

# **A Guide to Developing Safe, Civil and Productive Classrooms**

Presented by  
Ms. Susan Isaacs

Based on the CHAMPs Model  
Developed by  
Dr. Randall Sprick, Dr. Mickey Garrison, and Ms. Lisa Howard  
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# **VISION**

**"When you know where you are headed, you can guide students  
to their own success."  
(CHAMPs / Module 1)**

**☆ Long Range Classroom Goals ☆**

**☆ Guidelines for Success ☆**

**☆ Positive Expectations ☆**

**☆ Professionalism ☆**

**1. VISION: "When you know where you are headed, you can guide students to their own success." (Module 1)**

**A. Long Range Classroom Goals**

✓ I have developed and written down four to seven major goals (instructional and/or behavioral) that I want to accomplish with all my students by the end of the school year.

- 1. -----
- 2. -----
- 3. -----
- 4. -----
- 5. -----

✓ I have identified specific ways in which I will use these goals to guide lesson planning and decision-making throughout the year.

- 1. -----
- 2. -----
- 3. -----

✓ I have a specific plan for letting my students know the long-range classroom goals.

**B. Guidelines for Success**

✓ I have identified three to six basic attitudes, traits and/or behaviors that are important for my students to succeed in my classroom and their lives. From them I have created a set of "Guidelines for Success " or "Guiding Principles."

- 1. -----
- 2. -----
- 3. -----
- 4. -----
- 5. -----

✓ I have posted the **GFS** in my classroom.

✓ I have identified specific ways in which I can and will make frequent use of the **Guidelines for Success** including:

- as topics for class discussions about positive behavior or goals
- referring to them when providing positive or corrective feedback to students
- as part of class assignments, during celebrations of progress, etc.

1. -----
2. -----
3. -----
4. -----

**C. Positive Expectations**

✓ I understand the importance of having high expectations for all my students.

✓ I will make a conscious effort not to say anything (to students, my colleagues, or others) that would suggest that I have low expectations for **any** student.

✓ I have identified specific ways I can and will convey my high expectations to my students, their families, and others.

1. -----
2. -----
3. -----
4. -----

✓ I have noted in my planning calendar times during the year when I will objectively examine my expectations for, language about, and behavior toward my students.

## **D. Professionalism**

## **NOTES**

✓ I understand the importance of demonstrating professionalism at all times. Specifically, I will make an effort to:

- be an active problem solver
- work cooperatively with my colleagues
- respect the confidentiality of *all* students and colleagues
- engage in professional development activities
- dress and act in a professional manner

# Organization

**"When you have well-organized routines and procedures for your classroom, you model and prompt organized behavior from your students."**

**(CHAMPs / Module 2)**

★ **Daily Schedule** ★

★ **Physical Space** ★

★ **Attention Signal** ★

★ **Beginning /Ending Routines** ★

★ **Classroom Rules** ★

★ **Student Work** ★

★ **Behavioral Syllabus** ★

## **2. Organization: "When you have well-organized routines and procedures for your classroom, you model and prompt organized behavior from your students." (Module 2)**

### **A. Daily Schedule**

- ✓ I have arranged my daily schedule to include a reasonable balance of teacher-directed, independent work and cooperative group activities.
- ✓ I have arranged my daily schedule so that no one type of activity (i.e., teacher directed, independent work, group work) goes for too long a period of time.
- ✓ I have scheduled independent work periods and cooperative group activities to immediately follow teacher-directed instruction.
- ✓ I have identified and taken steps to pro-actively address those times of the class/day when students are more likely to misbehave.

### **B. Physical Space**

- ✓ I have arranged the desks in my classroom to optimize the most common types of instructional activities students will engage in and to reflect the level of structure my students require.
- ✓ My classroom is arranged so that I have easy access to all parts of the room.
- ✓ My classroom is arranged in such a way that disruptions caused by activity in high traffic areas will be kept to a minimum.

### **C. Attention Signal**

- ✓ I have an attention signal with the following characteristics:
  - Auditory
  - Visual
  - Portable
- ✓ I can secure the attention of my students within 5 seconds.

## D. Beginning /Ending Routines

## NOTES

✓ I have identified how I will begin the class in a way that makes students feel welcome and meets the following goals:

(Behavioral Syllabus Worksheet – **Entering the Classroom**, p.1)

- Students will be instructionally engaged while I take attendance
- My procedures for dealing with tardiness will insure that tardy students will not disrupt class or take my attention  
(Behavioral Syllabus Worksheet – **Tardiness**, p.1)
- Announcements and housekeeping tasks will not take up too much time.

