

CHAMPS Icons and Reproducible Forms

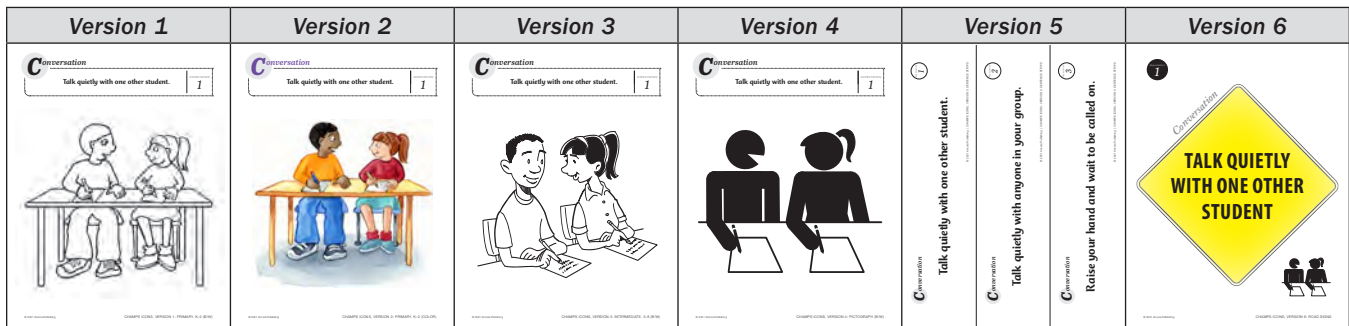
This download is part of the Reproducible Materials that accompany the third edition of *CHAMPS: A Proactive and Positive Approach to Classroom Management*, by Jessica Sprick, Randy Sprick, Jacob Edwards, and Cristy Coughlin. It contains all reproducible icons and forms referenced in *CHAMPS*.

Permission is given to administrators and educators who purchase the book to reproduce any material in the download solely for their own use in creating and implementing a classroom management plan and teaching CHAMPS expectations. As the owner of this book, you have the right to reproduce as many copies as you need each year for your own classroom. Further reproduction of the icons and forms is strictly prohibited.

Icon Sets

Six different sets of CHAMPS Expectations Icon posters (66 posters per set) are provided as PDF and PNG files. Each expectation falls within one of the CHAMPS categories of behavior—Conversation, Help, Movement, Activity, Movement, Participation, Success. (See the next page for a list of the expectations.) These files can help you display and teach your classroom expectations. The sets are:

- Version 1: Primary (B/W), K–2. Line drawing that young students can color.
- Version 2: Primary (Color), K–2. Full-color illustrations for young students.
- Version 3: Intermediate (B/W), 3–8. Line drawing aimed at older students.
- Version 4: Pictograph. Black-and-white stick-figure type graphics.
- Version 5: Sentence Strip. Text-only expectations.
- Version 6: Road Sign (Color). Text-based street signs in different shapes and colors.



Thumbnails of all posters are shown on pages 3–49. Chapter 4, Task 2 provides detailed information about how to use the CHAMPS icons in conjunction with the CHAMPS acronym to prepare visuals for teaching expectations. Visuals are a great way of helping students remember how you expect them to behave.

See “Using the CHAMPS Files” for information about how to use Adobe Reader (free download available at <https://get.adobe.com/reader/>) to work with PDF files.

CHAMPS List of Common Expectations

Conversation

1. Talk quietly with one other student.
2. Talk quietly with anyone in your group.
3. Raise your hand and wait to be called on.
4. Talking quietly is OK when lining up or out of seat.
5. No talking to another student! (Version 1)
6. No talking to another student! (Version 2)
7. No talking to another student! (Version 3)
8. Voice Level 0 — No Talking
9. Voice Level 1 — Whisper
10. Voice Level 2 — Quiet Voice
11. Voice Level 3 — Presentation Voice
12. Voice Level 4 — Outside Voice

Help

13. Raise hand
14. Do not raise hand (no help available except emergency).
15. Put up “Please Help” flag.
16. Do not put up “Please Help” flag (no help available except emergency).
17. Do not talk to any other student.
18. Ask one person next to you.
19. Ask any student in your group or cluster.
20. If your group has a question, at least two people raise their hand.

Activity

21. Small-Group Instruction
22. Whole-Class Instruction (students at desks)
23. Whole-Class Discussion Circle
24. Whole Class at Carpet
25. Independent Seatwork (teacher available to help)
26. Independent Seatwork (teacher not available to help)
27. Test
28. Cooperative Groups
29. Silent Reading
30. Clean Up
31. Choice Time/Free Play
32. Centers/Stations
33. Snack

34. PE/Gym
35. Library/Media
36. Computer Lab/Computer Station
37. Music
38. Fire Drill
39. Lock-Down Drill
40. Pair Practice

Movement

41. Hand in completed assignments.
42. Do not get up to hand in completed assignments.
43. Sharpen pencil.
44. Do not get up to sharpen pencil.
45. Get supplies.
46. Do not get up to get supplies.
47. Get a drink of water.
48. Do not get up to get a drink of water.
49. Use the bathroom.
50. Do not get up to use the bathroom.
51. While out of seat, talk quietly with another student.
52. While out of seat, do not talk quietly with another student.
53. Line up.

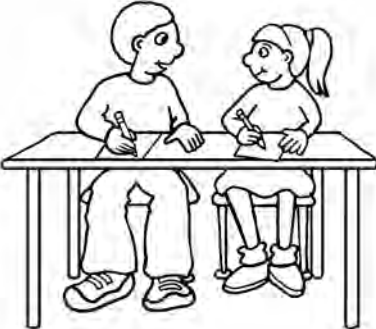



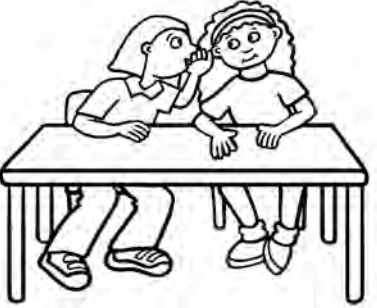
Participation

54. Read.
55. Write.
56. Write (eyes only on your own work).
57. Listen.
58. Listen and take notes.
59. Listen, answer, ask questions, and/or share.
60. Talk quietly and respectfully with one other student. Listen when that person talks.
61. Talk quietly and respectfully with other students in your group. Listen when another person talks.

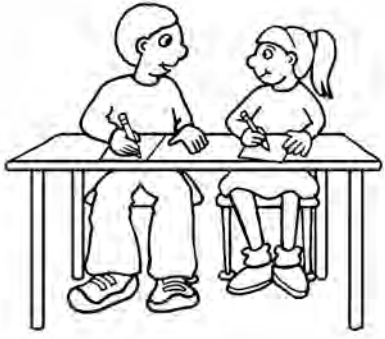







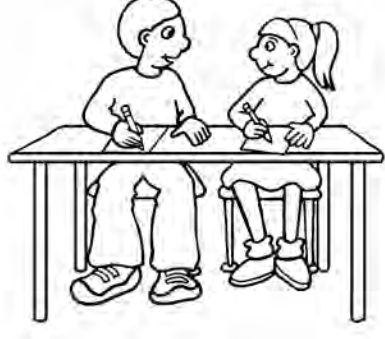
Success

62. Great job!
63. Great job, class!
64. Excellent work!
65. Well done!
66. Thumbs up!


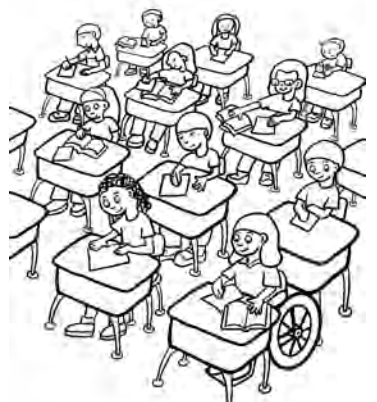
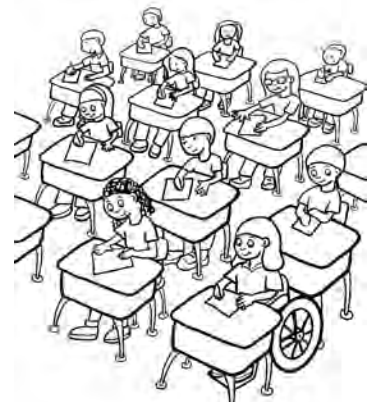
CHAMPS Icon Posters (Version 1)

| | | |
|---|---|---|
| <p>Conversation</p> <p>Talk quietly with one other student.</p> <p>EXPECTATION 1</p>  <p>© 2021 Arcadia Publishing CHAMPS ICONS, VERSION 1: PRIMARY, K-2 (B/W)</p> | <p>Conversation</p> <p>Talk quietly with anyone in your group.</p> <p>EXPECTATION 2</p>  <p>© 2021 Arcadia Publishing CHAMPS ICONS, VERSION 1: PRIMARY, K-2 (B/W)</p> | <p>Conversation</p> <p>Raise your hand and wait to be called on.</p> <p>EXPECTATION 3</p>  <p>© 2021 Arcadia Publishing CHAMPS ICONS, VERSION 1: PRIMARY, K-2 (B/W)</p> |
| <p>Conversation</p> <p>Talking quietly is OK when lining up or out of seat.</p> <p>EXPECTATION 4</p>  <p>© 2021 Arcadia Publishing CHAMPS ICONS, VERSION 1: PRIMARY, K-2 (B/W)</p> | <p>Conversation</p> <p>No talking to another student! (Version 1)</p> <p>EXPECTATION 5</p>  <p>© 2021 Arcadia Publishing CHAMPS ICONS, VERSION 1: PRIMARY, K-2 (B/W)</p> | <p>Conversation</p> <p>No talking to another student! (Version 2)</p> <p>EXPECTATION 6</p>  <p>© 2021 Arcadia Publishing CHAMPS ICONS, VERSION 1: PRIMARY, K-2 (B/W)</p> |
| <p>Conversation</p> <p>No talking to another student! (Version 3)</p> <p>EXPECTATION 7</p>  <p>© 2021 Arcadia Publishing CHAMPS ICONS, VERSION 1: PRIMARY, K-2 (B/W)</p> | <p>Conversation</p> <p>Voice Level 0—No Talking</p> <p>EXPECTATION 8</p>  <p>© 2021 Arcadia Publishing CHAMPS ICONS, VERSION 1: PRIMARY, K-2 (B/W)</p> | <p>Conversation</p> <p>Voice Level 1—Whisper</p> <p>EXPECTATION 9</p>  <p>© 2021 Arcadia Publishing CHAMPS ICONS, VERSION 1: PRIMARY, K-2 (B/W)</p> |

CHAMPS Icon Posters (Version 1)

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| <p>Conversation</p> <p>Voice Level 2—Quiet Voice</p> <p>EXPECTATION 10</p>  <p>© 2021 Arcare Publishing</p> <p>CHAMPS ICONS, VERSION 1: PRIMARY, K-2 (B/W)</p> | <p>Conversation</p> <p>Voice Level 3—Presentation Voice</p> <p>EXPECTATION 11</p>  <p>© 2021 Arcare Publishing</p> <p>CHAMPS ICONS, VERSION 1: PRIMARY, K-2 (B/W)</p> | <p>Conversation</p> <p>Voice Level 4—Outside Voice</p> <p>EXPECTATION 12</p>  <p>© 2021 Arcare Publishing</p> <p>CHAMPS ICONS, VERSION 1: PRIMARY, K-2 (B/W)</p> |
| <p>Help</p> <p>Raise hand.</p> <p>EXPECTATION 13</p>  <p>© 2021 Arcare Publishing</p> <p>CHAMPS ICONS, VERSION 1: PRIMARY, K-2 (B/W)</p> | <p>Help</p> <p>Do not raise hand (no help available except emergency).</p> <p>EXPECTATION 14</p>  <p>© 2021 Arcare Publishing</p> <p>CHAMPS ICONS, VERSION 1: PRIMARY, K-2 (B/W)</p> | <p>Help</p> <p>Put up "Please Help" flag.</p> <p>EXPECTATION 15</p>  <p>© 2021 Arcare Publishing</p> <p>CHAMPS ICONS, VERSION 1: PRIMARY, K-2 (B/W)</p> |
| <p>Help</p> <p>Do not put up "Please Help" flag (no help available except emergency).</p> <p>EXPECTATION 16</p>  <p>© 2021 Arcare Publishing</p> <p>CHAMPS ICONS, VERSION 1: PRIMARY, K-2 (B/W)</p> | <p>Help</p> <p>Do not talk to any other student.</p> <p>EXPECTATION 17</p>  <p>© 2021 Arcare Publishing</p> <p>CHAMPS ICONS, VERSION 1: PRIMARY, K-2 (B/W)</p> | <p>Help</p> <p>Ask one person next to you.</p> <p>EXPECTATION 18</p>  <p>© 2021 Arcare Publishing</p> <p>CHAMPS ICONS, VERSION 1: PRIMARY, K-2 (B/W)</p> |

CHAMPS Icon Posters (Version 1)

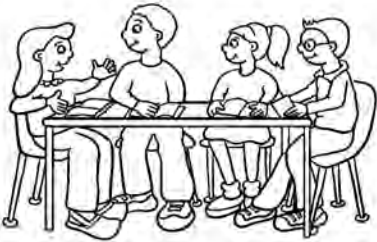
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| <p>Help</p> <p>Ask any student in your group or cluster.</p> <p>EXPECTATION 19</p>  <p>© 2021 Arcare Publishing CHAMPS ICONS, VERSION 1: PRIMARY, K-2 (B/W)</p> | <p>Help</p> <p>If your group has a question, at least two people raise their hand.</p> <p>EXPECTATION 20</p>  <p>© 2021 Arcare Publishing CHAMPS ICONS, VERSION 1: PRIMARY, K-2 (B/W)</p> | <p>Activity</p> <p>Small-Group Instruction</p> <p>EXPECTATION 21</p>  <p>© 2021 Arcare Publishing CHAMPS ICONS, VERSION 1: PRIMARY, K-2 (B/W)</p> |
| <p>Activity</p> <p>Whole-Class Instruction (students at desks)</p> <p>EXPECTATION 22</p>  <p>© 2021 Arcare Publishing CHAMPS ICONS, VERSION 1: PRIMARY, K-2 (B/W)</p> | <p>Activity</p> <p>Whole-Class Discussion Circle</p> <p>EXPECTATION 23</p>  <p>© 2021 Arcare Publishing CHAMPS ICONS, VERSION 1: PRIMARY, K-2 (B/W)</p> | <p>Activity</p> <p>Whole Class at Carpet</p> <p>EXPECTATION 24</p>  <p>© 2021 Arcare Publishing CHAMPS ICONS, VERSION 1: PRIMARY, K-2 (B/W)</p> |
| <p>Activity</p> <p>Independent Seatwork (teacher available to help)</p> <p>EXPECTATION 25</p>  <p>© 2021 Arcare Publishing CHAMPS ICONS, VERSION 1: PRIMARY, K-2 (B/W)</p> | <p>Activity</p> <p>Independent Seatwork (teacher not available to help)</p> <p>EXPECTATION 26</p>  <p>© 2021 Arcare Publishing CHAMPS ICONS, VERSION 1: PRIMARY, K-2 (B/W)</p> | <p>Activity</p> <p>Test</p> <p>EXPECTATION 27</p>  <p>© 2021 Arcare Publishing CHAMPS ICONS, VERSION 1: PRIMARY, K-2 (B/W)</p> |

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Activity

Cooperative Groups

EXPECTATION 28




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CHAMPS ICONS, VERSION 1: PRIMARY, K-2 (B/W)

Activity

Silent Reading

EXPECTATION 29



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CHAMPS ICONS, VERSION 1: PRIMARY, K-2 (B/W)

Activity

Clean Up

EXPECTATION 30



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CHAMPS ICONS, VERSION 1: PRIMARY, K-2 (B/W)

Activity

Choice Time/Free Play

EXPECTATION 31




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Activity

Centers/Stations

EXPECTATION 32



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CHAMPS ICONS, VERSION 1: PRIMARY, K-2 (B/W)

Activity

Snack

EXPECTATION 33



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CHAMPS ICONS, VERSION 1: PRIMARY, K-2 (B/W)

Activity

PE/Gym

EXPECTATION 34




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CHAMPS ICONS, VERSION 1: PRIMARY, K-2 (B/W)

Activity

Library/Media

EXPECTATION 35




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CHAMPS ICONS, VERSION 1: PRIMARY, K-2 (B/W)

Activity

Computer Lab/Computer Station


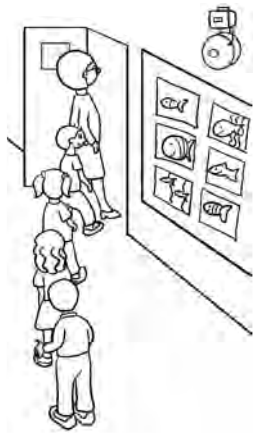
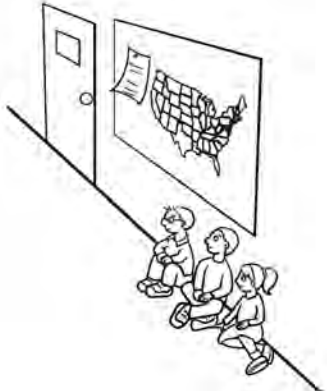
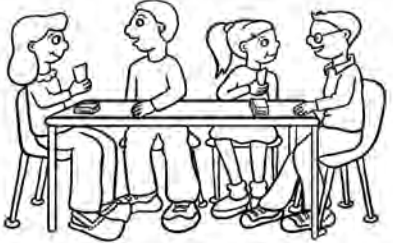


