

Whole class:

What does it look like/sound like when students are meeting expectations?

What I want it to look like: Everyone can see each other. Everyone contributes, and students prompt others for their input.	What I want it to sound like: One person talks at a time. Conversation is on-topic. Students respond kindly to each other.
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Questions	Answers
What is your plan to teach students these expectations?	Students will set most expectations themselves for what good group participation looks like. If necessary we will use a talking stick to make sure we don't talk over each other. There are various scaffolds I can use to help everyone contribute (see activities below). We will review group expectations before starting whole-class work.
What behavior protocols will you use (CALM, Teach Like a Champion, etc.)?	Habits of Discussion, Strategic Investment
What activities do you have in place to teach your students how to follow your standards?	A talking stick can help people remember not to talk over each other. Conversation bingo with sentence scaffolds help students figure out how to contribute. Conversation cues help students learn how to prompt each other to contribute.
How will students be involved/take ownership of their behavior in this process?	Students will set many of the expectations themselves, and I expect them to police each other to an extent.
What protocol(s) do you have for students who do/ do not meet expectations?	If a person has repeated issues with the behaviors, I will talk with them one-on-one about what is going on with them and what tools we can use to help.
What 3-4 behavior standards/norms would you like to establish for these learning scenarios? Post these to your CMP.	<ul style="list-style-type: none">- Give everyone a chance to talk- Everyone should contribute- Discuss respectfully/kindly- Raise your hand before talking

Group Work/Partner work

What does it look like/sound like when students are meeting expectations?

<p>What I want it to look like: Students are talking avidly with their group. Everyone is participating and encouraging each other to participate.</p>	<p>What I want it to sound like: Could get fairly noisy, but conversations are on topic.</p>
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Questions	Answers
What is your plan to teach students these expectations?	As our first small group work we will do a think-pair-share on the topic of how to work well in groups. Students will come up with expectations for each other. Afterwards, I will remind them of the expectations before starting group work and call out groups and people with good implementation. If someone is repeatedly struggling with the behaviors, I will talk with them one-on-one about what they feel is going on and what tools we can use to keep them calm and involved.
What behavior protocols will you use (CALM, Teach Like a Champion, etc.)?	Precise Praise, Culture of Error
What activities do you have in place to teach your students how to follow your standards?	(See the answer to the first question)
How will students be involved/take ownership of their behavior in this process?	Students will design the expectations themselves. I will guide them, but the expectations will be their ideas written in their words.
What protocol(s) do you have for students who do/ do not meet expectations?	I will call out groups and people with good implementation (and name their good behavior). If someone is repeatedly struggling with the behaviors, I will talk with them one-on-one about what they feel is going on and what tools we can use to keep them calm and involved. This may mean re-evaluating the expected behavior, or giving them a scaffold to accomplish it.
What 3-4 behavior standards/norms would you like to establish for these learning scenarios? Post these to your CMP.	<ul style="list-style-type: none"> - Everyone contributes to the group - Stay on task - Use everyone's ideas

Individual work

What does it look like/sound like when students are meeting expectations?

What I want it to look like: Everyone focused on their task; not much movement around the classroom	What I want it to sound like: Fairly quiet; limited brief conversations happening.
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Questions	Answers
What is your plan to teach students these expectations?	Again, students will design expectations including appropriate noise levels and how to avoid disrupting others.
What behavior protocols will you use (CALM, Teach Like a Champion, etc.)?	Noise levels chart, Least Invasive intervention
What activities do you have in place to teach your students how to follow your standards?	We will go over expectations several times in the first few weeks of class.
How will students be involved/take ownership of their behavior in this process?	Students design the expectations
What protocol(s) do you have for students who do/ do not meet expectations?	The same as for whole class and partner work
What 3-4 behavior standards/norms would you like to establish for these learning scenarios? Post these to your CMP.	<ul style="list-style-type: none">- Don't distract others- Focus on your work- Limit side conversations- Raise your hand or come find me with questions

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What does it look like/sound like when students are meeting expectations?

