



BLENDED LEARNING PROFESSIONAL DEVELOPMENT
Classroom Management: Explicit Expectations

Objectives:

- TWBAT (teachers will be able to) recall what makes expectations clear and concise.
- TWBAT recognize vague expectations and craft MVP expectations.

Materials:

Facilitator will need:

- Facilitator powerpoint
- Participant handout, 1 for each person attending

Participants will need the following:

- Recommended: writing utensil

This facilitator guide allows leaders to facilitate the PD outlined below. Alternatively, you can show the pre-recorded video linked here: <https://www.youtube.com/watch?v=3rctl9SPNeo&feature=youtu.be>

Agenda: How will you display the agenda during the session?			
Slide	Times	Description of instruction	Needed materials
1	0:00 – 0:05	<p>Say: We'll start with the "Do Now": Think of a time during your school day when students do not always meet your expectations. What were those expectations? What did students do instead? Bonus points if it's during Blended Learning! :)</p> <p>Do: Give teachers time to jot responses in their session handout! Have 2-3 teaches share out</p> <p>Say: I'd noticed that a lot of us wrote down a moment that happens during a time when students were working in small groups and rotating through stations. Blended Learning, by its design gives students greater independence than a traditional teaching model, and therefore, asks more of students at all grade levels. When students are required to be more independent, you are expecting them to act a certain way and complete certain activities. As you know, sometimes this goes smoothly and other times it turns to chaos fairly fast. In almost all cases, the difference between</p>	handout



		these two outcomes is directly tied to the clarity of expectations given by the teacher.	
2	0:05 – 0:06	<p>Say: So, in this session, we are going to cover the first part pertaining to classroom management in a blended learning environment. We will talk about giving clear and explicit expectations.</p> <p>Say: Saying and repeating expectations following the format we will discuss today is a best practice among all classrooms. Classrooms that are well-behaved, like most of yours, actually have great success with this because it helps to get rid of the small things that take time away from instruction and decrease student independence.</p>	
3	0:06– 0:08	<p>Say: There are three main techniques that have been found to be effective when managing student behavior, especially in a blended learning classroom.</p> <p>Say: We must set our student up for success while they are working independently – and we can do that by:</p> <ul style="list-style-type: none"> – Setting clear expectations and reminding students of them – Highlighting students who are following expectations – Framing student consequences as resulting from choices <p>Say: We are going to spend today talking about setting clear expectations in order to have a blended learning classroom where students are able to monitor and manage their own behavior. We will cover the what, why, and how for giving clear, explicit expectations that provide the foundation for greater student independence and ease of managing students.</p>	
4 & 5	0:08– 0:13	<p>Say: We are going to start by watching a quick video clip of a 3rd grade blended learning class. While you watch, consider the following questions, which you can also find in your handout: What do you notice about the expectations the teacher gives? What is said?</p> <p>Do: show video, ask 2-3 people to share out</p> <p>Say: Now we are going to watch the video again pulling out that the expectations included WHAT and HOW students should be acting.</p> <p>Do: Show video again, ask 2-3 people to share out</p> <p>Listen for:</p>	



		<ul style="list-style-type: none">• Ms. Barge gave clear directions for what students should be doing• She said how students should be acting in order to fulfill her expectations. <p>Say: Yes, as you all said, the directions Ms. Barge gave are a strong example of what clear and explicit directions are because she said what students should be doing and how they would do it.</p>	
6	0:13– 0:16	<p><i>Setting clear expectations - WHAT It Is</i></p> <p>Say: So what do we mean when we say clear expectations and directions? Clear expectations tell students exactly how they should be acting. Rather than just telling students what to do, clear expectations take it one step further and tell our students the behavior you expect when doing an activity.</p> <p>Say: For example, you may tell your students to work on page 42 in their math book. You may say “We are rotating. When you get to the independent small group, complete page 42.” These directions tell students WHAT they should be doing, but not how they should be doing it. Explicit directions with clear expectations would sound something like this: “We are rotating. When you get to the independent small group, you should work silently in your assigned seat to complete page 42 in your math book.”</p> <p>Say: Explicit directions include a clear what to do, with directions for physical movement, verbal behavior, and participation in the activity. This assures that students know exactly what you want them to do and how you want them to do it.</p> <p>Say: When we give vague directions, we do not set students up to be successful in following our expectations. The non-specifics leave too much for student interpretation. In the example about the math book, it is likely common knowledge that students should be working silently in their assigned seat. However, if it is not said clearly to students, they can misinterpret or assume that the expectation is not being enforced. <u>There is no room for incorrect interpretation.</u></p>	
7	0:16– 0:22	<p><i>Setting clear expectations - WHY It’s Needed</i></p> <p>Say: So now that we have a common understanding of what clear and explicit expectations are, let’s talk about why they are important.</p>	



