



CORE FUNCTION	EFFECTIVE PRACTICE	INDICATOR
Classroom Instruction	Maintain sound classroom management	All teachers employ effective classroom management and reinforce classroom rules and procedures by positively teaching them. (5088)

Establishing and posting classroom rules and procedures is a beginning step, but students need instruction and reinforcement for understanding and following the rules and procedures. Positive teaching is preferable to correcting students after-the-fact.

How does your school ensure that all teachers establish and positively teach and reinforce consistent rules and procedures in their classroom? Do you look for this ongoing reinforcement in classroom observations? Do you discuss and share rules, procedures, and best practices for teaching them at faculty meetings and workshops?

Classroom management is more than posting a list of “dos and don’ts” on the classroom wall and expecting all students will happily and consistently follow every rule. That is not to say that rules should not be posted—they should. In fact, in a study by Marzano (2000 as cited in Hattie, 2009), there is an effect size of $d = 0.76$ on student achievement when “rules and procedures...involved stated expectations regarding behavior and well articulated rules and procedures that were negotiated with students” (p. 102).

Social and emotional learning stresses the importance of each student being able to:

- Be responsible—understand one’s obligation to engage in ethical, safe and legal behaviors;
- Manage emotions—regulate feels so that they aid rather than impede the handling of situations;
- Solve problems creatively—engage in a creative, disciplined process of exploring alternative possibilities that leads to responsible, goal-directed action, including overcoming obstacles to plans;
- Respect others—believing that others deserve to be treated with kindness and compassion as part of our shared humanity;
- Communicate effectively—using verbal and non-verbal skills to express oneself and promote effective exchanges with others;
- Build relationships—establishing and maintaining healthy and rewarding connections with individual and groups;
- Negotiate fairly—achieving mutually satisfactory resolutions to conflict by addressing the needs of all concerned;
- Refuse provocations—conveying and following through effectively with one’s decision not to engage in unwanted, unsafe, unethical behavior;
- Seek help—identifying the need for and accessing appropriate assistance and support in pursuit of needs and goals;
- Act ethically—guide decisions and actions by a set of principles or standards derived from recognized legal/professional codes or moral or faith-based systems of conduct. (Elias, 2003, pp. 9–10)

These types of behaviors should be taught and not assumed that students come to class with these skills already present. Beyond these social/emotional skills, each school and each classroom should have a stated and taught “rules of conduct” which is expected of all students; is actively taught and reinforced by the teacher and the principal; and carries rewards and consequences. Hattie’s meta-analysis (2009) on classroom management found that learning effect sizes were largest for consistent feedback from teachers on whether or not behavior was appropriate, if there were consequences or feedback from fellow students, or if there was either reward for appropriate behavior or punishment for inappropriate



behavior. In Hattie's later work (2012), he states that "aversive control methods such as punishment, criticism, shouting, sarcasm, belittlement, or overt rudeness are tactics that produce only superficial level of student compliance" (p. 18). Rather, "studies often comment on the orchestrations and organization of the 'experts' classrooms, and the virtual absence of student misbehavior. These are rooms wherein students are too busy and goal-oriented to act out, and where misbehavior occasions disapproval from other students" (Hattie, 2012, p. 108). The other comment on these "expert" classrooms is that teachers are mentally ready for each and every contingency, even if there is only a remote chance that something might happen. This "readiness" can be associated with what others have called "teacher withitness" in which the teacher "organizes and manages the complex variables of curriculum, time, space, and interaction with students" (Redding, 2007, p. 108). Brophy (1996) describes this teacher trait as "being aware of what is happening in all parts of the classroom at all times...by continuously scanning the classroom, even when working with small groups or individuals...intervening promptly and accurately when inappropriate behavior threatens to become disruptive" (p. 11).

NC MTSS CONNECTION:

When teams begin the work of defining Core behavior practices, the primary focus should be around the adult routines that contribute to strong classroom management and promote positive student behavior. Core behavior practices should exist schoolwide and/or across all grade levels/spans by essential components of instruction, curriculum, and environment. These practices should be defined in consideration of academic and social-emotional instruction.

- Instruction: culturally responsive design and delivery of explicit instruction for schoolwide behavior expectations and classroom rules, routines/procedures (e.g., classroom management) on an established schedule
- Curriculum: a matrix of school-wide behavioral expectations with operational definitions of expected behavior by setting (behavior matrix), student/staff acknowledgement system for appropriate behaviors, and a well-defined continuum of consequences for problem behaviors
- Environment: adult routines to promote success (i.e., active supervision, pre-corrects, clear definition of major/minor problem behaviors, consistent logical consequences, schedule for delivery of positive reinforcement, etc.)

Structured instruction of behavioral expectations should be provided to all students. Classroom routines and classroom management strategies are best when embedded into instruction. School climate and environments should support student well-being. Behavior expectations should be taught and not assumed that students come to class with these skills already present. Routines and procedures should emphasize proactive, instructive, and/or restorative approaches to student behavior. Schools may also consider having a clear policy/procedure (e.g., flowchart) for addressing office-managed versus staff-managed behaviors. Core behavior practices may also be formalized in the staff/student handbook or code of conduct.

[NC MTSS Implementation Guide 2.0: Defining and Refining Core Support](#)



REFERENCE AND RESOURCES

- Brophy, J. E. (1996). *Teaching problem students*. Guilford.
- Elias, M. J. (2003). *Academic and social-emotional learning*. International Academy of Education and International Bureau of Education.
- Hattie, J. (2009). *Visible learning*. Routledge.
- Hattie, J. (2012). *Visible learning for teachers. Maximizing impact on learning*. Routledge.
- Redding, S. (2007). Systems for improved teaching and learning. In H. Walberg (Ed.), *Handbook on restructuring and substantial school improvement* (pp. 99–112). Center on Innovation and Improvement.