

# Planning Behavior Expectations for an Instructional Activity

adapted from *CHAMPs: A Proactive and Positive Approach to Classroom Management*  
by Randy Sprick, PhD, Mickey Garrison, PhD, and Lisa M. Howard, MS

**Your Name:**

**Date:**

**Instructional Activity Addressed:**

**Conversation:** Can the students engage in conversation with each other or you during this part of the lesson? If yes, with whom? About what? How many students can be involved in a single conversation? How long can the conversation last?

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**Help:** How will the students let you know they do not understand what you want them to do? How can they get your attention? How do students get questions answered? If students have to wait for help, what should they do while waiting?

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**Activity:** What is the expected end product of this part of this lesson? What will the product look like?

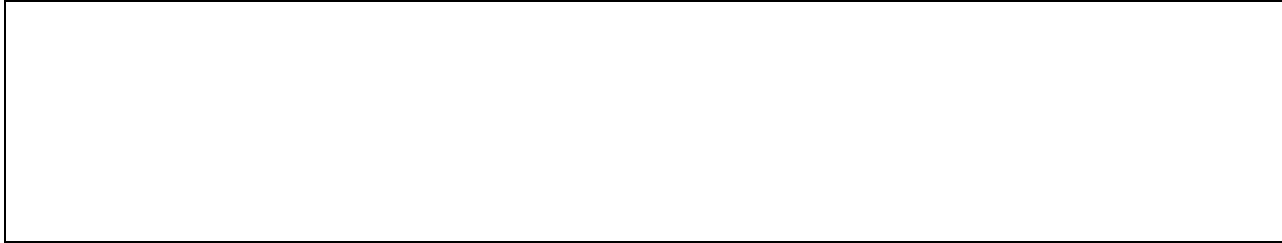
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**Movement:** Can the students get out of their seats during this part of the lesson? If yes, do they need permission? If yes, how do they get permission? What can they get out of their seat to do (e.g. pencil, drink, restroom, hand in/pick up materials)?

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**Participation:** What behaviors demonstrate that students are participating fully and responsibly? What behavior demonstrates a student is not participating or otherwise actively engaged? What should a student do if they finish early?

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## Teaching Behavior Expectations for an Instructional Activity

<b>Level of structure:</b>
This group of students need:  High Structure                      Medium Structure                      Low Structure
<b>Describe your plan for TEACHING your behavior expectations (e.g. visual display, demonstration, practice).</b>
<b>How will you “check for understanding?”</b>
<b>How will you monitor the expectations taught and provide feedback during the activity?</b>
<b>How will you address any students who are not following your expectations?</b>

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## Classroom Management Plan (Draft)

**Name:**

**Date:**

<b>Basic but important classroom procedures I plan to develop, teach and reinforce the first week or so of school (developed from "Procedures: Planning for the First Month"):</b>
<b>My procedure for securing my students' attention will be:</b>
<b>1.</b>
<b>2.</b>
<b>3.</b>

4.

5.

**Strategies I plan to use to teach classroom expectations for my procedures:**

1.

2.

3.

4.

**Strategies I plan to use to check for understanding of and monitor the behavior expectations I teach:**

1.

2.

3.

4.

**Strategies I plan to implement to increase the motivation:**

a. Of an entire class, period or group:

b. Of individual students:

**Probable classroom rules:**

1.

2.

3.

4.

5.

**“Deterrent” (corrective) techniques I plan to implement:**

1.

2.

3.

4.

5.

**Menu of consequences I plan to implement:**

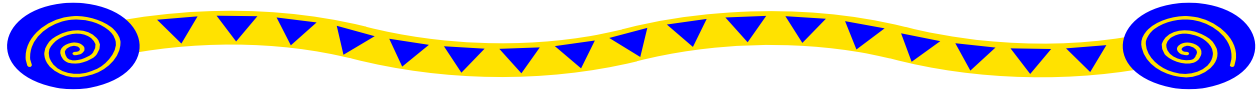


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“I’ve come to a frightening conclusion that I am the decisive element in the classroom. It’s my personal approach that creates the climate. It’s my daily mood that makes the weather. As a teacher, I possess a tremendous power to make a child’s life miserable or joyous. I can be a tool of torture or an instrument of inspiration. I can humiliate or humor, hurt or heal. In all situations, it is my response that decides whether a crisis will be escalated or de-escalated and a child humanized or dehumanized.

-Haim Ginott

## Thinking like a Behavior Specialist



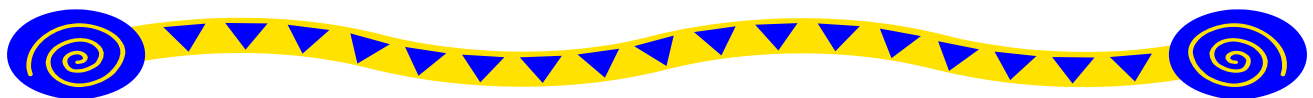
Effective discipline does not come from the quick mastery of techniques or the implementation of a packaged method. Effective discipline comes from the heart and soul of the teacher.

