

conversation • help • activity • movement • participation • success

# CHAMPS

## *Teacher Planner*



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TEACHER

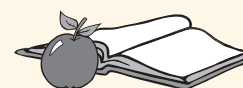
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YEAR

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## CHAMPS reference



If you have a copy of *CHAMPS, 2nd Edition*, watch for the CHAMPS reference boxes throughout this planner.

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## USER'S GUIDE

The CHAMPS PLANNER includes activities that will help you improve student responsibility and motivation throughout the school year. Planner activities can be used on their own, but are best used to preview and/or review the in-depth procedural knowledge learned from reading *CHAMPS*.

*Note:* A completed sample lesson plan can be found on p. 126.

### Lesson Planners • Getting Started

1. Using your school calendar, enter dates for each week. Forty-two Weekly Planners are included.
2. Fill in holidays, vacations, teacher workdays, parent conferences, testing, field trips, assemblies, etc.
3. Set up a planner schedule (time blocks for elementary, periods for secondary). There are 35 writing lines on each weekly planner spread.

**Secondary Teachers:** Divide 35 lines by the number of periods and your lunch period. Use a pencil to draw lines across the planner to separate the periods. Repeat with a pencil or pen for subsequent weeks.

**Elementary Teachers:** You may wish to use one writing line to represent each 10–15 minute block of time. Begin by penciling in time slots that are on the master school schedule (e.g., lunch, recess, reading blocks, music, library, PE). Draw lines to divide subjects for each weekly activity, then each daily activity. Once the schedule is established, repeat for subsequent weeks.

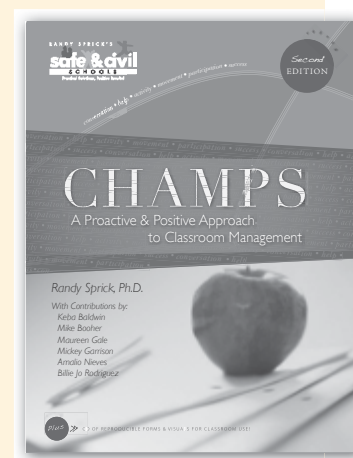
### Getting the Year Started

1. Before school begins, read and complete the activities on pp. 4 to 15 of this planner.
2. Identify when you will complete a Grade Book Analysis (one week before the end of each quarter or trimester). Write a reminder in your planner to do the Grade Book Analysis.

### Throughout the Year

Conduct CHAMPS activities as they come up in your planner (or sooner). Repeat these activities as appropriate. See the Table of Contents for the sequence and frequency of planned CHAMPS activities.

## CHAMPS Teacher Planner



Watch for the weekly Planner Tip.

**Teach with inspiration and enthusiasm!**

Week of

NOTES



MONDAY

TUESDAY

Time



TIP

*Observe!*

WEDNESDAY

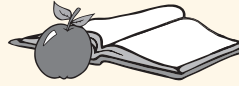
THURSDAY

FRIDAY

champs teacher planner

Circulate through your classroom whenever possible • Scan frequently • By monitoring student behavior, you will have many opportunities to provide positive and corrective feedback. This will teach students responsible and productive work habits.





## Verify • Student Understanding

During the second or third week of school, make sure your students understand your behavioral expectations. Student interviews or quizzes can help you decide whether to continue teaching expectations. This process also communicates to students how important it is to know and understand your expectations for classroom behavior and safety.

TO  
DO



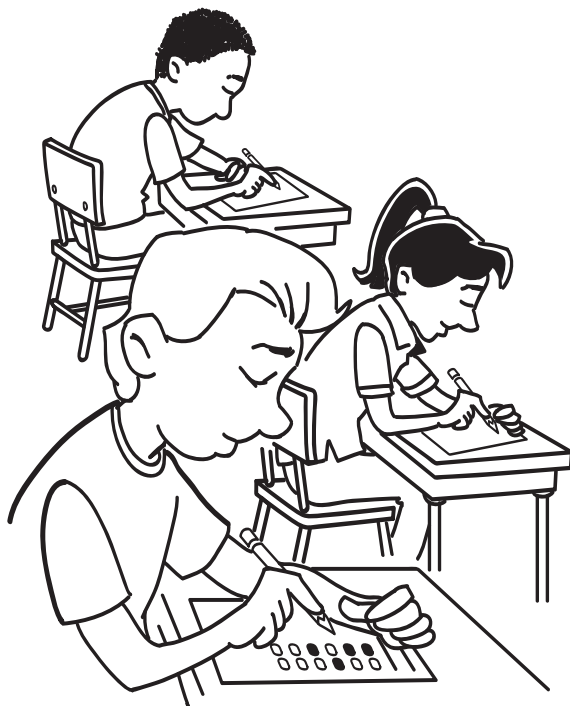
Design an age-appropriate quiz or structured interview on your behavioral expectations. Analyze the results and re-teach as needed.

