Establishing a Consistent, Organized, and Respectful Learning Environment

Educator establishes a consistent, organized, and respectful learning environment.

Key Method

The educator collaborates with learners to establish classroom rules, models and practices a classroom procedure, and creates a menu of behavior management strategies to support a positive classroom environment.

Method Components

Defining Expectations, Rules, and Procedures

When we talk about classroom management, words like **expectations**, **rules**, and **procedures** are often used interchangeably. However, these terms refer to distinct behavioral supports that are essential to establishing a positive classroom climate. When expectations, rules, and procedures align, students can see the connections between what is expected of them at the building or classroom level and how they are asked to perform on individual learning tasks.

- Generally, **expectations** are set at a building level and use broad language to outline the overall guidelines for desired social and academic behaviors. Often expectations are short, motivational words or phrases carefully selected to create a school-wide vision for student behavior (e.g., Be respectful or Be responsible).

- **Rules** outline key behaviors students need to follow to meet the identified expectations. Collaborating with students to co-create rules ensures the cultures, values, and beliefs of various ethnic, cultural, and linguistic backgrounds are represented in the school. When writing classroom rules, make sure that they are observable, measurable, positively stated, understandable, and applicable throughout the entire class period. (e.g., Have materials at your seat and be ready to work at the beginning of class.)

- **Procedures** are the clearly defined routines and actions that occur in classrooms on a regular basis. Established, efficient procedures increase the likelihood that students will adhere to the rules and expectations that are necessary for an organized and predictable learning, saving valuable instructional time (e.g., the steps to transition from small group to whole group).

Fred Jones (*Tools for Teaching, 2017*) recommends that educators make a substantial investment of time during the first weeks of school to teach and model classroom procedures. This initial investment can include teaching behavior within and alongside academics—engaging in dual-purpose instruction. After students have learned to execute the procedures independently, the class will have more uninterrupted instructional time during the remainder of the school year. The following actions might require a procedure to help establish a consistent, organized, and respectful learning environment:

- Students transition from whole group to small group instruction
- Independent seat work or reading
- Small group collaboration
- Collectively entering the classroom and exiting the classroom
- Bellwork and taking attendance
- Distributing and collecting papers and materials

To be effective, classroom expectations, rules, and procedures need to be easy for all learners to understand and apply, observable and action oriented, and posted in areas that are clearly visible to all students.

Setting and Maintaining Rules in Partnership with Students

Collaborating with students to establish or revise classroom rules provides an authentic opportunity for student voice and ownership. Authentic collaboration means that every student is given a chance to participate in the process, student feedback is valued and incorporated into a final product, and students have opportunities to reflect on how the rules will support a consistent, organized, and respectful learning environment.

For students with limited writing skills, a class discussion might be the best way to foster collaboration. Educators might select a school-wide expectation for behavior (e.g., Be Respectful or Be Responsible) and ask students why that expectation is important and how they might show respect or responsibility in the classroom. Read-alouds with a character who demonstrates a school expectation can also be a helpful catalyst for discussions with younger students. Older students might work in groups to create a web-diagram on chart paper as they brainstorm classroom rules that align with and support the school-wide expectations. For example, the classroom rule, "Arrive on time with all materials for class" is a way for students to demonstrate the expectation "Be responsible." To ensure all students contribute to the rule-setting process, educators might conclude the discussion with a strategy for reaching a class consensus. One strategy might include presenting three sets of rules, and allowing students to vote on the set that best supports the overall vision for class behavior. Another strategy might

be for students to rank the rules as a way to prioritize the ones they believe are most important, or students might write rationales for the rules they feel are most important. Inviting students of all ages to participate in the development of classroom rules encourages student ownership, builds community, and ensures that students understand the often abstract ideas represented in the expectations.

Behavior Management Strategies

Expectations, rules, and procedures provide the foundation for a consistent, organized, and respectful learning environment. Educators should post the expectations and rules in central locations where they are visible to all students while procedures should be visibly placed in areas where students are likely to need them (e.g., procedures for sharpening pencils posted above the sharpener). Educators also need a menu of behavior management strategies to increase the likelihood that students will follow the established guidelines. Research from Positive Behavioral Interventions and Supports (PBIS) indicates that approximately 80% of students experience success when behavior expectations are explicitly taught, acknowledged, and encouraged, and unwanted behavior is addressed in a respectful, instructional manner. An educator's menu of behavior management strategies includes ways to effectively address a range of behaviors from minor misbehaviors to major infractions.

