Self-Reflection: Behavior Expectations

Individually complete the Self-Reflection: Behavior Expectations exercise from the article. Rate each statement on a scale of zero (never) to five (always).

1. I start class on time, sending a clear message that this class is important and setting the expectation that they will be ready.
   
   0 1 2 3 4 5

2. I set and communicate clear behavior expectations. I make sure that students fully understand what each expectation means.

   0 1 2 3 4 5

3. My students definitively know what the consequence of a misbehavior will be.

   0 1 2 3 4 5

4. I apply consequences consistently and equitably.

   0 1 2 3 4 5

5. When I confront a student about a behavior issue, the student always has a chance to tell his or her side of the story.

   0 1 2 3 4 5

6. I redirect students who blurt, talk when someone else is talking, or speak in a tone that would be considered disrespectful.

   0 1 2 3 4 5

7. I do not use “shhh” to quiet or redirect class. Instead I use the student’s name, proximity, and “I need” statements.

   0 1 2 3 4 5

8. I teach appropriate behavior instead of saying, “knock it off” or “stop that.” (For example: eyes on me, pencils down, mouths closed, knees facing me).

   0 1 2 3 4 5

9. I am deliberate in building relationships with all my students. (For example, I greet students at door, smile, laugh, share personal tidbits, ask students about things they have shared.)

   0 1 2 3 4 5

I move around the room, monitoring students constantly as they work independently or in groups.

   0 1 2 3 4 5

10. I do not allow disrespect, inattention, or sleeping in class.

    0 1 2 3 4 5
11. I recognize that students of all ages need to move around at times during the lesson.

12. I avoid power struggles with students. I choose my battles wisely. I say, “You can do ___ now, or if not, ___ is going to happen.”

13. I am willing to discuss classroom issues with my colleagues to gather advice, support, and encouragement.

14. With my students and colleagues, I follow through with what I say I am going to do.

15. I create ways to involve and communicate with the parents of my students. (For example, a biweekly email, monthly newsletter, parent volunteers)

16. When there has been a major discipline issue with a student, I follow up by finding and talking with the student and seeking reconciliation.

As a Teacher Team reflect/discuss the results:
- Are you pleased with your answers?
- Are there areas that need to be improved?
- Do you see a relationship between your answers and the behavior performance in your classroom?

Lastly, create an action plan for your classroom. Select areas that need to move "up the scale" and use them to better develop a classroom culture of high expectations for all.