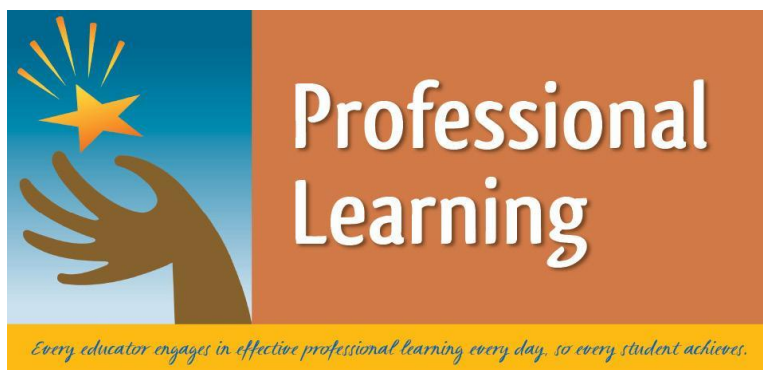


# Facilitator's Guide

Defining and Teaching Expectations



***Developing, defining, and teaching  
expectations for a learning environment***

## Defining and Teaching Expectations

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### **Facilitator Lecturette (Slides 13-17)**

**Summary:** Participants will understand that each classroom needs to have overarching expectations. The critical features are as follows, they should be small in number, positively stated, roll up to school-wide expectations, and should follow the OAT (observable, achievable, teachable) acronym. The learning targets should be reviewed at the beginning of the section and at the end to ensure each target has been reached.

**Time:** 20 minutes

**Materials:** writing utensils, paper

**Directions:** See facilitator's notes on each slide 13-17 and the activity descriptions listed below.



See facilitator's notes on each slide 13-16



### **Participant Activity**

#### ❖ Your expectations (Slide 17)

**Time:** 7-10 minutes

**Materials:** paper, writing utensils

**Directions:** Look at the classroom expectations you had written earlier. Do they meet the critical features? Should they be modified? Would you prefer completely different ones? Do they reflect your school's expectations? Share out with your table and discuss.

**Facilitator Lecturette (Slides 18-20)**

**Summary:** Participants are to understand that each classroom has many types of instructional activities. Each activity should have expectations defined slightly differently in terms of behaviors.

**Time:** 55 minutes

**Materials:** dry erase boards, dry erase markers, erasers, writing utensils, copies of *Classroom Expectations by Instructional Activity* handout, chart paper, markers

**Directions:** See facilitator's notes on each slide 18-20 and the activity descriptions listed below.

**Participant Activity****❖ Instructional Activities (Slide 18)**

**Time:** 15 minutes

**Materials:** dry erase boards, dry erase markers, erasers

**Directions:** Think about your classroom. What are some different instructional activities that occur in your classroom? As a team, list the various instructional activities. After 5-8 minutes, share out to the large group and discuss if every instructional activity should have the same expectations?

**Participant Activity****❖ Classroom Expectations by Instructional Activity (Slide 19)**

**Time:** 30 minutes

**Materials:** writing utensils, copies of *Classroom Expectations by Instructional Activity* handout, chart paper, markers

**Directions:** Participants should write down their 3-5 expectations in the first column. Then they should write down all their different instructional activities in the first row. Now participants should define what those expectations look like for each activity. After about 15 minutes, show slide 19 as an example and then give more work time.



See facilitator's notes on slide 20

**Facilitator Lecturette (Slides 21- 23)**

**Summary:** Participants will understand that one cannot just have expectations, one needs to teach them to students. In addition, there needs to be a plan for teaching them and reviewing them throughout the school year.

**Time:** 25 minutes

**Materials:** copies of *My Teaching Plan* handout, writing utensils

**Directions:** See facilitator's notes on each slide 21-23



See facilitator's notes on slide 21

**Participant Activity****❖ My Teaching Plan ( Slide 22)**

**Time:** 20 minutes

**Materials:** writing utensils, copies of *My Teaching Plan* handout

**Directions:** Ask participants to think about how they are going to teach their expectations to their students. Have them write down their plan.



See facilitator's notes on slide 23

***Facilitator Lecturette (Slides 24-25)***

**Summary:** Participants will reflect about the learning targets and Danielson rubric. Were the learning targets achieved? If not, how will they be achieved in the future? What parts of the Danielson rubric were covered?

**Time:** 10 minutes

**Materials:** copies of *Danielson Rubric*

**Directions:** See facilitator's notes on each slide 24-25