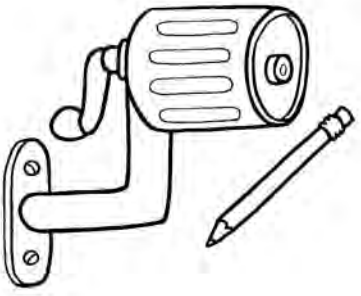


EXPECTATION 36



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CHAMPS Icon Posters (Version 1)

| | | |
|--|---|---|
| <p>Activity</p> <p>Music</p> <p>EXPECTATION 37</p>  <p>© 2021 Arcare Publishing</p> <p>CHAMPS ICONS, VERSION 1: PRIMARY, K-2 (B/W)</p> | <p>Activity</p> <p>Fire Drill</p> <p>EXPECTATION 38</p>  <p>© 2021 Arcare Publishing</p> <p>CHAMPS ICONS, VERSION 1: PRIMARY, K-2 (B/W)</p> | <p>Activity</p> <p>Lock-Down Drill</p> <p>EXPECTATION 39</p>  <p>© 2021 Arcare Publishing</p> <p>CHAMPS ICONS, VERSION 1: PRIMARY, K-2 (B/W)</p> |
| <p>Activity</p> <p>Pair Practice</p> <p>EXPECTATION 40</p>  <p>© 2021 Arcare Publishing</p> <p>CHAMPS ICONS, VERSION 1: PRIMARY, K-2 (B/W)</p> | <p>Movement</p> <p>Hand in completed assignments.</p> <p>EXPECTATION 41</p>  <p>© 2021 Arcare Publishing</p> <p>CHAMPS ICONS, VERSION 1: PRIMARY, K-2 (B/W)</p> | <p>Movement</p> <p>Do not get up to hand in completed assignments.</p> <p>EXPECTATION 42</p>  <p>© 2021 Arcare Publishing</p> <p>CHAMPS ICONS, VERSION 1: PRIMARY, K-2 (B/W)</p> |
| <p>Movement</p> <p>Sharpen pencil.</p> <p>EXPECTATION 43</p>  <p>© 2021 Arcare Publishing</p> <p>CHAMPS ICONS, VERSION 1: PRIMARY, K-2 (B/W)</p> | <p>Movement</p> <p>Do not get up to sharpen pencil.</p> <p>EXPECTATION 44</p>  <p>© 2021 Arcare Publishing</p> <p>CHAMPS ICONS, VERSION 1: PRIMARY, K-2 (B/W)</p> | <p>Movement</p> <p>Get supplies.</p> <p>EXPECTATION 45</p>  <p>© 2021 Arcare Publishing</p> <p>CHAMPS ICONS, VERSION 1: PRIMARY, K-2 (B/W)</p> |

CHAMPS Icon Posters (Version 1)

Movement

Do not get up to get supplies.

EXPECTATION 46

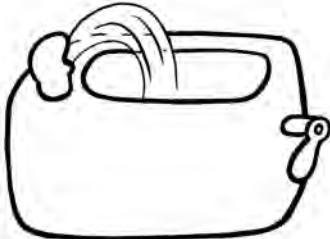


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Movement

Get a drink of water.

EXPECTATION 47




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Movement

Do not get up to get a drink of water.

EXPECTATION 48

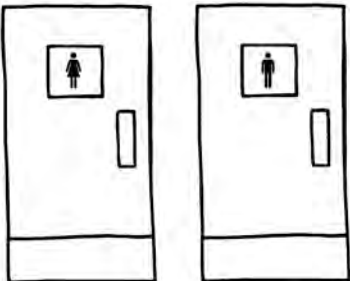


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Movement

Use the bathroom.

EXPECTATION 49



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Movement

Do not get up to use the bathroom.

EXPECTATION 50




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Movement

While out of seat, talk quietly with another student.

EXPECTATION 51



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Movement

While out of seat, do not talk quietly with another student.

EXPECTATION 52

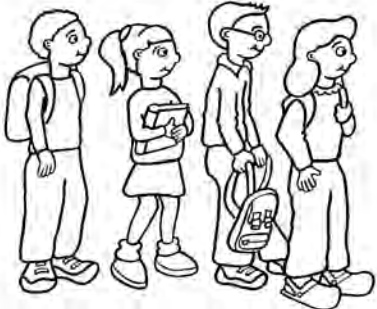


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Movement

Line up.

EXPECTATION 53



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Participation


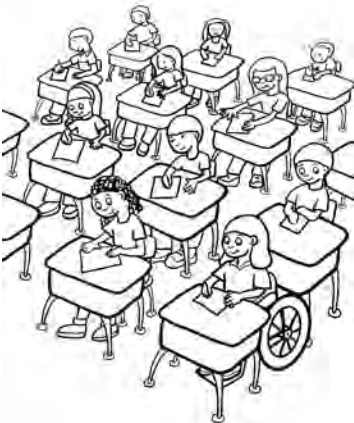



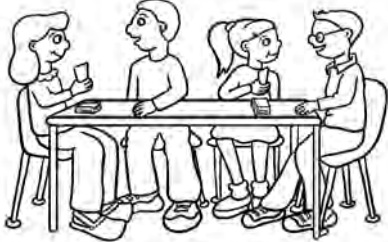


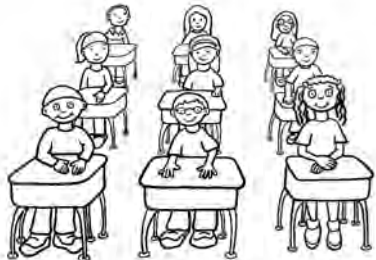
Read.

EXPECTATION 54



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CHAMPS Icon Posters (Version 1)


| | | |
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| <p>Participation</p> <p>Write.</p> <p>EXPECTATION 55</p>  <p>© 2021 Arcare Publishing CHAMPS ICONS, VERSION 1: PRIMARY, K-2 (B/W)</p> | <p>Participation</p> <p>Write (eyes only on your own work).</p> <p>EXPECTATION 56</p>  <p>© 2021 Arcare Publishing CHAMPS ICONS, VERSION 1: PRIMARY, K-2 (B/W)</p> | <p>Participation</p> <p>Listen.</p> <p>EXPECTATION 57</p>  <p>© 2021 Arcare Publishing CHAMPS ICONS, VERSION 1: PRIMARY, K-2 (B/W)</p> |
| <p>Participation</p> <p>Listen and take notes.</p> <p>EXPECTATION 58</p>  <p>© 2021 Arcare Publishing CHAMPS ICONS, VERSION 1: PRIMARY, K-2 (B/W)</p> | <p>Participation</p> <p>Listen, answer, ask questions, and/or share.</p> <p>EXPECTATION 59</p>  <p>© 2021 Arcare Publishing CHAMPS ICONS, VERSION 1: PRIMARY, K-2 (B/W)</p> | <p>Participation</p> <p>Talk quietly and respectfully with one other student. Listen when that person talks.</p> <p>EXPECTATION 60</p>  <p>© 2021 Arcare Publishing CHAMPS ICONS, VERSION 1: PRIMARY, K-2 (B/W)</p> |
| <p>Participation</p> <p>Talk quietly and respectfully with other students in your group. Listen when another person talks.</p> <p>EXPECTATION 61</p>  <p>© 2021 Arcare Publishing CHAMPS ICONS, VERSION 1: PRIMARY, K-2 (B/W)</p> | <p>Success</p> <p>Great job!</p> <p>EXPECTATION 62</p>  <p>© 2021 Arcare Publishing CHAMPS ICONS, VERSION 1: PRIMARY, K-2 (B/W)</p> | <p>Success</p> <p>Great job, class!</p> <p>EXPECTATION 63</p>  <p>© 2021 Arcare Publishing CHAMPS ICONS, VERSION 1: PRIMARY, K-2 (B/W)</p> |

CHAMPS Icon Posters (Version 1)

Success

Excellent work!

EXPECTATION 64




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Success

Well done!

EXPECTATION 65




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Success

Thumbs up!

EXPECTATION 66



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CHAMPS Icon Posters (Version 2)

Conversation

Talk quietly with one other student.

EXPECTATION 1




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Conversation

Talk quietly with anyone in your group.

EXPECTATION 2




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Conversation

Raise your hand and wait to be called on.

EXPECTATION 3




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Conversation

Talking quietly is OK when lining up or out of seat.

EXPECTATION 4




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Conversation

No talking to another student! (Version 1)

EXPECTATION 5




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Conversation

No talking to another student! (Version 2)

EXPECTATION 6



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CHAMPS Icon Posters (Version 2)

| | | |
|--|--|---|
| <p>Conversation</p> <p>No talking to another student! (Version 3)</p> <p>EXPECTATION 7</p>  <p>© 2021 Arcare Publishing</p> <p>CHAMPS ICONS, VERSION 2: PRIMARY, K-2 (COLOR)</p> | <p>Conversation</p> <p>Voice Level 0—No Talking</p> <p>EXPECTATION 8</p>  <p>© 2021 Arcare Publishing</p> <p>CHAMPS ICONS, VERSION 2: PRIMARY, K-2 (COLOR)</p> | <p>Conversation</p> <p>Voice Level 1—Whisper</p> <p>EXPECTATION 9</p>  <p>© 2021 Arcare Publishing</p> <p>CHAMPS ICONS, VERSION 2: PRIMARY, K-2 (COLOR)</p> |
| <p>Conversation</p> <p>Voice Level 2—Quiet Voice</p> <p>EXPECTATION 10</p>  <p>© 2021 Arcare Publishing</p> <p>CHAMPS ICONS, VERSION 2: PRIMARY, K-2 (COLOR)</p> | <p>Conversation</p> <p>Voice Level 3—Presentation Voice</p> <p>EXPECTATION 11</p>  <p>© 2021 Arcare Publishing</p> <p>CHAMPS ICONS, VERSION 2: PRIMARY, K-2 (COLOR)</p> | <p>Conversation</p> <p>Voice Level 4—Outside Voice</p> <p>EXPECTATION 12</p>  <p>© 2021 Arcare Publishing</p> <p>CHAMPS ICONS, VERSION 2: PRIMARY, K-2 (COLOR)</p> |
| <p>Help</p> <p>Raise hand.</p> <p>EXPECTATION 13</p>  <p>© 2021 Arcare Publishing</p> <p>CHAMPS ICONS, VERSION 2: PRIMARY, K-2 (COLOR)</p> | <p>Help</p> <p>Do not raise hand (no help available except emergency).</p> <p>EXPECTATION 14</p>  <p>© 2021 Arcare Publishing</p> <p>CHAMPS ICONS, VERSION 2: PRIMARY, K-2 (COLOR)</p> | <p>Help</p> <p>Put up "Please Help" flag.</p> <p>EXPECTATION 15</p>  <p>© 2021 Arcare Publishing</p> <p>CHAMPS ICONS, VERSION 2: PRIMARY, K-2 (COLOR)</p> |

CHAMPS Icon Posters (Version 2)

| | | |
|---|---|---|
| <p>H^{elp}</p> <p>Do not put up "Please Help" flag (no help available except emergency).</p> <p>EXPECTATION 16</p>  <p>© 2021 Arcare Publishing CHAMPS ICONS, VERSION 2: PRIMARY, K-2 (COLOR)</p> | <p>H^{elp}</p> <p>Do not talk to any other student.</p> <p>EXPECTATION 17</p>  <p>© 2021 Arcare Publishing CHAMPS ICONS, VERSION 2: PRIMARY, K-2 (COLOR)</p> | <p>H^{elp}</p> <p>Ask one person next to you.</p> <p>EXPECTATION 18</p>  <p>© 2021 Arcare Publishing CHAMPS ICONS, VERSION 2: PRIMARY, K-2 (COLOR)</p> |
| <p>H^{elp}</p> <p>Ask any student in your group or cluster.</p> <p>EXPECTATION 19</p>  <p>© 2021 Arcare Publishing CHAMPS ICONS, VERSION 2: PRIMARY, K-2 (COLOR)</p> | <p>H^{elp}</p> <p>If your group has a question, at least two people raise their hand.</p> <p>EXPECTATION 20</p>  <p>© 2021 Arcare Publishing CHAMPS ICONS, VERSION 2: PRIMARY, K-2 (COLOR)</p> | <p>A^{ctivity}</p> <p>Small-Group Instruction</p> <p>EXPECTATION 21</p>  <p>© 2021 Arcare Publishing CHAMPS ICONS, VERSION 2: PRIMARY, K-2 (COLOR)</p> |
| <p>A^{ctivity}</p> <p>Whole-Class Instruction (students at desks)</p> <p>EXPECTATION 22</p>  <p>© 2021 Arcare Publishing CHAMPS ICONS, VERSION 2: PRIMARY, K-2 (COLOR)</p> | <p>A^{ctivity}</p> <p>Whole-Class Discussion Circle</p> <p>EXPECTATION 23</p>  <p>© 2021 Arcare Publishing CHAMPS ICONS, VERSION 2: PRIMARY, K-2 (COLOR)</p> | <p>A^{ctivity}</p> <p>Whole Class at Carpet</p> <p>EXPECTATION 24</p>  <p>© 2021 Arcare Publishing CHAMPS ICONS, VERSION 2: PRIMARY, K-2 (COLOR)</p> |

CHAMPS Icon Posters (Version 2)

Activity

Independent Seatwork
(teacher available to help)

EXPECTATION **25**




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Activity

Independent Seatwork (teacher not available to help)

EXPECTATION **26**




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Activity

Test

EXPECTATION **27**




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Activity

Cooperative Groups

EXPECTATION **28**



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Activity

Silent Reading

EXPECTATION **29**



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Activity

Clean Up

EXPECTATION **30**



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Activity

Choice Time/Free Play

EXPECTATION **31**



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Activity

Centers/Stations

EXPECTATION **32**



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Activity










Snack

EXPECTATION **33**





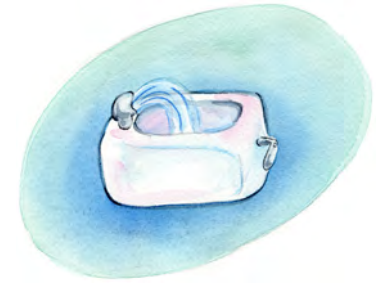


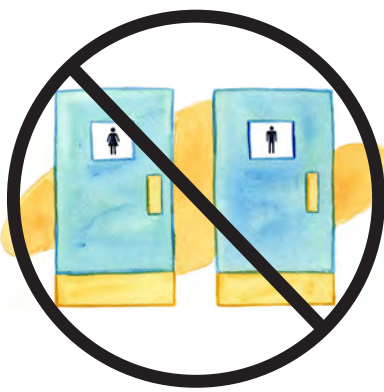



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CHAMPS Icon Posters (Version 2)

| | | |
|---|--|---|
| <p>Activity</p> <p>PE/Gym</p> <p>EXPECTATION 34</p>  <p>© 2021 Arcadia Publishing</p> <p>CHAMPS ICONS, VERSION 2: PRIMARY, K-2 (COLOR)</p> | <p>Activity</p> <p>Library/Media</p> <p>EXPECTATION 35</p>  <p>© 2021 Arcadia Publishing</p> <p>CHAMPS ICONS, VERSION 2: PRIMARY, K-2 (COLOR)</p> | <p>Activity</p> <p>Computer Lab/Computer Station</p> <p>EXPECTATION 36</p>  <p>© 2021 Arcadia Publishing</p> <p>CHAMPS ICONS, VERSION 2: PRIMARY, K-2 (COLOR)</p> |
| <p>Activity</p> <p>Music</p> <p>EXPECTATION 37</p>  <p>© 2021 Arcadia Publishing</p> <p>CHAMPS ICONS, VERSION 2: PRIMARY, K-2 (COLOR)</p> | <p>Activity</p> <p>Fire Drill</p> <p>EXPECTATION 38</p>  <p>© 2021 Arcadia Publishing</p> <p>CHAMPS ICONS, VERSION 2: PRIMARY, K-2 (COLOR)</p> | <p>Activity</p> <p>Lock-Down Drill</p> <p>EXPECTATION 39</p>  <p>© 2021 Arcadia Publishing</p> <p>CHAMPS ICONS, VERSION 2: PRIMARY, K-2 (COLOR)</p> |
| <p>Activity</p> <p>Pair Practice</p> <p>EXPECTATION 40</p>  <p>© 2021 Arcadia Publishing</p> <p>CHAMPS ICONS, VERSION 2: PRIMARY, K-2 (COLOR)</p> | <p>Movement</p> <p>Hand in completed assignments.</p> <p>EXPECTATION 41</p>  <p>© 2021 Arcadia Publishing</p> <p>CHAMPS ICONS, VERSION 2: PRIMARY, K-2 (COLOR)</p> | <p>Movement</p> <p>Do not get up to hand in completed assignments.</p> <p>EXPECTATION 42</p>  <p>© 2021 Arcadia Publishing</p> <p>CHAMPS ICONS, VERSION 2: PRIMARY, K-2 (COLOR)</p> |

