings is crucial if the meetings are to be effective. Teachers may want to consider the following questions when creating guidelines for classroom meetings.

- Are classroom meetings regularly scheduled or called in reaction to a specific event? For example, a teacher might decide that classroom meetings will be held every other Friday for the final fifteen minutes of class.
- What is an appropriate length of a class meeting? Should I cap this time or let the discussion go on for as long as feels appropriate? For example, a teacher might decide that if a classroom meeting feels as though it is cut off, he or she will recap the conversation at the beginning of the following class period and allow an additional ten minutes of discussion, focusing on voices who may not have had a chance to speak during the previous meeting.

## Establishing Rules and Procedures

- Can students call a class meeting? If so, what is the process for this? For example, a teacher might decide that students can call a classroom meeting if they feel it is particularly necessary. If this is the case, the student should individually meet with the teacher, express his or her concerns, and explain why this warrants a classroom meeting over other avenues of remediation.
- What is the format of the classroom meeting? Is it an open discussion or should I moderate the conversation? For example, a teacher might decide that the format of a classroom meeting will be an open discussion; however, if the discussion breaks down such that it is ineffective, disrespectful, or chaotic, he or she will moderate the discussion by choosing who speaks and for how long.
- How can I create a respectful atmosphere that makes students feel safe when sharing? How does this translate into specific speaking guidelines for class meetings? For example, a teacher might decide that students who are disrespectful or accusatory of their fellow students will be removed from the discussion. Such students get one strike, but if they have to be reminded multiple times, they will be asked to listen respectfully and allow others to speak.
- To what degree is student participation mandatory? For example, a teacher might decide that students can choose to only listen and not participate in classroom meetings.
- How should I arrange the class to ensure the most successful classroom meetings? For example a teacher might decide to have students arrange their desks in a circle so that all students and the teacher can see each other's faces.
- How can I ensure that classroom meetings stay on topic and focus on policies and issues, rather than specific individuals? For example, a teacher might decide that he or she will guide students back to the topic at hand if they get off topic. A teacher might also make a rule that students will not refer to specific other students or their actions to make points, particularly if such a callout is in a negative light.

## **Student Self-Assessment**

To implement student self-assessment, the teacher periodically asks students to assess their own level of adherence to classroom rules and procedures. To do so, the teacher simply presents students with rules or procedures and asks them to rate their adherence to those rules and procedures on a scale of 0 (not adhering) to 4 (exemplary adherence). A teacher might choose to have students assess their own behavior relative to general classroom rules or the rules and procedures for a specific activity, such as working in groups. Students should be given the opportunity to self-assess on a fairly regular basis so that they can see their own progress. For general classroom rules and procedures, this might occur once a week or every other week. For specific activities, this might occur after each instance of the activity or after every third instance, depending on how frequently students engage in that activity.

### **Teacher Actions**

- Creating a scale that students can use to evaluate their adherence to classroom rules and procedures
- Asking students to assess their level of adherence to classroom rules and procedures

### **Desired Student Responses**

- Explaining what different levels of adherence to classroom rules and procedures look like using a teacher-designed scale
- Rating their level of adherence to classroom rules and procedures

### **Extra Support**

- Explaining to students (using pictures and words) what each level of the self-assessment scale looks and sounds like

### **Extension**

- Asking students to track their adherence to classroom rules and procedures over time and make generalizations about what they did that helped them improve adherence

## Student Self-Assessment Rating Sheet

Name: \_\_\_\_\_

Rule or Procedure: \_\_\_\_\_

Date	0 Not Adhering	1 Occasionally Adhering	2 Adhering More Often Than Not	3 Adhering Most of the Time	4 Exemplary Adherence



# REPRODUCIBLES

Teachers can use the following reproducibles to monitor their implementation of this element. The reproducible titled Tracking Progress Over Time helps teachers set goals related to their proficiency with this element and track their progress toward these goals over the course of a unit, semester, or year. Tracking Teacher Actions and Tracking Student Responses allow observers in classrooms to monitor specific teacher and student behavior related to this element. Teachers themselves can also use the Tracking Student Responses reproducible to document instances of student behaviors during class. The Strategy Reflection Log provides teachers a space to write down their thoughts and reflect on the implementation process for specific strategies related to this element. Finally, this section provides both a student survey and a teacher survey, the results of which provide feedback about teachers' proficiency with this element.

## Tracking Progress Over Time

Use this worksheet to set a goal for your use of this element, make a plan for increasing your mastery, and chart your progress toward your goal.