		<p>Say: Clear expectations can create many different benefits to a classroom. One of these benefits is increased academic successes. Setting clear expectations is a critical step in achieving behavioral compliance and long-term success in your classroom; once behavioral compliance is achieved, then students will have the opportunity to be more academically successful.</p> <p>Say: Explicit expectations also set students up for a common understanding of what they should be doing. While it is crystal clear to us as teachers what students should be doing, student interpretation can vary drastically. Little things can easily be misinterpreted or things that may seem like common nature can be confusing to children that have not had that experience.</p> <p>Say: Clear directions and expectations also foster a positive classroom environment: If students know exactly what to do and how to do it, there are fewer opportunities for students to misbehave. This means less frustration for you and more chances for the students to be recognized for doing the correct thing. This cuts down on students acting out for attention and for arguments about poor behavior.</p> <p>Say: As much as we often wish it to be true, our students are not mind-readers. While we as teachers know exactly what we expect of students throughout the day, our students need to be given explicit, clear, and concise directions regardless of maturity in order to meet our expectations.</p>	
8	0:22–0:25	<p><i>Setting clear expectations</i> – HOW To Do It</p> <p>Say: So, how do you make sure the expectations and directions that you give are clear and concise?</p> <p>Say: As stated before, clear expectations should include directions for three things:</p> <ol style="list-style-type: none"> 1) Movement <ol style="list-style-type: none"> a) Stay in your seat, work on the carpet, at your computer station, walking in a single-file line 2) Verbal participation <ol style="list-style-type: none"> a) Voice level (volume), who you are speaking to (if anyone), silently 3) Participation <ol style="list-style-type: none"> a) Complete your worksheet, turn and talk to your neighbor, 	



		<p>do jumping jacks, by raising your hand</p> <p>Say: Expectations that follow this format are typically referred to as MVP expectations (or MVP directions).</p>	
9	0:25–0:28	<p>Say: To help us get started thinking about these, we can use the steps below to draft expectations.</p> <p>Ask for a volunteer to read the steps from the PPT:</p> <p>Step 1: Identify a moment where students may not do what you want them to do</p> <p>Step 2: Describe your ideal expectations for what students should be doing in that moment</p> <p>Step 3: Craft student-friendly directions using MVP expectation format</p> <ul style="list-style-type: none"> - Consider the following questions: <ul style="list-style-type: none"> - 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? <p>Step 4: Practice saying these aloud as you would to students (find a friend who can give you feedback)</p> <p>Step 5: Execute MVP expectations to students</p>	
10	0:28–0:32	<p>Things to remember:</p> <p>Say: While completing these five steps will guide you in writing your MVP expectations, there are a few additional things you should remember.</p> <p>Say: Statement of MVP expectations should happen regularly -- every new activity or any time students need directions - whether for the first time or repeated because students are not following the expectation. At first this will feel overwhelming, but with consistent work and use, it will become second nature.</p> <p>Say: You will need to do this each and every time the expectations change. This means if students are working silently and then you want them to turn and talk about their work to their partner, you will need to give MVP expectations for this change.</p> <p>Say: Stating the movement, volume, and participation for every direction is</p>	