CHAMPS Icon Posters (Version 2)

| | | |
|---|--|---|
| <p>Movement</p> <p>Sharpen pencil.</p> <p>EXPECTATION 43</p>  <p>© 2021 Arcare Publishing CHAMPS ICONS, VERSION 2: PRIMARY, K-2 (COLOR)</p> | <p>Movement</p> <p>Do not get up to sharpen pencil.</p> <p>EXPECTATION 44</p>  <p>© 2021 Arcare Publishing CHAMPS ICONS, VERSION 2: PRIMARY, K-2 (COLOR)</p> | <p>Movement</p> <p>Get supplies.</p> <p>EXPECTATION 45</p>  <p>© 2021 Arcare Publishing CHAMPS ICONS, VERSION 2: PRIMARY, K-2 (COLOR)</p> |
| <p>Movement</p> <p>Do not get up to get supplies.</p> <p>EXPECTATION 46</p>  <p>© 2021 Arcare Publishing CHAMPS ICONS, VERSION 2: PRIMARY, K-2 (COLOR)</p> | <p>Movement</p> <p>Get a drink of water.</p> <p>EXPECTATION 47</p>  <p>© 2021 Arcare Publishing CHAMPS ICONS, VERSION 2: PRIMARY, K-2 (COLOR)</p> | <p>Movement</p> <p>Do not get up to get a drink of water.</p> <p>EXPECTATION 48</p>  <p>© 2021 Arcare Publishing CHAMPS ICONS, VERSION 2: PRIMARY, K-2 (COLOR)</p> |
| <p>Movement</p> <p>Use the bathroom.</p> <p>EXPECTATION 49</p>  <p>© 2021 Arcare Publishing CHAMPS ICONS, VERSION 2: PRIMARY, K-2 (COLOR)</p> | <p>Movement</p> <p>Do not get up to use the bathroom.</p> <p>EXPECTATION 50</p>  <p>© 2021 Arcare Publishing CHAMPS ICONS, VERSION 2: PRIMARY, K-2 (COLOR)</p> | <p>Movement</p> <p>While out of seat, talk quietly with another student.</p> <p>EXPECTATION 51</p>  <p>© 2021 Arcare Publishing CHAMPS ICONS, VERSION 2: PRIMARY, K-2 (COLOR)</p> |


CHAMPS Icon Posters (Version 2)

| | | |
|--|---|---|
| <p>Movement</p> <p>While out of seat, do not talk quietly with another student.</p> <p>EXPECTATION 52</p>  <p>© 2021 Arcare Publishing CHAMPS ICONS, VERSION 2: PRIMARY, K-2 (COLOR)</p> | <p>Movement</p> <p>Line up.</p> <p>EXPECTATION 53</p>  <p>© 2021 Arcare Publishing CHAMPS ICONS, VERSION 2: PRIMARY, K-2 (COLOR)</p> | <p>Participation</p> <p>Read.</p> <p>EXPECTATION 54</p>  <p>© 2021 Arcare Publishing CHAMPS ICONS, VERSION 2: PRIMARY, K-2 (COLOR)</p> |
| <p>Participation</p> <p>Write.</p> <p>EXPECTATION 55</p>  <p>© 2021 Arcare Publishing CHAMPS ICONS, VERSION 2: PRIMARY, K-2 (COLOR)</p> | <p>Participation</p> <p>Write (eyes only on your own work).</p> <p>EXPECTATION 56</p>  <p>© 2021 Arcare Publishing CHAMPS ICONS, VERSION 2: PRIMARY, K-2 (COLOR)</p> | <p>Participation</p> <p>Listen.</p> <p>EXPECTATION 57</p>  <p>© 2021 Arcare Publishing CHAMPS ICONS, VERSION 2: PRIMARY, K-2 (COLOR)</p> |
| <p>Participation</p> <p>Listen and take notes.</p> <p>EXPECTATION 58</p>  <p>© 2021 Arcare Publishing CHAMPS ICONS, VERSION 2: PRIMARY, K-2 (COLOR)</p> | <p>Participation</p> <p>Listen, answer, ask questions, and/or share.</p> <p>EXPECTATION 59</p>  <p>© 2021 Arcare Publishing CHAMPS ICONS, VERSION 2: PRIMARY, K-2 (COLOR)</p> | <p>Participation</p> <p>Talk quietly and respectfully with one other student. Listen when that person talks.</p> <p>EXPECTATION 60</p>  <p>© 2021 Arcare Publishing CHAMPS ICONS, VERSION 2: PRIMARY, K-2 (COLOR)</p> |

CHAMPS Icon Posters (Version 2)

Participation
Talk quietly and respectfully with other students in your group. Listen when another person talks.


EXPECTATION 61



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Success
Great job!

EXPECTATION 62



© 2021 Access Publishing CHAMPS ICONS, VERSION 2: PRIMARY, K-2 (COLOR)

Success
Great job, class!

EXPECTATION 63



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Success
Excellent work!


EXPECTATION 64



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Success
Well done!

EXPECTATION 65



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Success
Thumbs up!

EXPECTATION 66




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CHAMPS Icon Posters (Version 3)

Conversation
Talk quietly with one other student.

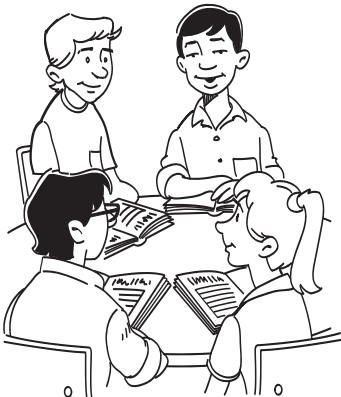
EXPECTATION 1



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Conversation
Talk quietly with anyone in your group.


EXPECTATION 2



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Conversation
Raise your hand and wait to be called on.

EXPECTATION 3



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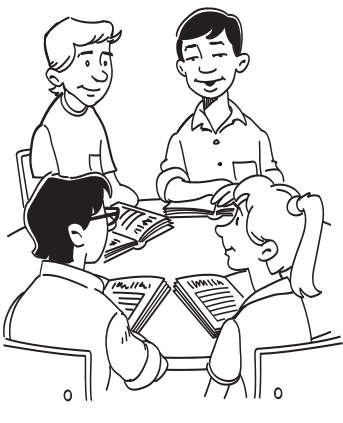
CHAMPS Icon Posters (Version 3)

| | | |
|---|---|---|
| <p>Conversation</p> <p>Talking quietly is OK when lining up or out of seat.</p> <p>EXPECTATION 4</p>  <p>© 2021 Arcadia Publishing CHAMPS ICONS, VERSION 3: INTERMEDIATE, 3-8 (B/W)</p> | <p>Conversation</p> <p>No talking to another student! (Version 1)</p> <p>EXPECTATION 5</p>  <p>© 2021 Arcadia Publishing CHAMPS ICONS, VERSION 3: INTERMEDIATE, 3-8 (B/W)</p> | <p>Conversation</p> <p>No talking to another student! (Version 2)</p> <p>EXPECTATION 6</p>  <p>© 2021 Arcadia Publishing CHAMPS ICONS, VERSION 3: INTERMEDIATE, 3-8 (B/W)</p> |
| <p>Conversation</p> <p>No talking to another student! (Version 3)</p> <p>EXPECTATION 7</p>  <p>© 2021 Arcadia Publishing CHAMPS ICONS, VERSION 3: INTERMEDIATE, 3-8 (B/W)</p> | <p>Conversation</p> <p>Voice Level 0—No Talking</p> <p>EXPECTATION 8</p>  <p>© 2021 Arcadia Publishing CHAMPS ICONS, VERSION 3: INTERMEDIATE, 3-8 (B/W)</p> | <p>Conversation</p> <p>Voice Level 1—Whisper</p> <p>EXPECTATION 9</p>  <p>© 2021 Arcadia Publishing CHAMPS ICONS, VERSION 3: INTERMEDIATE, 3-8 (B/W)</p> |
| <p>Conversation</p> <p>Voice Level 2—Quiet Voice</p> <p>EXPECTATION 10</p>  <p>© 2021 Arcadia Publishing CHAMPS ICONS, VERSION 3: INTERMEDIATE, 3-8 (B/W)</p> | <p>Conversation</p> <p>Voice Level 3—Presentation Voice</p> <p>EXPECTATION 11</p>  <p>© 2021 Arcadia Publishing CHAMPS ICONS, VERSION 3: INTERMEDIATE, 3-8 (B/W)</p> | <p>Conversation</p> <p>Voice Level 4—Outside Voice</p> <p>EXPECTATION 12</p>  <p>© 2021 Arcadia Publishing CHAMPS ICONS, VERSION 3: INTERMEDIATE, 3-8 (B/W)</p> |

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|---|---|---|
| <p>Help</p> <p>Raise hand.</p> <p>EXPECTATION 13</p>  <p>© 2021 Arcadia Publishing CHAMPS ICONS, VERSION 3: INTERMEDIATE, 3-8 (B/W)</p> | <p>Help</p> <p>Do not raise hand (no help available except emergency).</p> <p>EXPECTATION 14</p>  <p>© 2021 Arcadia Publishing CHAMPS ICONS, VERSION 3: INTERMEDIATE, 3-8 (B/W)</p> | <p>Help</p> <p>Put up "Please Help" flag.</p> <p>EXPECTATION 15</p>  <p>© 2021 Arcadia Publishing CHAMPS ICONS, VERSION 3: INTERMEDIATE, 3-8 (B/W)</p> |
| <p>Help</p> <p>Do not put up "Please Help" flag (no help available except emergency).</p> <p>EXPECTATION 16</p>  <p>© 2021 Arcadia Publishing CHAMPS ICONS, VERSION 3: INTERMEDIATE, 3-8 (B/W)</p> | <p>Help</p> <p>Do not talk to any other student.</p> <p>EXPECTATION 17</p>  <p>© 2021 Arcadia Publishing CHAMPS ICONS, VERSION 3: INTERMEDIATE, 3-8 (B/W)</p> | <p>Help</p> <p>Ask one person next to you.</p> <p>EXPECTATION 18</p>  <p>© 2021 Arcadia Publishing CHAMPS ICONS, VERSION 3: INTERMEDIATE, 3-8 (B/W)</p> |
| <p>Help</p> <p>Ask any student in your group or cluster.</p> <p>EXPECTATION 19</p>  <p>© 2021 Arcadia Publishing CHAMPS ICONS, VERSION 3: INTERMEDIATE, 3-8 (B/W)</p> | <p>Help</p> <p>If your group has a question, at least two people raise their hand.</p> <p>EXPECTATION 20</p>  <p>© 2021 Arcadia Publishing CHAMPS ICONS, VERSION 3: INTERMEDIATE, 3-8 (B/W)</p> | <p>Activity</p> <p>Small-Group Instruction</p> <p>EXPECTATION 21</p>  <p>© 2021 Arcadia Publishing CHAMPS ICONS, VERSION 3: INTERMEDIATE, 3-8 (B/W)</p> |

CHAMPS Icon Posters (Version 3)

| | | |
|--|--|--|
| <p>Activity</p> <p>Whole-Class Instruction (students at desks)</p> <p>EXPECTATION 22</p>  <p>© 2021 Arcare Publishing CHAMPS ICONS, VERSION 3: INTERMEDIATE, 3-8 (B/W)</p> | <p>Activity</p> <p>Whole-Class Discussion Circle</p> <p>EXPECTATION 23</p>  <p>© 2021 Arcare Publishing CHAMPS ICONS, VERSION 3: INTERMEDIATE, 3-8 (B/W)</p> | <p>Activity</p> <p>Whole Class at Carpet</p> <p>EXPECTATION 24</p>  <p>© 2021 Arcare Publishing CHAMPS ICONS, VERSION 3: INTERMEDIATE, 3-8 (B/W)</p> |
| <p>Activity</p> <p>Independent Seatwork (teacher available to help)</p> <p>EXPECTATION 25</p>  <p>© 2021 Arcare Publishing CHAMPS ICONS, VERSION 3: INTERMEDIATE, 3-8 (B/W)</p> | <p>Activity</p> <p>Independent Seatwork (teacher not available to help)</p> <p>EXPECTATION 26</p>  <p>© 2021 Arcare Publishing CHAMPS ICONS, VERSION 3: INTERMEDIATE, 3-8 (B/W)</p> | <p>Activity</p> <p>Test</p> <p>EXPECTATION 27</p>  <p>© 2021 Arcare Publishing CHAMPS ICONS, VERSION 3: INTERMEDIATE, 3-8 (B/W)</p> |
| <p>Activity</p> <p>Cooperative Groups</p> <p>EXPECTATION 28</p>  <p>© 2021 Arcare Publishing CHAMPS ICONS, VERSION 3: INTERMEDIATE, 3-8 (B/W)</p> | <p>Activity</p> <p>Silent Reading</p> <p>EXPECTATION 29</p>  <p>© 2021 Arcare Publishing CHAMPS ICONS, VERSION 3: INTERMEDIATE, 3-8 (B/W)</p> | <p>Activity</p> <p>Clean Up</p> <p>EXPECTATION 30</p>  <p>© 2021 Arcare Publishing CHAMPS ICONS, VERSION 3: INTERMEDIATE, 3-8 (B/W)</p> |

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Activity

Choice Time/Free Play

EXPECTATION 31

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Activity

Centers/Stations

EXPECTATION 32

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Activity

Snack

EXPECTATION 33

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Activity

PE/Gym

EXPECTATION 34

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Activity

Library/Media

EXPECTATION 35

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Activity

Computer Lab/Computer Station

EXPECTATION 36

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Activity

Music

EXPECTATION 37

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Activity

Fire Drill

EXPECTATION 38

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Activity

Lock-Down Drill

EXPECTATION 39


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Activity

Pair Practice

EXPECTATION 40

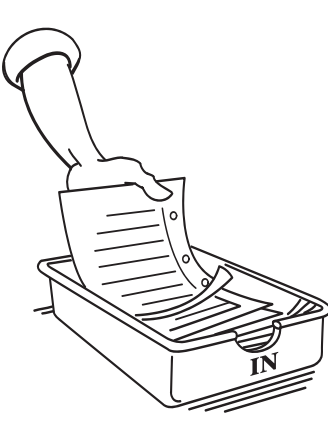


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Movement

Hand in completed assignments.

EXPECTATION 41

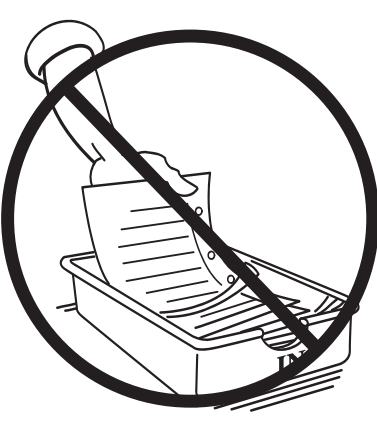


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Movement

Do not get up to hand in completed assignments.

EXPECTATION 42

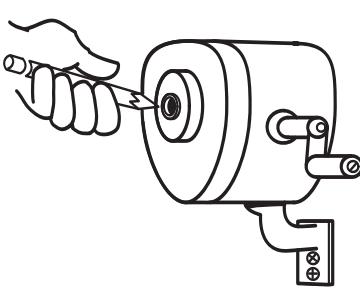


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Movement

Sharpen pencil.

EXPECTATION 43

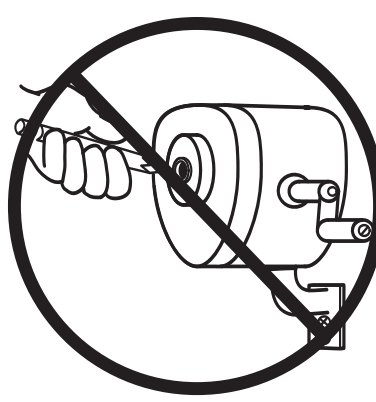


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Movement

Do not get up to sharpen pencil.

EXPECTATION 44




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Movement

Get supplies.

EXPECTATION 45




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Movement

Do not get up to get supplies.

EXPECTATION 46

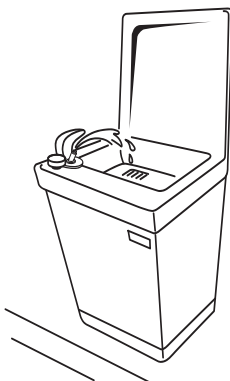


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Movement

Get a drink of water.

EXPECTATION 47




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Movement

Do not get up to get a drink of water.

EXPECTATION 48



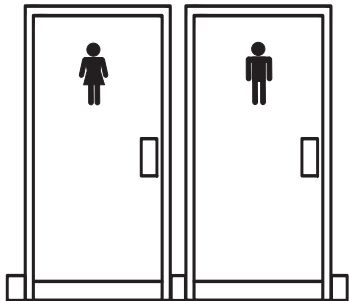
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CHAMPS Icon Posters (Version 3)

Movement

Use the bathroom.

