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| **Missouri SW-PBS ETLP Practice Profile** |
| **PRACTICE: Classroom rules/expectations are aligned with school-wide expectations, posted, and referred to regularly.** |
| **Expectations & Rules** |
| **Essential Functions** | **Exemplary/ Ideal Implementation** | **Proficient** | **Close to Proficient** | **Far from Proficient** |
|  |  |  |  | *(Skill is emerging, but not yet to ideal proficiency. Coaching is recommended.)* | *(Follow-up professional development and coaching is critical.)* |
| 1 | The language of the classroom expectations reflects the language of the schoolwide expectations. | * *Classroom expectation matrix headings are consistent with schoolwide expectation matrix headings reflecting 3-5 expectations (e.g. Be Respectful, Be Responsible, Be Safe)*
* *There is evidence of connection across grade level or content area, and clear communication with other adults to support consistent use of common language.*
 | * *Classroom expectation matrix headings are consistent with schoolwide expectation matrix headings reflecting 3-5 expectations (e.g. Be Respectful, Be Responsible, Be Safe)*
 | * *Classroom expectations are disconnected from or contradictory to schoolwide expectations.*
 | * *No evidence of established classroom expectations.*
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| 2 | Rules are specific criteria for achieving expectations. | * *Classroom matrix includes rules with specific descriptions of how students can meet the expectations.*
* *Evidence of connection across grade-level or content area, and communication to other adults to support consistent use of language (interventionists, volunteers, etc.).*
 | * *Classroom matrix includes rules with specific descriptions of how students can meet the expectations.*
 | * *Rules are present but vague, resulting in unclear criteria for success.*
 | * *No evidence of established classroom rules.*
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| 3 | Rules meet these 5 guidelines:(OMPUA)**O**bservable**M**easureable**P**ositively Stated**U**nderstandable**A**lways Applicable | * *All rules on classroom matrix are consistent with the OMPUA guidelines.*
* *Language is appropriate for context and culture of the classroom.*
 | * *All rules on classroom matrix are consistent with the OMPUA guidelines.*
 | * *Some rules on classroom matrix are consistent with the OMPUA guidelines.*
 | * *No evidence of established classroom rules OR*
* *Rules are inconsistent with OMPUA guidelines.*
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| 4 | Expectations and rules are taught, modeled, practiced, and feedback is regularly provided. | * *Lesson plans include schedule for teaching behavioral expectations with modeling and practice, including a process for responding to classroom data for reteaching.*
* *Positive and corrective feedback are used to support student success, with higher rates of positive than corrective feedback.*
 | * *Lesson plans include schedule for teaching behavioral expectations with modeling and practice.*
* *Positive and corrective feedback are used daily and equally to support student success.*
 | * *Classroom expectations and rules are present but not explicitly taught and practiced OR*
* *Teaching is limited to the beginning of the year and regular feedback is limited.*
 | * *No evidence of teaching or providing feedback to students regarding classroom expectations and rules.*
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| Guideline: | This Means: | Example: | Non-example: |  |
| **Observable** | I can see it. | Raise hand and wait to be called on. | Be your best. |  |
| **Measurable** | I can count it. | Bring materials. | Be ready to learn. |  |
| **Positively Stated** | I tell students what TO do. | Hands and feet to self. | No fighting. |  |
| **Understandable** | The vocabulary is appropriate for age/grade level. | Hands and feet to self. | Maintain personal space.  |  |
| **Always Applicable** | I am able to consistently enforce. | Stay in assigned area. | Remain seated until given permission to leave. |  |