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**Establishing and maintaining community expectations and agreements about behavior**

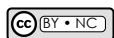
Teachers set and maintain community expectations and establish classroom environments that preserve students' dignity and autonomy, while allowing for a productive and safe classroom community. They understand the difference between the helpful use of boundaries to provide structure and the oppressive use of power to control. They develop proactive and reactive systems to establish, maintain, and respond to these expectations and behaviors in ways that focus on both the community and students' learning. Choosing and using expectations and agreements requires discretion because many common expectations for behavior privilege dominant ways of being related to race, class, and gender and lead to harmful consequences for students.

**Advancing justice through establishing and maintaining community expectations and agreements about behavior**

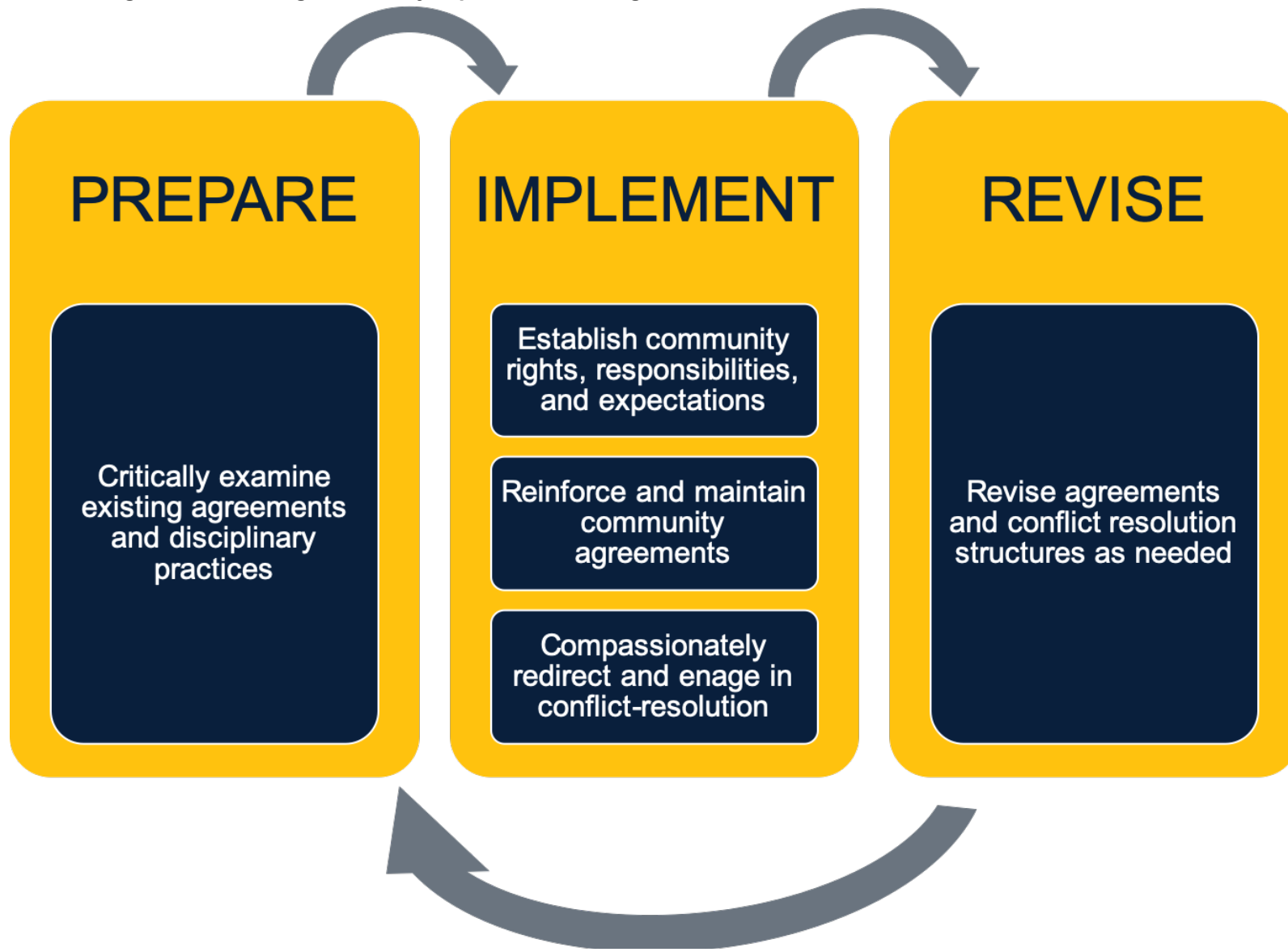
Perceptions of students' behavior, understanding, effort and engagement occur through the lens of the social identities (racial, ethnic, linguistic, gendered, class-based, etc.) of teachers and children. Because of the close relationship between dominant White middle-class norms and the culture of schooling, the classroom environment and teachers' interactions with children often, explicitly or invisibly, limit opportunities for students who do not share these norms. In contrast, this practice calls on teachers to manage the classroom environment in ways that keep students in the classroom, make positive, significant differences for children, and disrupt inequitable patterns that flow from broader sociocultural structures. Central to this practice is a teacher's high level of regard for students as full humans and an unwavering respect for their rights. It is interwoven with the work of building strong relationships with students as individuals and as a community. It differs from traditional notions of "classroom management," which have been associated with ideas and systems related to compliance and control, exclusion, and the need to get children to "obey."