Element: \_\_\_\_\_

Initial Score: \_\_\_\_\_

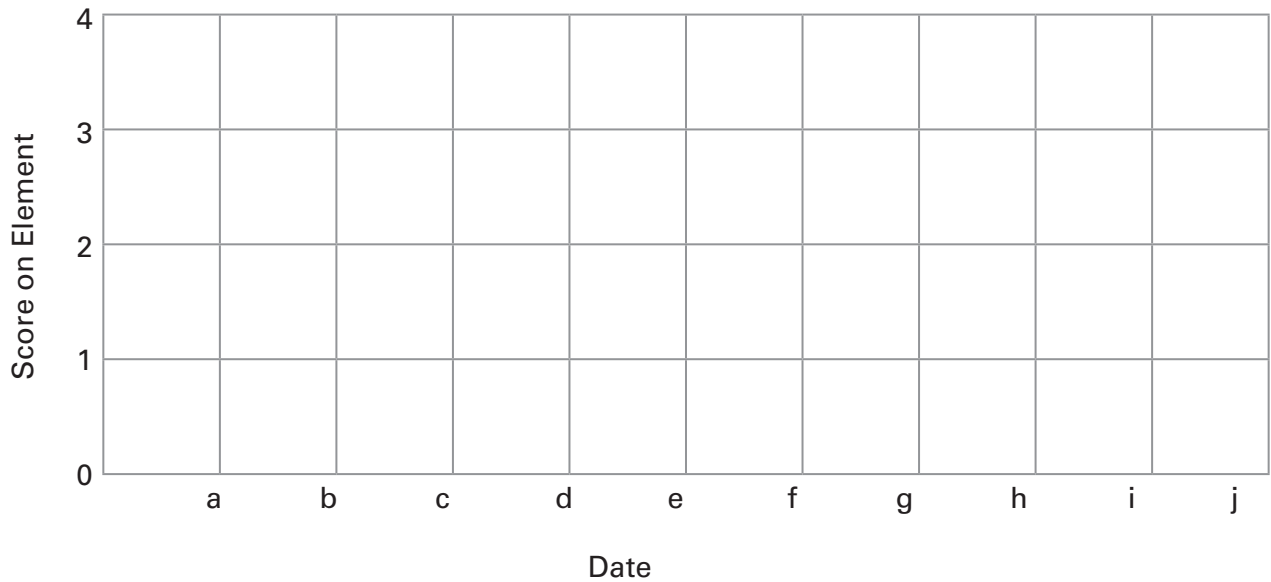
Goal Score: \_\_\_\_\_ by \_\_\_\_\_ (date)

Specific things I am going to do to improve: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



a. \_\_\_\_\_

f. \_\_\_\_\_

b. \_\_\_\_\_

g. \_\_\_\_\_

c. \_\_\_\_\_

h. \_\_\_\_\_

d. \_\_\_\_\_

i. \_\_\_\_\_

e. \_\_\_\_\_

j. \_\_\_\_\_

## Tracking Teacher Actions

During an observation, the observer can use this form to record the teacher's usage of strategies related to the element of establishing rules and procedures.

Observation Date and Time: \_\_\_\_\_ Length of Observation: \_\_\_\_\_

Check Strategies You Intend to Use	Strategies	Description of What Was Observed
	Using a Small Set of Rules and Procedures	
	Explaining Rules and Procedures to Students	
	Generating Rules and Procedures with Students	
	Modifying Rules and Procedures with Students	
	Reviewing Rules and Procedures with Students	
	Language of Responsibility and Statements of School Beliefs	
	Posting Rules Around the Room	
	Class Pledge or Classroom Constitution	
	Posters and Graphics	

	Gestures and Symbols	
	Vignettes and Role-Playing	
	Classroom Meetings	
	Student Self-Assessment	
	Other:	
	Other:	

## Tracking Student Responses

A teacher or observer can use this worksheet to record instances of student behavior to inform planning and implementation of strategies associated with establishing rules and procedures. Any item followed by an asterisk is an example of undesirable behavior related to the element; the teacher should look for a decrease in the number of instances of these items.

Observation Date and Time: \_\_\_\_\_ Length of Observation: \_\_\_\_\_

Behavior	Number of Instances
Describing established rules and procedures	
Adhering to rules and procedures	
Describing the classroom as orderly	
Regulating their own behavior	
Not following a rule or procedure*	
Describing what adherence to a rule or procedure looks like	
Explaining why a rule or procedure is necessary	
Other:	
Other:	

## Strategy Reflection Log

Use this worksheet to select a strategy, set a goal, and reflect on your use of that strategy.

Element: \_\_\_\_\_

Strategy: \_\_\_\_\_

Goal: \_\_\_\_\_

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Date	How did it go?

## Student Survey for Establishing Rules and Procedures

**1. My teacher tells me how he or she expects me to behave in class.**

Strongly Disagree	Disagree	Neither Agree Nor Disagree	Agree	Strongly Agree
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**2. My teacher clearly communicates rules and procedures for students.**

Strongly Disagree	Disagree	Neither Agree Nor Disagree	Agree	Strongly Agree
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**3. If students aren't following the rules, our class talks about it and makes a plan to solve the problem.**

Strongly Disagree	Disagree	Neither Agree Nor Disagree	Agree	Strongly Agree
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**4. My teacher asks students to help make classroom rules and procedures.**

Strongly Disagree	Disagree	Neither Agree Nor Disagree	Agree	Strongly Agree
-------------------	----------	-------------------------------	-------	----------------

**5. My teacher uses hand signals, gestures, or phrases to remind students to follow a rule.**

Strongly Disagree	Disagree	Neither Agree Nor Disagree	Agree	Strongly Agree
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**6. My classroom is an orderly place.**

Strongly Disagree	Disagree	Neither Agree Nor Disagree	Agree	Strongly Agree
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## Teacher Survey for Establishing Rules and Procedures

**1. I clearly communicate rules and procedures.**

Often                      Sometimes                      Rarely                      Never                      I don't know

**2. I involve students in creating rules and procedures.**

Often                      Sometimes                      Rarely                      Never                      I don't know

**3. I use classroom meetings to review and discuss rules and procedures.**

Often                      Sometimes                      Rarely                      Never                      I don't know

**4. I remind students of rules and procedures.**

Often                      Sometimes                      Rarely                      Never                      I don't know

**5. I ask students to restate or explain rules and procedures.**

Often                      Sometimes                      Rarely                      Never                      I don't know

**6. I provide cues or signals when a rule or procedure should be used.**

Often                      Sometimes                      Rarely                      Never                      I don't know

**7. I model or have students model correct and incorrect behaviors.**

Often                      Sometimes                      Rarely                      Never                      I don't know