EXPECTATION 49



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Movement

Do not get up to use the bathroom.

EXPECTATION 50




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Movement

While out of seat, talk quietly with another student.

EXPECTATION 51




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Movement

While out of seat, do not talk quietly with another student.

EXPECTATION 52




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Movement

Line up.

EXPECTATION 53



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Participation

Read.

EXPECTATION 54




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Participation

Write.

EXPECTATION 55

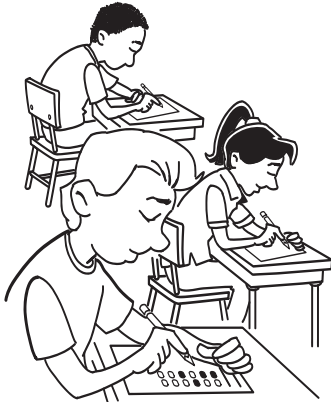


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Participation

Write (eyes only on your own work).

EXPECTATION 56




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Participation

Listen.

EXPECTATION 57

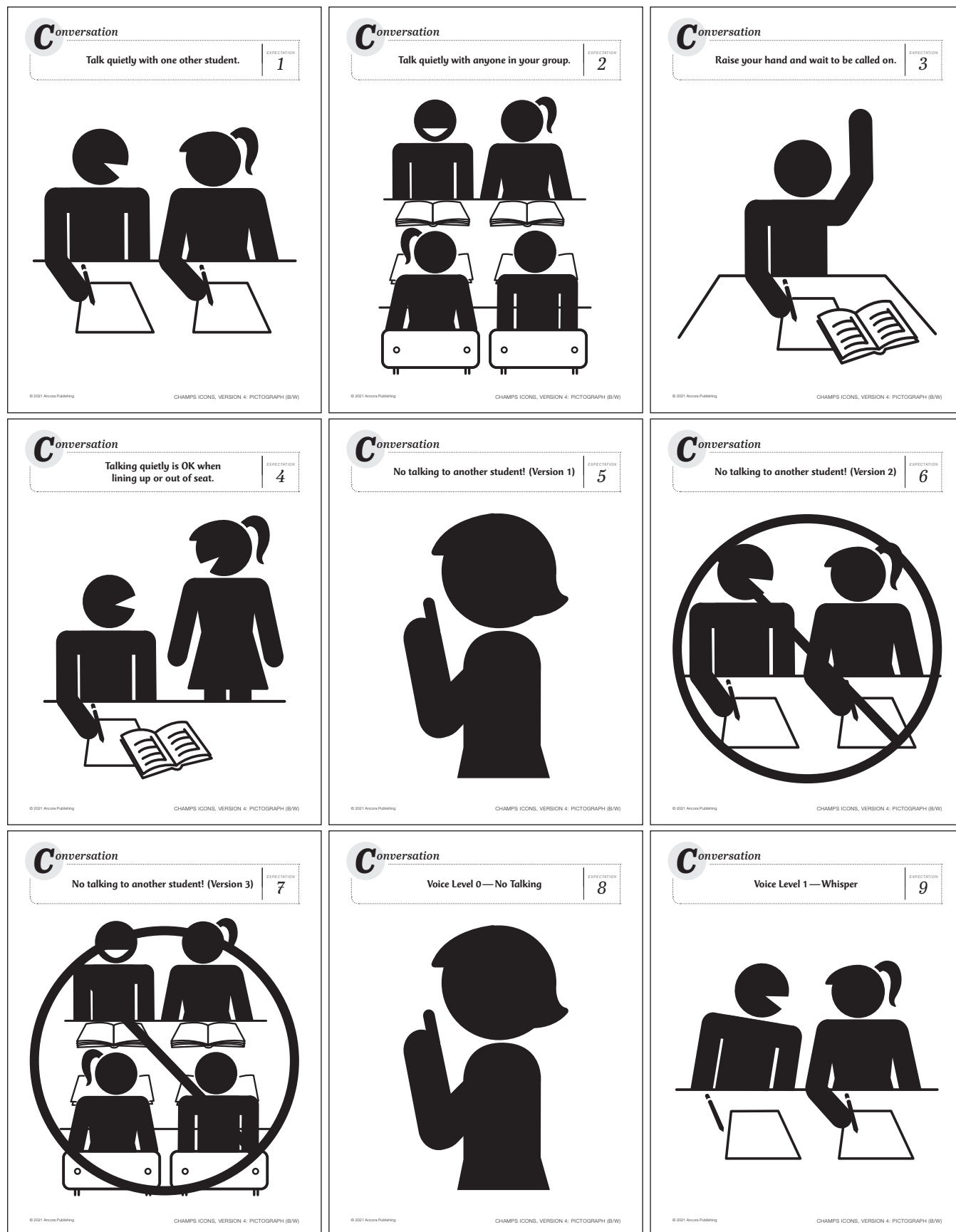


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CHAMPS Icon Posters (Version 3)

| | | |
|--|--|--|
| <p>Participation</p> <p>Listen and take notes.</p> <p>EXPECTATION 58</p>  <p>© 2021 Arcare Publishing CHAMPS ICONS, VERSION 3: INTERMEDIATE, 3-8 (B/W)</p> | <p>Participation</p> <p>Listen, answer, ask questions, and/or share.</p> <p>EXPECTATION 59</p>  <p>© 2021 Arcare Publishing CHAMPS ICONS, VERSION 3: INTERMEDIATE, 3-8 (B/W)</p> | <p>Participation</p> <p>Talk quietly and respectfully with one other student. Listen when that person talks.</p> <p>EXPECTATION 60</p>  <p>© 2021 Arcare Publishing CHAMPS ICONS, VERSION 3: INTERMEDIATE, 3-8 (B/W)</p> |
| <p>Participation</p> <p>Talk quietly with other students in your group. Listen when another person talks.</p> <p>EXPECTATION 61</p>  <p>© 2021 Arcare Publishing CHAMPS ICONS, VERSION 3: INTERMEDIATE, 3-8 (B/W)</p> | <p>Success</p> <p>Great job!</p> <p>EXPECTATION 62</p>  <p>© 2021 Arcare Publishing CHAMPS ICONS, VERSION 3: INTERMEDIATE, 3-8 (B/W)</p> | <p>Success</p> <p>Great job, class!</p> <p>EXPECTATION 63</p>  <p>© 2021 Arcare Publishing CHAMPS ICONS, VERSION 3: INTERMEDIATE, 3-8 (B/W)</p> |
| <p>Success</p> <p>Excellent work!</p> <p>EXPECTATION 64</p>  <p>© 2021 Arcare Publishing CHAMPS ICONS, VERSION 3: INTERMEDIATE, 3-8 (B/W)</p> | <p>Success</p> <p>Well done!</p> <p>EXPECTATION 65</p>  <p>© 2021 Arcare Publishing CHAMPS ICONS, VERSION 3: INTERMEDIATE, 3-8 (B/W)</p> | <p>Success</p> <p>Thumbs up!</p> <p>EXPECTATION 66</p>  <p>© 2021 Arcare Publishing CHAMPS ICONS, VERSION 3: INTERMEDIATE, 3-8 (B/W)</p> |

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| <p>Conversation</p> <p>Voice Level 2—Quiet Voice</p> <p>EXPECTATION 10</p>  <p>© 2021 Arcata Publishing</p> <p>CHAMPS ICONS, VERSION 4: PICTOGRAPH (B/W)</p> | <p>Conversation</p> <p>Voice Level 3—Presentation Voice</p> <p>EXPECTATION 11</p>  <p>© 2021 Arcata Publishing</p> <p>CHAMPS ICONS, VERSION 4: PICTOGRAPH (B/W)</p> | <p>Conversation</p> <p>Voice Level 4—Outside Voice</p> <p>EXPECTATION 12</p>  <p>© 2021 Arcata Publishing</p> <p>CHAMPS ICONS, VERSION 4: PICTOGRAPH (B/W)</p> |
| <p>Help</p> <p>Raise hand.</p> <p>EXPECTATION 13</p>  <p>© 2021 Arcata Publishing</p> <p>CHAMPS ICONS, VERSION 4: PICTOGRAPH (B/W)</p> | <p>Help</p> <p>Do not raise hand (no help available except emergency).</p> <p>EXPECTATION 14</p>  <p>© 2021 Arcata Publishing</p> <p>CHAMPS ICONS, VERSION 4: PICTOGRAPH (B/W)</p> | <p>Help</p> <p>Put up "Please Help" flag.</p> <p>EXPECTATION 15</p>  <p>© 2021 Arcata Publishing</p> <p>CHAMPS ICONS, VERSION 4: PICTOGRAPH (B/W)</p> |
| <p>Help</p> <p>Do not put up "Please Help" flag (no help available except emergency).</p> <p>EXPECTATION 16</p>  <p>© 2021 Arcata Publishing</p> <p>CHAMPS ICONS, VERSION 4: PICTOGRAPH (B/W)</p> | <p>Help</p> <p>Do not talk to any other student.</p> <p>EXPECTATION 17</p>  <p>© 2021 Arcata Publishing</p> <p>CHAMPS ICONS, VERSION 4: PICTOGRAPH (B/W)</p> | <p>Help</p> <p>Ask one person next to you.</p> <p>EXPECTATION 18</p>  <p>© 2021 Arcata Publishing</p> <p>CHAMPS ICONS, VERSION 4: PICTOGRAPH (B/W)</p> |

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H^{elp}
Ask any student in your group or cluster. EXPECTATION 19

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H^{elp}
If your group has a question, at least two people raise their hand. EXPECTATION 20

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A^{ctivity}
Small-Group Instruction EXPECTATION 21

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A^{ctivity}
Whole-Class Instruction (students at desks) EXPECTATION 22

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A^{ctivity}
Whole-Class Discussion Circle EXPECTATION 23

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A^{ctivity}
Whole Class at Carpet EXPECTATION 24

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A^{ctivity}
Independent Seatwork (teacher available to help) EXPECTATION 25

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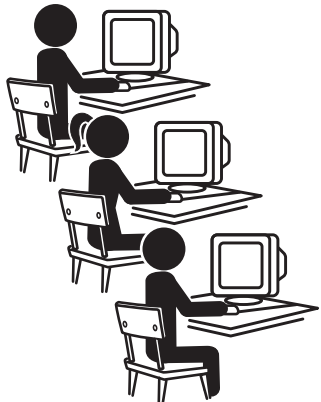
A^{ctivity}
Independent Seatwork (teacher not available to help) EXPECTATION 26

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A^{ctivity}
Test EXPECTATION 27

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| <p>Activity</p> <p>Cooperative Groups</p> <p>EXPECTATION 28</p>  <p>© 2021 Arcare Publishing CHAMPS ICONS, VERSION 4: PICTOGRAPH (B/W)</p> | <p>Activity</p> <p>Silent Reading</p> <p>EXPECTATION 29</p>  <p>© 2021 Arcare Publishing CHAMPS ICONS, VERSION 4: PICTOGRAPH (B/W)</p> | <p>Activity</p> <p>Clean Up</p> <p>EXPECTATION 30</p>  <p>© 2021 Arcare Publishing CHAMPS ICONS, VERSION 4: PICTOGRAPH (B/W)</p> |
| <p>Activity</p> <p>Choice Time/Free Play</p> <p>EXPECTATION 31</p>  <p>© 2021 Arcare Publishing CHAMPS ICONS, VERSION 4: PICTOGRAPH (B/W)</p> | <p>Activity</p> <p>Centers/Stations</p> <p>EXPECTATION 32</p>  <p>© 2021 Arcare Publishing CHAMPS ICONS, VERSION 4: PICTOGRAPH (B/W)</p> | <p>Activity</p> <p>Snack</p> <p>EXPECTATION 33</p>  <p>© 2021 Arcare Publishing CHAMPS ICONS, VERSION 4: PICTOGRAPH (B/W)</p> |
| <p>Activity</p> <p>PE/Gym</p> <p>EXPECTATION 34</p>  <p>© 2021 Arcare Publishing CHAMPS ICONS, VERSION 4: PICTOGRAPH (B/W)</p> | <p>Activity</p> <p>Library/Media</p> <p>EXPECTATION 35</p>  <p>© 2021 Arcare Publishing CHAMPS ICONS, VERSION 4: PICTOGRAPH (B/W)</p> | <p>Activity</p> <p>Computer Lab/Computer Station</p> <p>EXPECTATION 36</p>  <p>© 2021 Arcare Publishing CHAMPS ICONS, VERSION 4: PICTOGRAPH (B/W)</p> |

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| <p>Activity</p> <p>Music</p> <p>EXPECTATION 37</p>  <p>© 2021 Arcore Publishing</p> <p>CHAMPS ICONS, VERSION 4: PICTOGRAPH (B/W)</p> | <p>Activity</p> <p>Fire Drill</p> <p>EXPECTATION 38</p>  <p>© 2021 Arcore Publishing</p> <p>CHAMPS ICONS, VERSION 4: PICTOGRAPH (B/W)</p> | <p>Activity</p> <p>Lock-Down Drill</p> <p>EXPECTATION 39</p>  <p>© 2021 Arcore Publishing</p> <p>CHAMPS ICONS, VERSION 4: PICTOGRAPH (B/W)</p> |
| <p>Activity</p> <p>Pair Practice</p> <p>EXPECTATION 40</p>  <p>© 2021 Arcore Publishing</p> <p>CHAMPS ICONS, VERSION 4: PICTOGRAPH (B/W)</p> | <p>Movement</p> <p>Hand in completed assignments.</p> <p>EXPECTATION 41</p>  <p>© 2021 Arcore Publishing</p> <p>CHAMPS ICONS, VERSION 4: PICTOGRAPH (B/W)</p> | <p>Movement</p> <p>Do not get up to hand in completed assignments.</p> <p>EXPECTATION 42</p>  <p>© 2021 Arcore Publishing</p> <p>CHAMPS ICONS, VERSION 4: PICTOGRAPH (B/W)</p> |
| <p>Movement</p> <p>Sharpen pencil.</p> <p>EXPECTATION 43</p>  <p>© 2021 Arcore Publishing</p> <p>CHAMPS ICONS, VERSION 4: PICTOGRAPH (B/W)</p> | <p>Movement</p> <p>Do not get up to sharpen pencil.</p> <p>EXPECTATION 44</p>  <p>© 2021 Arcore Publishing</p> <p>CHAMPS ICONS, VERSION 4: PICTOGRAPH (B/W)</p> | <p>Movement</p> <p>Get supplies.</p> <p>EXPECTATION 45</p>  <p>© 2021 Arcore Publishing</p> <p>CHAMPS ICONS, VERSION 4: PICTOGRAPH (B/W)</p> |

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| <p>Movement</p> <p>Do not get up to get supplies.</p> <p>EXPECTATION 46</p>  <p>© 2021 Arcare Publishing CHAMPS ICONS, VERSION 4: PICTOGRAPH (B/W)</p> | <p>Movement</p> <p>Get a drink of water.</p> <p>EXPECTATION 47</p>  <p>© 2021 Arcare Publishing CHAMPS ICONS, VERSION 4: PICTOGRAPH (B/W)</p> | <p>Movement</p> <p>Do not get up to get a drink of water.</p> <p>EXPECTATION 48</p>  <p>© 2021 Arcare Publishing CHAMPS ICONS, VERSION 4: PICTOGRAPH (B/W)</p> |
| <p>Movement</p> <p>Use the bathroom.</p> <p>EXPECTATION 49</p>  <p>© 2021 Arcare Publishing CHAMPS ICONS, VERSION 4: PICTOGRAPH (B/W)</p> | <p>Movement</p> <p>Do not get up to use the bathroom.</p> <p>EXPECTATION 50</p>  <p>© 2021 Arcare Publishing CHAMPS ICONS, VERSION 4: PICTOGRAPH (B/W)</p> | <p>Movement</p> <p>While out of seat, talk quietly with another student.</p> <p>EXPECTATION 51</p>  <p>© 2021 Arcare Publishing CHAMPS ICONS, VERSION 4: PICTOGRAPH (B/W)</p> |
| <p>Movement</p> <p>While out of seat, do not talk quietly with another student.</p> <p>EXPECTATION 52</p>  <p>© 2021 Arcare Publishing CHAMPS ICONS, VERSION 4: PICTOGRAPH (B/W)</p> | <p>Movement</p> <p>Line up.</p> <p>EXPECTATION 53</p>  <p>© 2021 Arcare Publishing CHAMPS ICONS, VERSION 4: PICTOGRAPH (B/W)</p> | <p>Participation</p> <p>Read.</p> <p>EXPECTATION 54</p>  <p>© 2021 Arcare Publishing CHAMPS ICONS, VERSION 4: PICTOGRAPH (B/W)</p> |

