

# TEACHING EXPECTATIONS

## Purpose:

To teach expectations of behavior so that all students and faculty are “on the same page” and can recognize and distinguish examples from non-examples.

## Tips and Guidelines:

- The word “discipline” comes from the Latin root meaning “to teach.”
- In teaching expectations, be selective, consistent and methodical. Trying to teach the entire behavioral matrix in a short time period will prove counter-productive.
- Select no more than one behavior from each box in your behavioral matrix and create a **teaching matrix**. The teaching matrix is a subset of the full behavioral matrix and includes the specific behaviors in a selected context that are highest in relevance and priority.
- For each selected behavioral skill, use the teaching script template (sometimes called a “**cool tool**”) to frame an activity or discussion.
- Plan to teach expected behaviors within the appropriate context. If you’re teaching expected hallway behavior, it makes sense to introduce and demonstrate it in the hallway.
- Engage in discussion and/or activities that help students understand why the expected behavior is important – for the teacher, for themselves and/or for other students.
- Demonstrate, or (better yet) have the students demonstrate, both examples and non-examples of the expected behavior, so they can clearly see and understand the difference.
- Teaching is more than the initial instruction alone. Provide frequent opportunities for practice in the relevant context.
- Practice, subsequent recognition and boosters all contribute to the goal of students internalizing the expectations as habits.