

TEACHER PLANNER

— FOR THE —

SECONDARY CLASSROOM



TEACHER PLANNER FOR THE SECONDARY CLASSROOM

YEAR: _____

I've come to the 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 amount of 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 de-humanized.

—Haim Ginott

SCHOOL

Name _____

E-mail _____

School/Rm. _____

Address _____

City/State _____ Zip _____

Phone _____

HOME

Address _____

City/State _____ Zip _____

Phone _____

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references

If you have a copy of *Discipline in the Secondary Classroom* (2nd ed.), watch for the reference boxes throughout this planner.

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USER'S GUIDE

The *TEACHER PLANNER FOR THE SECONDARY CLASSROOM* includes activities that will help you improve student responsibility and motivation throughout the school year. Planner activities can be used on their own, but are best used to preview and/or review the in-depth procedural knowledge learned from reading *DISCIPLINE IN THE SECONDARY CLASSROOM* (“DSC”).

Note: A completed sample lesson plan can be found on p. 126. Reproducible forms that appear in this planner are also available as fillable PDFs on the DSC companion DVD.

Lesson Planners • Getting Started

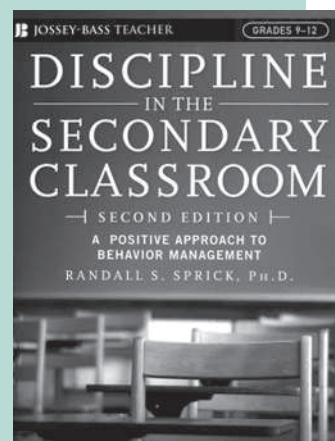
1. Using your school calendar, enter dates for each week. Forty-two Weekly Planners are included.
2. Fill in holidays, vacations, teacher workdays, parent conferences, testing, field trips, assemblies, etc.
3. Set up a planner schedule. There are 35 writing lines on each weekly planner spread. Divide 35 lines by the number of periods and your lunch period. Use a pencil to draw lines across the planner to separate the periods. Repeat with a pencil or pen for subsequent weeks.

Getting the Year Started

1. Before school begins, read and complete the activities on pp. 4–17 of this planner.
2. Identify when you will complete a Grade Book Analysis (one week before the end of each quarter or trimester). Write a reminder in your planner to do the Grade Book Analysis.

Throughout the Year

Conduct *DSC* activities as they come up in your planner (or sooner). Repeat these activities as appropriate. See the Table of Contents for the sequence and frequency of planned *DSC* activities.



Watch for the weekly Planner Tip.

Teach with inspiration and enthusiasm!

Vision • Guidelines for Success

Guidelines for Success are a set of four or five noble goals that can help your students be successful in your classroom, throughout their school careers, and in the world of work.

- ✓ Post your school's guidelines. If your school does not have guidelines, design your own.
- ✓ Teach the guidelines at the beginning of the year.
- ✓ Refer to the guidelines frequently to help students strive for excellence.
- ✓ Provide descriptive feedback to students as they demonstrate the traits, attitudes, and behaviors reflected in your guidelines.

Guidelines for Success

1. Be responsible.
2. Do your best.
3. Cooperate with others.
4. Treat everyone with respect (including yourself).

EXAMPLE OF DESCRIPTIVE FEEDBACK:

Shelley, your homework was complete and on time this week. This will be reflected in your grade. Nice job.



List Guidelines for Success.

Write • Classroom Rules

DEVELOP AND DISPLAY CLASSROOM RULES

1. Develop (or plan to have your students help you develop) three to six specific classroom rules. These rules will provide the basis for acknowledging appropriate behavior and implementing consequences for misbehavior. Unlike the noble ideas expressed in your Guidelines for Success, classroom rules are observable.
 - ✓ Rules should be stated positively.
 - ✓ Rules should be specific and refer to observable behaviors.
 - ✓ Rules must be applicable throughout the day or class period.
 - ✓ Rules should be posted in a prominent, visible location.
2. Design lessons to teach the rules using positive and negative examples.