It comes from the belief that teaching students to take responsibility for their behavior is as much the "job" of the teacher as teaching history or math and more important than simply enforcing the rules.

It comes from the belief that most students do the best they can, many in what they feel is an adverse environment. It comes from the belief that all students need hope. It comes from the positive energy of the teacher.

Only within the framework of the teacher's internal strength and the development of a hopeful and caring classroom environment can a discipline plan be effective.

From *Discipline with Dignity*  
by Richard Curwin & Allan Mendler



# Email

To: [Theresajones@texaspublicschool.net](mailto:Theresajones@texaspublicschool.net)

From:

Subject:

Message:

# Action Plan

Name:

Date:

Suggested Strategy to be Implemented	Novice Teacher Responsibilities for Implementation	When Should Strategy be Implemented?

# Classroom Environment: Enduring Understandings Notes

## Enduring Understanding #1

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Thoughts, insight, and questions about this understanding:

Concepts about and strategies to use when implementing this understanding:

## Enduring Understanding #2

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Thoughts, insight, and questions about this understanding:

Concepts about and strategies to use when implementing this understanding:

**Enduring Understanding #3**

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Thoughts, insight, and questions about this understanding:

Concepts about and strategies to use when implementing this understanding:

# Classroom Environment

## Performance Task: Mentoring a Novice Teacher

### Basic Information

**Performance Task Description:** Develop a behavior management Action Plan and compose an email explaining the rationale for and implementation of the Action Plan

**Task due date:** \_\_\_\_\_

**Your role:** You are the assigned mentor to a novice teacher, Theresa Jones. Theresa has asked for your help in developing and improving her classroom management skills.

**Purpose of task:** Through this task, you will provide evidence of your understanding of and ability to implement strategies aligned to this unit's enduring understandings:

- Behavior is Communication
- The Teacher is the Decisive Element, and
- Behavior Management is a Content Area

**Directions for performance task:** After analyzing anecdotal notes taken in an observation of Theresa's classroom and utilizing the knowledge and skills learned in this unit, you will:

- 1) Prepare an Action Plan for Theresa to follow in improving her behavior management skills.
- 2) Prepare an email (letter) to send to Theresa explaining the Action Plan goals and providing rationales for the goals you developed.

#### **Documents needed in preparation for task:**

- Performance Task Document
  - o Basic Information
  - o Background Information
  - o Anecdotal Notes
  - o Performance Criteria Checklist
- E-mail and Action Plan Template

#### **Performance Expectations for the Action Plan:**

- Thoroughly completed Action Plan, using template provided
- A minimum of 3 strategies selected
- Explanation of each strategy, including HOW and WHEN it should be implemented
- Strategies selected demonstrate analysis of information provided
- Clear connection to and evidence of deep understanding of the unit's Enduring Understandings
- Typed in 12 point Times New Roman font with evidence of mastery of conventions of English

### **Performance Expectations for the E-mail:**

- Empathy and support displayed toward Theresa, as a novice teacher, including evidence demonstrating understanding of the typical struggles of a first year teacher and reassurance of the value of your support in handling such struggles
- Explanations of at least two behavior management techniques Theresa is currently demonstrating use of and rationale for why these techniques are useful
- Thorough explanation of at least three new behavior management strategies to be implemented
- Clear rationale for each selected strategy based on concrete evidence from artifacts provided
- Persuasive reasoning of WHY each suggested strategy should be implemented which reflects deep understanding of each of the three Enduring Understandings
- Use of professional language and proficient written expression skills
- Typed in 12 point Times New Roman font with evidence of mastery of conventions of English

### **Additional guidelines:**

- Develop your action plan and email so that you address such issues as:
  - What is Theresa doing well?
  - What is she struggling with?
  - What strategies do you suggest and how specifically should she implement those strategies?
  - How should Theresa prioritize her time in implementing the strategies?
- Keep in mind that typically, a mentor would have a number of conferences with his/her mentee in order to develop and explain an action plan. In this assignment, you are expected to demonstrate your deep understanding of the content you have learned through your skillful choice of action plan goals/strategies and through your detailed development of an email (letter) containing your conceptual and practical understanding of the most important strategies Theresa should implement in order to improve her behavior management skills.

### **Artifacts created by you and submitted to course facilitator for evaluation:**

- E-mail to Theresa
- Action Plan

### **Method of evaluation:**

- Criteria Checklist

# Classroom Environment

## Performance Task: Mentoring a Novice Teacher

### Background Information

Theresa Jones is a beginning teacher and it is late September of her first semester of teaching. She has just dismissed her students at the end of the day. As she reflects on the events of today's class, she decides to compose an email to her mentor (YOU!):

*From: Theresajones@texaspublicschool.net  
To: Theresasmentor@texaspublicschool.net  
Subject: Request for advice*

*Dear Mentor,  
I've finally decided that I'm at the point where I could really use some help! I am having a hard time with behavior in my class. Every day is a struggle – some students are disruptive (I had to send one to the office today for profanity) while others just make it hard for me to actually get any teaching done. Can you give me some suggestions on things I can do to improve behavior in my class? I'm ready to listen!*

*Sincerely,  
Theresa*

After exchanging emails with Theresa, you arrange an observation in which you watch Theresa's afternoon reading class. See "Anecdotal Notes" for a description of what you observe in Theresa's class.

