**Vermont Positive Behavior Intervention and Support**

**Secondary Breakout**

**Workbook**

**October 9th, 2015**

Hank Bohanon

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http://www.hankbohanon.net

Please feel free to use these materials. Please let me know if they are helpful to you and how you use them to support your efforts.

**I. Essential Features of PBIS in High School Settings**

**Enduring Understanding:** Be able to identify the components of developing an effective high school climate.

**Essential Questions**: Why is it important to take your time when implementing supports?

What are you doing while you are taking your time?

**Activity:** Think of change you tried to make in your own life for the better? Why did you do this? Did it work, why or why not?



What are you doing?

*Note.* English SOL: 9.1 l) Assume shared responsibility for collaborative work. 10.1 The student will participate in, collaborate in, and report on small-group learning activities. 10.1 e) Demonstrate the ability to work effectively with diverse teams to accomplish a common goal. 10.1 CF Work with peers to set rules for group presentations and discussions, set clear goals and deadlines, and define individual roles as needed. 10.1 The student will participate in, collaborate in, and report on small-group learning activities. 10.1 a) Assume responsibility for specific group tasks, b) Collaborate in the preparation or summary of the group activity. 7.1 c) Make statements to communicate agreement or tactful disagreement with others’ ideas. 10.1 CF Respond thoughtfully by summarizing points of agreement and disagreement, qualifying views and understanding. Virginia College and Career Readiness Performance Expectations: Collaborate with others to exchange ideas, develop new understandings, make

decisions, and solve problems. (SOL 10.1f) (#50)

[**http://www.doe.virginia.gov/testing/sol/standards\_docs/english/sol\_ccss\_comparison\_english.pdf**](http://www.doe.virginia.gov/testing/sol/standards_docs/english/sol_ccss_comparison_english.pdf)

[**http://www.doe.virginia.gov/instruction/english/capstone\_course/english\_core\_comparison.pdf**](http://www.doe.virginia.gov/instruction/english/capstone_course/english_core_comparison.pdf)

Sample Interview Questions for developing buy-in (newer teams)

|  |  |
| --- | --- |
| What is going well in your school around behavior/discipline? |  |
| What are some of the barriers to teaching around discipline? |  |
|  What would you like to change about your job AROUND DISCIPLINE?  |  |
|  Can you say anything about who, when, where, what, and why about problem behaviors and/or desirable behaviors occur in your building? |  |
| What have you liked/disliked about staff development in the past? |  |

Adapted from the work of Jim Knight by Hank Bohanon (hbohano@luc.edu) and the Louisiana PBS Project

Sample Interview Questions for developing buy-in (established teams)

Please answer the questions below about PBIS.

1. What do you like MOST about the implementation of PBIS?

2. What do you like LEAST about the implementation of PBIS?

3. How do you feel the implementation of PBIS could be IMPROVED?

4. How often do you hand out wristbands?

 Circle ONE: Never Monthly Weekly

5. What suggestions do you have for reinforcers (rewards) for students? (Think of things

 that may or may not cost money).

6. What suggestions do you have for reinforcers for teachers whose names are called

 when a wristband is chosen?

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**Sample Results**

1. What do you like MOST about the implementation of PBIS?

Have seen an improvement in student behavior (5)

Uniformity and consistency (7)

Get to meet kids they don’t know

Lessons (2)

Kids pick up after themselves

Helps w/social skills

Teaches positive expectations

Wristbands (2)

½ hour of work time for teachers

Awareness of students doing positive things

Discussion of difficult topics with the kids

6-12 Building wide

See same kids every day for set amount of time

Positive behavior enforcement is more effective than negative

Kid’s reaction when name is drawn for wristband

Videos

Clear consequences, good rewards

Working w/students that need extra help

The review of major issues-parking, technology, hallway decorum

No Comment (2)

2. What do you like LEAST about the implementation of PBIS?

Repetition of simple lessons (6)

Lesson effectiveness (2)

Lessons are too elementary (2)

No feedback from teachers

Read-only topics

Wish it could extend to the classroom

Not being visible in other areas than the hall

Teaching partner’s lack of effort and attitude toward students

One partner does all the lessons, work, talking

Filing out the forms, forgetting about doing them (3)

Not having all the materials for the lessons beforehand

Most students have nothing to do (2)

Not everyone rewarding the same things

Students aren’t taking lessons seriously (2)

Rewarding behavior that should be expected from students

Clipboards

The lessons are getting shorter

Students are still treating the positives as jokes

Kids thinking they need a wristband for everything

I like everything about it!