TO DO

Write three to six classroom rules.

.....

.....

.....

.....

.....

.....

3. Develop correction procedures. As appropriate, use proximity, gentle verbal reprimands, discussion, humor, family contact, and restitution. (See *DSC*, pp. 130–40.)
4. Provide positive, descriptive feedback. Frequently link student behavior to the Guidelines for Success.

CLASSROOM RULES

1. Come to class every day that you are not seriously ill.
2. Arrive on time with paper, pencil or pen, textbook, and notebook with a divider for science.
3. Keep your hands, feet, and objects to yourself.
4. Follow directions the first time they are given.
5. Stay on task during all work times.

sample

FAQ

What’s the difference between classroom rules and Guidelines for Success?

An analogy may help: When driving, we have rules of the road, such as “Stop at a stop sign.” Rules of the road are enforceable and analogous to classroom rules. On the other hand, a Guideline for Success might be “Be a courteous driver.” The guideline is broader and less specific.

LESSON PLAN

Post the rules.

Explain the rules. Link the rules to your Guidelines for Success.

One of our Guidelines for Success is “Be responsible.” You can demonstrate this by following the class rule “Follow directions the first time they are given.” This is an important rule because it will be an expectation if you play sports and when you get a job. When you follow instructions or directions the first time they are given, our work progresses smoothly, efficiently, and pleasantly.

Demonstrate and/or have students role-play each rule. Use positive and negative examples, with feedback and discussion after each example.

Ask: Was that following directions the first time they were given? Why or why not?

Direction: Get out your notebook and get ready to take notes.

Positive and negative examples:

Student takes out notebook and pen right away.

Student waits 20 seconds and then takes out notebook and pen.

Student takes out notebook but can’t find pen.

Student takes out notebook and then talks to friend.

Define • Expectations

reference

See DSC, pp. 89-128

TO
DO

Use the CHAMPs or ACHIEVE Classroom Activity Worksheets on pp. 8–9 to identify your expectations. Prepare to teach students appropriate behaviors for:

- Major Classroom Activities (e.g., teacher-directed instruction, independent seatwork, class discussions, cooperative group work)
- Transition Times

HOW TO USE THE CHAMPs AND ACHIEVE CLASSROOM ACTIVITY WORKSHEETS

1. Copy the worksheet on p. 8 (CHAMPs) or p. 9 (ACHIEVE) in this planner.
2. Work through the worksheet for each activity. Visualize what you want your classroom activities to look and sound like. Your expectations should describe how students behave during a successful activity.
3. As needed, also define and teach expectations for other activities, such as working in cooperative groups, working in centers, test taking, assemblies, etc.

Exhibit 4.3
CHAMPs Classroom Activity Worksheet:
Reproducible Template

Activity: Independent Seatwork

CONVERSATION

Can students engage in conversation with each other during this activity? **Yes. Voice Level 1 only.**

If yes, about what? **Questions about work assignments.**

With whom? **Only students they sit next to.**

How many students can be involved in a single conversation? **Only two students.**

How long can the conversation last? **About a minute.**

HELP

How do students get questions answered? How do students get your attention?

Put out Help sign and mark question for when teacher gets to you.

If students have to wait for help, what should they do while they wait?

Students will continue to work on the remainder of the assignment.

ACTIVITY

What is the expected end product of this activity? (This may vary from day to day.)

Completing the assignment.

MOVEMENT

Can students get out of their seats during the activity? **Yes.**

If yes, acceptable reasons include:

Pencil **Yes** Restroom **Yes, after signing out**
Drink **Yes** Hand in/pick up materials **Yes**
Other

Do they need permission from you? **Only for the restroom.**

PARTICIPATION

What behaviors show that students are participating fully and responsibly?

Looking at paper. Writing or doing what task requires. Talking only to help or get help.

What behaviors show that a student is not participating?

