

<b>Learning Target:</b> I can identify and explain how to teach behavioral expectations.	<b>Date:</b> 1/25/12
<b>This Means I Can:</b>	-take field notes -explain behaviors taught
<b>Questions/Main Ideas:</b>	<b>Notes/Details</b>
<ul style="list-style-type: none"> <li>• Students walk into classroom, get notebook from shelf, sit at desk and copy down vocab word</li> <li>• Teacher apologizes for talking while student was saying something</li> <li>• Teacher says, "Wait, I can't hear (student's name)...."</li> <li>• Student allowed to get up, sharpen pencil/get tape without asking</li> <li>• Given time to "turn-and-talk" with neighbor</li> <li>• "Give me 5"</li> <li>• Students walk in and sit down, automatically get out SSR books and read</li> <li>• Student answers phone when it rings, without needing to ask</li> <li>• "Angela- do your thing" – she begins to pass out notebooks to class</li> <li>• Doesn't call on them until hand is raised</li> </ul>	<ul style="list-style-type: none"> <li>• Expected to get prepared for class</li> <li>• Expected to not interrupt each other, teacher included</li> <li>• Students got quiet because they know they aren't supposed to talk while someone else is</li> <li>• Expected to take responsibility for themselves, do what they need to do, and then sit back down quietly</li> <li>• Teacher lets kids be "free" for a few minutes and talk to each other before settling down again</li> <li>• Teacher has a signal to bring the group back together</li> <li>• Students are focused, know what is expected of them</li> <li>• Phone is not supposed to be a distraction to the class</li> <li>• Students knows it is her job to get journal bin and pass them out</li> <li>• "Who do I call on?" - Signal that she only calls on students with hand raised</li> </ul>
<b>Summary:</b>	I think that it is essential to have clear, well-defined expectations regarding behavior so that class time/learning is maximized.

