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| **Missouri SW-PBS ETLP Practice Profile** |
| **PRACTICE: Classroom procedures are defined, posted, taught, and referred to regularly.** |
| **Procedures and Routines** |
| **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 | Classroom procedures and routines have been established and posted to increase structure and predictability in the classroom.  | * *Procedures are in place for common routines (entering/exiting classroom, getting teacher attention, accessing materials, etc.) and clearly posted in student-friendly language as a visual reminder to staff and students.*
* *Procedures are clear and effective for the intended routines.*
 | * *Procedures are in place for common routines (entering/exiting classroom, getting teacher attention, accessing materials, etc.) and clearly posted in student-friendly language as a visual reminder to staff and students.*
 | * *Procedures are posted for some routines, though the language is unclear AND/OR*
* *Procedures are not posted or are otherwise difficult to see (too small, hidden by other objects, etc.*
 | * *No evidence of established classroom procedures or routines.*
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| 2 | Classroom procedures and routines are directly taught and practiced throughout the schoolyear.  | * *Clear plan for directly teaching and regularly practicing procedures and routines exists.*
* *Established procedures and routines remain consistent across time, or if adjustments are needed, are retaught and practiced to better accommodate context.*
 | * *Clear plan for directly teaching and regularly practicing procedures and routines exists.*
 | * *Procedures and routines were taught at the beginning of the year, but no plan for ongoing teaching and practice is evident.*
 | * *No evidence of teaching procedures and routines OR*
* *Procedures and routines verbally described by teacher are inconsistent with posted procedures and routines.*
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| 3 | Students receive specific positive feedback regularly when they follow classroom procedures and routines. | * *Teacher provides specific positive feedback to individuals and/or group when following procedures and routines using a variety of methods (verbal, non-verbal, accompanied by tangible, etc.) e.g. “Thank you for going right to your table and taking out your notebook."*
 | * *Teacher provides verbal specific positive feedback to individuals and/or group when following procedures and routines, e.g. “Thank you for going right to your table and taking out your notebook."*
 | * *Teacher provides acknowledgement for performance of procedures and routines, though not specific.*
 | * *Performance of procedures and routines as expected is not acknowledged OR only errors are acknowledged.*
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| 4 | Students can clearly describe and perform regular routines and procedures (entering/exiting room, participating in class, transitions, accessing materials, etc.) | * *Students perform procedures and routines without prompting.*
* *Students can clearly explain to new students or others (substitute teachers, etc.) what to do.*
 | * *Students perform procedures and routines with minimal prompting*
* *Students can explain a few of the procedures and routines to new students or others what to do when asked.*
 | * *Students require significant prompting to perform common routines AND/OR*
* *Students cannot describe or explain procedures or routines to others.*
 | * *Students are unable to describe common procedures and routines OR*
* *Classroom procedures and routines are not followed by students.*
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| Elementary Example | Secondary Example |
| Learning Position | Class Discussion |
| • Sit with your bottom on your chair• Sit with your legs under your desk• Keep both feet on the floor• Look at the teacher when he or she talks to the class• Keep your materials on top of your desk | • Prepare for discussion by reading the required assignment in advance• Wait until the other person is finished speaking before you talk• Stay on topic• Respect other’s opinions and contributions• Use appropriate expressions of disagreement |