Talking during movement. Wandering around the room. Looking somewhere other than at work. Not doing task.

samples

Exhibit 4.4
ACHIEVE Classroom Activity Worksheet:
Reproducible Template

Achieve—To succeed in something!

Activity (for example, lecture, labs, independent work, tests, cooperative groups)

Independent Seatwork

Conversation

Can students talk to each other? **Yes.**

If so, about what? **Only to get help on the assigned work.**

To whom? **Anyone close. Use a whisper or quiet conversational voice.**

How many can be involved? **No more than three people total.**

How long should conversations last? **No more than a couple of minutes.**

Help

How should students get questions answered during this activity?

Ask another student or ask the teacher.

How should students get your attention?

Place an open book upright on the desk, facing away from you if it's not a book you need. Keep working.

Integrity

What are your expectations for students working together, quoting sources, and so forth? In other words, define what you consider to be, for example, cheating or not cheating, plagiarizing or not plagiarizing.

Do your own work. Help with a few questions is fine. Copying someone else's work is not OK.

Effort

What behaviors would demonstrate active participation? **Reading, writing briefly asking or answering a question about the assigned task.**

What behaviors would demonstrate a lack of participation? **Doing nothing, sleeping, doing work from another class before work on the assigned task is completed.**

Value

How would active participation be of benefit for students? **Doing as much as possible in class will help you identify questions while the teacher is available to help.**

Efficiency

Can you provide tips to increase student productivity?

Avoid becoming distracted. When you complete one task or question, move immediately to the next one. You can connect your mind to the task and get done in a fraction of the time it would require if you let your mind wander to other things.

FIND IT



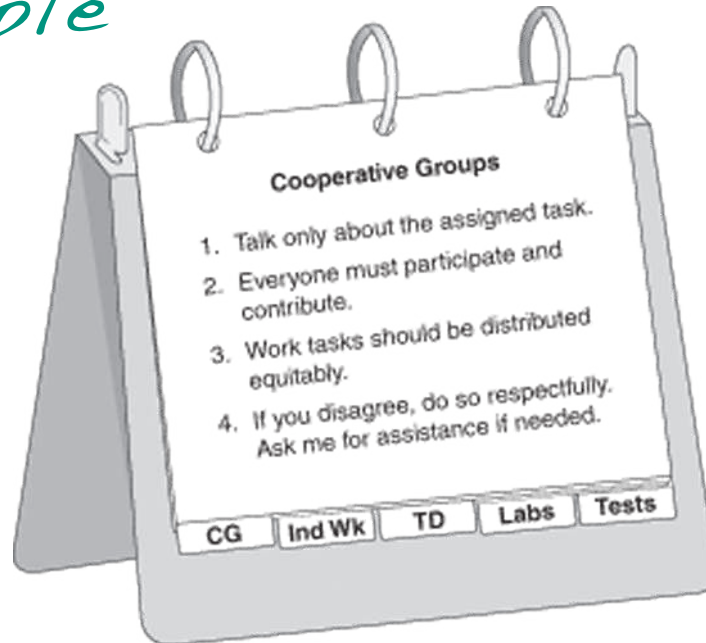
See pp. 8 and 9 for blank reproducible masters.

Teach ♦ Expectations



Prepare lessons for teaching your CHAMPs or ACHIEVE expectations.

sample



Plan to teach by:

1. Telling students what type of activity they will participate in next.
2. Telling students what you expect and showing the CHAMPs or ACHIEVE expectations using a visual display such as the notebook flip chart shown above.
3. Modeling the behaviors you expect to see, with particular emphasis on Participation.
4. Having some students demonstrate the expectations.
5. Modeling some things not to do.
6. Modeling the correct way one more time.
7. Verifying that students understand the expectations. If needed, also plan to clarify expectations by:
 - ✓ Modeling a range of behaviors and having students identify whether you are exhibiting appropriate or inappropriate behavior.
 - ✓ Reviewing all the positive expectations and re-modeling the right way.
8. Having students get started on the activity or transition.

