



## CLASSROOM MANAGEMENT: EXPLICIT EXPECTATIONS HANDOUT

### Do now

Think of a time today during school when students do not meet your behavior expectations.

- What were those expectations? Be specific.
- What did students do instead? Be specific.

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### Behavior management cycle

There are three techniques that lead to effective and positive management.

- 1.
- 2.
- 3.

### Video analysis

While watching, take notes below answering the questions: *What do you notice about the expectations the teacher gives? What is said?*

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### What are clear expectations?

Clear expectations tell students exactly \_\_\_\_\_ they should be \_\_\_\_\_ and \_\_\_\_\_ they should be \_\_\_\_\_.

They include a clear what to do, with directions for \_\_\_\_\_, \_\_\_\_\_, and \_\_\_\_\_ in the activity.

### Why clear expectations?

Clear expectations help create:

- 1.
- 2.
- 3.

### How to craft clear expectations?

Clear expectations should include directions for three things:

1. Movement
2. Verbal participation
3. Participation



### Steps towards creating and delivering clear expectations

Step 1: Identify a moment where students may not do what you want them to do

Step 2: Describe your ideal expectations for what students should be doing in that moment

Step 3: Craft student-friendly directions using MVP expectation format

Consider the following questions:

- What should students be doing with their bodies?
- What should students be saying and to whom?
- How should students be participating? What should they be completing?

Step 4: Practice saying these aloud as you would to students (find a friend who can give you feedback)

Step 5: Execute explicitly stated MVP expectations to students

### Things to remember

- Statement of MVP expectations should happen \_\_\_\_\_
- Do this \_\_\_\_\_ the expectations change
- MVP expectations are important piece in a cycle that sets you up for \_\_\_\_\_  
\_\_\_\_\_

### Let's practice!

Vague expectations	Clear expectations
I need everyone's attention!	
Please work independently on the computer.	
We are going to move to the carpet.	



**Your turn!**

What is the moment or expectations you are thinking about?	
What do you want students to be doing?	
What are the clear directions you can give?	
Movement	
Volume	
Participation	
What will you say to students? Draft your script below.	