Teachers need to be more consistent

No Comment (1)

3. How do you feel the implementation of PBIS could be IMPROVED?

Use multimedia for lesson presentation

Expand to classroom (4)

Increase rewards

More group activities

More speakers

Change lessons, too repetitive, gear toward high school (2)

Wristband stipulations need to be more clear-teachers are handing out

 wristbands for behaviors not on the matrix

Shorter

How we recognize the wristband winners

Everyone following the same rules (2)

More activities to reinforce lessons

ARC Time is too long

Students have lost focus of purpose 2nd semester

More relevant movies on Youtube

Have monthly meetings w/teachers

Keep educating staff about steps to take various situations

Apply consequences withinin one day

No comment (13)

4. How often do you hand out wristbands?

 Circle ONE: Never (7)

 Weekly (4)

 Monthly (18)

 Other (3)

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**More Self-Assessment Tools**

Behavior See: – <http://www.pbisapps.org> see Self Assessment Survey;

Academic and behavior Self-Assessment for Buy-In (Niles West High School): <https://docs.google.com/spreadsheet/viewform?usp=sharing&formkey=dHFnSWtjRzdiY1k4M0w0b2kxWHMwNVE6MA#gid=0>



Adapted from http://www.floridarti.usf.edu/resources/program\_evaluation/ta\_manual\_revised2012/index.html - See Tools for Examining Consensus Development

Determine your next step.

Based on your team time discussion, list at least 2 action statements.

|  |  |  |
| --- | --- | --- |
| **WHAT NEEDS TO BE COMPLETED?** | **WHO** | **WHEN** |
| A. |  |  |
| B.  |  |  |
| C. |  |  |
| D. |  |  |

Action Plan Tuesday

Status: C= Complete, I=In progress, N=Not started

|  |  |  |  |
| --- | --- | --- | --- |
| **Task** | **Who** | **When** | Status |
| **Teaching expectations**  | Whomever wants to help | At some point | ? |
| **Fix bad behaviors** | Mrs. B. | By tomorrow | Hurry! |

(contact Hank Bohanon hbohano@luc.edu)

**Bad Meeting Example**

Team Meeting Friday!!!

We will be discussing the following agenda items:

• Problems

• Ideas

Meeting notes from Friday

3:00 – Two team members were present

3:15 – Two present team members realized that time and place had not been announced

3:20 – Announcement made over loudspeaker

3:40 – All 8 team members present

3:45 – Team had an in-depth discussion about the problems with the raffle system. Comments included the following:

 Mr. A. and Mr. B. feel that not enough teachers are using the raffle tickets, and that we should track somehow which ones are not.

 Ms. C., Mr. D. and Ms. E. all feel that teachers should do this voluntarily and should not be punished for not using it. (This discussion went on until 4:05, with no resolution, when the next issue was raised).

 Ms. F. commented that many times the raffles do not happen at all because there is no system for them. Ms. G. and Ms. H. offered the idea of setting up a schedule. The team debated the pros and cons of a schedule. Mr. A feels that a schedule makes things to rigid and is a problem if someone is out sick. Ms. D. agreed. Ms. G. and Ms. H. felt it would be better than the current situation. At 4:30, Ms. H. and Mr. A. began shouting and pointing fingers at each other, at which point Ms. G. and Mr. B. stood up and called for an end to the discussion since the meetings typically end at 4:15 and more business needed to be covered.

4:30 – Mr. B. brought up the issue of having a meeting facilitator. Ms. C. told a story about one staff member who ruined a team by becoming the leader and behaving like a tyrant. Ms. D. told a story similar to that of Ms. C.

4:45 – The team agreed to disagree for the time being and set another meeting for Monday, time and place TBA.

Adapted from reality Kira Hicks, Contact Hank Bohanon hbohano@luc.edu or <http://www.hankbohanon.net>

**Meeting Facilitation Rubric**

**Purpose**

The purpose of this tool is to help guide teams in the development of methods and processes for effective team meetings.

**Administration**

This tool is to be administered to teams at school sites that are engaging in the implementation of approaches such as Positive Behavior Support and other three-tiered initiatives.

**Timeline for Administration**

This tool in completed once during the summer or early fall. However it may be administered at anytime in order to assist with action planning.

**Administration Instructions**

This tool is designed to be completed by the entire team based on consensus. For each of the components of team meetings, there are three categories of implementation based on a descriptive rubric. This rubric is designed to help you judge if the premise in the prompt has a status of Exceeding the Standard, Meets Standard, or Does not meet Standard as defined in the top of each page.