Plan to observe ♦ Have students start on the activity. (Circulate and scan.)

Plan to provide feedback ♦ During and after the activity, provide positive descriptive feedback and corrective feedback.

Exhibit 4.3
**CHAMPs Classroom Activity Worksheet:
Reproducible Template**

Activity: _____

CONVERSATION

Can students engage in conversation with each other during this activity?

If yes, about what?

With whom?

How many students can be involved in a single conversation?

How long can the conversation last?

HELP

How do students get questions answered? How do students get your attention?

If students have to wait for help, what should they do while they wait?

ACTIVITY

What is the expected end product of this activity? (This may vary from day to day.)

MOVEMENT

Can students get out of their seats during the activity?

If yes, acceptable reasons include:

Pencil	Restroom
Drink	Hand in/pick up materials
Other	

Do they need permission from you?

PARTICIPATION

What behaviors show that students are participating fully and responsibly?

What behaviors show that a student is not participating?

Exhibit 4.4

**ACHIEVE Classroom Activity Worksheet:
Reproducible Template**

Achieve—To succeed in something!

Activity (for example, lecture, labs, independent work, tests, cooperative groups)

Conversation

Can students talk to each other?

If so, about what?

To whom?

How many can be involved?

How long should conversations last?

Help

How should students get questions answered during this activity?

How should students get your attention?

Integrity

What are your expectations for students working together, quoting sources, and so forth? In other words, define what you consider to be, for example, cheating or not cheating, plagiarizing or not plagiarizing.

Effort

What behaviors would demonstrate active participation?

What behaviors would demonstrate a lack of participation?

Value

How would active participation be of benefit for students?

Efficiency

Can you provide tips to increase student productivity?

Define • Grading System

reference

See DSC, pp. 27–48

In addition to clearly defined and taught behavioral expectations, the way you organize instructional content and evaluate student mastery of that content can play a major role in whether students have a high or low expectancy of success. A well-designed grading system can also increase students' motivation to engage with course content.

1. **Develop clear long-range goals for each class you teach.**
2. **Design instruction and evaluation procedures that create a clear relationship between student effort and success.**
 - ✓ Clarify the most important objectives of the class and evaluate students only on the basis of those objectives.
 - ✓ Grade students based on their mastery of the objectives, not on a standard curve.
 - ✓ Determine the percentage of mastery that will be used to determine student grades (i.e., 90 percent or better = A; 80–89.9 percent = B, etc.)
3. **Establish a system to provide feedback on behavior and effort.** Incorporate this into your grading system.
 - ✓ Establish a grade percentage for classroom behavior/effort.
 - ✓ Determine the approximate total number of points students may earn during the term.
 - ✓ Determine the approximate total number of points based on behavior and effort.
 - ✓ Design an efficient system for monitoring and recording daily classroom behavior points, such as the Behavior Record Form shown on the next page.
 - ✓ Determine the impact of excused and unexcused absences on your grading of behavior and effort.
 - ✓ Assign weekly performance points and provide feedback to students.
4. **Design procedures for students to receive feedback on each aspect of their behavioral and academic performance and to know their current grades.** Exhibit 2.5 (DSC, p. 48) at right is an example of a grading sheet students can use to keep track of their standing in class.

Exhibit 2.5
Student Grading Sheet

CLASS PERIOD _____

STUDENT _____

TESTS:

1 Score _____ / 100 points
2 Score _____ / 100 points
3 Score _____ / 100 points
4 Score _____ / 100 points
5 Score _____ / 100 points

QUIZES:

1 Score _____ / 20 points
2 Score _____ / 20 points
3 Score _____ / 20 points
4 Score _____ / 20 points
5 Score _____ / 20 points

TERM PAPER:
Score _____ / 200 points

HOMEWORK:

