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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.* |
| 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.* |
| 3 | Rules meet these 5 guidelines: (OMPUA) **O**bservable **M**easurable **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.* |
| 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. |  |