# Implementation Snapshot
## TFI Implementation Feature:  Behavioral Expectations (1.3)

### What is it?
- School has five or fewer positively stated behavioral expectations and examples by setting/location for student and staff behavio[r] school teaching matrix) defined and in place.
- **Benchmarks of Quality:**
  - 3-5 positively stated school-wide expectations are posted around school
  - Expectations apply to both students and staff
  - Rules are developed and posted for specific settings (where data suggests rules are needed)
  - Behavioral examples/rules are linked to expectations
  - Staff are involved in development of expectations and rules

### Supporting Implementation:

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| **Role of District Coordinator:**<br>• Provide resources for production of teaching matrix and other visual communication tools for SW expectations (e.g., posters)<br>• Meet with coaches to review teaching matrices and classroom alignment<br>• Review implementation outcomes and products for alignment with division strategic planning goals and social/behavioral needs<br><br>**Role of Administrator:**<br>• Include time during staff or grade level/core/department meetings to allow coach and team to facilitate teaching matrix development<br>• Include classroom alignment with school-wide expectations as part of "look for" of walk through<br>• Allocate resources (e.g., team meeting time, time for team to work with staff/students, production of expectations for display around school)<br>• Review implementation outcomes and products for alignment with strategic planning goals and social/behavioral needs<br>• Review academic and social/behavioral data with school leadership teams<br>• Arrange for additional support as needed<br><br>**Role of Coach:**<br>• Attend team training with team<br>• Support team action planning, provide team with sample teaching matrices<br>• Work as a partner with administration and district coordinator to provide necessary resources | **Role of Team:**<br>• Attend team training and follow up with action planning af[ter] training<br>• Review data and information from considerations provide[d] training to develop of teaching matrix<br>• Plan for time and activities to involve staff, students, and f[amily] in the development of the teaching matrix and regular revi[ew] ensure responsiveness to school community<br>• Plan for including teaching matrix in school documents (e.[g.,] and student handbooks, family communication, student pla[n] school website)<br>• Plan for facilitating staff to align classroom rules with scho[ol] expectations<br>• Plan for on-going review of teaching matrix to meet chang[ing] needs of school<br><br>**Role of Staff:**<br>• Participate in development of school-wide (SW) teaching [matrix]<br>• Elicit student input<br>• Align classroom rules/expectations with SW expectations a[nd] display in classroom (classroom teaching matrix)<br><br>**Role of Student, Family, and Community**<br>• Be familiar with school-wide expectations and rules by lo[cation.] Reinforce these outside of the school building. |
| **Scoring Criteria:**<br>0 = Behavioral expectations have not been identified, are not all positive, or are more than 5 in number<br>1 = Behavioral expectations identified but may not include a matrix or be posted<br>2 = Five or fewer behavioral expectations exist that are positive, posted, and identified for specific settings (e.g. matrix) AND at least 90% of staff can list at least 67% of the expectations | **Possible Data Sources and Implementation Products**<br>▪ TFI Walkthrough Tool<br>▪ Staff handbook<br>▪ Student handbook<br>▪ Teaching Matrix with expectations defined based on data, feedback from faculty, staff, and families |

### Research:
- A dependable system of rules and procedures provides structure for students and helps them be engaged with instructional tasks (Brophy, 1998).
- Clearly stating expectations and consistently supporting them lends credibility to a teacher's authority (Good & Brophy, 2000).

(Adapted from PBIS Maryland and PBIS of VA, 2015)

- Use of expectations and rules provides a guideline for students to monitor their own behavior and they remind and motivate students to meet certain standards (Newcomer, 2009).

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