1 Score _____ / 10 points
2 Score _____ / 10 points
3 Score _____ / 10 points
4 Score _____ / 10 points
5 Score _____ / 10 points
6 Score _____ / 10 points
7 Score _____ / 10 points
8 Score _____ / 10 points
9 Score _____ / 10 points
10 Score _____ / 10 points

WEEKLY PARTICIPATIONS:

Week 1 _____ / 20 points
Week 2 _____ / 20 points
Week 3 _____ / 20 points
Week 4 _____ / 20 points
Week 5 _____ / 20 points
Week 6 _____ / 20 points
Week 7 _____ / 20 points
Week 8 _____ / 20 points
Week 9 _____ / 20 points

Total _____ / 500 points
Total _____ / 100 points
Total _____ / 200 points
Total _____ / 100 points
Total _____ / 180 points
FINAL SCORE _____ / 1,080 points

samples

Name	Fri.	Mon.	Tues.	Wed.	Thurs.	Total
Andersen, Gina	dd	EE	dB	d	B	14
Bendix, Frank	E	E	B	B	R	20
Bigornia, Brad	o	B	B	B	B	16
Collias, Zona	t	B	B	B	B	16

Sample of Codes for Behavioral Grading

Misbehavior	Code	Positive Trait	Code
Off task	o	Doing your best (effort)	E
Talking (at the wrong time)	t	Be responsible	B
Disruptive	d	Respect/cooperation	R

Exhibit 2.2
Behavior Record Form

Date _____

Reminders _____

Name	Fri.	Mon.	Tues.	Wed.	Thurs.	Total

Codes:

Set Up • The Classroom Management Plan and Syllabus

reference

See *DSC*, pp. 165–168



Read the information below and/or on pp. 165–168 in *Discipline in the Secondary Classroom*. Then complete the Syllabus Template on pp. 11–13 of this planner.

Once you've clarified behavioral expectations and designed your grading system, you can complete your Classroom Management Plan and course syllabus.

1. **Make a copy of the Syllabus Template on pp. 11–13 of this planner.** (*DSC* Exhibit 7.1 has been modified to provide more room for notes.)

2. **Plan an attention signal.**

Determine how you will get students' attention with an auditory and visual signal.

3. **Plan to encourage students.**

Teach with enthusiasm and effective practices.

Provide noncontingent attention to each student throughout the day.

Provide positive contingent feedback to the student and class when appropriate academic and/or behavioral performance is demonstrated.

Be aware of your ratios of interactions. With each student, you should have at least three positive interactions to every corrective interaction.

4. **Plan to correct misbehavior.**

When a rule is broken, deliver *mild* consequences consistently, appropriately, and unemotionally. Interact with the student immediately, briefly, and without arguing.

Respond to early-stage misbehavior by using proximity management, gentle verbal reprimands, discussion, family contact, humor, or restitution.

Respond to later-stage misbehavior with mild consequences such as loss of points, time owed, timeout (in the classroom, in another class), restitution, detention, or demerits.

For severe misbehavior, refer the student to the office.

5. **Finalize your classroom management plan and prepare to communicate it to your students.**

Work through the Syllabus Template on the next three pages. Then compare your plan to the sample syllabus in *DSC*, pp. 168–171. Do you have policies and procedures clearly articulated in each section of the template? Use the template references to *DSC* for additional information and revise as needed.

Once you've completed the template, prepare a student syllabus for each course you teach. The student syllabus may not be as detailed as the completed template, but your advance thinking on all variables will help you define your policies and procedures.

NONCONTINGENT ATTENTION

Noncontingent attention is a fancy way of saying that you will give attention to every student regardless of his or her academic or behavioral success. These friendly interactions help every student feel valued.

TIMEOUT

Timeout can be an effective later-stage consequence if it is dull and uninteresting. Rather than being aversive, an effective timeout removes the student from an opportunity to participate in more interesting activities.