# Classroom Environment

## Performance Task: Mentoring a Novice Teacher

### Anecdotal Notes

It is afternoon, and students are arriving to reading class from lunch. Theresa stands near the door as students enter and is surrounded by students asking questions and seeking her attention. After answering a few questions, Theresa says, "Alright everyone, settle down. Go to your seats and get started."

The class schedule is posted on the board:

*12:35 – Enter and read silently*

*12:55 – Reading lesson: Main Idea*

*1:20 – Dismissal*

12:40: Theresa sits at her desk and turns on a timer. Some students have books out and are looking at the books. Other students are flipping pages. One student is drawing a picture and several students are standing near the bookshelf talking. Theresa looks around the room and calls out from her desk, "I need to see everyone reading. Tomio, if you don't sit down you will owe me a minute after class. Tomio makes a response that isn't understandable. Theresa replies, "What was that?" Tomio raises his voice, "I said you can't make me!" Theresa responds by standing up and quickly walking over to the student, "I can and I will. In fact, you're out of here!" Theresa writes an office referral and sends Tomio out of the room with the referral.

12:45: All students are seated. Some flip through books, quickly turning pages and others appear to be reading. One student gets up 3 times to go to the bookshelf and returns with a different book. When two students talk, Theresa says, "SHHH!" Two students in the back pass a note back and forth when Theresa is not looking. Sitting at her desk, Theresa flips through some professional materials. One student gets up and walks over to Theresa's desk to ask a question, which she answers. When another student gets up and goes to the teacher's desk, Theresa says, "Return to your seat. Remember this is silent reading time."

12:55: A timer goes off and Theresa says, "Okay. Everyone put away your books. She turns on the overhead and reads the directions for a transparency on main idea. Theresa hands out a reading passage worksheet and tells everyone to read the passage. After several minutes she asks questions like, "What is the main idea of paragraph 2?" Some students raise their hands and wave them wildly, saying "I know! I know!" Others raise their hand and wait silently. Some students don't raise their hands at all. One student calls out an answer. Theresa says, "That's right Kelly, but next time raise your hand." This routine is repeated as Theresa asks more questions about the passage.

1:05: Theresa hands out a new worksheet and says, "I want you to do this one on your own." She walks around the room as students get started. One student asks to go to the restroom. Theresa responds, "Not right now." Another asks to go get water, and then a third chimes in, "Can I go, too?" Theresa sighs, "Alright, but go one at a time." One student raises his hand and asks, "Can I work with a partner?" Theresa responds, "Oh, okay – if that is what you need to do to do a good job." As Theresa walks around, she offers to help a student who hasn't gotten started.

1:10 "I'm finished!" one student yells out. Theresa responds, "If you're finished, you can read or just sit quietly at your desk" At this time, Tomio returns back into the classroom. Theresa says, "Tomio, we're working on a reading passage. Get started and I'll come check on you in a minute. Tomio takes the paper from Theresa and goes to his seat but doesn't get started.

As students continue to finish, the noise level in the room gets higher. Theresa goes around the room to help students who aren't finished and tries to check the work of students who say they are finished.

When the bell rings for the end of the period, students immediately get up and start moving toward the door. Theresa yells out, "Hold on – let me give you your homework! Tomio and a few others leave the room before Theresa gets to the door with the homework and passes it out to those who are still in the room.

Once the students are gone, Theresa goes back to her desk. You reassure her that she did the right thing by asking for some advice and that there are some things that she can do to improve the climate and behaviors in her classroom. You end the discussion by letting her know that you will create an Action Plan for her to follow, as well as an email explaining the Action Plan. Theresa sees you out the door by saying, "Thanks for your help! I can't wait to read the suggestions you have for me!"

## **Classroom Environment Performance Task: Criteria Checklist**

Below is a list of criteria for excellence for the performance task of “Classroom Environment: Mentoring a Novice Teacher.” Each criterion should be considered and included in your final product as evidence of your competency in the knowledge and skills modeled and practiced within this unit. This document will be used by your facilitator when reviewing the “Email” and “Action Plan” you submit.

### **Action Plan:**

- Thoroughly completed with a minimum of 3 strategies selected
- A clear explanation of how to implement each strategy
- Consistent use of professional language and proficient written expression skills
- Typed in 12 pt Times New Roman font

### **E-mail:**

- Evidence of understanding of your role as a supportive professional
- Explanation of at least 2 techniques successfully being implemented and rationale for continued use
- Clear rationale for each new suggested strategy based on concrete evidence from the data provided
- Persuasive reasoning of why each selected suggested strategy reflects deep understanding of each of the three Enduring Understandings
- Consistent use of professional language and proficient written expression skills
- Typed in 12 pt Times New Roman font