|  |  |
| --- | --- |
| **School Name** | **Date of Completion** |
| **District Name & Number** | **County** |

|  |  |  |  |
| --- | --- | --- | --- |
| Category | Exceeds standard | Meets Standard | Does not meet Standard |
| **Scheduling and communication** | Notices are sent no later than two weeks in advance of planned meeting. Notice includes the date, time and purpose of the meeting. Any materials that will be necessary for the meetings are also included Follow-up notices are sent the week of the meeting. | Notices are sent two weeks prior to the meeting. The notice includes the date, time and purpose of the meeting. | Notices are sent a few days before the meeting or not at all.Meeting notice does not include date, time, location or purpose of the meeting. |
| **Creation and use of an agenda** | Internal leadership independently generates own agenda that is based on the action plan. An agenda is provided for all meeting attendees in advance of the meeting. The agenda includes a section for review of minutes and progress on the action plan from the previous meeting. All relevant topics that will be covered during the meeting are listed. The agenda includes a section for review of current data which are used for next steps. The data are prepared by the internal team. The next meeting is scheduled.  | An agenda is provided for all meeting attendees that is based on the action plan. The agenda has a section for covering the minutes from the previous meeting. The agenda incorporates all relevant topics that will be covered during the meeting. The agenda includes a section for review of current data which are used for next steps. The next meeting is scheduled. | There is no agenda, or the agenda does not include minutes from the previous meeting, a list of topics to be covered, or allows time to discuss next steps and schedule the next meeting. |

|  |  |  |  |
| --- | --- | --- | --- |
| Category | Exceeds standard | Meets Standard | Does not meet Standard |
| **Meeting begins and ends on-time** | Attendees arrive before the scheduled meeting time and are prepared to work. The meeting ends at the pre-determined time, or in advance. Facilitator ties the problem solving process to the larger vision and outcomes.  | Attendees arrive on time and the meeting ends promptly at the pre-determined time. Facilitator uses a problem solving process to guide the meeting and to handle conflicts.  | The attendees arrive late, or not at all. The meeting runs over the allotted time. |
| **Keeping the meeting on track** | The meeting facilitator and the attendees strictly adhere to the agenda. Conversations are limited to discussion of agenda items. Any concerns that are not part of the agenda are noted and are covered in the subsequent meeting. Meeting attendees are respectful of time constraints. Attendees respect the opinions and suggestions of fellow participants. The meeting ends on time with completion of the action plan, delegation of tasks and scheduling of the next meeting. | The meeting facilitator and the attendees follow the agenda and are on track at least 90% of the time. The side conversations do not disrupt the meeting. The participants are respectful of one another. The meeting ends on time with all agenda items covered and the action plan completed. The next meeting is scheduled. | The facilitator and/or the attendees do not adhere to the agenda. There are numerous side conversations that undermine the focus and the tone of the meeting. Individuals freely express concerns that are not part of the agenda. The meeting runs overtime. Participants engage in the following behaviors: monopolizing the meeting, making sarcastic comments about other participants or program initiatives. Agenda items are not covered. The action plan is not completed. The date, time and location of the next meeting are not scheduled. |

|  |  |  |  |
| --- | --- | --- | --- |
| Category | Exceeds standard | Meets Standard | Does not meet Standard |
| **Action plan/delegating tasks** | The action plan is completed at the end of the meeting. Tasks are delegated and incorporated as part of the action plan. The action plan is updated and distributed within two days following the meeting. | The action plan is started during the meeting. Delegation of tasks is determined before the close of the meeting. The action plan is updated and distributed within five days following the meeting. | The action plan is not utilized during the meeting, nor is it updated at the conclusion of the meeting. It is unclear who is assigned to complete tasks. The action plan is not updated and distributed. |
| **Meeting Participation** | All participants regularly attend meetings and are active in developing and carrying out the action plan (e.g., sign up for and complete tasks on the action plan). Team members represent a variety of ethnic and cultural backgrounds and are encouraged to fully participate. Data are integrated into ongoing celebrations and acknowledgments at meetings and throughout the school. | The majority of participants regularly attend meetings and are active in developing and carrying out the action plan (e.g., sign up for and complete tasks on the action plan). Team members represent a variety of ethnic and cultural backgrounds and are encouraged to fully participate. Acknowledgement of participation and completion of tasks occurs regularly.  | Participants attend meetings on an inconsistent basis and are not active in developing and carrying out the action plan (e.g., sign up for and complete tasks on the action plan). |
| **Dissemination of meeting notes** | The meeting notes which include the date, time and location of the next meeting are distributed within two days following the meeting. | The meeting notes which include the date, time and location of the next meeting are distributed within five days following the meeting. | The meeting notes are not distributed after the meeting.  |

**Effective Meetings**

**Reflection Activity**

1. Rate the health of their teams on each item

* 1. 5 positive things are going great
	2. 1 not at all and we need to work on this
* \_\_Scheduling and communication
* \_\_Creation and use of an agenda
* \_\_Meeting begins and ends on-time
* \_\_Keeping the meeting on track
* \_\_Action plan/delegating tasks
* \_\_Meeting Participation
* \_\_Dissemination of meeting notes