DSC Exhibit 7.1 Syllabus Template

Classroom Goals

Write your classroom goals in the form of what students will be able to successfully do at the end of the year or semester. See *DSC*, Chapter Two, Task 1.

Guidelines for Success

Write your list of attitudes and traits that you feel will ensure your students' success. See *DSC*, Chapter One, Task 5.

Classroom Rules

Outline the important student behaviors that will ensure your class runs efficiently. See *DSC*, Chapter Five, Task 1.

Activities

Outline the activities that students will be engaging in during a typical week. See *DSC*, Chapter Four, Task 1.

Grades

Grading scale: Outline the percentage cutoffs for A's, B's, and so on.

Relative value: Outline the relative weight of homework, quizzes, tests, papers, and behavior and effort on the final grade.

See *DSC*, Chapter Two, Tasks 2 to 4.

Classroom Procedures

Entering the classroom

Outline exactly what students should do from the time they enter the room until the bell rings for class to begin.

See *DSC*, Chapter Three, Task 4.

Continued

Syllabus Template (continued)

Tardy to class

Provide your definition of on time and tardy, and identify the consequences for being tardy. See *DSC*, Chapter Three, Task 4.

Paper or pencil

Identify what students should have to write with. In addition, specify what a student should do if he or she does not have this and what, if anything, you implement as a consequence. See *DSC*, Chapter Three, Task 4.

How to find out what the daily assignments are

Identify how you will assign work and how students will know what they are to do each day. Also define how they should keep track of what they need to do for homework and long-range assignments. See *DSC*, Chapter Three, Task 5.

Turning in assignments

Identify where and how students turn in class work and homework. Specify if students are to check off completed work they have turned in. See *DSC*, Chapter Three, Task 5.

Returning assignments to students

Detail your policies on how you will return completed work to your students. See *DSC*, Chapter Three, Task 5.

Finding out grade status

Review your grading system, and explain whether you will give students a weekly grade report or if you expect them to track their grades themselves. Also identify when and how a student can approach you to discuss his or her current status in the class. See *DSC*, Chapter Two, Task 4.

Continued

Syllabus Template (continued)

Student responsibilities after an absence

Outline what students will need to do when returning after an absence.

- How to find out what they missed
- How long they have to make up assignments
- What to do if they miss a test

See *DSC*, Chapter Three, Task 5.

Late, missing, or incomplete assignments

Outline the maximum number of late assignments you will accept, along with penalties and time limits for late work. See *DSC*, Chapter Three, Task 5.

Communication procedures with parents and families

Identify if you will have any regular communication with families that you initiate. Provide information on when, where, and how family members can get in touch with you.

Ending class

Specify how you will end class, any responsibilities your students may have, and how you will dismiss the students. See *DSC*, Chapter Three, Task 4.

Consequences for Classroom Rule Violations

List the range of corrective consequences that you may assign if rules are violated. See *DSC*, Chapter Five, Task 3.

Consequences for Code of Conduct Violations

Inform students that you must follow through with disciplinary referrals for violations of schoolwide rules, including dress code, unexcused absences, threats, and so forth. Make sure to get this information from your principal or assistant principal.

Reflect • Grade Book Analysis

reference

See *DSC*, pp. 257–259

Before the end of each grading period, review data on absenteeism, tardiness, work completion, and assignment failure. This information will help you determine whether an individual student or class would benefit from a behavior management plan. Analysis of these variables will also help you share information with parents and staff who have a role in developing and implementing student support plans.

Note: If you use a computerized grade book, this information may already be summarized for you.

TO
DO

Review the Grade Book Analysis Worksheet on the next page.

WHEN: Write reminders in your lesson planner to complete this worksheet before the end of each grading period.

HOW TO USE THE GRADE BOOK ANALYSIS WORKSHEET

sample

- Gather data on:
 - ✓ Percentage of attendance
 - ✓ Percentage of days on time
 - ✓ Percentage of in-class work completion
 - ✓ Percentage of quality work
 - ✓ Current grade status (to identify students who may need targeted academic assistance)
- Copy the Grade Book Analysis Worksheet on the next page and enter data for each student. (See *DSC*, pp. 257–259, for instructions.)
- Analyze your results by looking for patterns of behavior. Students should be at or above 95 percent in attendance, punctuality, work completion, and homework completion. They should be passing all subjects.

Does your data indicate a problem with your class or with individuals?

- ✓ If one or two students fail to meet one of these goals, look at the interrelationships between factors. Then design individual action plans to change the behavior. You may wish to consult with parents, school administrators, nurses, counselors, or the school psychologist.
- ✓ If three or more students fail to meet a goal, consider a whole-class intervention.

Exhibit D.1
Grade Book Analysis Worksheet

Teacher Ms. Lloyd Date 11/4

Student Name or Number	% Attendance	% Punctuality	% Work Completion	% Quality Work	Overall Grade Status
Alexander, R.	90	98	100	95	89
Bailey, S.	65	90	55	50	59
Coleman, E.	90	100	90	95	87
Diaz, A.	100	75	100	98	96
Jackson, L.	95	100	95	90	85
Lewis, M.	95	100	100	100	93
Miller, T.	100	100	98	100	95
Murphy, C.	100	95	90	95	80
Parker, A.	100	80	100	100	95
Perez, D.	90	95	100	98	78
Price, H.	95	95	100	98	78
Robinson, I.	100	100	95	100	92
Ross, O.	60	80	85	88	79
Simmons, P.	100	95	98	95	87
Thomas, L.	95	95	96	98	86
Torres, U.	90	95	95	90	87
Washington, K.	100	95	100	90	98
White, S.	100	70	100	100	97
Wilson, D.	100	98	100	90	96

Analysis and Plan of Action

1st Period—Introductory Calculus

S. Bailey and O. Ross fall below expectations on all variables. S. Bailey is a recent transfer student. Ms. Lloyd will assess skills and explore options for tutoring to catch up. A. Diaz, A. Parker, O. Ross, and S. White are often tardy because of a late-arriving bus. Ms. Lloyd decides to discuss the problem with the administration. In the meantime, she will begin the class with a short independent work period and then move to instruction. Ms. Lloyd will also work with O. Ross on attendance issues with problem-solving and goal setting.

Week of

MONDAY

TUESDAY

NOTES 

Lined area for notes.

TIME

Lined area for Monday.

Empty box for Tuesday header.

Lined area for Tuesday.

WEDNESDAY

THURSDAY

FRIDAY

--

--

--

DSC Teacher Planner

Noncontingent [positive] attention involves interacting with students not because of anything they've done but just because you notice and value them as people.

WEDNESDAY

THURSDAY

FRIDAY

DSC Teacher Planner

WEDNESDAY

THURSDAY

FRIDAY

DSC Teacher Planner

Circulate through your classroom whenever possible • Scan frequently • By monitoring student behavior, you will have many opportunities to provide positive and corrective feedback. This will teach students responsible and productive work habits.

Verify • Student Understanding

reference

See *DSC*, pp. 189–195

During the second or third week of school, make sure your students understand your behavioral expectations. Student quizzes can help you decide whether to continue teaching expectations. This process also communicates to students how important it is to know and understand your expectations for classroom behavior and safety.



Design an age-appropriate quiz on your behavioral expectations. Analyze the results and re-teach as needed.

WHEN: Week 3

TIPS FOR DESIGNING A QUIZ

1. Design a short quiz (see the example on the next page). Use a familiar format—true/false, multiple choice, fill in the blank, short essay, or a mix of formats.
2. Determine the content of the quiz by examining your ACHIEVE or CHAMPs expectations. Target complex activities and transitions that give students the most difficulty.
3. Prepare your students to take the quiz. Tell students that the quiz will not be graded. Explain the purpose—to help you determine whether you should re-teach your expectations and provide additional practice.
4. Re-teach expectations as needed.

