

Teacher Education Model Program
W-TEMP

Instructional Module 2
Planning Clear Expectations for Student Classroom Behavior

Kentucky Teacher Standard Addressed

Standard 3 - The Teacher Creates and Maintains a Positive Learning Climate

Teacher Performance Objective

Develop a set of student expectations for important classroom behavior.

Introduction

If you already have developed clear expectations and you plan to communicate to your students includes: (1) how students talk to each other, (2) how students get their questions answered, (3) how and when students can move about in your classroom, and (4) how students participate responsibly in instructional activities, this module will help you validate or improve the expectations you have established. However, if you have not established a set of clear expectations for classroom behavior, this instructional module will greatly help you develop a positive learning environment and facilitate learning that is more efficient.

There is a lot of evidence from research and experience that your effectiveness as a teacher will be directly related to the clarity with which you communicate how students are to behave in your class. Randy Sprik, PhD, Mickey Garrison, PhD, and Lisa Howard, M.S. (all teachers) have developed a set of modules designed to facilitate a "Proactive approach to classroom management.*" Module 3: Expectations (in their book *CHAMPS*) provides teachers expert guidance about how to avoid the most common behaviors that occur in a typical classroom by developing clear expectations about five major issues that affect student behavior problems.

Conversation	Expectations about how students may or may not talk to each other during classroom activities
Help	Expectations about students getting their questions answered
Activity	Expectations about work tasks, objectives or intended products
Movement	Expectations about the extent to which students can move about in the classroom
Participation	Expectations about behavior that represents full classroom participation

*Randall S. Sprik, Mickey Garrison, and Lisa Howard: "Champs: A Proactive and Positive Approach to Classroom Management." 1998 SOPRIS West, Longmount, CO 80504.

Seminar Learning Activities

Activity 1	Read pages 107 – 115 of Sprik, Garrison, and Howard. Then, complete the <u>CHAMPS Classroom Activities List</u> on page 113 for your classroom. Then, share your list with two of your colleagues.
Activity 2	Complete the <u>CHAMPS Classroom Activity Work Sheet</u> on page 116 for your class. Then, share your expectations for your classroom with two colleagues.
Activity 3	Read pages 125 – 128. Complete the <u>CHAMPS Transition Worksheet</u> on page 129 for your classroom. Share your expectations for transitions with two colleagues.
Activity 4	<p>To be completed back home. Read <u>Lessons and Expectations</u> on pages 139 – 148 and develop a preliminary plan for how you will teach your expectations. Your plan should include:</p> <ul style="list-style-type: none">• The content of the expectations you will communicate to your students• The activities you will use to present, demonstrate, and practice your expectations• The materials (e.g., visual displays, charts, icons, etc.) you will use. <p>Share your plan with your resource teacher and obtain feedback.</p> <p>Be prepared to share your plan with your W-TEMP colleagues at the next Saturday seminar.</p>