

Rating Scale:  Needs Immediate Improvement  Making Progress  Proficient  No opportunity to observe

Primary Aim

Through positive emotional relationships with peers and teachers, students have opportunity to develop higher order thinking, regulate emotions and behavior, develop self-awareness, and experience a positive sense of well-being. Classroom social norms are a medium through which relationships develop. As an important aspect of curriculum, social norms are treated as material to be taught, learned and applied in social interaction. Learning is most successful when students are able to internalize positive social norms and to participate successfully in a variety of roles as members of the classroom community. The Learning Cultures formats, structured to support positive social interactions, provide an ecosystem in which positive social norms are learned and applied. Through the successful implementation of the formats, the classroom provides a universal behavior support system with opportunities for both academic and social emotional learning. This ecosystem supports high achievement and guards against behavioral and disciplinary problems. When implemented successfully, the Learning Cultures formats provide a Tier I approach to instruction and classroom discipline.

Procedures

Instruction: The teacher schedules lessons at the start of the school year and periodically throughout the year to review rules, routines, and expectations for general classroom conduct and expectations outlined in each of the format rubrics. The Social Norms Rubric is used as a teaching tool to help students understand expectations and personal responsibilities. The teacher reflects on a weekly basis about which norms should be reinforced in routines and social process lessons.

Progressive Disciplinary Response: At the beginning of the year, a coordinated effort is led by school leadership and supported by teachers to develop a Ladder of Self-regulation. This process begins with the Social Contract talk, which outlines rights and responsibilities for members of the school community. The talk is presented to all students. Students provide suggestions for ways that misbehavior should be addressed. With input from students, the leadership team creates the Ladder of Self-regulation, which is posted in every classroom. The Ladder sets out conditions to be followed in situations where terms of the Social Contract are violated (e.g., 1st step: verbal warning; 2nd step: move seats; 3rd step: isolated work time; 4th step: Behavior Conference with teacher; 5th step: after-school detention; 6th step: call home; 7th step: principal referral). A Behavior Conference with the teacher is included in the Ladder of Self-regulation, requiring the student and teacher to complete a Behavior Conference Record. Copies of the Ladder are posted in every classroom. Teachers make a coordinated effort at the beginning of the year to teach the Ladder as a tool for self-regulation. The Ladder is used throughout the year as a tool to help students regulate their behavior.

On-Call: An "on-call" system of backup support is organized to support classroom teachers when they face highly challenging behaviors. The teacher on-call provides support to the classroom teacher to either address problematic behaviors or to relieve the classroom teacher to address the problematic behavior.

Interventions: If a student habitually fails to meet responsibilities to learn and to support the learning of classmates, an Intervention is conducted in which students reflect on problematic behaviors, make a commitment to positive behaviors, and sign a contract (a 'promise card'). Students are provided with laminated copies of their promise card and are instructed to bring it to every class. A school-wide system of recording and tracking interventions is created. All teachers have access to a roster of students who have had interventions, and should refer to promise cards when problems arise in class.

1	Student	Rating
1a	Students enjoy maximal freedom of expression and movement within the classroom to use space, associate with peers of their choice, and exercise choice and autonomy in making decisions about curriculum tasks. Students demonstrate awareness of format rules by adhering to them.	
1b	Students have been introduced to the format rubrics and demonstrate awareness of their	

	responsibilities and roles within each format. Copies of all format rubrics are available for student reference.	
1c	Students have been introduced to the Social Contract and demonstrate awareness of their rights and responsibilities to learn and of their responsibility to support the learning of others. Students adhere to the Social Contract and respond appropriately to behavioral feedback by teachers and peers. Students assume responsibility to reinforce positive norms.	
1d	Students who are required to complete a Behavior Conference Record are able to successfully reflect on challenges and possible resolutions.	
1e	Students demonstrate that they have internalized positive social norms through reciprocal interactions with peers, which are characterized by respect and consideration.	
2	Teacher	Rating
2a	Disruptions are addressed immediately and directly in a non-disruptive manner through efficient execution of the Ladder of Self-Regulation. When behavior infractions occur, the teacher accurately identifies the person(s) responsible and quickly addresses the disruptive behavior with an appropriate response from the Ladder of Self Regulation. The process is repeated as many times as necessary, each time issuing a new condition. 'On-Call' support is enlisted when necessary. (Note: Since learning depends on sustained, selective attention and high engagement, the teacher should never disrupt the whole class in order to address problematic behaviors of particular students.)	
2b	The teacher employs effective strategies to support students' emotional and behavioral self-regulatory capacities. After responding to an infraction, the teacher provides sufficient opportunity for the student to think about and change behavior before responding again. Responses are made strategically as a means to raise student self-awareness and to help students regain self-control and re-regulate behavior or emotions.	
2c	When addressing problematic behaviors, the teacher uses precise terms, derived from the Social Contract and/or format rubrics, to reinforce students' awareness of rules, boundaries, and expectations.	
2d	When warranted, the teacher provides a Behavior Conference Record to students whose behavior warrants a conference.	
2e	Teacher's interactions and responses with students strengthen intrinsic motivation and self-regulation. Extrinsic rewards, such as stickers, points or rewards are never used.	
3	Climate	Rating
3a	The learning environment is supportive. Student interactions evidence traits of empathy, cooperation, courtesy and respect.	
3b	The learning environment is safe. A zero tolerance policy for words or gestures that could be interpreted by any member of the classroom community as threatening, discriminating, bullying, harassing, or bigoted is enforced by all members of the classroom community.	
4	Expectations and Norms	Rating
4a	The classroom environment provides adequate cues to support students to self-regulate to rules and procedures previously taught. The environment shows evidence of previous instruction relating to expectations and students' responsibilities.	
4b	Transitions between classroom activities are quiet, quick, and efficient (target 2-minute maximum in primary classrooms, 1-minute maximum in upper elementary through high school).	
4c	A Ladder of Self-regulation is posted in the classroom and used consistently to secure positive behavioral norms.	
5	Environment	
5a	Space in the classroom is provided for students who need to retreat to a secluded area to regain self-control or to re-channel negative emotions.	

5b	Areas in the classroom that are potential conflict <i>hot spots</i> are minimized or eliminated through ground rules for using space and taking part in classroom activities (e.g., students abide by rules for taking turns or sharing).	
6	Records	
6a	Behavior Conference Records show evidence that the student has, a) gained understanding of why behaviors were problematic in relation to classroom social norms; b) considered new, positive behaviors; and, c) made a commitment to change behaviors by signing a contract/promise card.	

Comments: