

THINGS TO DO

Essential Tasks to Complete

Prior to the beginning of the school year, complete the following:

FOCUS AREA	DEVELOP/POST	PRIORITY	COMPLETED
Structure	Level of Classroom Structure		
	Guidelines for Success		
	Classroom Rules		
	Posted CHAMPs visuals		
	Attention Signal		
	Physical Space		
	Routines/Procedures		
Teaching Expectations	Teacher-led instruction		
<i>Develop expectations</i>	Independent Work/Tests		
<i>for at LEAST these</i>	Cooperative/Pair Work		
<i>3 areas</i>	Use Teach-Monitor-Feedback		
	THINGS TO REMEMBER		
Observation	Circulate & Scan frequently		
	Use CHAMPs tools (module 6)		
Interactions	Maintain 3:1 ratio of interactions		
	Implement a class-wide motivation system as needed (module 8)		
Corrections	Be calm, brief, & consistent		
	Use mild consequences		

NOTES:

On the first day of school, prepare for and complete the following:

CHECK OFF	TASKS for the FIRST DAY
	Develop a modified daily (class) schedule for the first day.
	Make a sign for your room.
	Prepare an initial activity for students to work on when they enter the room.
	Prepare a plan for dealing with families who want to take your time the 1 st day.
	Write your "Day One Schedule" on the board, an overhead transparency, or a flip chart.
	Greet the students individually as they enter your room.
	Get students' attention as soon as the bell rings.
	Communicate the essential classroom information in the first ten minutes: introduce yourself, rules, Guidelines for Success, long range goals, etc.
	Teach your attention signal.
	Orient students to the posted schedule and begin using the 3-step process for communicating your expectation.
	Conclude the day (or class period) by orienting students to your end-of-day procedures

NOTES:

For the first twenty days of school:

CHECK OFF	TASKS for the FIRST TWENTY DAYS
	Teach expectations for each type of activity right before that activity
	Teach expectations for each type of transition right before that transition
	Teach your classroom rules and Guidelines for Success
	Monitor student behavior during each activity and transition
	Provide feedback (positive and corrective) for each activity and transition
	Provide feedback connecting student behavior to classroom rules and Guidelines for Success
	Continue to implement the 3-step process for communicating expectations:
	--in response to your attention signal
	--for student behavior during independent work time
	--for student behavior when with specialists
	Gradually shorten the length of time and details of these lessons.
	Verify that students understand the expected behavior (quiz; interview)
	Continue to build positive relationships with students
	--set your goal for 3:1 ratio of interactions with each individual
	--maintain a high level of noncontingent attention
	--maintain a high level of positive feedback regarding student behavior in relationship to rules, Guidelines, and expectations
	Use mild corrective techniques that are calm, brief, and consistent

NOTES:

Things to consider with the Teach-Monitor-Feedback Cycle:

1. The way students truly learn your expectations is for you to continue the 3-step process for a couple of weeks---beginning each activity and transition with a lesson on the expectations, monitoring student performance during each activity/transition, and giving positive and corrective feedback during and after the activity/transitions—to both individuals and the class as a whole.
2. As the month progresses, the lessons should become increasingly brief and focus mainly on any specific expectations that have been problematic. When students seem to fully understand and remember the expectations for an activity or transition, you can start to fade the lessons.
3. Whenever a particular activity/transition has not gone as smoothly as you like, plan to use the 3-step process to reassert your expectations.
4. By gradually reducing the length and frequency of CHAMPs lessons, and by shifting your focus to individuals or small groups who may need more review than others, you gain more time for instruction.
5. During the first month, monitoring of student performance should be maintained at a very high level.
6. During the first several days of instruction, you should plan on giving students very frequent feedback on how they are (or are not) meeting your expectations.
7. If your class needs medium or high structure, you should probably keep the frequency of positive feedback and the descriptive clarity of corrective feedback at a very high level for a long time (minimally the entire first month of school)