STUDENT QUIZZES

A written quiz is a quick, simple way to determine if all your students know your expectations and rules.

Don't assume that students are willful when they don't follow the rules. Make sure your students fully understand your expectations and rules.
Teach and re-teach!

Exhibit 8.1

Sample Quiz on Expectations

Name Brandi Carson Date 10/2

Circle the letter for the best answer to each question.

- When you enter the classroom and begin working on the challenge problem . . .
 - you should be completely silent from the moment you enter the room.
 - you can talk quietly as you enter, but must be silent when you take your seat.
 - you can talk quietly about anything, but when the bell rings, you should be in your seat and then you can talk only about the challenge problem on the overhead projector.
 - you can talk loudly about anything, but when the bell rings, you should get to your seat within two minutes and then get quiet.
- During class, you can use the pencil sharpener . . .
 - only before and after class.
 - before and after class and during independent work periods.
 - any time you need to.
 - at no time without teacher permission.
- When the teacher gives the attention signal and you should . . .
 - be silent and have your eyes on the teacher
 - be silent and have your eyes on the teacher
 - be silent and have your eyes on the teacher
 - loudly tell other students to be quiet and pa
- During the time the teacher is speaking to the c
 - talk quietly to someone near you and get ou pencil.
 - talk quietly to someone near you and not g
 - talk only if you have been called on by the you need a drink of water or supplies.
 - talk only if you have been called on by the seat without permission.
- Active participation while the teacher is prese certain way. Circle any of the items that descr correct answers.
 - Sit up straight or lean forward.
 - Raise your hand if you have something to
 - Answer questions when called on.
 - Write notes to your friends.
 - Write notes to keep in your binder that will help you study for tests.
 - Tell people who are talking that they need to shut up and listen.
 - Have toys and things on your desk that will help entertain you during the lesson.
 - Keep your eyes on the person speaking or on the class notes you are writing.
 - Let your mind wander.
 - Talk while the teacher is talking.
 - Be respectful toward the teacher and other students in what you say and how you act.
 - Call out answers to questions.
 - Be vocal with your opinion.
 - Actively discuss the lesson.
- When you return after an absence, you should . . .
 - ask the teacher, "Did I miss anything while I was gone?"
 - ask another student for his or her notes.
 - go to the file by the drinking fountain and find the folder for this class period and take the copied pages for the days you were absent.
 - go to the teacher's desk and open her plan book to the dates you missed and copy all the important information.
- In the parentheses after each of the following statements, put a **T** if the concept is true and an **F** if the concept is false about the weekly points you earn for behavior and effort.
 - Every student starts the week with 10 out of 20 possible points. (**T**)
 - Every reminder the teacher gives you about your behavior or effort in class costs 1 point. (**T**)
 - Every compliment the teacher gives you about your behavior or effort in class adds 1 point. (**T**)
 - These points are added into the grade book and are part of your academic grade. (**F**)
 - The teacher will take points away, without informing you about each incident. (**F**)
 - For severe misbehavior, you can have a choice between an office referral or a loss of points. (**F**)
 - You can make an appointment to discuss anything you do not understand or think is unfair about this system. (**T**)

Good classroom management is about teaching and re-teaching your expectations.

sample

Week of _____

NOTES 

Lined area for notes.

MONDAY

TUESDAY

Empty box for Monday notes.

Empty box for Tuesday notes.

TIME

Lined area for Monday schedule.

Lined area for Tuesday schedule.

WEDNESDAY

THURSDAY

FRIDAY

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DSC Teacher Planner

Determine the criteria by which you will evaluate the end product. By settling on your final evaluation tool first, you can then identify exactly what you want students to know or be able to do and then determine the essential content you will teach them.

WEDNESDAY

THURSDAY

FRIDAY

DSC Teacher Planner

When you teach students how to behave responsibly, you dramatically increase their productivity • Demonstrate and discuss your expectations and provide positive practice.