For full self-assessment on teaming see <http://bit.ly/1dPG4LX>

**Action Plan for Updating Team Processes**

|  |  |  |  |
| --- | --- | --- | --- |
| **Activity** | **Activity Task Analysis** | **Who** | **When** |
| **Scheduling and communication** | a. |  |  |
| b. |  |  |
| **Creation and use of an agenda** | a. |  |  |
| b. |  |  |
| **Meeting begins and ends on-time** | a. |  |  |
| b. |  |  |
| **Keeping the meeting on track** | a. |  |  |
| b. |  |  |
| **Action plan/delegating tasks** | a. |  |  |
| b. |  |  |
| **Meeting Participation** | a. |  |  |
| b. |  |  |

V. 1.2 Revised – Pamela Fenning, Jennifer Rose, Kelly Carney, and Hank Bohanon

V.1.3 Revised – Hank Bohanon, 06/28/2010 Loyola University Chicago

V.1.4 Revised – Hank Bohanon, 06/26/2012 Loyola University Chicago

**VTSS Team Meeting and Problem-Solving Action Planning Form**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Today’s Meeting:** | Date: | Time: Click | Location: Click | Facilitator: Click | Minute Taker: Click | Data Analyst: Click |
| **Next Meeting:** | Date: | Time: Click | Location: Click | Facilitator: Click | Minute Taker: Click | Data Analyst: Click |

**Team Members (bold are present today):** Click here to enter text.

|  |  |  |
| --- | --- | --- |
| Today’s Agenda Items Next Meeting Agenda Items |  | Potential Problems Raised |
| 1. Celebrations
2. Click here to enter text.
3. Click here to enter text.
 |  | 1. Celebrations
2. Click here to enter text.
3. Click here to enter text.
 |  | 1. Click here to enter text.
 |

Administrative/General Information and Issues

| Information for Team, or Issue for Team to Address | Discussion/Decision/Task (if applicable) | Who? | By When? |
| --- | --- | --- | --- |
| Aligned Organizational Structure |   |   |   |
| Data Informed Decision-Making |  |  |  |
| Evidence Based Practices |   |   |   |
| Family, School and Community Partnerships |  |  |  |
| Monitoring Student Progress |  |  |  |
| Evaluation of Process |  |  |  |

|  |  |
| --- | --- |
| **Evaluation of Team Meeting** (Mark your ratings with an “X”) | Our Rating |
|  | Yes | So-So | No |
| 1. How well did we use our norms of collaboration in the meeting today? | 🞏 | 🞏 | 🞏 |
| 2. In general, did we do a good job of tracking whether we’re completing the tasks we agreed on at previous meetings? | 🞏 | 🞏 | 🞏 |
| 3. In general, have we done a good job of actually completing the tasks we agreed on at previous meetings? | 🞏 | 🞏 | 🞏 |
| 4. In general, are the completed tasks having the desired effects on student behavior?  | 🞏 | 🞏 | 🞏 |
| If some of our ratings are “So-So” or “No,” what can we do to improve things? Click here to enter text. |

**Virginia’s MTSS Action Planning Guide** [**http://www.doe.virginia.gov/instruction/virginia\_tiered\_system\_supports/index.shtml**](http://www.doe.virginia.gov/instruction/virginia_tiered_system_supports/index.shtml)

|  |
| --- |
|  |

|  |
| --- |
|  |

If these were your data, how would you respond?







Link to blank file: [http://hankbohanon.net/userfiles/High\_School\_PBS/Presentations/Team\_Development/Working\_Smarter\_Matrix\_from\_1[1].07\_Manual.doc](http://hankbohanon.net/userfiles/High_School_PBS/Presentations/Team_Development/Working_Smarter_Matrix_from_1%5B1%5D.07_Manual.doc)

Examples below can be found at <http://www.hankbohanon.net> (Resources)





Link to Behavior Education Program: <http://miblsi.cenmi.org/LinkClick.aspx?fileticket=XqRfz3O9AFo%3d&tabid=1855>

**II. Increase the Effectiveness of Core Schoolwide and Classroom Practices**

**Enduring Understanding:** Be able to identify the components of an effective environment for high school students at school and classwide levels

**Essential Question:** What are the components of an effective high school environment?

How do these components connect with effective classroom management?

**Supportive Environments Quiz**

With the following statements, decide who was the possible author (e.g., elementary school administrator, middle teacher, high school teacher, other).