Type of Strategy	Example
Proactive strategy	Proximity, prompting, active supervision, praise
Low-level behavior error strategy	Reteach and practice expected behavior
Repeated behavior error strategy	Consequences (restitution or restoration)
Major violation strategy	Deescalate behavior or seek administrative help

Within the group of proactive strategies, research consistently shows educator praise focused on the appropriate demonstration of classroom rules is one of the most influential practices for behavior change (McLeskey et al., 2022). Educators who incorporate high rates of positive recognition assist students in developing the ability to self-monitor and self-regulate. In addition, the menu should include strategies to lessen inappropriate choices and repeated misbehaviors. Consequences for these types of disruptions should be logical for the offense and delivered in a calm, non-punitive manner. Finally, educators need to have protocols in place for dangerous behaviors that might threaten the safety of teachers or students, thereby requiring outside intervention from administrators or a school safety officer. Regardless of the strategies on an educator's menu, the key to successful behavior management is to be consistent in

communicating expectations and rules and to continually model appropriate behaviors and provide positive feedback.

Supporting Research and Resources

The Supporting Research and Resources includes several articles and videos for learning more about establishing a consistent, organized, and respectful learning environment. As you interact with these learning materials, take time to reflect on your professional practice.

Supporting Research

Riden, B. S., Markelz, A. M., & Randolph, K. M. (2019). Creating Positive Classroom Environments With Electronic Behavior Management Programs. Journal of Special Education Technology, 34(2), 133–141. Creating Positive Classroom Environments With Electronic Behavior Management Programs

McLeskey, J., Maheady, L., Billingsley, B., Brownell, M., & Lewis, T. (Ed.) (2019). High-leverage practices for inclusive classrooms. New York: Routledge. [Chapter 7] As a support to this book, the HLP 7 Admin Guide (HLP 7 Admin Guide) includes an overview and highlights other useful information for establishing a consistent, organized, and respectful learning environment. Additionally, this video (HLP #7 Establish a Consistent, Organized, and Respectful Learning Environment) provides a definition, rationale, and features general and special educators and their students as they review the three key components of HLP 7.

Marzano, R. J. (2017). Chapter 8 Implementing Rules and Procedures. In *The New Art and Science of Teaching* (pp. 79–86). essay, Solution Tree Press.

Marzano, R. J. (2019). Chapter 8. In *The Handbook for the New Art and Science of Teaching* (pp. 235–278). essay, Solution Tree Press.

McIntosh, K., Sugai, G., & Simonsen, B. (2020). Ditch the Clip! Why Clip Charts Are Not a PBIS Practice and What to Do Instead. Center on PBIS, University of Oregon. Ditch the Clip!.pdf

Marzano, R.J., Gaddy, B.B., Foseid, M.C., Foseid, M.P., & Marzano, J.S. (2005). A Handbook for Classroom Management That Works. Alexandria, VA: ASCD. A Handbook for Classroom Management That Works

Supporting Research

Create Your Classroom Rules WITH Your Students for a Powerful Start to the Year. This resource (Create Your Classroom Rules WITH Your Students.pdf) includes a step-by-step process to creating classroom rules with student input.

My 4-D Strategies for Collaborating with Students in Creating and Implementing the Classroom Rules. This article, written by Thuy Lien Nguyen, created a 4-D strategy named from the first letters of Design, Discuss, Display, and Deliver to create and implement classroom rules with students. My 4-D Strategies for Collaborating with Students in Creating and Implementing the Classroom Rules.

Behavior Science. This video (Behavior Science) provides educators with background knowledge in research-based behavioral principles and provides guiding questions to help with strategies for responding to behavior.

Efficient and Effective Response Strategies. This video (Efficient and Effective Response Strategies) describes and provides examples of behavior response strategies that are familiar and commonly used in the classroom as a response to behavior.

Behavior Specific Praise. This video (Behavior Specific Praise) highlights behavior specific praise and provides examples and non-examples of implementing in the classroom.

Supporting and Responding to Students' Social, Emotional, and Behavioral Needs: Evidence-Based Practices. Provided by the Center on PBIS, this resource (Supporting and Responding to Students' SEB Needs) outlines evidence-based strategies and examples for educators.

