Element 35:
Acknowledging Adherence to Rules and Procedures

A teacher’s growth in using instructional strategies can be tracked along the developmental scale. Coaching and growth needs vary for each developmental category on this scale. A teacher at the “beginning” level on the development scale has very different needs than a teacher at the “applying” level. Therefore, in order to track a teacher’s growth in using this strategy, it is important to begin by pinpointing his/her current level of use.

Monitoring for the desired effect of a strategy is a critical component addressed in the developmental scale. Monitoring is the teacher act of checking evidence for desired student learning of critical content during instruction, which includes student action and teacher witnessing of that action.

For this element, the teacher consistently and fairly acknowledges adherence to rules and procedures.

The desired effect of this element states that students adhere to rules and procedures as a result of the teacher acknowledging adherence to rules and procedures.

### Developmental Scale

<table>
<thead>
<tr>
<th></th>
<th>Beginning</th>
<th>Developing</th>
<th>Applying</th>
<th>Innovating</th>
</tr>
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<tbody>
<tr>
<td>Uses strategy</td>
<td>Uses strategy incorrectly or with parts missing.</td>
<td>Consistently and fairly acknowledges adherence to rules and procedures, but the majority of students are either not monitored for or not displaying the desired effect of the strategy.</td>
<td>Consistently and fairly acknowledges adherence to rules and procedures and monitors for evidence of the extent to which the majority of students follow rules and procedures.</td>
<td>Adapts and creates new strategies for unique student needs and situations in order for the desired effect to be evident in all students.</td>
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The following scale has been enhanced to demonstrate common mistakes, examples and non-examples, along with ideas for scaffolding and extended learning.

**BEGINNING** – Uses strategy incorrectly or with parts missing.

Some common mistakes include:

- The teacher inconsistently acknowledges adherence to rules and procedures over time.
- The teacher does not acknowledge adherence to rules and procedures fairly among students.
- The teacher acknowledges adherence of rules and procedures but it does not improve student behavior.
- The teacher disrupts the flow of instruction when acknowledging adherence to rules and procedures.
- The teacher provides recognition that is not equitable to the positive behavior.
- The teacher uses extravagant tangible rewards for adherence to rules and procedures.
- The teacher only uses acknowledgement of behaviors through praise and rewards, but never administers consequences for lack of adherence to rules.

**DEVELOPING** – Consistently and fairly acknowledges adherence to rules and procedures, but the majority of students are either not monitored for or not displaying the desired effect of the strategy.

Some examples of typical, correct use of the strategy include:

- The teacher consistently and fairly acknowledges adherence to rules and procedures.
- The teacher indirectly prompts students to self-correct their behavior by recognizing or rewarding other students for appropriate behavior.
- The teacher provides recognition that is equitable with the positive behavior displayed by the students.
- The teacher has a positive behavior plan with increasing recognition for appropriate behavior.
- The teacher uses appropriate tangible recognition for good behavior occasionally.
- The teacher informs other school personnel, and/or parents of students’ consistent, or improved good behavior.
**APPLYING** – Consistently and fairly acknowledges adherence to rules and procedures and monitors for evidence of the extent to which the majority of students follow rules and procedures.

At this point in development, the teacher uses the strategy with increased accuracy and fluency while staying focused on student outcome, or desired effect. At the “applying” level, the teacher must provide opportunity for students to demonstrate that the strategy is having the desired effect – in this case, students adhere to rules and procedures as a result of the teacher acknowledging adherence to rules and procedures. Planning for the implementation of this strategy allows the teacher to identify how he/she will monitor for the desired effect. Some examples of monitoring may include:

- The teacher notices adherence to rules and procedures while walking around the room and recognizes those students.
- The teacher scans the room while recognizing positive behavior to check that students are adhering to rules and procedures.
- The teacher notices adherence to rules and procedures after acknowledging positive student behavior.
- The teacher observes students to ensure continued adherence to rules and procedures after providing recognition to them.
- The teacher notices over time which techniques have been most effective with certain students.

**INNOVATING** – Adapts and creates new strategies for unique student needs and situations in order for the desired effect to be evident in all students. In order to do this, the teacher scaffolds, extends, and/or creates a macrostrategy as necessary. As a result of this, **ALL** students adhere to rules and procedures as a result of the teacher acknowledging adherence to rules and procedures.

Examples of providing unique support to meet the individual needs of all students include:

- The teacher anticipates students who may not be affected by a certain acknowledgment and has a meaningful alternative.
- The teacher uses words, pictures, or symbols to explain recognition requirements and how to earn them.
- The teacher gives concrete examples and non-examples of positive behavior.

Examples of extension include:

- The teacher asks students to brainstorm ways to recognize positive contributions with verbal and nonverbal affirmations.
- The teacher asks students to explain why recognition motivates them.
- The teacher asks students to reflect on their positive behavior throughout a day in order to continue that behavior.