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| <p>Participation</p> <p>Write.</p> <p>EXPECTATION 55</p>  <p>© 2021 Arcore Publishing CHAMPS ICONS, VERSION 4: PICTOGRAPH (B/W)</p> | <p>Participation</p> <p>Write (eyes only on your own work).</p> <p>EXPECTATION 56</p>  <p>© 2021 Arcore Publishing CHAMPS ICONS, VERSION 4: PICTOGRAPH (B/W)</p> | <p>Participation</p> <p>Listen.</p> <p>EXPECTATION 57</p>  <p>© 2021 Arcore Publishing CHAMPS ICONS, VERSION 4: PICTOGRAPH (B/W)</p> |
| <p>Participation</p> <p>Listen and take notes.</p> <p>EXPECTATION 58</p>  <p>© 2021 Arcore Publishing CHAMPS ICONS, VERSION 4: PICTOGRAPH (B/W)</p> | <p>Participation</p> <p>Listen, answer, ask questions, and/or share.</p> <p>EXPECTATION 59</p>  <p>© 2021 Arcore Publishing CHAMPS ICONS, VERSION 4: PICTOGRAPH (B/W)</p> | <p>Participation</p> <p>Talk quietly and respectfully with one other student. Listen when that person talks.</p> <p>EXPECTATION 60</p>  <p>© 2021 Arcore Publishing CHAMPS ICONS, VERSION 4: PICTOGRAPH (B/W)</p> |
| <p>Participation</p> <p>Talk quietly and respectfully with other students in your group. Listen when another person talks.</p> <p>EXPECTATION 61</p>  <p>© 2021 Arcore Publishing CHAMPS ICONS, VERSION 4: PICTOGRAPH (B/W)</p> | <p>Success</p> <p>Great job!</p> <p>EXPECTATION 62</p>  <p>© 2021 Arcore Publishing CHAMPS ICONS, VERSION 4: PICTOGRAPH (B/W)</p> | <p>Success</p> <p>Great job, class!</p> <p>EXPECTATION 63</p>  <p>© 2021 Arcore Publishing CHAMPS ICONS, VERSION 4: PICTOGRAPH (B/W)</p> |

CHAMPS Icon Posters (Version 4)



CHAMPS Icon Posters (Version 5)

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|---|--|
| <p>Conversation</p> <p>1</p> <p>Talk quietly with one other student.</p> <p>© 2021 Ancora Publishing CHAMPS ICONS, VERSION 5: SENTENCE STRIPS</p> | <p>Conversation</p> <p>4</p> <p>Talking quietly is OK when lining up or out of seat.</p> <p>© 2021 Ancora Publishing CHAMPS ICONS, VERSION 5: SENTENCE STRIPS</p> |
| <p>Conversation</p> <p>2</p> <p>Talk quietly with anyone in your group.</p> <p>© 2021 Ancora Publishing CHAMPS ICONS, VERSION 5: SENTENCE STRIPS</p> | <p>Conversation</p> <p>5-7</p> <p>No talking to another student!</p> <p>© 2021 Ancora Publishing CHAMPS ICONS, VERSION 5: SENTENCE STRIPS</p> |
| <p>Conversation</p> <p>3</p> <p>Raise your hand and wait to be called on.</p> <p>© 2021 Ancora Publishing CHAMPS ICONS, VERSION 5: SENTENCE STRIPS</p> | <p>Conversation</p> <p>8</p> <p>Voice Level 0—No Talking</p> <p>© 2021 Ancora Publishing CHAMPS ICONS, VERSION 5: SENTENCE STRIPS</p> |
| <p>Conversation</p> <p>9</p> <p>Voice Level 1—Whisper</p> <p>© 2021 Ancora Publishing CHAMPS ICONS, VERSION 5: SENTENCE STRIPS</p> | <p>Conversation</p> <p>12</p> <p>Voice Level 4—Outside Voice</p> <p>© 2021 Ancora Publishing CHAMPS ICONS, VERSION 5: SENTENCE STRIPS</p> |
| <p>Conversation</p> <p>10</p> <p>Voice Level 2—Quiet Voice</p> <p>© 2021 Ancora Publishing CHAMPS ICONS, VERSION 5: SENTENCE STRIPS</p> | <p>Help</p> <p>13</p> <p>Raise hand.</p> <p>© 2021 Ancora Publishing CHAMPS ICONS, VERSION 5: SENTENCE STRIPS</p> |
| <p>Conversation</p> <p>11</p> <p>Voice Level 3—Presentation Voice</p> <p>© 2021 Ancora Publishing CHAMPS ICONS, VERSION 5: SENTENCE STRIPS</p> | <p>Help</p> <p>14</p> <p>Do not raise hand.</p> <p>© 2021 Ancora Publishing CHAMPS ICONS, VERSION 5: SENTENCE STRIPS</p> |

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| <div>  15 </div> <p>Put up “Please Help” flag.</p> <p><small>© 2021 Ancora Publishing CHAMPS ICONS, VERSION 5: SENTENCE STRIPS</small></p> | <div>  18 </div> <p>Ask one person next to you.</p> <p><small>© 2021 Ancora Publishing CHAMPS ICONS, VERSION 5: SENTENCE STRIPS</small></p> |
| <div>  16 </div> <p>Do not put up “Please Help” flag.</p> <p><small>© 2021 Ancora Publishing CHAMPS ICONS, VERSION 5: SENTENCE STRIPS</small></p> | <div>  19 </div> <p>Ask any student in your group or cluster.</p> <p><small>© 2021 Ancora Publishing CHAMPS ICONS, VERSION 5: SENTENCE STRIPS</small></p> |
| <div>  17 </div> <p>Do not talk with any other student.</p> <p><small>© 2021 Ancora Publishing CHAMPS ICONS, VERSION 5: SENTENCE STRIPS</small></p> | <div>  20 </div> <p>If your group has a question, at least two people raise their hand.</p> <p><small>© 2021 Ancora Publishing CHAMPS ICONS, VERSION 5: SENTENCE STRIPS</small></p> |
| <div>  21 </div> <p>Small-Group Instruction</p> <p><small>© 2021 Ancora Publishing CHAMPS ICONS, VERSION 5: SENTENCE STRIPS</small></p> | <div>  24 </div> <p>Whole Class at Carpet</p> <p><small>© 2021 Ancora Publishing CHAMPS ICONS, VERSION 5: SENTENCE STRIPS</small></p> |
| <div>  22 </div> <p>Whole-Class Instruction (students at desks)</p> <p><small>© 2021 Ancora Publishing CHAMPS ICONS, VERSION 5: SENTENCE STRIPS</small></p> | <div>  25 </div> <p>Independent Seatwork (teacher available to help)</p> <p><small>© 2021 Ancora Publishing CHAMPS ICONS, VERSION 5: SENTENCE STRIPS</small></p> |
| <div>  23 </div> <p>Whole-Class Discussion Circle</p> <p><small>© 2021 Ancora Publishing CHAMPS ICONS, VERSION 5: SENTENCE STRIPS</small></p> | <div>  26 </div> <p>Independent Seatwork (teacher not available to help)</p> <p><small>© 2021 Ancora Publishing CHAMPS ICONS, VERSION 5: SENTENCE STRIPS</small></p> |
| <div>  27 </div> <p>Test</p> <p><small>© 2021 Ancora Publishing CHAMPS ICONS, VERSION 5: SENTENCE STRIPS</small></p> | <div>  30 </div> <p>Clean Up</p> <p><small>© 2021 Ancora Publishing CHAMPS ICONS, VERSION 5: SENTENCE STRIPS</small></p> |
| <div>  28 </div> <p>Cooperative Groups</p> <p><small>© 2021 Ancora Publishing CHAMPS ICONS, VERSION 5: SENTENCE STRIPS</small></p> | <div>  31 </div> <p>Choice Time/Free Play</p> <p><small>© 2021 Ancora Publishing CHAMPS ICONS, VERSION 5: SENTENCE STRIPS</small></p> |
| <div>  29 </div> <p>Silent Reading</p> <p><small>© 2021 Ancora Publishing CHAMPS ICONS, VERSION 5: SENTENCE STRIPS</small></p> | <div>  32 </div> <p>Centers/Stations</p> <p><small>© 2021 Ancora Publishing CHAMPS ICONS, VERSION 5: SENTENCE STRIPS</small></p> |

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| <p>Activity</p> <p>Snack</p> <p>© 2021 Ancora Publishing CHAMPS ICONS, VERSION 5: SENTENCE STRIPS</p> | <p>Activity</p> <p>Computer Lab/Computer Station</p> <p>© 2021 Ancora Publishing CHAMPS ICONS, VERSION 5: SENTENCE STRIPS</p> |
| <p>Activity</p> <p>PE/Gym</p> <p>© 2021 Ancora Publishing CHAMPS ICONS, VERSION 5: SENTENCE STRIPS</p> | <p>Activity</p> <p>Music</p> <p>© 2021 Ancora Publishing CHAMPS ICONS, VERSION 5: SENTENCE STRIPS</p> |
| <p>Activity</p> <p>Library/Media</p> <p>© 2021 Ancora Publishing CHAMPS ICONS, VERSION 5: SENTENCE STRIPS</p> | <p>Activity</p> <p>Fire Drill</p> <p>© 2021 Ancora Publishing CHAMPS ICONS, VERSION 5: SENTENCE STRIPS</p> |
| <p>Activity</p> <p>Lock-Down Drill</p> <p>© 2021 Ancora Publishing CHAMPS ICONS, VERSION 5: SENTENCE STRIPS</p> | <p>Movement</p> <p>Do not get up to hand in completed assignments.</p> <p>© 2021 Ancora Publishing CHAMPS ICONS, VERSION 5: SENTENCE STRIPS</p> |
| <p>Activity</p> <p>Pair Practice</p> <p>© 2021 Ancora Publishing CHAMPS ICONS, VERSION 5: SENTENCE STRIPS</p> | <p>Movement</p> <p>Sharpen pencil.</p> <p>© 2021 Ancora Publishing CHAMPS ICONS, VERSION 5: SENTENCE STRIPS</p> |
| <p>Movement</p> <p>Hand in completed assignments.</p> <p>© 2021 Ancora Publishing CHAMPS ICONS, VERSION 5: SENTENCE STRIPS</p> | <p>Movement</p> <p>Do not get up to sharpen pencil.</p> <p>© 2021 Ancora Publishing CHAMPS ICONS, VERSION 5: SENTENCE STRIPS</p> |
| <p>Movement</p> <p>Get supplies.</p> <p>© 2021 Ancora Publishing CHAMPS ICONS, VERSION 5: SENTENCE STRIPS</p> | <p>Movement</p> <p>Do not get up to get a drink of water.</p> <p>© 2021 Ancora Publishing CHAMPS ICONS, VERSION 5: SENTENCE STRIPS</p> |
| <p>Movement</p> <p>Do not get up to get supplies.</p> <p>© 2021 Ancora Publishing CHAMPS ICONS, VERSION 5: SENTENCE STRIPS</p> | <p>Movement</p> <p>Use the bathroom.</p> <p>© 2021 Ancora Publishing CHAMPS ICONS, VERSION 5: SENTENCE STRIPS</p> |
| <p>Movement</p> <p>Get a drink of water.</p> <p>© 2021 Ancora Publishing CHAMPS ICONS, VERSION 5: SENTENCE STRIPS</p> | <p>Movement</p> <p>Do not get up to use the bathroom.</p> <p>© 2021 Ancora Publishing CHAMPS ICONS, VERSION 5: SENTENCE STRIPS</p> |

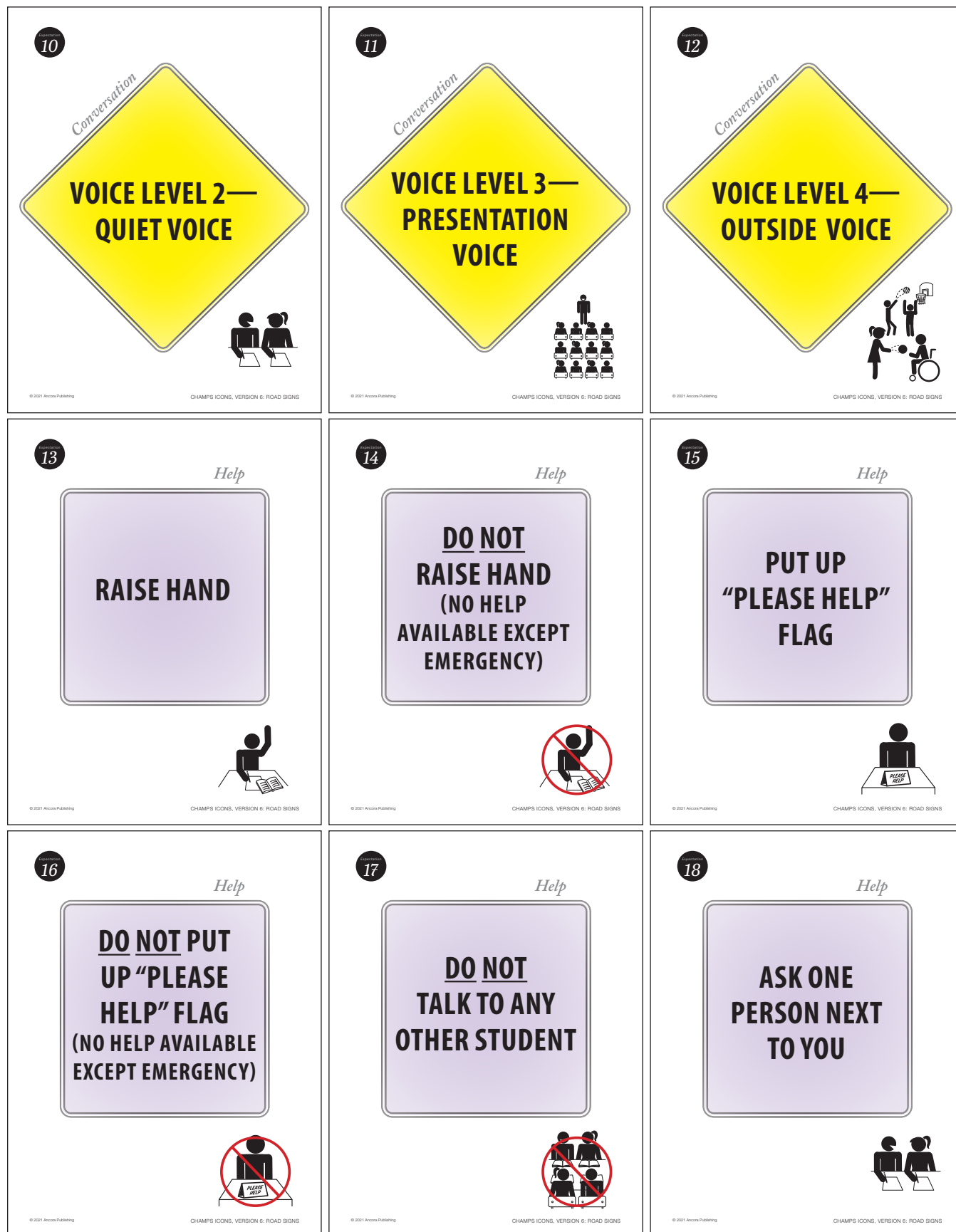
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| <p>Movement 51</p> <p>While out of seat, talk quietly with another student.</p> <p><small>© 2021 Ancora Publishing CHAMPS ICONS, VERSION 5: SENTENCE STRIPS</small></p> | <p>Participation 54</p> <p>Read.</p> <p><small>© 2021 Ancora Publishing CHAMPS ICONS, VERSION 5: SENTENCE STRIPS</small></p> |
| <p>Movement 52</p> <p>While out of seat, do not talk quietly with another student.</p> <p><small>© 2021 Ancora Publishing CHAMPS ICONS, VERSION 5: SENTENCE STRIPS</small></p> | <p>Participation 55</p> <p>Write.</p> <p><small>© 2021 Ancora Publishing CHAMPS ICONS, VERSION 5: SENTENCE STRIPS</small></p> |
| <p>Movement 53</p> <p>Line up.</p> <p><small>© 2021 Ancora Publishing CHAMPS ICONS, VERSION 5: SENTENCE STRIPS</small></p> | <p>Participation 56</p> <p>Write (eyes only on your own work).</p> <p><small>© 2021 Ancora Publishing CHAMPS ICONS, VERSION 5: SENTENCE STRIPS</small></p> |
| <p>Participation 57</p> <p>Listen.</p> <p><small>© 2021 Ancora Publishing CHAMPS ICONS, VERSION 5: SENTENCE STRIPS</small></p> | <p>Participation 60</p> <p>Talk quietly and respectfully with one other student. Listen when that person talks.</p> <p><small>© 2021 Ancora Publishing CHAMPS ICONS, VERSION 5: SENTENCE STRIPS</small></p> |
| <p>Participation 58</p> <p>Listen and take notes.</p> <p><small>© 2021 Ancora Publishing CHAMPS ICONS, VERSION 5: SENTENCE STRIPS</small></p> | <p>Participation 61</p> <p>Talk quietly and respectfully with other students in your group. Listen when another person talks.</p> <p><small>© 2021 Ancora Publishing CHAMPS ICONS, VERSION 5: SENTENCE STRIPS</small></p> |
| <p>Participation 59</p> <p>Listen, answer, ask questions, and/or share.</p> <p><small>© 2021 Ancora Publishing CHAMPS ICONS, VERSION 5: SENTENCE STRIPS</small></p> | <p>Success 62</p> <p>Great job!</p> <p><small>© 2021 Ancora Publishing CHAMPS ICONS, VERSION 5: SENTENCE STRIPS</small></p> |
| <p>Success 63</p> <p>Great job, class!</p> <p><small>© 2021 Ancora Publishing CHAMPS ICONS, VERSION 5: SENTENCE STRIPS</small></p> | <p>Success 66</p> <p>Thumbs up!</p> <p><small>© 2021 Ancora Publishing CHAMPS ICONS, VERSION 5: SENTENCE STRIPS</small></p> |
| <p>Success 64</p> <p>Excellent work!</p> <p><small>© 2021 Ancora Publishing CHAMPS ICONS, VERSION 5: SENTENCE STRIPS</small></p> | <p>Expectation 67</p> <p><small>© 2021 Ancora Publishing CHAMPS ICONS, VERSION 5: SENTENCE STRIPS</small></p> |
| <p>Success 65</p> <p>Well done!</p> <p><small>© 2021 Ancora Publishing CHAMPS ICONS, VERSION 5: SENTENCE STRIPS</small></p> | <p>Expectation 68</p> <p><small>© 2021 Ancora Publishing CHAMPS ICONS, VERSION 5: SENTENCE STRIPS</small></p> |




