

## Dimension 1 – Attitudes and Perceptions: Classroom Climate

### Segment 1: Lesson Segments involving Routine Events

#### Design Question 6: What will I do to establish and maintain classroom rules and procedures?

#### Element: 4 – What classroom routines will I establish when using ICT?

**AITSL STANDARDS:** Standard 3 – Plan for and implement effective teaching and learning; Standard 4 – Create and maintain supportive and safe learning environments

Descriptor: The teacher reviews expectations regarding rules and procedures to ensure their effective execution.

Score		Sample Activities		
<b>Score 4.0</b>	<p><b>In addition to Score 3.0, in-depth inferences and applications that go beyond what was practiced.</b></p> <p><b>How am I doing?</b> 4 - <b>Innovating</b> - I adapt and create new strategies (differentiate) for unique student needs and situations.</p>	<p><b>Innovating Tip:</b> Involve students to establish online communication etiquette rules that set clear expectations for what you want students to do. Post these rules in your Virtual Classroom. Suggested resources include <a href="#">eDiscussion rules</a>, <a href="#">Netiquette</a> and <a href="#">Digital Citizenship</a>. Can't get students to participate I hear you say; look no further than Kate's work on <a href="#">assessing participation in an online learning community</a></p>		
	<p><b>3.5</b> In addition to score 3.0 performance, in-depth inferences and applications with partial success.</p>			
<b>Score 3.0</b>	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; vertical-align: top;"> <p><b>Teacher Evidence</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Teacher involves students in designing classroom routines.</li> <li><input type="checkbox"/> Teacher uses classroom meetings to review and process rules and procedures.</li> <li><input type="checkbox"/> Teacher reminds students of rules and procedures.</li> <li><input type="checkbox"/> Teacher asks students to restate or explain rules and procedures.</li> <li><input type="checkbox"/> Teacher provides cues or signals when a rule or procedure should be used.</li> </ul> <p><b>How am I doing?</b> 3 - <b>Applying</b> - I establish and review expectations regarding rules and procedures, when learning in a blended classroom, and I monitor (check for understanding) the extent to which students understand the rules and procedures.</p> </td> <td style="width: 50%; vertical-align: top;"> <p><b>Student Evidence</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Students follow clear routines during class.</li> <li><input type="checkbox"/> When asked, students can describe established rules and procedures.</li> <li><input type="checkbox"/> When asked, students describe the classroom as an orderly place.</li> <li><input type="checkbox"/> Students recognize cues and signals from the teacher.</li> <li><input type="checkbox"/> Students regulate their own behaviour.</li> </ul> </td> </tr> </table>	<p><b>Teacher Evidence</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Teacher involves students in designing classroom routines.</li> <li><input type="checkbox"/> Teacher uses classroom meetings to review and process rules and procedures.</li> <li><input type="checkbox"/> Teacher reminds students of rules and procedures.</li> <li><input type="checkbox"/> Teacher asks students to restate or explain rules and procedures.</li> <li><input type="checkbox"/> Teacher provides cues or signals when a rule or procedure should be used.</li> </ul> <p><b>How am I doing?</b> 3 - <b>Applying</b> - I establish and review expectations regarding rules and procedures, when learning in a blended classroom, and I monitor (check for understanding) the extent to which students understand the rules and procedures.</p>	<p><b>Student Evidence</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Students follow clear routines during class.</li> <li><input type="checkbox"/> When asked, students can describe established rules and procedures.</li> <li><input type="checkbox"/> When asked, students describe the classroom as an orderly place.</li> <li><input type="checkbox"/> Students recognize cues and signals from the teacher.</li> <li><input type="checkbox"/> Students regulate their own behaviour.</li> </ul>	<p><b>Emerging Tip:</b> Create guides for interacting in a <a href="#">blended classroom</a>. Online, these will be related to the peer review process and giving <a href="#">constructive feedback</a>. Offline, guides to <a href="#">collaborative learning</a> are recommended. Have students review these every time an online interaction is planned.</p> <p>Blended learning often involves rotations and working in groups, so establishing a countdown signal when you want the whole class to listen to instructions is a must.</p>
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	<p><b>2.5</b> No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.</p>			
<b>Score 2.0</b>	<p><b>There are no major errors or omissions regarding the simpler details and processes.</b></p> <p><b>How am I doing?</b> 2 - <b>Developing</b> - I establish and review expectations regarding rules and procedures, but I do so in a somewhat mechanistic way.</p> <p><b>However, the teacher exhibits major errors or omissions regarding the more complex ideas and processes.</b></p>	<p><b>Beginning Tips:</b> Working in a <a href="#">blended classroom</a>, that is both online (in a virtual classroom) and offline (face-to-face) will require a different sets of expectations. The online space should be a source of learning resources, a place to collaborate in learning and record the product of learning; also personalizing and individualizing instruction for students. The offline space should be a time that you have with the entire class to problem solve together, collaborate on projects, and apply learning in new contexts. Create rules and procedures that fosters this learning culture. Online, these will be related to the peer review process and giving <a href="#">constructive feedback</a>. Offline, guides to <a href="#">collaborative learning</a> are recommended.</p>		
	<p><b>1.5</b> Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.</p>			
<b>Score 1.0</b>	<p><b>With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.</b></p>			
	<p><b>0.5</b> With help, a partial understanding of the 2.0 content, but not the 3.0 content.</p>			
<b>Score 0.0</b>	<p><b>Even with help, no understanding or skill demonstrated.</b></p>			





