MIDWEST PB✦S NETWORK   MID-ATLANTIC PB✦S NETWORK

What is it?

An easy-to-read matrix containing the school-wide expectations, classroom rules and classroom routines. The teaching matrix serves as the primary tool defining the behavioral-social-emotional learning standards for instruction.

What does it look like?

Expectations:
3-5 School-wide expectations exemplifying the vision of the school (Classroom and School-wide expectations are the same).

Rules:
Observable, measurable, positively stated, applicable, and understandable pro-social examples for each expectation

Routines:
Posted procedures for automating common activities. Consider routines for external behaviors (e.g. turning in assignments, etc.), and social-emotional skills (e.g. self-awareness, etc.)

The Warren Way	Classroom Rules	Classroom Routines	
		Group Work	When you feel upset
Be Responsible	• Focus on your work • Apologize for mistakes	1. Do your fair share	1. Display your 'stop signal' 2. Choose a coping strategy
Be Respectful	• Listen to speaker • Raise hand	2. Listen to your peers	3. Use "I statement" to express feelings and needs
Be Safe	• Keep hands and feet to self	3. Clean up area	4. Use Calm Corner as necessary 5. Talk to someone if you need help

Why?

Consistent expectations in all settings ensure a common vision and message, creating consistency among adults which helps students stay regulated.

Positively stated rules inform teachers on what to instruct and prompt.

Students know exactly what to do.

Routines crate a predictable and calm environment.

Routines prevent disruption often associated with staff inconsistency.

Maximize learning time by automating frequent tasks and activities.

Trauma-Lens? A well-designed teaching matrix creates consistency and predictability through clearly stated rules. Routines support regulation, and can develop social-emotional competencies.

How?

Use the same expectations as posted school-wide.

Expectations usually stay the same year-after-year, but revisit behavior data annually to review possible rule revisions.

Three approaches to consider: 1) having same rules in all classes, 2) having core rules be the same, with room for individual teacher rules, OR 3) all rules individual to each room. Tier 1 Team decides.

Save time and resources by developing routines to be shared with colleagues. Tier 1 team may consider some routines to be the same school-wide (transition, getting attention, other?)

Tips?

- Use the Teaching Matrix to integrate social, emotional, and behavior examples from related initiatives (SEL competencies, bullying prevention skills, mental health, etc.)
- Keep the number of rules manageable. After an initial draft, try to pick the top few rules for each expectation that have the biggest impact on your target outcomes
- Get student input on the established rules. Are they clear? What are examples and non-examples?
- Daily: Identify an Expectation and rule to match to the period's academic learning objective in the lesson plan, and post it as a prompt for what behavior to expect and reinforce.