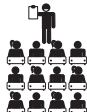
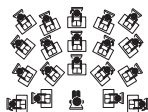




CHAMPS Icon Posters (Version 6)



CHAMPS Icon Posters (Version 6)



CHAMPS Icon Posters (Version 6)

| | | |
|--|--|---|
| <p>19</p> <p><i>Help</i></p> <p>ASK ANY STUDENT IN YOUR GROUP OR CLUSTER</p>  <p>© 2021 Arcata Publishing</p> <p>CHAMPS ICONS, VERSION 6: ROAD SIGNS</p> | <p>20</p> <p><i>Help</i></p> <p>IF YOUR GROUP HAS A QUESTION, AT LEAST TWO PEOPLE RAISE THEIR HAND</p>  <p>© 2021 Arcata Publishing</p> <p>CHAMPS ICONS, VERSION 6: ROAD SIGNS</p> | <p>21</p> <p><i>Activity</i></p> <p>SMALL GROUP INSTRUCTION</p>  <p>© 2021 Arcata Publishing</p> <p>CHAMPS ICONS, VERSION 6: ROAD SIGNS</p> |
| <p>22</p> <p><i>Activity</i></p> <p>WHOLE-CLASS INSTRUCTION (STUDENTS AT DESKS)</p>  <p>© 2021 Arcata Publishing</p> <p>CHAMPS ICONS, VERSION 6: ROAD SIGNS</p> | <p>23</p> <p><i>Activity</i></p> <p>WHOLE-CLASS DISCUSSION CIRCLE</p>  <p>© 2021 Arcata Publishing</p> <p>CHAMPS ICONS, VERSION 6: ROAD SIGNS</p> | <p>24</p> <p><i>Activity</i></p> <p>WHOLE CLASS AT CARPET</p>  <p>© 2021 Arcata Publishing</p> <p>CHAMPS ICONS, VERSION 6: ROAD SIGNS</p> |
| <p>25</p> <p><i>Activity</i></p> <p>INDEPENDENT SEATWORK (TEACHER AVAILABLE TO HELP)</p>  <p>© 2021 Arcata Publishing</p> <p>CHAMPS ICONS, VERSION 6: ROAD SIGNS</p> | <p>26</p> <p><i>Activity</i></p> <p>INDEPENDENT SEATWORK (TEACHER <u>NOT</u> AVAILABLE TO HELP)</p>  <p>© 2021 Arcata Publishing</p> <p>CHAMPS ICONS, VERSION 6: ROAD SIGNS</p> | <p>27</p> <p><i>Activity</i></p> <p>TEST</p>  <p>© 2021 Arcata Publishing</p> <p>CHAMPS ICONS, VERSION 6: ROAD SIGNS</p> |

CHAMPS Icon Posters (Version 6)



CHAMPS Icon Posters (Version 6)



CHAMPS Icon Posters (Version 6)



CHAMPS Icon Posters (Version 6)



CHAMPS Icon Posters (Version 6)



List of Reproducible Forms

Following is a list of all reproducible forms provided with *CHAMPS*. All forms are provided as PDFs. Many forms are digitally fillable. See “Using the CHAMPS Files” for details on how to fill out forms electronically. If a form is not shown in the book, we have provided a thumbnail preview version here. Some forms (e.g., awards, certificates, badges/stickers) are provided in color so you have the option of printing in color or B/W.

MICROSOFT WORD FILES

Some reproducibles are provided as Word forms as well as PDFs (see asterisks). Word forms adjust to the length of the response you type in, so they are recommended for tasks like creating your Classroom Management Plan and recording your CHAMPS expectations.

Chapter 1

- Repro. 1.1 Classroom Management Plan (6 pages) *
- Repro. 1.2 Bulleted Classroom Management Plan (6 pages)
- Repro. 1.3 Classroom Support Needs Assessment (3 pages)

Chapter 2

- Repro. 2.1 Record of Tardies
- Repro. 2.2 CHAMPS Transition List
- Repro. 2.3 CHAMPS Transition Worksheet *

Chapter 3

- Repro. 3.1 CHAMPS Classroom Activities List
- Repro. 3.2 CHAMPS Classroom Activity Worksheet *
- Repro. 3.3 Student Work Status Display
- Repro. 3.4 Completed Assignments Checklist
- Repro. 3.5 Missing Assignment Slip
- Repro. 3.6 No Assignment Form
- Repro. 3.7 Reflection on Grading Practices *
- Repro. 3.8 Behavior Record (Weekly by Student Name)
- Repro. 3.9 Student Grading Record
- Repro. 3.9S Student Grading Record (Excel spreadsheet)
- Repro. 3.10 Assignment and Grade Tracking Log

CHAMPS Transition List

TEACHER _____ SCHOOL YEAR _____

List each common transition and category of transition that occurs during a typical day in your classroom. Create a separate row for every transition (or category) for which you have different behavioral expectations. For example, you may list getting out the notebook and turning to a specific page during math, reading, and language arts. At one time, or you may have three separate rows: "getting out a book during math," "getting out a book during reading," and "getting out a book during language arts." The format depends on whether your behavioral expectations for getting out a notebook are the same regardless of lesson content or different for the different content areas.

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REPRODUCIBLE 2.2

Student Work Status Display

Post along lines, then tape this to create integrative display area.

I'm fine.

Please help!

Make note of your question and keep working.

© 2007 Annex Publishing

REPRODUCIBLE 3.3

Chapter 4

- Repro. 4.1 CHAMPS Expectations
- Repro. 4.2A Mr. Mac Expectations Worksheet *
- Repro. 4.2B Mr. Mac Expectations Poster

CHAMPS Expectations

TYPE IN THE NAME OF THE ACTIVITY OR TRANSITION

CONVERSATION _____

HELP _____

ACTIVITY _____

MOVEMENT _____

PARTICIPATION _____

SUCCESS _____

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REPRODUCIBLE 4.1

Mr. Mac Expectations Worksheet

Mr. Mac says...

"Here's what we do during ..."

| | |
|--------------------------|--|
| M Movement | Where do we sit? How do we sit? Where can we move? Where can we dance? |
| A Activity | What are we doing right now? How do we get help if we need it? |
| C Conversation | Voice Levels: Can I talk to my neighbor? Can I talk to all my friends? Can I talk to the teacher? |

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REPRODUCIBLE 4.2A

Repro. 4.3A ACHIEVE Expectations Worksheet*

Repro. 4.3B ACHIEVE Expectations

Repro. 4.4 Sample SEL Lessons (4 pages)

Chapter 6

Repro. 6.1A Awards and Certificates (Version 1)

Repro. 6.1B Awards and Certificates (Version 2)

Repro. 6.1C Awards and Certificates (Version 3)

Repro. 6.1D Awards and Certificates (Version 4)

Repro. 6.1E Awards and Certificates (Version 5)

Repro. 6.1F Awards and Certificates (Version 6)

Repro. 6.1G Awards and Certificates (Version 7)

Repro. 6.1H Awards and Certificates (Version 8)

Repro. 6.1I Awards and Certificates (Version 9)

Repro. 6.1J Awards and Certificates (Version 10)

Repro. 6.1K Awards and Certificates (Version 11)

Repro. 6.1L Awards and Certificates (Version 12)

Repro. 6.1M Awards and Certificates (Version 13)

Repro. 6.1N Awards and Certificates (Version 14)

Repro. 6.2A Daily Report Card (Version 1)

Repro. 6.2B Daily Report Card (Version 2)

Repro. 6.3 Badges/Stickers **NOTE: Print on Avery label #5294 to use as stickers.**

ACHIEVE Expectations Worksheet CHAMPS

Achieve—to succeed in something!

ACTIVITY (e.g., lecture, lab, independent work, team, cooperative group)

CONVERSATION
Can students talk to each other? If so, about what?
What voice level? To what?
How many can be involved? How long should conversation last?

HELP
How should students get questions answered during this activity?
How should students get your attention?

INTEGRITY
What are your expectations for students working together, quietly, warmly, and so forth? In other words, define what you consider to be, for example, cheating or not cheating, plagiarizing or not plagiarizing.

EFFORT
What behaviors would demonstrate active participation?
What behaviors would demonstrate lack of participation?

VALUE
How would active participation be of benefit for students?

EFFICIENCY
Can you provide tips to increase student productivity?

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REPRODUCIBLE 4.3A

ACHIEVE Expectations CHAMPS

Fill in the name of the activity or transition.

Activity _____

Conversation _____

Help _____

Integrity _____

Effort _____

Value _____

Efficiency _____

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REPRODUCIBLE 4.3B

CHAMPS Awards and Certificates (Version 2)

CERTIFICATE OF ACHIEVEMENT

This certificate is presented to _____

Dear Student, _____
Congratulations! _____
_____ for outstanding achievement.

DATE: _____ TEACHER: _____

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REPRODUCIBLE 6.1B

CHAMPS Awards and Certificates (Version 3)

Neatness Award ABC

This award is given to _____ for outstanding neatness.

DATE: _____

© 2017 Aurora Publishing REPRODUCIBLE 6.1C

REPRODUCIBLE 6.1C

CHAMPS Awards and Certificates (Version 4)

Super Job!

worked like a dog today to finish the work.

Teacher: _____

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REPRODUCIBLE 6.1D

CHAMPS Awards and Certificates (Version 6)

REWARD NOTE

has earned _____ minutes of free time.

Congratulations!

Teacher: _____

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REPRODUCIBLE 6.1F

CHAMPS Awards and Certificates (Version 8)

CERTIFICATE OF IMPROVEMENT

has gotten much better at _____

Keep up the good work!

DATE: _____ TEACHER: _____

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REPRODUCIBLE 6.1H

CHAMPS Awards and Certificates (Version 9)

I'm Not Lion

did a amazingly good job of _____

Teacher: _____

© 2017 Aurora Publishing REPRODUCIBLE 6.1I

REPRODUCIBLE 6.1I

CHAMPS Awards and Certificates (Version 10)

Hard Work Award

has worked very hard today. This award is given because of _____ hard work and effort.

Teacher: _____

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REPRODUCIBLE 6.1J

CHAMPS Awards and Certificates (Version 11)

Thank You Note

You did a terrific job today of _____ and it's appreciated!

Teacher: _____

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REPRODUCIBLE 6.1K

CHAMPS Awards and Certificates (Version 13)

Cooperation Award

has been very cooperative and helpful in the classroom.

Teacher: _____

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REPRODUCIBLE 6.1M

CHAMPS Badges/Stickers

Badges/Stickers include:

- Great Job! You did it!
- I am a quiet worker
- Thank you for helping!
- Great Job! You did it!
- Wow! You did it!
- Keep trying!
- Great Job! You did it!
- Wow! You did it!
- Keep trying!

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REPRODUCIBLE 6.3

Chapter 7

Repro. 7.1 Goal-Setting Form

Repro. 7.2 Goal Contract

Repro. 7.3 Develop and/or Revise Your Classroom Motivation System (2 pages)*

Repro. 7.4A Whole-Class Point Chart (5 Points)

Repro. 7.4B Whole-Class Point Chart (10 Points)

Repro. 7.4C Whole-Class Point Chart (15 Points)

Repro. 7.4D Whole-Class Point Chart (20 Points)

Repro. 7.4E Whole-Class Point Chart (25 Points)

Repro. 7.4F Whole-Class Point Chart (50 Points)

Repro. 7.4G Whole-Class Point Chart (100 Points)

Repro. 7.4H Whole-Class Point Chart (5 Points)

Repro. 7.4I Whole-Class Point Chart (10 Points)

Repro. 7.4J Whole-Class Point Chart (15 Points)

Repro. 7.4K Whole-Class Point Chart (20 Points)

Repro. 7.4L Whole-Class Point Chart (25 Points)

Repro. 7.4M Whole-Class Point Chart (30 Points)



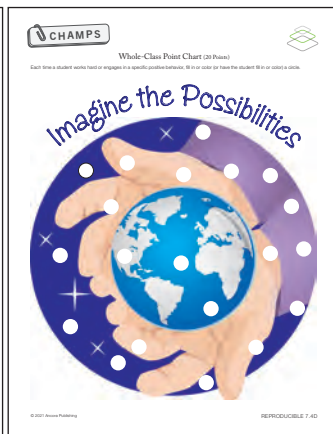
REPRODUCIBLE 7.4A



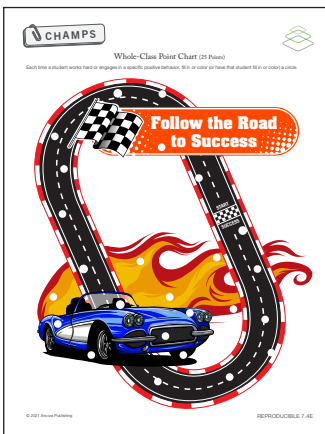
REPRODUCIBLE 7.4B



REPRODUCIBLE 7.4C



REPRODUCIBLE 7.4D



REPRODUCIBLE 7.4E



REPRODUCIBLE 7.4G



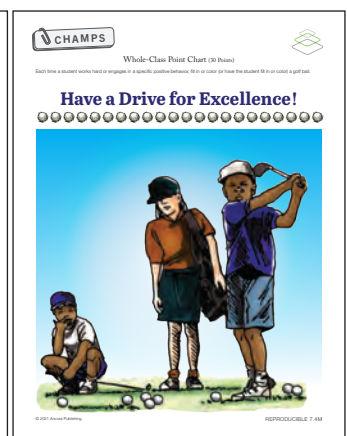
REPRODUCIBLE 7.4H



REPRODUCIBLE 7.4J



REPRODUCIBLE 7.4L

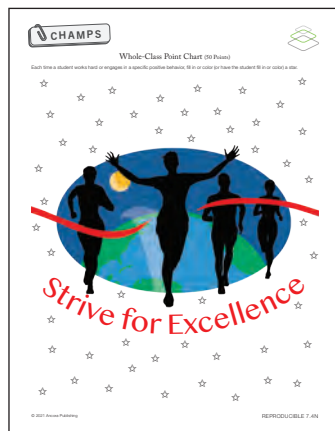


REPRODUCIBLE 7.4M

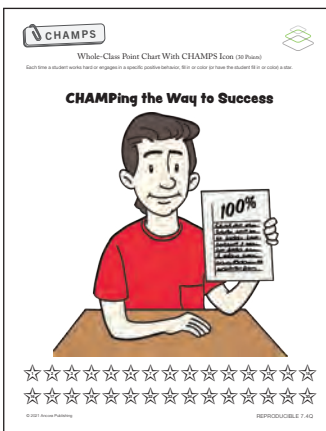
- Repro. 7.4N Whole-Class Point Chart (50 Points)
- Repro. 7.4O Whole-Class Point Chart (100 Points)
- Repro. 7.4P–Q Whole-Class Point Chart With CHAMPS Icon (30 Points)
- Repro. 7.5A Whole-Class Point Chart Template (5 Points)
- Repro. 7.5B Whole-Class Point Chart Template (10 Points)
- Repro. 7.5C Whole-Class Point Chart Template (15 Points)
- Repro. 7.5D Whole-Class Point Chart Template (20 Points)
- Repro. 7.5E Whole-Class Point Chart Template (25 Points)
- Repro. 7.5F Whole-Class Point Chart Template (30 Points)
- Repro. 7.5G Whole-Class Point Chart Template (50 Points)
- Repro. 7.5H Whole-Class Point Chart Template (100 Points)

POINT CHARTS

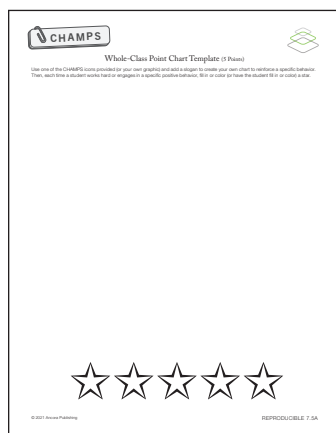
Use your own graphics or provided CHAMPS icons in Reproducibles 7.5A–7.5H to create custom point charts.



