

# Who Makes the Rules? Setting Expectations

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**Time Frame** 55-60 Minutes

## Essential Question(s)

- How can establishing collaborative rules and expectations contribute to a more positive classroom environment?
- How can you modify your current classroom rules and procedures to increase student engagement?

## Summary

In this professional development session, educators will examine the key differences between classroom rules, procedures, expectations and explore ways for involving students—or staff—in their creation. Participants will explore how shared ownership strengthens classroom and school culture. The session will include hands-on activities and time to reflect on your current practices. You'll leave with practical ideas that you can implement right away to create a collaborative learning environment.

## Learning Goals

## Attachments

- Classroom Management Rules and Procedures.pdf
- Magnetic Statements—Who Makes the Rules.docx
- Magnetic Statements—Who Makes the Rules.pdf
- Presentation Slides—Who Makes the Rules.pptx
- Social Contracts—Who Makes the Rules.docx
- Social Contracts—Who Makes the Rules.pdf

## Materials

- Presentation Slides (attached)
- Social Contracts handout (attached; one per participant)
- Classroom Management:Procedures and Rules Research Brief (attached; one per participant)
- Magnetic Statements Posters (attached)
- Pen/Pencil
- Sticky-notes
- Chart Paper
- Chart Marker
- Highlighters
- Dice (class set)

10 minutes

# Engage

Welcome participants. Display **slide 2** and introduce yourself and the session using the attached **Presentation Slides**. Transition through **slides 3-4** to introduce the session objectives and the essential questions for today's professional learning activities.

Display **slide 5** and introduce the participants to the Magnetic Statements instructional strategy. Inform them that you will present them with four statements which are placed around the room. Direct participants to read each statement and choose one that they are most attracted to or that they agree with the most.

Move to **slide 6** and read the statements to the participants. As you read them, point out where they are in the room. Have the participants move to the statement they have chosen. Once all participants have chosen a statement, provide them time to discuss, as a group, why they chose the statement and what stands out most to them.

Ask for volunteers from each group to share what they discussed about their statement. Emphasize that all statements are correct and important to fostering positive classroom management and instruct participants to return to their seats.

15 minutes

# Explore

Have participants get into small groups of 3-4. Participants will remain in these groups for the remainder of the session. Distribute a set of dice to each group and three sticky notes.

Display **slide 7** and introduce the Take a Chance instructional strategy. Explain to participants that as a group they roll the dice. The number that it lands on will represent the total number of words they can use to answer the prompt.

Transition to **slide 8** and explain to participants that in their groups they will create their own definitions for the following words: rule, expectation, and procedure. Remind groups they have a word count based on what their dice landed on. Provide 5 minutes to create definitions. Start the K20 5 Minute Timer on **slide 9** and allow groups to work.

**Slide 10** is a hidden slide that can be used only if dice are not available.

Once participants have developed their terms, invite a few groups to share their definitions. Move to **slide 11** and review shortened versions of the definitions and clear up any misconceptions.

### Facilitator's Note: Activity Modification

If dice are not available modify this activity, preemptively select a word count for the group. Unhide **slide 10** that provides a modified version using a fifteen-word count. Hide **slides 7-9**.

25 minutes

# Explain

Display **slide 12**. Inform participants that they will be creating a social contract at their table. Provide the group with the definition of a social contract to begin with a shared understanding.

Move to **slide 13**. With their groups, they will create a social contract on a large poster paper. Participants will consider their expectations for this session for the purpose of this session. This can be interchanged to other topics if the presenter wishes.

Start the K20 10 Minute Timer on **slide 14** and allow groups to work.

Display **slide 15**. Once participants have completed their contract, have them hang their posters around their room. Using the Gallery Walk instructional strategy, instruct groups to walk around the room viewing other groups' posters. Direct participants to “star” statements from other posters that resonate with them. Once groups have visited every poster, have them return to their seats.

Transition to **slide 16** and distribute the attached **Social Contracts Handout.** Explain that the next step—if doing this with staff or students—is to create a social contract using the most-starred statements from each poster. The group then votes to accept, revise, or reject the contract. The handout provides guidelines for developing a successful contract.

For time saving measures, this may not be done in this session but if time allows, incorporate this step.

Conclude this section by posing the following question to the group: *How can you incorporate your definitions of rules, procedures, and expectations when creating a class social contract?*

10 minutes

# Extend

Pass out a copy of the attached **Classroom Management: Procedures and Rules Research Brief** and a highlighter to each participant. Display **slide 17** and introduce the Why-Lighting instructional strategy. Explain that as they read, they will highlight key points. In the margins, participants will make notes of the "why" for what they highlighted. Allow participants time to read and annotate.

Move to **slide 18** and in their groups have participants discuss the following questions:

- *What resonated with you the most from the reading, and why?*
- *What is one classroom procedure, rule, or expectation that has been successful in your class?*

Following discussion, invite a few participants to share their responses for each question.

5 minutes

# Evaluate

Display **slide 19** and ask participants to reflect on their experience using the Exit Ticket instructional strategy. Pose the following question: *What is one classroom procedure, rule, or expectation that you are considering creating or modifying after today's session?*

Once participants have finished writing their answer, ask for volunteers to share their responses.

# Research Rationale

Effective classroom management is defined by conscious planning that ensures the employment of procedures and rules to facilitate the use of teaching strategies to successfully engage and motivate students, preparing them for success (Chow et al., 2024; Clark et al., 2023; Hirsch et al., 2019). Effective structures and procedures foster a sense of support among students, enhance their enthusiasm for school, and encourage greater engagement with the school community and their own learning, reducing the likelihood of classroom disruption (Konishi et al., 2022). While consistent procedures and rules are crucial in the classroom, research indicates that 40%– 60% of teacher training courses overlook instruction on organizing effective classroom spaces and engaging students in learning (Clark et al., 2023; Shank & Santiague, 2022). Involving students in setting classroom expectations, procedures, and rules can limit inappropriate behavior, instead promoting ownership and understanding (Sabornie & Espelage, 2023).

## Resources


- K20 Center. (n.d.). Classroom Management: Procedures and Rules. https://learn.k20center.ou.edu/professional-learning/4977/Classroom%2520Management%2520Rules%2520and%2520Procedures.pdf?rev=41690&language=English
- K20 Center (Sept. 2021). 5-minute timer. YouTube [video]. https://www.youtube.com/watch?v=EVS_yYQoLJg
- K20 Center (Sept. 2021). 10-minute timer. YouTube [video]. https://www.youtube.com/watch?v=9gy-1Z2Sa-c
- K20 Center. (n.d.). Bell ringers and exit tickets. Strategies. https://learn.k20center.ou.edu/strategy/125
- K20 Center. (n.d.). Gallery walk/carousel. Strategies. https://learn.k20center.ou.edu/strategy/118
- K20 Center. (n.d.). Poms: Point of most significance. Strategies. https://learn.k20center.ou.edu/strategy/101???????
- K20 Center. (n.d.). Take a chance. Strategies. https://learn.k20center.ou.edu/strategy/3480
- K20 Center. (n.d.). Why-lighting. Strategies. https://learn.k20center.ou.edu/strategy/128