### TIPS FOR DESIGNING A QUIZ

1. Design a short quiz.  
Use a familiar format—true/false, multiple choice, fill in the blank, short essay, or a mix of formats.
2. Determine the content of the quiz by examining your CHAMPS expectations. Target complex activities and transitions that give students the most difficulty.
3. Prepare your students to take the quiz.  
Tell students that the quiz will not be graded. Explain the purpose—to help you determine whether you should re-teach your expectations and provide additional practice.
4. Re-teach expectations as needed.

### STUDENT QUIZZES

A written quiz is a quick, simple way to determine if all your students know your expectations and rules.



sample

#### SAMPLE QUIZ ON EXPECTATIONS

Name Brandi C Date 10/2

Circle the letter for the best answer to each of the questions below.

1. When you enter the classroom first thing in the morning ...
  - a. you should be completely silent from the moment you enter the room.
  - ☒ b. you can talk quietly to other students about schoolwork, but must be silent when you get to your seat.
  - c. you can talk quietly about anything, but when the bell rings you should be in your seat and can talk only about the challenge problem on the overhead projector.
  - d. you can talk loudly about anything, and when the bell rings you should get to your seat within two minutes and then be quiet.
2. In Room 9, you can use the pencil sharpener ...
  - a. before and after class only.
  - ☒ b. before and after class and during independent work periods.
  - c. any time you need to.
  - d. only with teacher permission.
3. When the teacher gives the attention signal—"Class, your attention please"—you should ...
  - ☒ a. be silent with eyes on the teacher within five seconds.
  - b. be silent with eyes on the teacher within ten seconds.
  - c. be silent with eyes on the teacher within 25 seconds.
  - d. loudly tell other students to be quiet and pay attention to the teacher.
4. During the time the teacher is presenting lessons and speaking to the class, you should ...
  - a. talk quietly to someone near you and get out of your seat only to sharpen your pencil.
  - b. talk quietly to someone near you and stay in your seat.
  - c. talk only if the teacher calls on you and get out of your seat only if you need a drink of water or supplies.
  - ☒ d. talk only if the teacher calls on you and stay in your seat (unless you have been given permission to get up).
5. Active participation in class when the teacher is presenting lessons should look and sound a certain way. Circle any of the items that describe active participation. You should have six items circled when you are done with this question.
  - ☒ a. Sit up straight or lean forward.
  - ☒ b. Raise your hand if you have something to say.
  - ☒ c. Answer questions when the teacher calls on you.
  - d. Write notes to your friends.
  - ☒ e. Write notes that will help you study for tests.
  - f. Tell people who are talking that they need to be quiet and listen.
  - ☒ g. Have toys and other things on your desk that will entertain you during the lesson.
  - ☒ h. Keep your eyes on the person speaking or on the class notes you are writing (notes to study for the test).
  - i. Let your mind wander wherever it wishes to go.
  - j. Talk while the teacher is talking.
  - ☒ k. Speak and act respectfully toward the teacher and other students.

## TIPS FOR INTERVIEWING STUDENTS

Identify two major classroom activities and two major transitions that occur daily and can be troublesome for students.

1. Develop interview questions that address specific aspects of your expectations for the activities and transitions you have selected.
2. Identify a sample of six students to interview. Choose three students who are academically average or higher and three students who are academically lower or have demonstrated some misbehavior.
3. Decide on a time and format for conducting the interviews. For example, pull students during an independent work time or when a colleague can monitor a class activity.
4. Tell your class that you will be conducting interviews to determine how well you have communicated your expectations. Let them know that no one is in trouble. Explain that you would like to talk with each student, but because of time constraints, you can meet with only a few.
5. Analyze student responses. Re-teach expectations as needed.