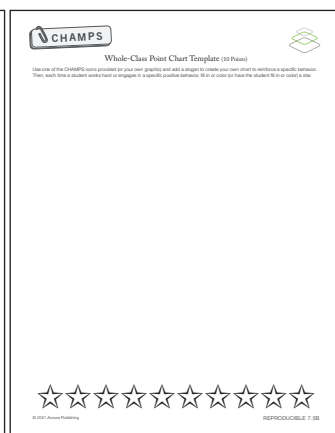
REPRODUCIBLE 7.4N



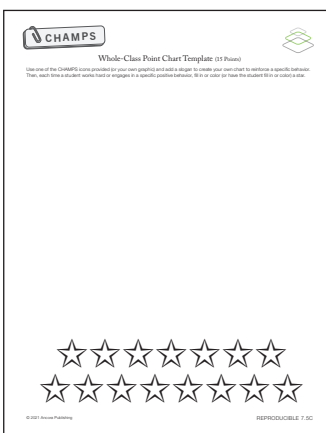
REPRODUCIBLE 7.4Q



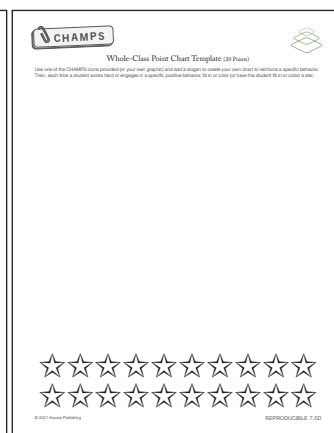
REPRODUCIBLE 7.5A



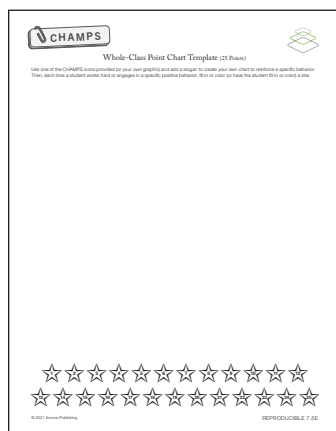
REPRODUCIBLE 7.5B



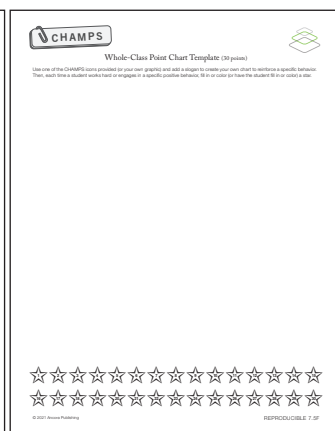
REPRODUCIBLE 7.5C



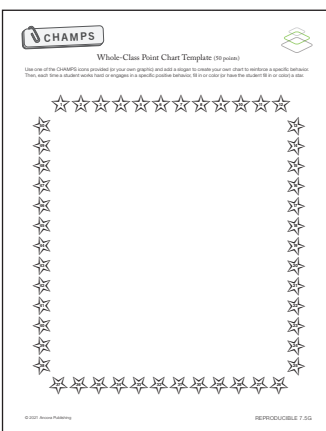
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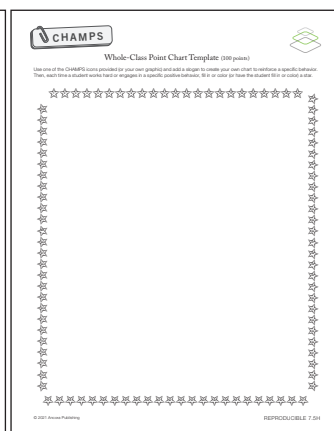
REPRODUCIBLE 7.5E



REPRODUCIBLE 7.5F

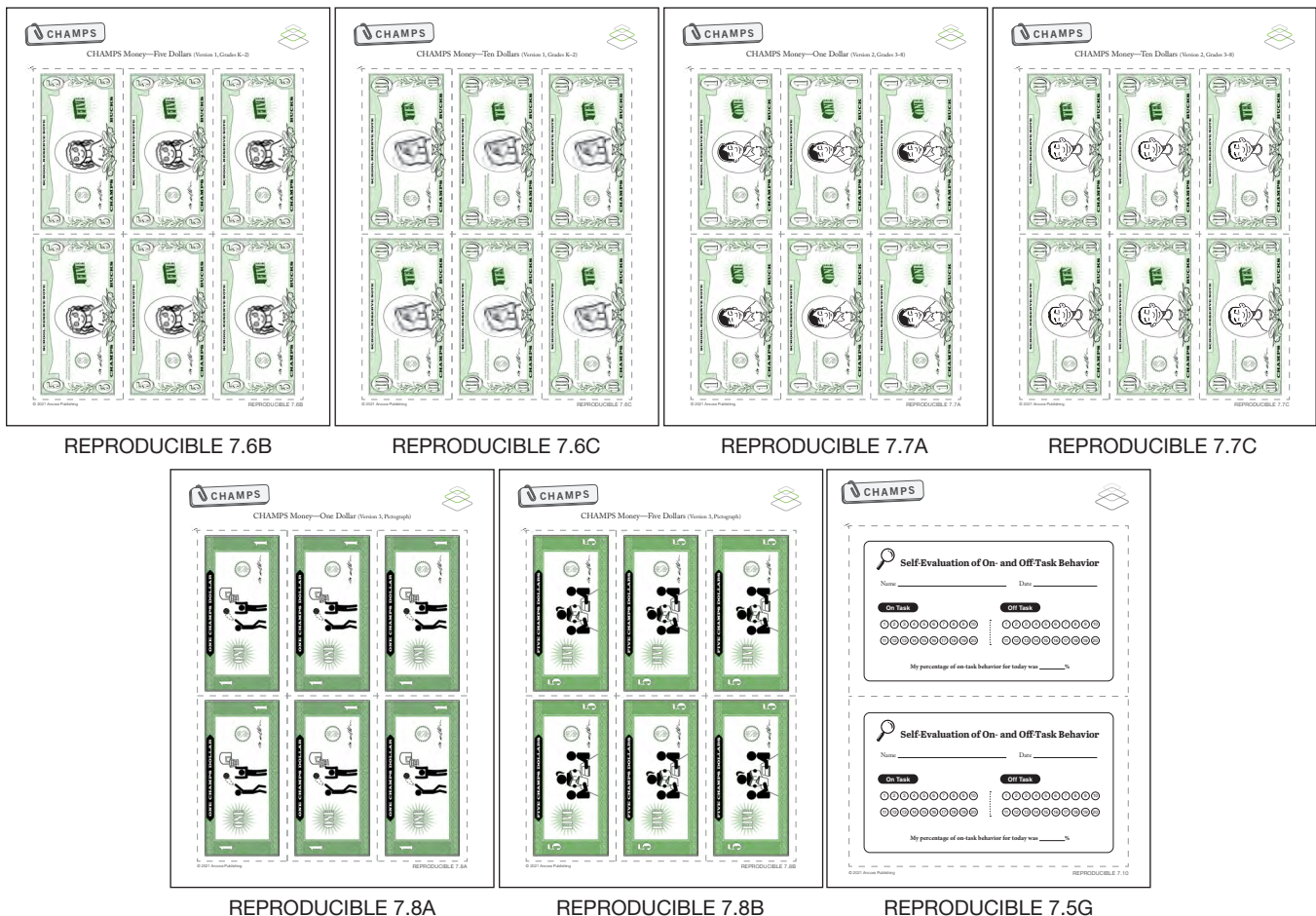


REPRODUCIBLE 7.5G



REPRODUCIBLE 7.5H

- Repro. 7.6A CHAMPS Money—One Dollar (Version 1, Grades K–2)
- Repro. 7.6B CHAMPS Money—Five Dollars (Version 1, Grades K–2)
- Repro. 7.6C CHAMPS Money—Ten Dollars (Version 1, Grades K–2)
- Repro. 7.7A CHAMPS Money—One Dollar (Version 2, Grades 3–8)
- Repro. 7.7B CHAMPS Money—Five Dollars (Version 2, Grades 3–8)
- Repro. 7.7C CHAMPS Money—Ten Dollars (Version 2, Grades 3–8)
- Repro. 7.8A CHAMPS Money—One Dollar (Version 3, Pictograph)
- Repro. 7.8B CHAMPS Money—Five Dollars (Version 3, Pictograph)
- Repro. 7.9A Lottery Tickets (Version 1)
- Repro. 7.9B Lottery Tickets (Version 2)
- Repro. 7.10 Self-Evaluation of On- and Off-Task Behavior



Chapter 8

- Repro. 8.1 What Happened? Form
- Repro. 8.2 Behavior Counting Form
- Repro. 8.3A Behavior Improvement Form (Version 1)
- Repro. 8.3B Behavior Improvement Form (Version 2)
- Repro. 8.3C Behavior Improvement Form (Version 3)
- Repro. 8.4 Behavior Referral Form
- Repro. 8.5 Early-Stage Problems—Family Contact*
- Repro. 8.6 Classroom Management Plan—Reflection for an Individual Student (2 pages)*
- Repro. 8.7 Bulleted Classroom Management Plan—Reflection for an Individual Student (2 pages)
- Repro. 8.8 Discussion Record

Chapter 9

Repro. 9.1 Student Interview

Chapter 10

Repro. 10.1 Basic 5 Behavior Benchmarks

Repro. 10.2 STOIC Worksheet for Revising Aspects of Your Management Plan (3 pages)*

Repro. 10.3 CHAMPS Versus Daily Reality Rating Scale

Repro. 10.4 Ratio of Interactions Monitoring Form (During a Particular Time of Day)

Repro. 10.5 Ratio of Interactions Monitoring Form (With a Particular Student)

Repro. 10.6 Ratio of Interactions Monitoring Form (For a Particular Behavior)

Repro. 10.7 Misbehavior Recording Sheet (Daily by Student Name)

Repro. 10.8 Misbehavior Recording Sheet (Weekly by Student Name)

Repro. 10.9 Misbehavior Recording Sheet (Daily by Seating Chart)

Repro. 10.10 Misbehavior Recording Sheet (Weekly by Seating Chart)

Repro. 10.11 Grade Book Analysis Worksheet

Repro. 10.12 On-Task Behavior Observation Sheet

Repro. 10.13 Opportunities to Respond Observation Sheet

Repro. 10.14 Family/Student Satisfaction Survey (2 pages)

Repro. 10.14ES Encuesta para el estudiante y la familia (2 pages)

| Family/Student Satisfaction Survey (p. 1 of 2) CHAMPS | Family/Student Satisfaction Survey (p. 2 of 2) CHAMPS | Encuesta para el estudiante y la familia (p. 1 of 2) CHAMPS | Encuesta para el estudiante y la familia (p. 2 of 2) CHAMPS |
|---|---|---|--|
| <p>Dear Families,</p> <p>As we approach our mid-winter break, I want to thank you all for your help and support. As a professional trying to meet the needs of all students, I am always looking for ways to improve. You can help by giving me feedback about the strengths and weaknesses you see in my programs. Please take a few minutes to fill out the following survey. If possible, please discuss these questions with your child and come up with answers together.</p> <p>Note that there is no place to put your name, so you will remain anonymous unless you wish to sign your name. Once it's completed, fill the survey in full and come for student return in the box by my desk. As always, if you wish to talk to me personally, give me a call.</p> <p>Sincerely,</p> <p>_____</p> <p>Homework</p> <p>1. The amount of homework assigned has been:</p> <p><input type="checkbox"/> way too much <input type="checkbox"/> a bit too much <input type="checkbox"/> about right <input type="checkbox"/> not enough</p> <p>2. Homework has been:</p> <p><input type="checkbox"/> way too difficult <input type="checkbox"/> a bit too difficult <input type="checkbox"/> about right <input type="checkbox"/> not difficult enough</p> <p>Assignments and Classroom</p> <p>3. The amount of in-class work assigned has been:</p> <p><input type="checkbox"/> way too much <input type="checkbox"/> a bit too much <input type="checkbox"/> about right <input type="checkbox"/> not enough</p> <p>4. Homework has been:</p> <p><input type="checkbox"/> way too difficult <input type="checkbox"/> a bit too difficult <input type="checkbox"/> about right <input type="checkbox"/> not difficult enough</p> <p>5. Most of the time, my child has felt that the work was:</p> <p><input type="checkbox"/> useful <input type="checkbox"/> boring <input type="checkbox"/> OK <input type="checkbox"/> interesting <input type="checkbox"/> fun</p> | <p>6. Circle the subject your child likes the most: Reading / Spelling / Writing / Math / Science / Social Studies</p> <p>Please explain why: _____</p> <p>8. Circle the subject your child likes the least: Reading / Spelling / Writing / Math / Science / Social Studies</p> <p>Please explain why: _____</p> <p>Classroom Atmosphere</p> <p>7. Most of the time, my child has:</p> <p><input type="checkbox"/> hated coming to school <input type="checkbox"/> felt that school is OK <input type="checkbox"/> looked forward to coming to school</p> <p>Please explain why: _____</p> <p>8. My child feels that he or she has been treated with respect by the teacher:</p> <p><input type="checkbox"/> not often <input type="checkbox"/> most of the time <input type="checkbox"/> all of the time</p> <p>Please explain why: _____</p> <p>9. What might have been (right) be done to make this year a more pleasant and productive experience for your child?</p> <p>_____</p> | <p>Queridos familiares,</p> <p>A medida que nos acercamos a nuestras vacaciones de mediados de invierno, quiero darle las gracias a todos por su ayuda y apoyo. Como un profesional tratando de satisfacer las necesidades de todos los estudiantes, siempre estoy buscando maneras de mejorar. Puede ayudarme dándome comentarios sobre las fortalezas y debilidades que ve en mi programa. Por favor tome unos minutos para hacer este cuestionario. Si es posible, discuta estas preguntas con su hijo/a y venga con respuestas juntas.</p> <p>Nota que no hay un espacio para poner su nombre, por lo que permanecerá anónimo a menos que desee firmar su nombre. Cuando haya terminado, déle la encuesta al niño/a y péguela en el buzón de mi escritorio. Como siempre, si desea hablar conmigo personalmente, llámeme.</p> <p>Gracias por dedicar tiempo a ayudarnos a hacer de nuestra escuela un mejor lugar para todos.</p> <p>_____</p> <p>Tarea</p> <p>1. La cantidad de tarea asignada ha sido:</p> <p><input type="checkbox"/> excesiva <input type="checkbox"/> un poco excesiva <input type="checkbox"/> suficiente <input type="checkbox"/> demasiado poca</p> <p>2. La tarea ha sido:</p> <p><input type="checkbox"/> demasiado difícil <input type="checkbox"/> un poco difícil <input type="checkbox"/> no demasiado difícil <input type="checkbox"/> demasiado fácil</p> <p>Trabajo en clase</p> <p>3. La cantidad de trabajo en clase ha sido:</p> <p><input type="checkbox"/> excesiva <input type="checkbox"/> un poco excesiva <input type="checkbox"/> suficiente <input type="checkbox"/> demasiado poca</p> <p>4. La tarea ha sido:</p> <p><input type="checkbox"/> demasiado difícil <input type="checkbox"/> un poco difícil <input type="checkbox"/> no demasiado difícil <input type="checkbox"/> demasiado fácil</p> <p>5. La mayoría del tiempo, mi estudiante ha sentido que el trabajo es:</p> <p><input type="checkbox"/> útil <input type="checkbox"/> aburrido <input type="checkbox"/> normal <input type="checkbox"/> interesante <input type="checkbox"/> divertido</p> | <p>6. Marque la asignatura que más le gusta en esta escuela: Lengua / Ortografía / Escritura / Matemáticas / Ciencia / Ciencias Sociales. Explique por favor: _____</p> <p>8. Marque la asignatura que a su estudiante le gusta menos: Lengua / Ortografía / Escritura / Matemáticas / Ciencia / Ciencias Sociales. Explique por favor: _____</p> <p>Ambiente del aula</p> <p>7. La mayoría del tiempo, mi estudiante:</p> <p><input type="checkbox"/> odia venir a la escuela <input type="checkbox"/> se resiste a la escuela <input type="checkbox"/> se adapta a la escuela <input type="checkbox"/> le gusta venir a la escuela</p> <p>Explique, por favor: _____</p> <p>8. El maestro/a nuestra trata a mi estudiante con respeto:</p> <p><input type="checkbox"/> sí muy seguido <input type="checkbox"/> la mayoría del tiempo <input type="checkbox"/> todo el tiempo</p> <p>Explique, por favor: _____</p> <p>9. ¿Qué se podría hacer para hacer este año más agradable y productivo para mi estudiante?</p> <p>_____</p> |

REPRODUCIBLE 10.14

REPRODUCIBLE 10.14

REPRODUCIBLE 10.14ES

REPRODUCIBLE 10.14ES

Repro. 10.15A–J Peer Discussion Worksheets (one worksheet per chapter)

Instructions for Peer Discussion Worksheets: Schedule time to discuss each chapter with one to five colleagues. In advance of the discussion time, each participant should read the content in the corresponding chapter(s). In addition, participants should review material in the Introduction and Chapter 1 before meeting. By discussing each other's policies, procedures, and questions regarding the tasks in Chapter 1, each participant will gain a deeper understanding of the chapter and learn tips and techniques from colleagues.