✓ I have identified procedures for dealing with students who do not have necessary materials and/or are unprepared that:

(Behavioral Syllabus Worksheet – **Materials**, p.1)

- Ensure that students can get needed materials in a way that does not disrupt instructions.
- Establish reasonable penalties to reduce the likelihood the student(s) will forget materials in the future.
- Reduce the amount of time and energy I have to spend dealing with this issue.

✓ I have identified how I will deal with students who return after an absence so that they can find out what assignments they have missed and get any handouts/returned papers in a way that does not involve a large amount of time and energy.

(Behavioral Syllabus Worksheet – **After an Absence**, p.2)

✓ I have developed procedures for wrapping up at the end of the class period that:

- Ensure that students will not leave the classroom before they have organized their own materials and completed any necessary clean-up tasks.
- Ensure that I have enough time to give students both positive and corrective feedback, and set a positive tone for the class

(Behavioral Syllabus Worksheet – **Ending Class**, p.3)

✓ I have developed dismissal procedures that ensure that students will not leave the classroom until they have been dismissed by me (not by the bell ringing).



## E. Classroom Rules

✓ I have developed three to six positively stated rules that describe specific observable behaviors I expect students to exhibit, and specific observable behaviors I expect them not to exhibit.

(Behavioral Syllabus Worksheet – Classroom Rules, p.3)

✓ I have posted the rules in a spot in the classroom that is easily visible from all parts of the room.

✓ I have identified possible corrective consequences that can be assigned for infractions of the Classroom rules.

## F. Student Work

✓ I have designed procedures for assigning class work and homework that ensures that students can easily find out information about the tasks they have been assigned to complete.

(Behavioral Syllabus Worksheet – Assignments, p.2)

✓ As I set up my independent work periods I will make sure that:

- I only assign independent work that I know students can do independently.
- The independent work times will be scheduled in a way that maximizes on-task behavior.
- I have a clear vision of what I want student behavior to look and sound like during independent work times.
- I have a specific system for how students can get questions answered during independent work periods.

✓ I have designed efficient and effective procedures for how I will collect student work.

✓ I have designed efficient and effective procedures for keeping records of students' work, and giving them feedback about their progress.

✓ I have designed efficient and effective procedures for dealing with late and/or missing assignments.

(Behavioral Syllabus Worksheet – Late/Missing Assignments, p.2)

## **G. Behavioral Syllabus**

## **NOTES**

- ✓ I have developed and/or completed a behavioral syllabus that outlines specific details regarding classroom expectations.
- ✓ I have given a copy of my behavioral syllabus to my administrator.
- ✓ I have placed a copy of my behavioral syllabus in my substitute folder.

# **Expectations**

**"When your expectations are clear, students never have to guess  
how you expect them to behave."  
(CHAMPs / Module3)**

**☆ Expectations for Classroom Activities ☆**

**☆ Expectations for Transitions ☆**

**☆ Communicating Expectations ☆**

### **3. Expectations: "When your expectations are clear, students never have to guess how you expect them to behave." (Module3)**

#### **A. Expectations for Classroom Activities**

- ✓ I have generated a list of the major classroom activities and/or categories of activities that will take place during a typical day/week/unit
- ✓ For each activity (or category) that I have listed, I have defined, specifically and in detail, my behavioral expectations for students. For each activity I have addressed the following issues/questions:
  - **Conversation**—How much and what type of conversation among students is allowed?
  - **Help**—How are students to request help and what should they do while they are waiting for help?
  - **Activity**—What is the activity, task, or assignment students will be engaged in? What is the expected end product? What do I expect them to accomplish?
  - **Movement**—When, where, why, & how often can students get up and move about the classroom? Or leave the classroom? How is this monitored?
  - **Participation**—What student behaviors will show active and responsible participation in the activity and what student behaviors will show lack of appropriate participation in the activity? (*What will they look like or sound like if they are participating adequately?*)

#### **B. Expectations for Transitions**

#### **C. Communicating Expectations**

- ✓ Based on the needs of my students, I have developed a plan to teach my expectations for activities and transitions.
  - Visual display
  - Transparency
  - Tests/Quiz