Continuum and Menu of Strategies. This excerpt (Continuum and of Strategies.pdf) outlines explanations and explicit examples of proximity, non-verbal cue, ignore/attend/praise, re-direct, re-teach, provide choice, and student conference. The full resource, Discouraging Inappropriate Behavior (Discouraging Inappropriate Behavior.pdf) was developed by Missouri School-Wide Positive Behavior Support for use in Tier I educator training.

12 Must-Teach Classroom Procedures and Routines. Located on the We Are Teachers website, this resource (12 Must-Teach Classroom Procedures and Routines) emphasizes 12 educator recommended tips for teaching procedures and routines.

Teaching Procedures, Routines, and Rules During the First Week of School in Fourth Grade. This video (Teaching Procedures, Routines, and Rules) highlights a fourth grade educator establishing routines, procedures, and cultivating a positive classroom culture at the beginning of the school year.

8 Proactive Classroom Management Tips. This article (8 Proactive Classroom Management Tips for New Teachers) provides new and experienced teachers with ideas on how to stop disruptive behavior before it begins.

19 Effective Classroom Procedures You Can Try. This article ([19 Effective Classroom Procedures You Can Try | Indeed.com](#)) explains classroom procedures and provides a list of strategies focused on improving the classroom experience for the educator and students.

Classroom Management: Procedures. From TeachHub, this article ([Classroom Management: Procedures - TeachHUB](#)) focuses on the importance of establishing procedures and how they impact classroom culture and community.

How to Write the Best Classroom Rules with Your Students. This blog ([How to Write the Best Classroom Rules with Your Students – Core Inspiration](#)) explains the importance of including students in the process of creating rules and the value in revisiting the rules together throughout the school year.

How Novice and Expert Teachers Approach Classroom Management Differently. A 2021 study reveals the ways in which new and experienced teachers think about discipline—plus 6 takeaways for managing your classroom effectively this year ([How Novice and Expert Teachers Approach Classroom Management Differently | Edutopia](#)).

PBIS World. This website (https://www.pbisworld.com/) provides an extensive list of common behavior concerns as well as supporting interventions for each specific behavior.

Arkansas Behavior Support Specialists Resources. The Behavior Breaks are short videos that provide evidence-based behavioral practices that support establishing classroom expectations, rules, and procedures: [Silent Hand Signals](#) and [Routines and Procedures](#). Additional resources include a [Checklist for Classroom Rules](#), [Steps for Teaching Routines and Procedures](#), and [Examples of Classroom Reinforcement Systems](#) . Access the full Arkansas Behavior Support Specialists website at [arbss.org](#).

How to Create a Classroom Behavior Matrix. This resource ([How to Create a Classroom Behavior Matrix](#)) provides information on how to use a schoolwide behavior matrix to establish a classroom behavior matrix for the unique atmosphere of an educator's specific classroom.

Submission Guidelines and Evaluation Criteria

This micro-credential is divided into three areas: Overview, Artifacts and Evidence, and Reflection. Each area contains guidelines for the item(s) you must submit for this micro-credential and the criteria by which your evidence and artifacts will be evaluated.

- Please read each task and corresponding rubric carefully to ensure a thorough understanding of the expectations for the artifacts and evidence you submit.

- Before uploading evidence and artifacts for this micro-credential, remove any personally identifiable information. When referring to students or student work samples, use fictitious names or Student A, Student B, etc.

- To earn this micro-credential, you must receive "Passing" on Part 1 and Part 3, and "Demonstrated" on all criteria in Part 2.

Part One. Overview

Read the Overview guidelines and evaluation criteria carefully to ensure a thorough understanding of the expectations for a "passing" submission.

The Overview submission should be uploaded as a Word document or PDF. (Please do not use Google Docs.)

Task: In a written response, describe your philosophy of behavior management. Your response should include:

- the subject and grade level you teach

- the classroom expectations for your students

- one strategy you use to encourage positive classroom behavior

- one strategy you use to manage challenging behavior

This submission is scored either "passing" or "not passing."

Passing: Earner includes a response to each part of the prompt; total response should be at a maximum of 200-words and provide adequate detail to help the scorer understand the context for your submission.

Part Two. Artifacts and Evidence

Read the Document Submission Requirements carefully to ensure a thorough understanding of the expectations for "Demonstrated."

Any written documents should be uploaded as a Word document or PDF. (Please do not use Google Docs.)