1. We cheer people on all the time..We celebrate everything! Although we do have some formal celebrations, a lot of them are informal, spontaneous celebrations that cost little or no money.
2. We catch people doing things right and accentuate the positive by praising them.
3. [After problem] I watch him or her closely so that, as soon as possible, I can catch the person doing something right.
4. People listen to you because they trust you, not just because of your authority.
5. Culture defines what “Doing the Right Thing” means in a group, it makes dealing with expected behavior “not personal.”
6. Our core values include: Pursue Growth and Learning, Be Passionate and Determined, Be Humble

**LESSON PLAN OVERVIEW**

**BIOLOGY**

 **Week of September 1, Periods 1,2,4,5,7**

**By BK**

Themes: Welcome students;

 Begin to set climate of class (i.e. a climate of safety and learning);

 Introductions and overview of class, expectations and routines;

 General introduction to science and to “science in the news”.

**Monday, 9-01**

No School - Labor Day Holiday

**Tuesday, 9-02 (modified schedule)**

1. Welcomes students.

2. Introductions - introduce self ; have students introduce the student next to them by first interviewing him/her (using prompts listed on transparency) and then introducing them to the class. *(transparency: listing interview questions*)

3. Present a general overview of the class. (refer to *transparency*).

4. Explain what supplies students are expected to bring with them daily. *(transparency: listing supplies).*

*5.* Distribute and have students complete the *student profile forms.*

5. Sign programs

 {materials: transparencies; student profile form; programs}

**Wednesday, 9-03 (advisory schedule)**

1. Welcome any new students. Sign programs.

2. *Bell ringer*: have students complete a chart *[*refer to *transparency* which lists the 4 school wide areas of expectations: (1) be respectful; (2) be academically engaged; (3) be responsible; and (4) be caring.] Ask students to list the tings they can do to meet each of these areas. Then ask students to list the expectations they will have of me as teacher in each of the areas.

3. Ask students to present their lists and compile one master list for class (on easel paper)

4. Distribute and review list of class rules.

5. If time allows: Prompt students to brainstorm current worldwide science related topics. List on white paper.

Discuss each item with students prompting them to tell everything they know about the topic.

 Emphasize how important science is to our every day life.

 {materials: transparencies; white easel paper}

**Thursday, 9-04**

1. If # 5 from yesterday was not completed have students make a list of science related news topics as *bell ringer*.

2. Relate to theme of science in the news, show video of various news clips regarding major current science related issues occurring throughout the world. Stop and start video prompting discussion of each topic. Relate to list completed by students.

 (*materials: video, vcr, TV, white sheet from yesterday)*

**Friday, 9-05**

1. Distribute Biology pre-test. Explain purpose. Have students take test. {handout pre-test}

**BIOLOGY SYLLABUS**

**Class Taught by Mr. K**

**September,**

**Course Description**

Biology is the study of living things. Scientists estimate that there are more than 12 million different species of organisms living on Earth today. These living organisms range in size from tiny microscopic bacteria to huge blue whales and towering redwood trees. Although they differ greatly in where and how they live, all living things share certain characteristics that make them different from nonliving things. These characteristics include the ability to reproduce, to grow, to develop, to use energy, and to respond and adapt to changes in the environment.

**Course Objectives:**

By the end of the school year you will be able to demonstrate a good understanding of the principles, processes and vocabulary related to the following areas:

1. Important life processes;
2. Scientific inquiry and investigation, including the scientific method;
3. The cell, including cell theory, cycle, structure, processes, growth and division;
4. Biochemistry;
5. Ecology;
6. Energy processes, including photosynthesis, ATP and cellular respiration;
7. DNA and Genetics;
8. Reproduction;
9. Classification;
10. Evolution;
11. Other current science, research and related issues;

**Required Texts, Materials, and Supplies**

 Text: BIOLOGY, The Web of Life By Scott, Foresman, Addison Wesley

 Materials and Supplies

 (1) Notebook (3 ring binder);

 (2) Pens, paper, pencils;

 (3) Other items supplied by the school, I.e. colored pencils, dividers, markers, construction paper, rulers, microscopes, videos, lab materials and supplies, pictures, newspapers, journals, magazines and other scientific publications

**Class Format**

\*Bell ringers \*Lecture \*Demonstration

\*Individual, pair and group work \*Reading \*Written class assignments

\*Note taking \*Homework \*Lab activities

\*Reports (written and oral) \*Presentations \*Vocabulary work

\*Science notebook \*Interactive dialogue, discussion, debate

\*Tests and quizzes \*Research paper \*Extra credit assignments

As indicated by the above list, the class format will emphasize and incorporate reading, writing and higher order thinking skills.