<p>What I want it to look like: Supplies are used frugally and carried carefully. Everyone is focused and working through the lab in a timely manner.</p>	<p>What I want it to sound like: Conversations between group members, excited discoveries, asking questions of me or each other.</p>
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Questions	Answers
What is your plan to teach students these expectations?	Like in the other scenarios, students will design most expectations. I will emphasize safe use of the equipment.
What behavior protocols will you use (CALM, Teach Like a Champion, etc.)?	Name the Steps, Affirmative Checking
What activities do you have in place to teach your students how to follow your standards?	Like in other scenarios, we will review expectations before beginning the activity. I will highlight key points to watch out for, such as a long lab that they need to watch the time on or use of a caustic chemical that they need to wear gloves for.
How will students be involved/take ownership of their behavior in this process?	Like in other scenarios, students will design most of the expectations. Many labs will also be student-designed. Each group will be responsible for leaving their lab station in a good state for the next class, and may write down some tips to pass on to those following students.
What protocol(s) do you have for students who do/ do not meet expectations?	I will be stricter here than in a lot of scenarios, because of the possibility of danger. Students who are running or ruffhousing will be asked to step out of the activity for a bit. If an accident does occur, the focus will be on damage control, not punishment.
What 3-4 behavior standards/norms would you like to establish for these learning scenarios? Post these to your CMP.	<ul style="list-style-type: none"> - Move carefully. Don't rush, and be aware of where your body is. - Know all of the safety procedures for the given lab (PPE, chemical handling and disposal, proper use of equipment, etc) - Work together with your partners; you should all contribute to the project. - Keep an eye on the time to make sure you finish

Clean-up

What does it look like/sound like when students are meeting expectations?

What I want it to look like: Students moving quickly to do their assigned task. Equipment cleaned and organized. Floor picked up and tables arranged. Everything ready for the next class.	What I want it to sound like: Limited conversation, “excuse me” as people move around each other.
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Questions	Answers
What is your plan to teach students these expectations?	Like in the other scenarios, students will design most expectations. I will emphasize respect for the class that comes after them and for the custodians. Students will decide how much time they need to clean up, and we will test their estimate out.
What behavior protocols will you use (CALM, Teach Like a Champion, etc.)?	Engineer Efficiency, No Opt-out
What activities do you have in place to teach your students how to follow your standards?	Like in other scenarios, we will review expectations before beginning the activity. Each student may be assigned a particular area of clean-up (gather slides, clean slides, pick-up floor, etc).
How will students be involved/take ownership of their behavior in this process?	Like in other scenarios, students will design most of the expectations. Students will pick the amount of time they want me to give them for clean-up (going for a longer time when multiple are suggested). If they finish sooner that day, they may experiment with shorter times the next. The goal is to have them emphasize efficiency and know their own abilities.
What protocol(s) do you have for students who do/ do not meet expectations?	If things are left a mess, I will have to start holding classes behind until everything is clean, and make sure they have enough time to clean. If individual students are not participating, I will talk to them one-on-one about what is going on with them, fairness and personal responsibility, and what tools we can use to get them involved.

What 3-4 behavior standards/norms would you like to establish for these learning scenarios? Post these to your CMP.	<ul style="list-style-type: none"> - Leave activities set up for the next class to step into - Leave the floor clean - Arrange tables as they were when you entered the room - Everyone participates in clean-up
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Going Outside

What does it look like/sound like when students are meeting expectations?

