

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/Examples: 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	<ul style="list-style-type: none"> Focus on your work Apologize for mistakes 	1. Do your fair share	1. Display your 'stop signal' 2. Choose a coping strategy
Be Respectful	<ul style="list-style-type: none"> Listen to speaker Raise hand 	2. Listen to your peers	3. Use “I statement” to express feelings and needs
Be Safe	<ul style="list-style-type: none"> 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?

A well-designed teaching matrix creates consistency and predictability through clearly stated rules. Routines support regulation, and can develop social-emotional competencies.

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.

Three approaches to consider: 1) having same rules in all classes, 2) having core rules be the same, with room for individual teacher rules, OR 3) all rules individual to each room. Tier 1 Team decides.

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 the top few 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.

Self-and Peer-Observational Assessment Tool for establishing a:
Classroom Teaching Matrix

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

Assessment Type (circle): Self-Assess or Direct Observation. **Schedule** (circle): Baseline or Follow-up
School: **Date:** **Time:** **Rm:** **Grade:** **Subject:** **Teacher:**

Yes = 2		Somewhat = 1		No = 0	
	Classroom Expectations are the same as the school-wide expectations		Classroom expectations are the same, and there are additional/other expectations posted		Classroom expectations are different than the school-wide expectations
	Classroom rules are conceptually and visually aligned to school-wide expectations.		Classroom rules are conceptually aligned, but are not visually displayed as being connected to school-wide expectations		Rules are not aligned to school-wide expectations
	Classroom rules are defined by being observable, measureable, and positively stated. (e.g. hands and feet to self vs. no-fighting; raise your hand and wait to be called vs. be your best)		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
	Classroom Teaching Matrix is prominently posted. Font size is large enough to read from 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, and/or hard to easily read.
	Classroom routines and procedures are 1) succinct, 2) positively stated, and 3) in age-appropriate language or visuals		Two out of three items are in place		Zero to one items are in place.
	Routines and procedures are aligned with school-wide expectations. School-wide expectations are conceptually and visually included on a classroom matrix for procedures and routines		School-wide expectations are conceptually linked to procedures and routines, but not visually included in a classroom matrix		School-wide expectations are neither conceptually or visually linked on the classroom matrix for procedures and routines
	Routines and procedures are prominently posted and in respective locations (e.g. lab routine in lab area). Font size is large enough to read from respective locations.		Routines and procedures are posted but not in designated areas and/or not easy to read.		Routines and procedures are not posted.