		<p>an important piece in a cycle that sets you up for long-term success. If there isn't 100% compliance immediately, this does not mean it is not working. Rather, it means that you have taken an important first step in a cycle that will encourage behavioral compliance. You have created an opportunity for students to clearly understand what it is that they should be doing. The next two steps will (1) encourage behavioral compliance by recognizing positive behaviors and (2) if necessary, apply consequences to students who remain non-compliant. In the upcoming sessions, we are going to dive deeper into these things.</p>									
11 + 12	0:32-0:37	<p>Say: Now let's watch a few more examples of MVP expectations being used in another school. First, we'll watch Mrs. Eggar's 7th grade class and then Mrs. Moorman's kindergarten class. As you watch take notes on the clear expectations and directions despite their different teaching styles.</p> <p>Do: show video clip on slide 11 (upper grades) & slide 12 (lower grades) and stop to share out the MVP expectations observed after each video</p>	handout								
13 -15	0:37-0:42	<p>MVP Examples:</p> <p>Say: So now, let's look at some examples of common phrases that are used in a lot of blended learning classrooms and how we can make them more clear and explicit.</p> <p>Do: Show one vague expectation at a time and give everyone a chance to brainstorm a clear MVP expectation on their handout. Call on someone to share out before showing the example on the slide.</p> <table><tr><th>Vague</th><th>Clear</th></tr><tr><td>I need everyone's attention</td><td>I need everyone's attention. This means your eyes are on me, there is nothing in your hands, and you are not making any noises.</td></tr><tr><td>Please work independently on the computer.</td><td>I want you to work independently on the computer. This means you will work by yourself until the time is up. If you have a question, you can put up your help card. There should be no talking.</td></tr><tr><td>We are going to move to the carpet</td><td>When I say go, you are going to silently walk to the carpet, and sit</td></tr></table>	Vague	Clear	I need everyone's attention	I need everyone's attention. This means your eyes are on me, there is nothing in your hands, and you are not making any noises.	Please work independently on the computer.	I want you to work independently on the computer. This means you will work by yourself until the time is up. If you have a question, you can put up your help card. There should be no talking.	We are going to move to the carpet	When I say go, you are going to silently walk to the carpet, and sit	handout
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16	0:42–0:48	<p>Practice</p> <p>Say: Now that we’ve seen a few videos of MVP expectations in action and practiced rewriting some common statements to be clearer and more explicit, it’s your turn to write MVP expectations for your own class!</p> <p>Say: Think back to the time during the day that you identified when we started this session. Using the space provided in your handout, start to work through the “creating clear expectations steps” for this specific instance. What do you want students to be doing? What are the M, V, and P for that expectations? How are you going to clearly communicate that to students?</p> <p>Do: Give people 5 minutes to write their MVP expectations on their handout.</p>	handout		
17	0:48–0:56	<p>Practice with a partner</p> <p>Say: For the next six minutes we are going to partner up and practice delivering this before you try it in your classroom. Each person will get a chance to practice, get feedback and then practice stating your expectation again. It is helpful to do this for your most common expectations so that it is easier for you to remember and say in front of your students.</p> <p>Do: Give everyone a minute to partner up and begin timer. Circulate and monitor the process below. Push people to speak as if they are talking to their students and to get/give and incorporate feedback:</p> <p>During this time, person A will deliver their MVP expectations and person B will give feedback. Person A will then deliver their expectations again. Then you will switch and the other person will go.</p> <p>***If your staff is new to practicing with a partner like this– consider modeling what this process would look like with a partner</p>			



18	0:56– 0:59	<p>Do: Bring the group back together to wrap up. Be prepared to highlight a few people who did a great job with MVP expectations.</p> <p>Say: I saw so many groups doing a great job narrating MVP expectations. Can 1-2 people share something that their partner did really well? What made that so great?</p> <p>Do: Listen for the ideas below. Push people to explain what made that good. If the ideas below aren't touched upon share the examples you prepared.</p> <ul style="list-style-type: none">• Movement was clear• Verbal participation-volume level was clear• Participation was clear• Clear and concise	
18	0:59– 1:00	<p>To close:</p> <p>Say: Delivering clear expectations to students is the first part, and most important, to achieve behavioral compliance and assure that you can teach with fewer behavioral redirections.</p> <p>Say: Teachers in the strongest blended learning classrooms state clear expectations every single time the activity or way to participate changes. This assures that students know what to do and what you are looking for in their behavior. This practice becomes second-nature over time and truly contributes to a positive learning environment.</p> <p>*Communicate any deadline expectations or upcoming observations</p>	