



Indicator: All teachers display classroom rules and procedures in the classroom. (4445)

Explanation: The evidence review confirms that the establishment, teaching, and visual display of classroom norms and expectations are essential to the fostering and protection of an optimum learning culture. In addition, consistent adherence to those established and taught rules and procedures strengthen the likelihood that students will adopt and internalize the same classroom philosophies the teacher is trying to instill.

Questions: Do teachers establish classroom rules and procedures? Do teachers employ visual displays to teach those rules and procedures to students? Do teachers show fidelity to enforcing those classroom rules and procedures?

The most widely replicated findings concerning the characteristics of teachers who elicit strong achievement score gains are:

- 1. Teacher Expectation/Role Definition/Sense of Efficacy:** Teachers accept responsibility for teaching their students. They believe that students are capable of learning. They reteach if necessary, and alter materials as needed.
- 2. Student Opportunity to Learn:** Teachers allocate most of their available time to instruction, not nonacademic activities, and learning activities are carefully aligned to standards.
- 3. Classroom Management and Organization:** Teachers organize their learning environments and use group management approaches effectively to maximize time students spend engaged in lessons.
- 4. Curriculum Pacing:** Teachers move through the curriculum rapidly but in small steps that minimize student frustration and allow continuous progress.
- 5. Active Teaching (sometimes called Direct Instruction):** Teachers actively instruct, demonstrating skills, explaining concepts, conducting participatory activities, reviewing when necessary. They teach their students rather than expecting them to learn mostly from curriculum materials. They do not just stress facts or skills, they also emphasize concepts and understanding.
- 6. Teaching to Mastery:** Following active instruction, teachers provide opportunities for students to practice and apply learning. They monitor each student's progress and provide feedback and remedial instruction as needed, making sure students achieve mastery.
- 7. A Supportive Learning Environment:** In addition to their strong academic focus, these teachers maintain pleasant, friendly classrooms and are perceived as enthusiastic, supportive instructors.

(Brophy & Good, 1986; Good, 1996; Reynolds, 1992; Waxman & Walberg, 1991)

Marzano and Marzano (2003) found that teachers can establish clear expectations for behavior in two ways: by establishing clear rules and procedures, and by providing consequences for student behavior. Banks (2014) wrote that examples of classroom rule development include: state the rules positively and allow students to participate in development; discussions can begin by identifying safety rules for the community and the rationale for having them, and

should also include potential consequences for violation of classroom rules; the number of rules should be relatively small and should be stated positively, clearly, and succinctly; display rules in a prominent place and teach in a manner that is consistent with the way in which traditional academics are taught; considerable time should be spent during the beginning weeks of school introducing rules and procedures; and consistently monitor the adherence to classroom rules.

Chinn (2011) wrote, “Effective classroom managers make sure that students understand and remember the rules. One way to help students remember the rules is to post the rules in a conspicuous place where everyone in the classroom can see them easily. If the rules are displayed saliently, students will see them frequently and be reminded of them when they see them. When teachers need to remind students of one or more rules, they can point to the posted rules” (p. 232).

A meta-analysis of 28 factors that affect school learning (Wang, Haertel, & Walberg, 1993) found that the single most powerful factor is classroom management – the way the teacher organizes and manages the complex variables of curriculum, time, space, and interaction with students. Classroom management is evidenced in the teacher’s “withitness,” the learner’s accountability for learning, the clear procedures in the classroom, and the way the teacher mixes whole-class instruction, small-group instruction, and individual instruction.

Consistent reinforcement of classroom rules and procedures is key to classroom management (Emmer et al., 1984; Evertson et al., 1984). Rules and procedures are posted in the classroom, and students are reminded of them and learn to operate according to them. The effective teacher “teaches” classroom procedures in a positive way rather than relying solely on correction of violations. Frequently resorting to correction and punishment is a sign of inadequate classroom management methods, but consistent enforcement of rules and procedures is a necessity (Stage & Quiroz, 1997).

Teacher “withitness” is described by Brophy (1996) as the teacher 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. Also [the teacher demonstrates]...this withitness by intervening promptly and accurately when inappropriate behavior threatens to become

disruptive” (p. 11). The way a teacher plans, organizes, manages, and watches over the classroom determines the prevailing “culture.” Students adopt the ethos of the classroom culture, responding to what the teacher has created and to the way the teacher behaves.

Source: Sam Redding (2007), *Handbook on Restructuring and Substantial School Improvement*.

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