Task 1: Co-Creating Classroom Rules

Facilitate an authentic collaboration session in which students can create or revise a set of classroom rules. As evidence of this task, upload **a minimum of two artifacts** that demonstrate how students were engaged in authentic collaboration to create or revise classroom rules.

Artifacts might include, but are not limited to, the following suggestions:

- a short video or audio recording of the class discussion (5-minutes in length)
- student reflection sheets

- evidence of a process used to establish consensus
- photos of the initial draft and final draft of the class rules

Please submit the two artifacts with the title "Task 1 Artifact 1" and "Task 1 Artifact 2" as evidence for Task 1.

Task 2: Improving a Procedure

Identify a routine classroom action (e.g., transitioning to small groups, lining up, sharpening pencil) that needs a procedure to be effective.

Complete the Procedure Analysis template to help you identify the necessary steps so the procedure is consistent, organized, and respectful of all students. Explicitly teach and model the steps, and provide opportunities for students to practice the steps until they can complete the procedure independently or with minimal prompting from the educator.

As evidence of Task 2, submit all of the following:

- the completed Procedure Analysis template
- a photo of the procedure posted in your classroom
- a video of you explicitly teaching and modeling the procedure for students

Please submit the three artifacts with the title "Task 2 Procedure Analysis," "Task 2 Procedure Photo," and "Task 2 Video" as evidence for Task 2.

Task 3: Creating a Menu of Strategies

Use the Behavior Management Menu of Strategies template, located in the resource section, to create a menu of behavior strategies for responding to a range of classroom behaviors that students commonly display. Include at least three behaviors for each type of behavior strategy, and briefly describe appropriate adult responses or consequences for the level of the identified behavior.

After 2-3 weeks of consistent application and reinforcement of expectations, rules, and procedures, analyze the data from the template. Ask students to write a reflection or answer survey questions to determine how students view the class learning environment since the expectations, rules, and procedures have been in place.

As evidence of Task 3, submit all of the following:

- the completed Behavior Management Menu of Strategies template
- reflection or survey questions completed by at least 3 students

Please submit the two artifacts with the title "Task 3 Behavior Management Menu of Strategies" and "Task 3 Student Responses" as evidence for Task 3.

Artifacts and Evidence Scoring Guide

Tasks	Not Met	Progressing	Demonstrated
Task 1: Co-Creating Classroom Rules	Earner does not provide the required artifacts that demonstrate how students were engaged in authentic collaboration to create or revise classroom rules.	Earner provides two artifacts that partially demonstrate or provides one artifact that demonstrates how students were engaged in authentic collaboration to create or revise classroom rules.	Earner provides a minimum of two artifacts that demonstrate how students were engaged in authentic collaboration to create or revise classroom rules.
Task 2: Improving a Procedure	Earner submits one of the required artifacts: a completed Procedure Analysis template, a photo of the procedure posted in the classroom, and/or a video of the earner teaching and modeling the procedure for students; or the earner does not submit the required artifacts.	Earner submits two of the required artifacts: a completed Procedure Analysis template, a photo of the procedure posted in the classroom, and/or a video of the earner teaching and modeling the procedure for students.	Earner submits a completed Procedure Analysis template, a photo of the procedure posted in the classroom, and a video of the earner teaching and modeling the procedure for students.
Task 3: Creating a Menu of Strategies	Earner does not provide the required artifacts: Behavior Management Menu of Strategies and a minimum of 3 student reflection or survey question responses.	Earner provides a partially completed Behavior Management Menu of Strategies and a minimum of 3 student reflection or survey question responses; or the earner provides a completed Behavior Management Menu of Strategies template and fewer than 3 student responses to the reflection or survey questions.	Earner provides a completed Behavior Management Menu of Strategies template and a minimum of 3 student responses to the reflection or survey questions.

Part Three. Reflection

Read the Reflection guidelines and evaluation criteria carefully to ensure a thorough understanding of the expectations for a "passing" submission.

Your Reflection should be uploaded as a Word document or PDF. (Please do not use Google Docs.)

Task: In what ways has the implementation of this micro-credential created an organized, consistent, and respectful learning environment and provided more time for quality instruction? Include reflection on all Part Two tasks in your response.

This submission is scored either "passing" or "not passing."

Passing: Earner includes a response for each part of the prompt (350-word maximum). Responses should clarify and further explain how earning this micro-credential has impacted your professional practice and student outcomes.