**Classroom Rules and Expectations You Will:**:

1. Follow the Uniform Discipline Code;

2. Follow the classroom expectations (see attached lists)

3. Maintain good attendance; **[Unexcused absences WILL LOWER YOUR GRADE**]

|  |  |
| --- | --- |
|  **# of days absent**  **\*from 9/2/03 to 1/30/04** |  **Highest possible grade for**  **Semester One** |
|  **Less than 9** |  **A** |
|  **9** |  **B** |
|  **10 - 13**  |  **C** |
|  **14 - 17** |  **D** |
|  **18** |  **F** |
| \*the same policy applies to Semester 2, just change the  | dates from 2/2/04 to 6/22/04 |

**Grades**

**Grades will be determined by the percentage of total points accumulated. Grades will be given as follows:**

 90 - 100 A

 80 - 89 B

 70 - 79 C

 60 - 69 D

 Below 60 F

|  |  |  |
| --- | --- | --- |
|  **Notebook** **(10% of grade)** |  **Performance Points** **(25% of grade)** |  **Academic Points** **(65% of grade)** |
| Organization of all work | On time for classPrepared for class | TestsQuizzes |
| Neatness of papers | Behavior | Activities and projects |
| Ownership of notebook:Evidence of individuality | Participating in class discussions and assignments | Class work and homework |

\* There will be no exceptions to the grading policy. Tardiness, cutting and inappropriate behavior will have a big effect on your grade.

\* Chapter tests and quizzes: material will come primarily from assigned readings, lecture notes, lab work, and other assignments as announced.

\* Assignments MUST be legible or they will be returned without a grade.

\* Semester tests: will be comprehensive.

\* Make-up tests: For excused absences only , must be taken within three days of the student’s return to school.

\* Late work: Work that is late, due to an excused absence or other approved reason, will be accepted within one week of the due date. Grade may be lowered one step. NOTE: If absent, it is the **student’s responsibility** to find out what he or she has missed .

**\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\***

I have read the syllabus for Mr. K’s class. I understand the content of the syllabus and agree to abide by the rules, expectations and other items outlined in it.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_

Signature Date Period

**CLASS EXPECTATIONS**

**As prepared and listed by students on in**

**Mr. K’s BIOLOGY CLASSES**

**\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\***

**RESPECT**

 TREAT OTHERS THE WAY YOU WANT TO BE TREATED

 Be polite to each other:

 Don’t maker fun of other people

 Listen to others

 Respect other people’s opinions Respect other people’s belongings Don’t interrupt others Enter and leave the room without pushing or yelling

 Raise your hand before talking

 Follow rules

 Do not disturb the class

Use proper language - No profanity - It’s not just what you say but how you say it (tone of voice, inflection)

 No rude nonverbal body language - I.e. rolling eyes; slouching; loud sighing

 ATTITUDE

**ACADEMICALLY ENGAGED**

 COME TO CLASS WITH CONFIDENCE

 Work hard

 Do your best

 Come prepared for class:

 Bring assigned completed work

 Bring needed supplies

 Complete all assignments and do it on time

 Be organized

 Take notes

 Ask questions

 Listen

 Participate in activities, discussions

 Work with and help others

 Pay attention

 Come on time

 Use the library

 Discuss and debate

 Learn how to communicate

 Study

 Raise your hand before talking

 ATTITUDE

**RESPONSIBILITY**

 TAKE RESPONSIBILITY FOR YOUR ACTIONS

 Do your best

 Show respect to others

 Wear ID (visible)

 Follow dress standard

 Be on time

 Listen

 Listen before acting

 Copy down assignments

 Complete assignments

 Come prepared for class

 Keep track of things

 Take care of books, supplies, classroom

 Return supplies and other borrowed items

 Help others

 Attitude

 BE HONEST

**TEACHER**

 BE A ROLE MODEL - SET A GOOD EXAMPLE
 Be polite

 Be on time

 Come prepared with completed lesson plan

 Give meaningful work

 Respect students

 Respect the opinion of students

 Be fair to all students

 Treat all students equally (don’t play favorites)

 Pay attention to students

 Make eye contact with students

 Listen to students

 Listen to suggestions

 Help students

 Answer questions

 Don’t use put downs

 Don’t use profanity

 Stay calm; don’t yell; control anger

 Give advance notice of assignments and tests

 Grade papers and tests on time

 Grade “right” (fairly)

 Watch body language

 Maintain a clean classroom

 Remember that “things go both ways”

 Treat students as young adults

 ATTITUDE

**BUILDING EXPECTATIONS**

**Sample Lesson Plan**

**Objective:** Students will be able to identify and demonstrate respectful behaviors in common areas when presented with a role play situation.