### STUDENT INTERVIEWS

Student Interviews can provide detailed and slightly more reliable information than written quizzes.



**FIND IT**

A blank version of this page can also be found on your CHAMPS CD, Repro 5.2.



Don't assume that students are willful when they don't follow the rules. Make sure your students fully understand your expectations and rules. Teach and re-teach!

... sample

no. 5.2

STUDENT INTERVIEW

Student Shelley Period        Date       

**Classroom Activity** Teacher-directed work

Questions	Student Responses
• Can you talk to another student while I am teaching?	No.
• What should you do if you have a question or don't understand something?	Raise my hand.
• When I say, "Work on the problem," what should you do?	Work on the problem.
• Can you get out of your seat for any reason?	No.
• How do you show that you are actively participating in the lesson?	Listen to you when you are teaching. Raise my hand if I have a question. Do my work without talking.

**Classroom Activity** Independent seatwork in math

Questions	Student Responses
• Can you talk to another student while you are working?	Yes, to my closest neighbor.
• About what? How loud a voice?	We can whisper about math problems.
• What should you do if you need help?	We should put up a question sign.
• Can you get out of your seat for any reason?	No.
• How do you show that you are actively participating in this part of the lesson?	I am working hard on my math problems and I whisper to my neighbor when I need help!

**Transition** Beginning class, before and after bell

Questions	Student Responses
• What should you do when you come into the room and are waiting for the bell to ring?	Hang up my coat and backpack. Then put my homework in the basket and do the sentence editing on the board.
• Where should you be when the bell rings?	I should be in my seat, at my desk.
• While we are going through calendar, sharing, etc.:	
- can you get out of your seat?	No.
- can you talk to people at your table?	No.
• What should you do if you want to say something to the class?	No talking. Raise my hand and wait to be called on.

**Transition** Getting book out and open

Questions	Student Responses
• When I say get your math book out and open, how do you know which page?	I look at the board for the page number.
• What should you do if you ever do not have your book?	Can I share a book with my neighbor?
• How long should it take for everyone to have books open and ready?	We have ten seconds to get ready.
	... because we are supposed to be getting ready.

Reproducible Form

Week of Oct. 19-23

## NOTES

Friday -

Reteach assembly

expectations,

Signed up for computer

lab 2:15 - 2:45.

Call Audubon Society -

reminder about Mon &

Wed afternoon bird

houses (building) with

volunteers.

Next week:

Thank You notes to

Audubon Volunteers!

Next Monday:

During breakfast, assess

Caroline—she may be

ready to move up to

higher reading group.

## MONDAY

Absent: Jordan, Hailey

## TUESDAY

Absent: Hailey (ear infection)

Time	MONDAY	TUESDAY
8:15	Breakfast	Breakfast
8:30	Opening Circle and Spelling:	Opening Circle and Spelling
8:45	Unit 7	
9:00		
9:15	Walk to Read	Walk to Read
9:30	My room:	Unit 8, Day 2
9:45	Read Well 2, Unit 8: Day 1	
10:00		
10:15	Morning Recess	Morning Recess <b>DUTY</b>
10:30	Math - Cuisenaire Rods — — — — —	
10:45	for regrouping	Math
11:00	New * 2-Digit Addition	Workbook p. 30
11:15	Workbook p. 29	
11:30	Wash/line up	Wash/line up
11:45		
12:00	Lunch/Recess	Lunch/Recess
12:15		
12:30	Read Aloud-Are You My Mother?	Read: A Nest Full of Eggs
12:45	Focus Lesson	Handwriting
1:00	PE—PLAN TIME	SS/SC: Neighborhood
1:15	(Prepare Storybooks)	Park—Bird Nests-Walk/Watch
1:30	Writing— Cover	Music—PLAN TIME
1:45	Are You ... Mother? Book Report	(Write Positive Notes)
2:00	Sc: Audubon Kits:	Writing:
2:15	Building Bird Houses	Are You My Mother? Book Report
2:30		Beginning and Middle
2:45	BUS <b>DUTY</b> ALL WEEK — — — — —	
3:00	PLAN TIME	Staff Meeting
3:15		
3:30		
3:45		
4:00		
	Positive Phone Call: Jake's family	Positive Note Home with Caroline



TIP

Interact positively. Catch students being successful.