

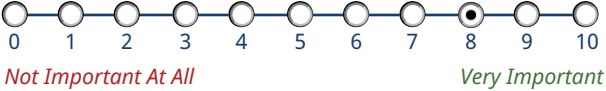
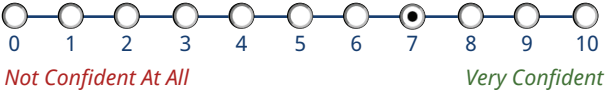


Area(s) I would like to focus on improving in my classroom:
Area 1: Positive to negative ratio
Area 2: Classroom rules
Area 3: Smooth transitions
My goal is to implement the following strategy or strategies identified on the Check-Up menu:
Strategy 1: Using behavior-specific praise
Strategy 2: Defining and teaching classroom rules
Strategy 3: Using an attention signal

What actions will we take to meet this goal?			
Task: What needs to be done?	How will this task get done?	Resources: What is needed to get it done?	When will it be completed?
Identify behaviors we want to see more.	Mr. Herman will develop list.	Will use planning time.	Friday by 3 p.m.
Create a list of classroom rules.	Mr. Herman and Ms. Holmes (coach) will develop together	During planning time, we will write up rules on large poster board for classroom	Friday by 3 p.m.
Choose signal and train classroom.	Mr. Herman will select an attention signal with help of Ms. Holmes. Ms. Holmes will come into the classroom to train the students.	Discuss during planning time.	Ms. Holmes will come to classroom on Monday to model how to teach students the attention signal.



Task: What needs to be done?	How will this task get done?	Resources: What is needed to get it done?	When will it be completed?

<p>How <u>important</u> is it for you to meet this goal in your classroom?</p>	<p>What is the <u>most</u> important reason for making this change and meeting this goal?</p>
	<p>If I can increase my positive attention to students following the rules and who transition following the signals, students will be more likely to engage in the lessons and learn more.</p>
<p>How <u>confident</u> are you that you will meet this goal in your classroom?</p>	<p>What are some reasons that <u>I am confident</u> I can meet this goal?</p>
	<p>I know that Ms. Holmes and I work well together. It will be good for her to model teaching the attention signal. I am excited to work with her and my students on this.</p>
<p>Is there anything that could get in the way of meeting this goal?</p>	<p>What can be done to help make sure these things don't get in the way of meeting this goal?</p>
<p>If we don't finish everything we need to do during planning time on Friday.</p>	<p>We will set an agenda and make sure we get through it all in the 45 minutes we have together on Friday. If we don't finish, we will e-mail each other tasks and complete on Monday.</p>



How will we know if the intervention is working?			
Task: How will we monitor that the intervention is implemented (e.g., teacher self-monitor, observation by coach, etc.)?	How will this task get done?	Resources: What is needed to get it done?	When will it be completed?
Mr. Herman will self-monitor strategy steps and brainstorm with Ms. Holmes if some components are difficult.	The self-monitoring form will be developed by Ms. Holmes after meeting during planning. She will e-mail the form to Mr. Herman.	Ms. Holmes will take time after planning meeting to create the form in Excel and send to Mr. Herman.	The self-monitoring form will be e-mailed by 5 p.m. on Friday.
Task: How will we evaluate if the intervention is working (e.g., teacher gather simple data; observation by coach, etc.)?	How will this task get done?	Resources: What is needed to get it done?	When will it be completed?
Mr. Herman will gather simple data each day on the number of time he "catches" a student being good using behavior-specific praise.	Mr. Herman will keep the "Catch Them Being Good" form close to him and record when he provides praise.	"Catch Them Being Good" form printed.	Friday during planning.
Ms. Holmes will observe in the classroom to gather frequency data on student disruptions and use of praise.	Ms. Holmes will visit the classroom two days into use of strategies.	Ms. Holmes will bring form to gather frequency data.	Wednesday of next week.