**Decomposition of establishing and maintaining community expectations and agreements about behavior**

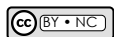
PREPARE	IMPLEMENT		REVISE	
Examine discipline practices and existing agreements	Establish agreements and expectations	Highlight, reinforce, and maintain agreements	Compassionately redirect and engage in conflict-resolution	Revise agreements and conflict resolution structures as needed
<ul style="list-style-type: none"> <li>• Determine whether the classroom environment and discipline practices privilege some cultures, identities or experiences over others</li> <li>• Consider how individual children might be affected by different expectations, rules and agreements</li> <li>• Examine critically the relationship between the broader school environment and classroom-level discipline and community practices</li> <li>• Interrogate, revise and broaden one's own preferences and biases about student behavior</li> </ul>	<ul style="list-style-type: none"> <li>• Work with students to establish and try out agreements and expectations for a safe and positive learning environment</li> <li>• Center the input of children who might be marginalized</li> <li>• Be explicit about and ensure shared understanding around what expectations and agreements look and sound like in practice</li> <li>• Communicate about agreements with caregivers</li> <li>• Create public artifacts about the uses and purposes of the agreements and expectations</li> <li>• As needed, create individual supports to promote students' community involvement</li> </ul>	<ul style="list-style-type: none"> <li>• Enact agreements and norms consistently and equitably</li> <li>• Name student words and actions that support the classroom community</li> <li>• Establish proactive structures to maintain and reinforce agreements and grow community (e.g., regular class meetings)</li> <li>• Regularly use non-judgmental language that reminds students of and reinforces expectations</li> <li>• Reach out to and collaborate with caregivers to better support and gain insight about students</li> </ul>	<ul style="list-style-type: none"> <li>• Avoid exclusionary practices such as removing students from the classroom, publicly shaming children, or evaluating their behavior with respect to their peers</li> <li>• Be consistent, explicit and brief with requests and redirections</li> <li>• Ensure requests, redirections and instructions are clear</li> <li>• Use language that preserves the student's dignity</li> <li>• Engage in conflict resolution processes as needed (whole group, small group, or 1-1):               <ul style="list-style-type: none"> <li>○ Take ownership of your mistakes as a teacher</li> <li>○ Use affective language and show compassion</li> <li>○ Create room for choice and autonomy</li> <li>○ Establish logical next steps that strive to repair harm</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Create consistent space for recognizing when community agreements are and are not working</li> <li>• Problem-solve and refine agreements together</li> <li>• Ensure that agreements protect children's individual rights as well as the rights of the collective, and revise as needed</li> <li>• Legitimate, value, and model learning from conflicts and revising agreements</li> </ul>



Establishing and maintaining community expectations and agreements about behavior visual



Establishing and maintaining community expectations and agreements about behavior decomposition – August 2019



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