



Develop  
a Clear Vision  
for  
Your Class

## Chapter 1: Vision

Use the worksheet on the following pages to identify which (or which parts) of the tasks described in this chapter you have completed. For any item that has not been completed, note what needs to be done to complete it. Then translate your notes onto your planning calendar in the form of specific actions that you can take (e.g., August 17: finish Guidelines for Success, write orientation letter for parents.)

✓	TASK	NOTES & IMPLEMENTATION <i>Ideas</i>
<b>TASK 1: UNDERSTAND HOW TO SHAPE BEHAVIOR</b>		
	<p>I have sufficient knowledge of fundamental behavior management principles to effectively help my students learn to behave more responsibly. Specifically:</p>	
<input type="checkbox"/>	<p>1. I know why and how to promote responsible behavior.</p> <ul style="list-style-type: none"> <li>• I will set up conditions that prompt responsible behavior.</li> <li>• I will ensure that students experience positive results for engaging in responsible behavior.</li> <li>• I will ensure that students do not experience negative results from exhibiting responsible behavior.</li> </ul>	
<input type="checkbox"/>	<p>2. I know why and how to deal with misbehavior.</p> <ul style="list-style-type: none"> <li>• I recognize that all misbehavior occurs for a reason and will take that reason into account when designing an intervention.</li> <li>• I will identify and then modify any conditions that may be perpetuating the misbehavior.</li> <li>• I will identify and then eliminate any positive consequences that may be resulting from the misbehavior.</li> <li>• I will implement appropriate corrective consequences calmly and consistently when necessary.</li> </ul>	

✓	TASK	NOTES & IMPLEMENTATION <i>Ideas</i>
<b>TASK 2: UNDERSTAND MOTIVATION</b>		
<input type="checkbox"/>	I will work on increasing students' motivation to engage in positive behavior and on decreasing motivation to engage in negative behavior.	
<input type="checkbox"/>	I will use procedures that foster both intrinsic and extrinsic motivation when trying to increase positive student behavior.	
<input type="checkbox"/>	I understand that students' motivation to engage in any behavior is related to the degree to which they value the rewards of engaging in that behavior and their expectation of succeeding at it.	
<input type="checkbox"/>	I understand the concept of Expectancy times Value. Any time a student seems unmotivated, I will investigate whether it is a problem of low expectancy, low value, or a combination of both. I will use that information in designing a plan to help improve that student's motivation.	
<b>TASK 3: IDENTIFY LONG-RANGE CLASSROOM GOALS</b>		
<input type="checkbox"/>	I have developed and written down four to seven major goals (instructional and/or behavioral) that I want to accomplish with all my students by the end of the school year.	
<input type="checkbox"/>	I have identified specific ways in which I will use these goals to guide lesson planning and decision making throughout the year.	
<input type="checkbox"/>	I have a specific plan for letting my students and their families know what the long-range classroom goals are.	



✓	TASK	NOTES & IMPLEMENTATION <i>Ideas</i>
<b>TASK 4: DEVELOP GUIDELINES FOR SUCCESS</b>		
<input type="checkbox"/>	I have identified three to six basic attitudes, traits, and/or behaviors that are important for my students to succeed in my classroom and in their lives. From them I have created a set of Guidelines for Success (or Guiding Principles, Goals etc.).	
<input type="checkbox"/>	I have posted the Guidelines for Success in my classroom.	
<input type="checkbox"/>	<p>I have identified specific ways in which I can and will make frequent use of the Guidelines for Success. For example:</p> <ul style="list-style-type: none"> <li>• I will use them as topics for class discussions about behavior or goals.</li> <li>• I will refer to them when providing positive or corrective feedback to students.</li> <li>• I will use them as monthly class themes, as part of class assignments, during classwide celebrations of progress, etc.</li> </ul>	
<b>TASK 5: MAINTAIN POSITIVE EXPECTATIONS</b>		
<input type="checkbox"/>	I understand the importance of having high expectations for all my students. I will make a conscious effort not to say anything (to students, their families, or others) that would suggest that I have low expectations for any student.	
<input type="checkbox"/>	I have identified specific ways I can and will convey my high expectations to students, their families, and others.	
<input type="checkbox"/>	I have noted in my planning calendar times during the year when I will objectively examine my expectations for, language about, and behavior toward my students.	



## TASK

## TASK 6: IMPLEMENT EFFECTIVE INSTRUCTIONAL PRACTICES

I have identified one or two aspects of my presentation style that I will work to improve over the course of this year.

I have made a plan for working on ways to actively involve students in lessons this year.

I have determined specific ways in which I ensure that my lessons involve clear objectives and that the content of the lessons is reflected in student evaluation instruments.

I have determined specific ways in which I ensure high rates of student success on tasks.

I am prepared to give students immediate performance feedback.

## TASK 7: INITIATE AND MAINTAIN FAMILY CONTACTS

I am committed to establishing positive relationships with my students' families as part of my classroom vision.

I have a specific plan for how I will make initial contact with my students' families at the beginning of the year.

I have a specific plan for how I will maintain ongoing contact with my student's families throughout the year.