

What is it?

The Classroom Teaching Matrix is a simple visual tool displaying the established **Classroom Expectations, Rules, and Routines**. The Matrix itself is not an actual “practice,” but is a critical foundation for establishing consistency among adults. **It is a continuation of the school-wide teaching matrix.** The teaching matrix serves as the primary tool defining the behavioral-social-emotional learning standards for instruction.

What does it look like?

Expectations:

3-5 School-wide expectations exemplifying the vision of the school (Classroom and School-wide expectations are the same).

Rules:

Observable, measurable, positively stated, applicable, and understandable pro-social examples for each expectation

Routines:

Posted procedures for automating common activities. Consider routines for external behaviors (e.g. turning in assignments, etc.), and social-emotional skills (e.g. self-awareness, brain regulation, developing relationships, etc.)

The Warren Way	Classroom Rules	Classroom Routines	
		Group Work	When you feel upset
Be Responsible	<input type="checkbox"/> Focus on your work <input type="checkbox"/> Apologize for mistakes	1. Do your fair share	1. Display your 'stop signal' 2. Choose a coping strategy
Be Respectful	<input type="checkbox"/> Listen to speaker <input type="checkbox"/> Raise hand	2. Listen to your peers	3. Use "I statement" to express feelings and needs
Be Safe	<input type="checkbox"/> Keep hands and feet to self	3. Clean up area	4. Use Calm Corner as necessary 5. Talk to someone if you need help

Why?

Consistent expectations in all settings ensure a common vision and message, creating consistency among adults which helps students stay regulated.

Positively stated examples inform teachers on what to instruct and prompt.

Students know exactly what to do.

Routines create a predictable and calm environment.

Routines prevent disruption often associated with staff inconsistency.

Maximize learning time by automating frequent tasks and activities.

Trauma-Lens?

How?

Use the same expectations as posted school-wide. Expectations usually stay the same year-after-year, but revisit behavior data annually to review possible rule revisions.

Two approaches to consider: 1) all rules individual to each room OR 2) having core rules be the same, with room for individual teacher rules. Tier 1 Team decides.

Tier 1 team can save time and resources by developing routines to be shared with colleagues. Tier 1 team may consider some routines to be the same school-wide (transition, getting attention, other?)

Tips?

- Use the Teaching Matrix to integrate social, emotional, and behavior examples from related initiatives (SEL competencies, bullying prevention skills, mental health, etc.)
- Keep the number of rules/examples manageable. After an initial draft, try to pick 3-5 rules for each expectation that have the biggest impact on your target outcomes
- Get student input on the established rules. Are they clear? What are examples and non-examples?
- Daily: Identify an expectation and rule/example to match to the period's academic learning objective in the lesson plan, and post it as a prompt for what behavior to expect and reinforce.

Developed through the ongoing research and shared knowledge of many partners, including the National TA Center on PBIS, Midwest PBIS Network, Mid-Atlantic PBIS Network, Missouri PBIS, Lincoln Public Schools, Brandi Simonsen (UConn) & Diane Myers (Texas Women's University).

Self-Report and/or Peer Observation Tool

Observe and monitor for aligned expectations, rules, and routines during a 10-20 minute period.

Assessment Type (circle): Self-Report or Direct Observation.

School:

Teacher:

Date:

Time:

Schedule (circle): Baseline or Follow-up.

Grade:

Subject:

Room:

Yes = 2		Somewhat = 1		No = 0	
	Classroom expectations are the same as the school-wide expectations.		Classroom expectations are the same as the school-wide expectations & there are additional/other expectations posted.		Classroom expectations are different than the school-wide expectations.
	Classroom rules are visually displayed & conceptually aligned to school-wide expectations.		Classroom rules are conceptually aligned, but are not visually displayed or connected to the school-wide expectations.		Rules are not aligned to school-wide expectations.
	Classroom rules are defined, observable, measurable, & positively stated. (<i>e.g., hands & feet to self vs. no-fighting; raise hand & wait to be called vs. be your best</i>)		A few of the rules are not positively stated or are not measurable or observable.		Several of the rules are not positively stated or are not measurable or observable.
	Teaching matrix is posted & large enough to read anywhere in the classroom.		Matrix is posted but difficult to read from all locations in the classroom.		Matrix is not posted, is hard to find, &/or hard to easily read.
	Classroom routines & procedures are succinct, positively stated, & in age-appropriate language or visuals.		Two out of three items are in place.		Zero to one items are in place.
	Routines & procedures are aligned with school-wide expectations. Expectations are visually included on a classroom matrix.		School-wide expectations are conceptually linked to procedures & routines, but not visually included on matrix.		School-wide expectations are neither conceptually or visually linked on the classroom matrix with procedures & routines.
	Routines & procedures are prominently posted in respective locations (<i>e.g., lab routine in lab</i>). Large enough to read from respective locations.		Routines & procedures are posted, but not in designated areas &/or not easy to read.		Routines & procedures are not posted.

Also consider using the [FLPBIS Classroom Assistance Tool \(CAT\)](#).

The CAT is a comprehensive tool to review classroom systems including environmental factors, classroom behavior systems, and curriculum and instruction.

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