

Generate
Clear
Expectations

Chapter 4: Expectations

Use the worksheet on the following pages to identify which (or which parts) of the tasks described in this chapter you have completed. For any item that has not been completed, note what needs to be done to complete it. Then translate your notes onto your planning calendar in the form of specific actions that you can take (e.g., August 28: finish developing CHAMPS expectations for math class.)

✓	TASK	NOTES & IMPLEMENTATION <i>Ideas</i>
TASK 1: CLARIFY CHAMPS EXPECTATIONS FOR INSTRUCTIONAL ACTIVITIES		
<input type="checkbox"/>	I have made a list of the major instructional activities and/or categories of activities that take place during a typical day.	
<input type="checkbox"/>	<p>For each activity or category that I have listed, I have defined, specifically and in detail, my behavioral expectations for students. For each activity or category, I have considered the level of classroom structure my students need as I addressed the following issues/questions:</p> <ul style="list-style-type: none"> • Conversation: How much and what type of conversation among students is allowed? • Help: How are students to request help? 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 its purpose? What is the expected end product? • Movement: How much and under what circumstances can students move about? • Participation: What student behaviors will show active and responsible participation in the activity? What student behaviors will show lack of appropriate participation in the activity? 	



TASK

NOTES & IMPLEMENTATION *Ideas*

TASK 2: CLARIFY CHAMPS EXPECTATIONS FOR TRANSITIONS

I have made a list of the common transitions and/or categories of transitions within and between activities that will take place during a typical day.

For each transition or category listed, I have defined, specifically and in detail, my behavioral expectations for students. For each transition or category, I have considered the level of classroom structure my students need as I addressed the following issues/questions:

- **Conversation:** How much and what type of conversation among students is allowed?
- **Help:** How are students to request help? What should they do while they are waiting for help?
- **Activity:** What is the transition? What is its purpose? What will be different after the transition is complete? How long should the transition take?
- **Movement:** If the transition itself does not involve movement, how much and under what circumstances can students move about? If the transition does involve movement, are there any restrictions on student movement?
- **Participation:** What student behaviors show active and responsible participation in the transition? What student behaviors show lack of appropriate participation in the transition?



✓	TASK	NOTES & IMPLEMENTATION <i>Ideas</i>
TASK 3: PREPARE LESSONS TO COMMUNICATE YOUR EXPECTATIONS		
<input type="checkbox"/>	<p>Based on the needs of my students, I have developed a plan to teach my CHAMPS expectations for activities and transitions. In developing my plan, I considered whether and how to use the following:</p> <ul style="list-style-type: none">• The CHAMPS acronym• Visual displays• Modeling and/or role-play demonstrations• Practice by the class• Verification of students' understanding of expectations	
<input type="checkbox"/>	<p>Based on my plan, I have prepared CHAMPS lessons that I will use at the beginning of the school year to communicate behavioral expectations to students.</p>	