



**Element VIIe (33): Establishing Rules and Procedures in a
CBE Classroom**

Element VIIe (33): Teacher Evidence Chart

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| <p><i>Design Area VII: The teacher creates an environment and engages students in activities that provide a sense of comfort, safety, and order.</i></p> | |
| <p><i>Reflection Question: What do I typically do to establish rules and procedures?</i></p> | |
| <p><i>Level 2 (Developing)- Teacher Evidence</i></p> <p><i>I systematically:</i></p> <ul style="list-style-type: none"> • <i>use a small set (5-8) of classroom rules</i> • <i>explain rules and procedures to students</i> • <i>generate, modify, and review rules and procedures with students</i> • <i>post rules and procedures around the classroom</i> • <i>establish gestures and symbols with students to communicate messages frequently, such as “quiet down”, or “I need help with this assignment”</i> • <i>ask students to self-assess their level of adherence to classroom rules and procedures</i> <p><i>I thoroughly understand:</i></p> <ul style="list-style-type: none"> • <i>the nature of establishing rules and procedures in terms of enhancing students learning</i> • <i>the various ways I can establish rules and procedures in my classroom</i> | <p><i>Level 3 (Applying) or 4 (Innovating)- Student Evidence of Desired Effects</i></p> <p><i>My students commonly:</i></p> <ul style="list-style-type: none"> • <i>are aware of the classroom rules and procedures</i> • <i>follow established rules and procedures</i> • <i>regulate their own behavior</i> <p><i>My students:</i></p> <ul style="list-style-type: none"> • <i>describe the classroom as an orderly place</i> • <i>can describe established rules and procedures</i> |

Element VIIe (33): Decision Making Protocol

| <i>Establishing Rules and Procedures in a CBE Classroom</i> | | |
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| | <i>If YES- Score Yourself 4.0</i> | <i>If NO- Score Yourself 3.0</i> |
| <i>Innovating (Score 4.0) STEP C</i> | <i>I identify students who are not experiencing the desired effects of establishing rules and procedures and make adaptations to meet their specific needs</i> | |
| | <i>If YES- Go to Step C</i> | <i>If NO- Score Yourself 2.0</i> |
| <i>Applying (Score 3.0) STEP B</i> | <i>The majority of my students exhibit the necessary behaviors and understanding about rules and procedures</i> | |
| | <i>If YES- Go to Step B</i> | |
| <i>Developing (Score 2.0) STEP A</i> | <i>I systematically engage in critical strategies to establish rules and procedures and am well versed in how and why they work</i> | |
| | <i>If NO- Go to Step D</i> | |
| <i>Beginning (Score 1.0) STEP D</i> | <i>I use some of the strategies for establishing rules and procedures but am not sure I'm using them correctly</i> | |
| | <i>If YES- Score Yourself 1.0</i> | <i>If NO- Score Yourself 0.0</i> |
| <i>Not Using (Score 0.0)</i> | <i>I do not use any of the strategies for establishing rules and procedures</i> | |

Element VIIe (33): Self-Reflection Scale

| | 4 <i>Innovating</i> | 3 <i>Applying</i> | 2 <i>Developing</i> | 1 <i>Beginning</i> | 0 <i>Not Using</i> |
|--|---|---|--|--|---|
| <i>Establishing Rules and Procedures</i> | <i>I engage in all behaviors at the Applying level. In addition, I identify those students who do not exhibit the desired effects and develop strategies and activities to meet their specific needs.</i> | <i>I engage in activities to establish rules and procedures AND the majority of students exhibit the desired effects.</i> | <i>I engage in activities to establish rules and procedures without significant errors or omissions.</i> | <i>I engage in activities to establish rules and procedures but do so with errors or omissions such as establishing too many or too few rules and procedures or not involving students in the process.</i> | <i>I do not engage in activities to establish rules and procedures.</i> |