## Elaboration

Working in a [blended classroom](#), that is both online (in a virtual classroom) and offline (face-to-face) will entail a mix of interactions and therefore require different sets of expectations. The online space should be a source of learning resources, a place to collaborate in learning and record the products and artefacts (including shared artefacts) of learning; as well as personalizing and individualizing instruction for students. The offline space should be a time that you have with the entire class to problem solve together, collaborate on projects, and apply learning in new contexts. You need to create rules and procedures that fosters this learning culture. Online, these will be related to recording check-ins and shared artefacts of learning, peer review processes and [constructive feedback](#) for learning. Offline, guides to [collaborative learning](#) are recommended. These rules and procedures will have far more compliance if you consult with your students and involve them in the process of creating them. Involve students to establish online communication etiquette rules that set clear expectations for what you want students to do. Post these rules in your Virtual Classroom. Suggested resources include: [eDiscussion rules](#) , [Netiquette](#) and [Digital Citizenship](#). Can't get students to participate I hear you say; look no further than Kate's work on [assessing participation in an online learning community](#)

Because you are working in 3 different learning spaces, you need to put some thought into the physical design of these spaces; or in the case of your Virtual Classroom or online space, how it is to be viewed and navigated.

In deciding if you are proficient at this strategy, some of the evidence below can be used as a guide.

Teacher Evidence	Student Evidence
<input type="checkbox"/> Teacher involves students in designing classroom routines. <input type="checkbox"/> Teacher uses classroom meetings to review and process rules and procedures. <input type="checkbox"/> Teacher reminds students of rules and procedures. <input type="checkbox"/> Teacher asks students to restate or explain rules and procedures. <input type="checkbox"/> Teacher provides cues or signals when a rule or procedure should be used.	<input type="checkbox"/> Students follow clear routines during class. <input type="checkbox"/> When asked, students can describe established rules and procedures. <input type="checkbox"/> When asked, students describe the classroom as an orderly place. <input type="checkbox"/> Students recognize cues and signals from the teacher. <input type="checkbox"/> Students regulate their own behaviour.

Remember, to be proficient on Marzano's Teaching Scales for Reflective practice at level 3 you need to use the strategy, exhibit some of the evidence above **AND** monitor the extent to which it affects student outcomes. Then to achieve a 4 (innovating) you need to adapt and create a new version of the strategy that differentiates for unique student needs and situations.

### Scale

	0 Not Using	1 Beginning	2 Developing	3 Applying	4 Innovating
<b>Organizing the physical layout of the online learning space</b>	Strategy was called for but not exhibited.	Uses strategy incorrectly or with parts missing.	Establishes and reviews expectations regarding rules and procedures, but the majority of students are not monitored for the desired effect of the strategy.	Establishes and reviews expectations regarding rules and procedures and monitors for evidence of the extent to which the majority of students understand the rules and procedures.	Adapts and creates new strategies for unique student needs and situations in order for the desired effect to be evident in all students.

SEE NEXT PAGE FOR REFLECTIVE QUESTIONS

**Reflection Questions**

	<b>0 Not Using</b>	<b>1 Beginning</b>	<b>2 Developing</b>	<b>3 Applying</b>	<b>4 Innovating</b>
<b>Organizing the physical layout of the online learning space</b>	How can you begin to incorporate some aspects of this strategy into your instruction?	How can you establish and review expectations regarding rules and procedures?	In addition to establishing and reviewing expectations regarding rules and procedures, how can you monitor the extent to which students understand the rules and procedures?	How might you adapt and create strategies for establishing and reviewing expectations, rules, and procedures that address unique student needs and situations?	What are you learning about your students as you adapt and create new strategies?