<p>What I want it to look like:</p> <p>Students are staying together as a group and focused on the day's topic. They have their materials to take down observations as we go. Students have hats and sunscreen and water. No roughhousing or damaging the landscape</p>	<p>What I want it to sound like:</p> <p>Listening to instructions, limited side-conversations, moving quickly to an appropriate work area to take observations, asking questions</p>
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Questions	Answers
What is your plan to teach students these expectations?	Like in the other scenarios, students will design most expectations. We will only be able to do outside observations if everyone is calm, together, and respectful. This is a safety issue.
What behavior protocols will you use (CALM, Teach Like a Champion, etc.)?	Least Invasive Intervention, Joy Factor, Make /compliance Visible
What activities do you have in place to teach your students how to follow your standards?	Like in other scenarios, we will review expectations before beginning the activity. I will give them an overview of the activity so they know what to expect.
How will students be involved/take ownership of their behavior in this process?	Like in other scenarios, students will design most of the expectations.
What protocol(s) do you have for students who do/ do not meet expectations?	Students who rough-house or damage the landscape may be asked to stay in the office for the next excursion, until they can demonstrate to me that they understand how to move calmly with the class (ie, by writing a letter about what they did and what they should have done and why). This is a safety issue.
What 3-4 behavior standards/norms would you like to establish for	- Stay together as a group

these learning scenarios? Post these to your CMP.	<ul style="list-style-type: none"> - Don't rough-house - Be careful not to damage the landscape - Pay attention to what is around you.
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CRT Reflection questions:

In thinking about the dynamics of your classroom or school:

1. How will you handle any issues/questions that students have with your lesson?
We will discuss them either one-on-one or as a class, as appropriate. If students raise an issue, I will take them seriously and work to resolve it.
2. How will you foster collaboration among your students? What can you do to the physical environment of the classroom to help facilitate collaboration?
We will frequently review how to work together, how to speak with each other and include everyone. I have scaffolds I can use to gamify cooperation. The classroom will be arranged with students in groups and those groups arranged in a circle.
3. What data can you use about students' knowledge to help plan your lesson?
I plan to give students a pre-test before starting a unit to understand where everyone is. With regards to behaviors, Students will share their knowledge to inform our expectations.
4. How will you encourage your students to connect your lesson(s) with real-world and community issues related to the topic of your lesson?
Much of the focus of the class will be on real-world issues. Students will have a chance to choose issues that they care about for our major projects, and seek ways to make a positive difference.
5. How could you connect to families' funds of knowledge and experience within this lesson?
I hope to have a chance to talk to the families of any special-needs or ESL students before class starts, to find out what strategies work well for them at home.
6. What strategies will you use to ensure ALL students get a chance to participate in conversations and engage in lessons?

Talking sticks and conversation bingo will encourage everyone to talk and to give others a chance to talk. I will take notes during small group work so I can track who is participating and who isn't, and talk to students one-on-one as necessary.

7. How will you incorporate your students' life experience into your lessons?

Students will often get the chance to share what they know on a topic before the lesson. Students will also be able to choose research areas that are of interest to them.

Classroom Procedures/Routines	All items under Proficient plus : <ul style="list-style-type: none"> - Evidence of students' taking the initiative and contributing to the seamless operation of the classroom and classroom procedures, including those that pertain to developmentally 	Domain 2: NM Element 2D: Creating and Environment for Learning: <p>Teacher has written and posted on their CMP specific behavior standards/expectations for whole class activities, group work, partner work and individual work that are:</p> <ul style="list-style-type: none"> - Clear and understandable to teachers, 	Student is missing 1-2 components or 1-2 components are incomplete, lack evidence and/or are undetailed.	Student is missing more than 2 components or more than 2 components are incomplete, lack evidence and/or are undetailed.	Did not complete.
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	<p>appropriate cooperative learning activities</p> <ul style="list-style-type: none"> - implementation of a well-organized system of transitions in which students lead effective routines, including the distribution and collection of materials and manipulatives. - Teacher has implemented a process for student reflection on behavior standards 	<p>students and parents</p> <ul style="list-style-type: none"> - Respectful and culturally sensitive - Developmentally appropriate - Accessible to a variety of learners - Stated using positive language - Concise and to the point - Discusses consequences or philosophy on consequences <p>In addition, teacher has developed classroom norms for 3-5 scenarios/procedures unique to their classroom environment, students, grade level, etc. (i.e. walking in line, eating in the cafeteria, bathroom and hall passes, completing a Science lab, working on the computer, putting away supplies, etc.)</p> <ul style="list-style-type: none"> - All Critical Reflection Practice questions thoughtfully and thoroughly answered. 			
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