**Expectation:** Be Respectful

**Location:**  When talking with adults in hallways, classrooms, and assemblies.

**Activity:** Role play either with students or staff

**Why this is important:** Ask *“Why is being respectful to adults important?”*

(Sample responses include: People treat you the way you treat them, its nice, everyone is happier)

**Negative Example:**

Ask*“What does it look like to be disrespectful to adults?”*

(Sample responses include: yelling back, screaming, cursing, continue to talk)

**Positive Example:**

Ask *“What does it look like to be respectful to adults?”*

(Sample responses include: listening while others talk, using inside voice,

**Practice:**

Students practice negative example first then positive. Tell the students,

Say  *“We are going to practice the wrong and the right way to \_\_\_\_\_\_\_\_\_\_\_.” First, you are going to show us what being disrespectful looks like in \_\_\_\_\_\_\_\_\_\_\_\_\_\_. Then, we are going to practice it the right way.”*

Say *“Remember not to do anything that will get you sent to the office or sent home. Also, remember when I raise my hand you are to stop what you are doing! When I raise my hand what are you to do?”*

**How will you know they have learned the skill?**

*“OK, great job! We will be looking for these sorts of behaviors in the fall. If you follow these expectations, you will have a much better experience at Senn. Thank you and good night Las Vegas.”*

**Next Steps:** Practice or discuss other situations *“what should you do if asked for your ID in the hall?”*

**BUILDING EXPECTATIONS**

**Sample Lesson Plan**

**Objective:**

**Expectation:**

**Location:**

**Activity:**

**Why this is important:**

**Negative Example:**

**Positive Example:**

**Practice:** Students practice negative example first then positive. Tell the students, “Remember not to do anything that will get you sent to the office. Also, remember when I raise my hand you are to stop what you are doing! When I raise my hand what are you to do?”

**How will you know they have learned the skill?**

 (short term and long term)?

**Next Steps:**

**Checklist for teaching expectations**

|  |  |
| --- | --- |
| **Activity for teaching \_\_\_\_\_\_\_\_\_\_\_****(list the expectation being taught)** | **Yes= 2 Good Start = 1 No = 0****Comment for additional practice** |
| Was the schoolwide expectation explicitly stated? |  |
| Was the location where the behavior is to be carried out identified? |  |
| Was the teaching method clear (e.g. discussion, role play) |  |
| Was a prompt given to discuss why this expectation was important? |  |
| Were students asked for negative examples of the expectation? |  |
| Were students asked for positive examples of the expectation? |  |
| Were the students allowed practice the negative, then the positive behavior? |  |
| Did the teacher pre-teach prompts (e.g., when I raise my hand, stop yelling), to stop inappropriate role play (e.g., show what … does not look like) and were limits of behavior set?  |  |
| Did the teacher pre-teach limits for the negative role play (e.g., remember not to do anything that will get your thrown out of class)?  |  |
| Were the students provided with feedback about their performance and perhaps additional practice in another situation?  |  |

**Total Points:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Teacher’s Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Percentage:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ PBS Consultant:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Teacher has reached a proficiency level of 90% or better \_\_\_\_\_\_\_\_\_\_\_\_**

 **Yes/No**

**Student Engagement**

Very good resource for research around literacy and student engagement (Click on Icon)

****

**Also…**



# Learning Together About Engaging Text Discussion

**Purpose** Trainers, coaches, and expert teachers are encouraged to use this tool to provide in-service training on facilitating text discussion. During this session, teachers will work in the larger group and in small groups to deepen their understanding of instructional strategies and practices.

**Materials** Laptop and projector

**Media** [*Talking About Text: Discussion-Based Approaches to Reading Instruction*](http://wested.mediacore.tv/media/talking-about-text-discussion-based-approaches-to)*.* Watch this multimedia presentation to learn about important features of extended discussions about text. (5:51)

[*Engaging Adolescents in Discussions About Text*](http://wested.mediacore.tv/media/engaging-adolescents-in-discussions-about-text)*.* Watch this expert interview with Dr. Janice Dole to learn about how teachers can use engaging text discussion to facilitate reading comprehension. (5:28)

Topic Adolescent Literacy

Practice Engaging Text Discussion

## Learning Together About Engaging Text Discussion

1. Watch the multimedia presentation, *Using Text Discussions to Engage Students and Improve Comprehension* and the expert interview, *Engaging Adolescents in Discussions About Text*. Lead a discussion to clarify the team’s understanding about engaging text discussions. Ask them to reflect on these questions:
	* Why is it important to provide opportunities for adolescents to discuss text?
	* What are some key features of effective, extended discussions?
	* What should teachers consider when selecting a text for a discussion?
	* What are some of the roadblocks to implementing this practice? What are some ways to address these roadblocks in your classroom?
	* What kinds of tools, materials, or training would you need to incorporate more text discussion into your classroom?
2. Discuss as a group: What can teachers do to create a classroom environment that supports classroom discussion?

Option: Teachers may discuss the question in small groups and draw a visual diagram of a classroom environment that supports discussion.

