

**Classroom Rules & Routines Film Festival Assignment**  
**Assignment Guidelines**  
**(50 Points Total)**

As you have read in your text (Knoster 2014) and multiple articles (MacSuga-Gage et al., 2012; Newcomer, 2008; Simonsen et al., 2008) this semester, it is important that you establish a small (i.e., 3-5) set of positively stated expectations for your classroom. Further, once expectations have been established you need to define what those expectations “look like/sound like” (i.e., create observable and measurable operational definitions that tells students how to engage in the desired behavior) within the context of your common classroom routines (i.e., the Matrix you have created with your grade level group). In addition to developing and establishing what you want students to do in your classroom, you will need to teach, monitor, prompt, and reinforce expectations and rules. Thus, you are responsible for working with a group of your classmates (the same group you worked with to create your rules and routines matrix) to create a video that teaches students at your target grade/age level (e.g., first grade) about at least ONE (although you could chose more) of the expectations within your class matrix (e.g., what it looks like and sounds like to “Be Respectful” during a variety of routines within the classroom such as arrival, morning meeting, group work, etc.). This assignment is must be submitted via Canvas upload **on the date specified in your syllabus** before class **12:50 pm EST**. Note that we will have a film screening to share your work with the entire class (see date for screening in the syllabus).

**Directions:**

As you learned in class, video is a great way to teach and prompt students with respect to expectations and rules. **This project is intended to be fun, creative, and purposefully open-ended to give you a chance to share your unique ideas and perspectives.** You have viewed sample videos in class and can view more by watching films on the Homegrown SW-PBIS Vimeo website: <https://vimeo.com/groups/pbisvideos/page:3/sort:date> -- you may also find other video examples on YouTube or via Google searches.

Each group will need to create a single video submission (one per group) that teaches students, caregivers, and other teachers about what at least one (although you may choose to select more) expectations within the classroom (as defined in the rules and routines matrix assignment you submitted). Videos should adhere to the following guidelines and submissions will be graded using the rubric attached below.

**Video Guidelines:**

1. The video should be brief (i.e., LESS than 10 minutes) – most videos are approximately 4 – 6 minutes in length although yours may be slightly shorter or longer – focus on QUALITY not length.
2. The video should tell a story – in this case the story needs to include/focus on ONE (although you could choose more) class-wide expectation and teach what it would look like for students to follow that expectation within context (i.e., rules within settings).

3. The video should adhere to the principals of class-wide Positive Behavioral Intervention and Support (PBIS; Newcomer, 2008; Simonsen et al., 2008).
4. Video submissions should adhere to quality standards such as clear audio, smooth transitions between scenes, etc. (see rubric below)

**Assignment Scoring Rubric:**

**Score:**

**5 = Exemplary - Met and/or exceeded the criteria**

**3 = Competent – Somewhat Met the criteria**

**1 = Developing - Did not meet the criteria**

**0 = Did not demonstrate**

<b>Domain</b>	<b>Characteristic</b>	<b>Rating</b>
<b>PBIS</b>	1. Explicit skill instruction and uses positive language	5 3 1
	2. Engages multiple stakeholders (e.g., students, faculty, & community members)	5 3 1
	3. The video is appropriate for the age/grade level of the target students it was created for	5 3 1
<b>Video Production</b>	4. Video includes a clear statement of purpose and a cohesive message. All of the scenes support the purpose of the film.	5 3 1
	5. Engaging and uses humor (when appropriate).	5 3 1
	6. Tape is edited and runs smoothly from shot to shot. A variety of transitions are used to assist in communicating the main idea. Shots and scenes work well together. Graphics explain and reinforce key points in the video.	5 3 1
	7. Graphics, signs, and/or written language used has a legible and easy-to-read appearance	5 3 1
<b>Group Involvement</b>	8. All members of the group contributed to the video and each member appears at least once within the film	5 n/a 0
	9. All members collaborated to create the video as evidenced by story cohesion, rehearsed and fluent dialogue, etc.	5 3 1
<b>Other</b>	10. The video was submitted on time and ready for class viewing during the film festival	5 n/a 0
<b>TOTAL POINTS</b>		
<b>(Out of 50 possible)</b>		