Whole group or small group discussion topics may include the following:
	* Posing authentic and provocative questions for discussion
	* Establishing classroom norms for discussions
	* Creating a safe space for practicing speaking and listening
	* Modeling and practicing discussion roles
	* Providing prompts for participation (e.g., sentence starters)
	* Providing tools to organize discussions (e.g., graphic organizers)
	* Discussion aids posted on classroom walls
	* Physical set-up of classroom
3. Fishbowl exercise:

To the trainer: Bring in a short text and provocative discussion question for a fishbowl exercise. A group of 5 or 6 teachers is seated in a circle in the middle of the room, surrounded by observers. The group in the center is asked to read the text and respond to the question. The observing group takes notes.

Option: You may take this as an opportunity to try out an activity structure like reciprocal teaching or literature circles, or simply have a free-form discussion.

Lead a discussion after the fishbowl activity about what was observed. The questions below can serve as prompts for observers’ note-taking during the discussion or for the debrief after the discussion:
	* What did you notice about body language and non-verbal behavior?
	* What did you notice about how people expressed an opinion?
	* What did you notice about the language or manner with which people agreed or disagreed?
	* (If using roles) What did you notice about how each person carried out their role?
	* How effective were the text selection and discussion question?
	* What skills or strategies did you notice the teachers using that your students haven’t mastered yet?

As a wrap-up, have teachers discuss how they might conduct a fishbowl activity in their own classrooms and how they would modify the activity for their own use.

**Acknowledging Students for Good Behaviors**

* Try to use a 4 to 1 ratio of positive to corrective comments in the classroom
* Be specific : “Thank you for being respectful and handing me your ID when I asked for it”
* Recognize students immediately after a good behavior
* Be genuine: Convey sincerity with tone of voice and body language, message, and choice of behavior to acknowledge (avoid patronizing students)
* Use vicarious reinforcement: acknowledge a student who is meeting your expectation when others are not: “I really appreciate how productive group one is being right now, you all have your books open and are taking notes”
* Make the activity relevant: If the content of an academic activity is meaningful and interesting for students, it is rewarding for them to behave well and participate. For example, for math class, allowing them to complete word problems to figure out how to save money for a video game system (Xbox, Playstation, etc.)

**Pop quiz**: What do you have available to you that would help you reinforce students in a specific, immediate, genuine way? (Hint: Think School Store)

Types of acknowledgement:

Immediate/Frequent:

Intermediate (weekly?) – homework example

Large scale, school sprit oriented (school picnic?)

Reinforcement Planning Matrix

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| TYPE | WHAT IT IS | **WHEN WILL IT HAPPEN**  | **WHERE CAN/WILL IT HAPPEN** | **WHO WILL BE IMPLEMENTING** | **NOTES** |
| **High Frequency “GOTCHAS”** |  |  |  |  |  |
| Unpredictable/Intermittent “BOOSTERS” |  |  |  |  |  |
| Attention Grabbing “Celebrations” |  |  |  |  |  |

Based on the work of Steve Romano

Link to Sample Acknowledgment Matrix: <http://hankbohanon.net/userfiles/High_School_PBS/Presentations/Acknowledgement/Sample%20school-wide%20reinforcement%20plan%20PD%20OBJ4%20.doc>

**Professional Development on Redirection**

* Think off a student who is off task
	+ What might they be doing that is okay?
	+ If a student was in a white shirt but did not have out an ID, what could you say first before asking about the ID?
* When stopping a student in the hall, what happens when you don’t use the techniques below?
	+ **Use privacy, eye contact, and proximity** when correcting
	+ **Start with something positive** – what are they doing right? Or what is the student next to him doing that is right? Praise that behavior specifically.
	+ **Assume the student did not know the expectation** (assume innocence until proven guilty)
	+ **Use humor** – this is not sarcasm (e.g., you know, some times my arms just fly around too, are you OK now? – Is this really being safe in the hall?)
	+ **Stay out of content** when you ask for something or give a direction. When the students says “why” or “who are you” then simply wait a moment and repeat the direction. You must be willing to wait it out, if not, do not use this!
	+ **End with a teachable moment**, “Was that an example of being safe?” “What did you need to do instead?”
* When attempting to redirect groups, have you tried the following?
	+ **Acknowledge those who are on task**. When the rest come back, thank them. The same can be done for individual students: look for anything they are doing right, and point that out. When they stop problem behavior, thank them for their self-control without having to be told (Hint: Start with something positive).
	+ **Stop, wait** for instructional control, **remind and re-teach** expectations.

**Components of Effective Classrooms**

Below, as a team, describe some “High Five’s” for your team based on what you are doing well. Identify at least one specific action step to address an area of need for improvement in a least one area.

Maximized Structure

Post, teach, model reinforce expectations

Active engagement

Varity of ways to acknowledge

Continuum of ways to respond

(Simonsen, Fairbanks, Briesch, Myers, & Sugai, 2008)