Begin the discussion by prioritizing tasks—that is, which task interests participants most (for which task do you want to hear your colleagues' procedures and policies?). Which task is the next highest priority? In this way, if there is not adequate time to discuss all tasks, the discussion will focus on those of greatest interest to you and the other participants. Work through the prioritized tasks by discussing the questions or topics within that task. Then go on to the next highest priority. Continue this process and complete as many of the tasks as possible within the scheduled time.

CHAMPS: Chapter 2

PER DISCUSSION WORKSHEET

Structure for Success—Behavioral Decisions (p. 4 of 5)

TASK 1

Develop and Display Group Norms

Develop and plan to actively share guidelines that describe the class attitudes, work habits, and social behaviors to be expected in your classroom and throughout that year.

1. If you wish, share with your schoolwide Guidelines for Success, but keep group norms distinct from guidelines with the other group members.
2. Brainstorm and create a list of group norms that will be expected in the room, for using Guidelines for Success in the classroom to help students understand and internalize them.
3. If you wish, share with your schoolwide Guidelines for Success, then allow each member to write down a personal goal or expectation for the year, and then share some of them with the class and other members so that they can be specific and measurable.

TASK 2

Develop and Display Classroom Rules

Develop a plan for designing and then posting them in a specific, classroom place that will be used as the place for establishing consistent expectations about behavior and consequences.

1. Discuss common misbehaviors that are not in *classroom rules*.
2. Have students brainstorm and write down their own expectations. Ask each group to find a key individual, choose one individual, choose each group member lists are particularly strong or agree with, and then discuss and apply some classroom attitudes, and address the teacher for all common misbehaviors.
3. As a group, discuss options for where and how to post the classroom rules.

TASK 3

Design a Positive Physical Space


1. Assign the physical space to your classroom that will be primarily positive teacher, student and teacher-student interactions, and reduce the possibility of disruptions.
2. Create a classroom environment that is safe, comfortable, and positive. The place of classroom setup requires student input, and the greatest and the least of participation that you would like to see in your classroom. Discuss how different seating arrangements support or detract from these goals.
3. Discuss the time and cost of assigned seating and how to make it work. Discuss how there can be strong physical space to ensure that they have physical and emotional safety and comfort in the room.
4. When the group is in a positive classroom, have group members give feedback to the assignment and the classroom environment, and share some of the greatest effectiveness of (or potential problems with) the way the room is arranged.

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| Chapter 2 • Structures for Success—Behavioral Discussion (3 of 17) | | FIELD COLLECTION WORKSHEET |
|---|---|----------------------------|
| <p>TABLE 8</p> <p>Establish and Maintain Family Contact</p> | <p>Build positive relationships with your students' families by making initial contact with them at the beginning of the year and maintaining regular contact throughout the year.</p> <p>A. Have each group member share his strategy for making initial contact with families.</p> <ul style="list-style-type: none"> Discuss the advantages and feasibility of holding an Open House before the school year begins. If you cannot attend directly, notify an Open House, have group members discuss their experiences visiting families during the year. Discuss the advantages and feasibility of contacting the families of underserved/behavioral challenges or higher needs before the school year begins. Have group members share any information they have used. <p>B. Have each group member share their strategies for maintaining ongoing communication.</p> <ul style="list-style-type: none"> Have group members share examples of any newsletters they have used. Have group members share the pros and cons of using the school website. Discuss how a contact list might be used as a key strategy for family communication. <p>C. If relevant, discuss strategies for improving communication that speak to you or English.</p> | |

| CHAMPS • Chapter 3 | PEER DISCUSSION WORKSHEET |
|--|--|
|  | |
| Structure for Success—Instructional Decisions (1 of 4) | |
| TASK 1 Establish an Efficient Daily Schedule <i>Establishing an efficient daily schedule is essential to maximize your time and productivity.</i> | <p>Arrange or modify your daily schedule to maximize instructional time and opportunities to maximize your time and productivity.</p> <ul style="list-style-type: none"> • Have a group member share that daily schedule and explain the factors that have enabled you to grow your schedule and increase your productivity, time, and cognitive group work. • Have a group member share how they have used the <i>you</i> or the <i>we</i> that they are likely to produce from instructional outcome factors and discuss how each of the group members could learn from and extend to their own schedules. |
| TASK 2 Establish Expectations for the Group <i>Establishing expectations for the group is essential to maximize your time and productivity.</i> | <p>Establish effective procedures for the major instructional activities that occur today for your classroom, including those for group and cognitive work.</p> <ul style="list-style-type: none"> • Have a group member share that they have established expectations or concepts of instruction activities (Bogardus/16, 1) as a group, help each person describe the expectations and concepts of instruction activities that CHAMPS expectations have established, and discuss how each of the group members could learn from and extend to their own schedules. |
| TASK 3 Develop Procedures for Managing Teacher Directed Activities <i>Establishing procedures for teacher-directed instructional activities is essential to maximize your time and productivity.</i> | <p>Establish effective procedures for the course of these types of your presentational style, using procedures that are consistent with the group and cognitive work that you are doing.</p> <ul style="list-style-type: none"> • Have a group member share that they have established expectations and concepts of instruction activities (Bogardus/16, 1) as a group, help each person describe the expectations and concepts of instruction activities that CHAMPS expectations have established, and discuss how each of the group members could learn from and extend to their own schedules. |
| TASK 4 Develop Procedures for Managing Student Directed Activities <i>Establishing procedures for student-directed instructional activities is essential to maximize your time and productivity.</i> | <p>Establish effective procedures for the course of these types of your presentational style, using procedures that are consistent with the group and cognitive work that you are doing.</p> <ul style="list-style-type: none"> • Have a group member share that they have established expectations and concepts of instruction activities (Bogardus/16, 1) as a group, help each person describe the expectations and concepts of instruction activities that CHAMPS expectations have established, and discuss how each of the group members could learn from and extend to their own schedules. |

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| Chapter 3 - Structures for Success—Instructional Distinction (p. 2) | | PERI EDUCATION |
|--|---|----------------|
| <p>TABLE 6</p> <p>Design Procedures for Managing Student Work Patterns*</p> | <p>Establish effective procedures for facilitating independent work periods.</p> <p>Have all group members explain the procedures for managing the following aspects of students' independent work periods:</p> <ul style="list-style-type: none"> • Assigning work that can be done independently by students • Scheduling independent work periods and the use of time on task • Developing a clear vision of what students should be doing and the sound of the working work units • Providing guidance and praise and encouragement during and at the end of the work period • Developing a specific criterion for students to complete and get help | |
| <p>TABLE 7</p> <p>Design Procedures for Managing Partnering for Learning Partnerships and Group Work</p> | <p>Establish effective procedures for facilitating partner and cooperative group activities.</p> <p>Have all group members explain the procedures for managing the following aspects of students' partnering and group work:</p> <ul style="list-style-type: none"> • Establishing effective partnering and small groups • Teaching fundamental interactions for the cooperative work • Providing clear instructions and opportunities for cooperative work • Maintaining group interactions during throughout partner and group activities • Encouraging student understanding and participation | |
| <p>TABLE 8</p> <p>Design Procedures for Managing Student Autogroups</p> | <p>Determine how to use self, assign, monitor, and evaluate student work.</p> <p>Have individual group members explain the procedures they use for managing the following aspects of students' autogroups:</p> <ul style="list-style-type: none"> • Assigning content and homework • Monitoring student work • Rotating student work, including during their performance and progress • Providing feedback on learning work | |
| <p>TABLE 9</p> <p>Design Procedures for Managing Student Technology Use</p> | <p>Determine effective procedures for when and how students use technology in the classroom, as well as of students when technology will be used.</p> <p>A. Have all group members explain the procedures they use for managing the following aspects of students' technology use:</p> <ul style="list-style-type: none"> • Explain the use of digital devices in class • Explain the use of personal devices in class • Explain the use of digital devices in the classroom and provide feedback <p>B. Once the use of digital devices is of your students' interest, discuss class with group members for feedback.</p> | |

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| Chapter 9 • Issues for Success—Illustrated Decisions (3 of 3) | PLUS DISCUSSION QUESTIONS |
|--|--|
| <p>ISSUE</p> <p>Identify Long-Range Common Goals</p> | <p>Identify <i>every</i> major goal—interrelated and balanced—<i>even</i> the one you want to avoid. List the goals of each member by the end of the first meeting.</p> <ol style="list-style-type: none"> 1. Have all group members state their individual goals and explain why they want to reach those goals. 2. Have a group member state member's goals, including group priorities and the goals of each group member that have the most impact on the group's communications. |
| <p>ISSUE</p> <p>Understand Consequences for Developing Effective Grading Practices</p> | <p>Learn about group members and how they can better communicate their goals.</p> <ol style="list-style-type: none"> 1. As a group, discuss the relationship among common, concrete objectives, and the consequences of not achieving them. 2. Examine the existing regulations of your grading system and their effects. <ul style="list-style-type: none"> a. The problem with using notes in your grading system <ul style="list-style-type: none"> • How might you use handwritten and other resources to improve the quality of your grading system? • How might you use handwritten and other resources to improve the quality of your grading system? b. Whether or not students are motivated by their own goals c. How to involve students in measuring their own progress d. Whether incorporating behavior (either into or out of your goals) still provides an accurate reflection of student's learning |
| <p>ISSUE</p> <p>Develop a Grading System that Reflects the Relationship Between Grading, Learning, Growth, and Success</p> | <p>Design a grading system that gives evaluation with context and meaning.</p> <ol style="list-style-type: none"> 1. Have all group members discuss how their course is different from others and identify the reasons for the differences. 2. Have all group members state what they want to do to develop their grading system and how they will do it. 3. Have all group members state what they want to do to develop their grading system and how they will do it. <ul style="list-style-type: none"> a. Have all group members state what they want to do to develop their grading system and how they will do it. b. Have all group members state what they want to do to develop their grading system and how they will do it. 4. Have all group members state what they want to do to develop their grading system and how they will do it. <ul style="list-style-type: none"> a. Have all group members state what they want to do to develop their grading system and how they will do it. b. Have all group members state what they want to do to develop their grading system and how they will do it. 5. Have all group members state what they want to do to develop their grading system and how they will do it. <ul style="list-style-type: none"> a. Have all group members state what they want to do to develop their grading system and how they will do it. b. Have all group members state what they want to do to develop their grading system and how they will do it. |

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CHAMPS: Chapter 4

PEAR DISCUSSION WORKSHEET

Teach Students to Meet Expectations 9 of 10

| | |
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| TEACH 1 Prepare Your Guidelines for Section and Classroom Rules | <p>Prepare a chart and reinforce your guidelines and rules to students at the beginning of the year.</p> <p>Give 4 or 5 group members each a role to read and discuss your guidelines.</p> <ul style="list-style-type: none"> • W If you are reading and role-playing within your learning group. • H Have a student read the definition for each expectation. • E If you are reading and role-playing within your learning group. • P If you are reading and role-playing within your learning group. • S If you are reading and role-playing within your learning group. |
| TEACH 2 Prepare Your Guidelines and Lessons to Communicate Your Behavioral Expectations | <p>Develop a presentation plan and practice lessons for teaching your CHAMPS expectations to students.</p> <ul style="list-style-type: none"> • H Have a student read the definition for each expectation and then discuss the expectations with the class. Have students read the definition for each expectation and then discuss the expectations with the class. • E Have a student read the definition for each expectation and then discuss the expectations with the class. • P Have a student read the definition for each expectation and then discuss the expectations with the class. • S Have a student read the definition for each expectation and then discuss the expectations with the class. |
| TEACH 3 Teach Difficult Behavioral and Social-Emotional Skills | <p>Prepare your behavioral and social-emotional skills that are essential for school and the workplace.</p> <ul style="list-style-type: none"> • H Have a student read the definition for each expectation and then discuss the expectations with the class. • E Have a student read the definition for each expectation and then discuss the expectations with the class. • P Have a student read the definition for each expectation and then discuss the expectations with the class. • S Have a student read the definition for each expectation and then discuss the expectations with the class. |

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| Chapter 4 • Teach Students to Meet Expectations 2 of 2 | | PEER DISCUSSION WORKSHEET |
|--|---|---------------------------|
| TASK 3 (CONTINUED) | <p>B. Have all group members share their ideas for how to teach behavioral and social emotional skills. In particular, discuss strategies regarding the context to the following question and share those your learned:</p> <ul style="list-style-type: none"> a. How will you introduce these skills to students? b. How will you reinforce these skills on an ongoing basis through practice and feedback loops? c. How might you link social-emotional skills to <i>Guidelines for Success</i>? | |
| TASK 4 | <p>Be prepared to share your CHAMPS® expectations for common areas. Also be prepared to make suggestions to any one student who may come there and list any unique needs that may arise.</p> <p>Have all group members share their plan for:</p> <ul style="list-style-type: none"> a. Teaching common area expectations b. Teaching expectations for school emergency situations c. Teaching expectations for non-urgent situations (e.g., field trip) | |
| TASK 5 | <p>Communicate with families about what their students will be learning and doing in your classroom.</p> <p>Have all group members share their ideas for communicating with parents and families. In particular, discuss strategies you have used regarding the following questions and share those your learned:</p> <ul style="list-style-type: none"> a. How to introduce the social-emotional curriculum b. How to work jointly (not separately) on expectations and social-emotional skills | |

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CHAMPS • Chapter 5

PEER DISCUSSION WORKSHEET

Use Data to Monitor and Adjust Your Management Plan

TABLE 1

Keep All Instances of the Classroom Community and Circulate When Possible

While walking, observe students for behaviors to praise and redirections to correct.

• Discuss cues for maintaining your monitoring practices, including finding seating, walking, and monitoring. Circulate.

• What are some types of problematic issues to look for?

• What nonverbally appropriate cues you utilize (as when monitoring)?

TABLE 2

Understand Why and How to Use Data to Monitor and Adjust Your Management Plan

Learn about the importance of using data in your classroom, the types of data you should collect, and how to fairly incorporate data collection efforts into your teaching practices.

A. Discuss the context of data that are currently being collected in your building and in your classroom.

B. Discuss common barriers to collecting data that you have found in the past.

C. Share the data you have to evaluate data collection practices are feasible.

D. Review the classroom guide that you have collected and discuss ideas for using any of the following data to make a redemptive and diverse learning plan.

- a. Anecdotal notes
- b. Surveys
- c. Rating scales
- d. Observational data (frequency, duration, or latency data, momentary time sampling, counting, latency and triangulated data)

TABLE 3

Use Data Synopses to Monitor and Adjust Your Management Plan

Develop a plan to collect and share data as part of an ongoing process of refining your Classroom Management Plan.

Review the recommended data synthesis schedule and discuss how you will apply it to your school calendar and schedule to modify.

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| Chapter 4 • Build Positive Relationships and Provide Positive Feedback (p. 2 of 2) | | PEAR CONNECTION WORKSHEET |
|---|---|---------------------------|
| LEAD 4 Provide Interimist Collaboration | Periodically research both individual students and the whole class with a rubric that the knowledge they progress and measure in meeting behavioral and academic goals. | |
| | Discuss ideas for alternative collaboration of students and ways to handle appropriate information into the moment or school year. | |
| LEAD 5 Maintain a Positive Ratio of Interactions With Parents/ Guardians | Plan to interact with families more often when students are behaving appropriately than when they are misbehaving. | |
| | A. Discuss ways to provide positive feedback to parents and guardians. | |
| | B. Share ideas for having parents, caregivers communicate with parents about students. | |
| LEAD 6 Maintain Positive Communication With Colleagues | Contribute to a positive and enthusiastic by bringing positive communication skills to your interactions with colleagues. | |
| | A. Share ideas with colleagues. | |
| | B. Engage in noncompetitive positive interactions with colleagues. | |
| | C. Welcome new staff members. | |
| | D. Engage in collaborative problem-solving approach with colleagues. | |
| | E. Enrich the language you use about students and families. | |

CHAMPS • Chapter 7

PAPER DISCUSSION WORKSHEET

Motivational Strategies and Systems

EXERCISE 1

Understand Student Motivation

Imagine that you are a researcher. A graph of the chart below shows a system where the assumptions remain the same and how much the system is successful.

1. Have group members draw whether the scenario of motivation studies that give promising and whether the scenario provides a solid framework for creating student motivation.

2. Ask group members to discuss the assumptions and the examples of the system.

• When a particular behavior occurs repeatedly, it demonstrates a level of motivation on the part of the individual to engage in the behavior when a particular behavior has not occurred a demonstration of a lack of motivation on the part of the individual to engage in the behavior.

• In most cases, when an individual engages in a particular behavior, it is prompted by one or more, and sometimes multiple, factors.

• A person's motivation to engage in a particular behavior is affected by:

• Motivation can be thought of as the level of Expectancy times Value.

EXERCISE 2

Use New, Forward-Biased Strategies to Increase Motivation and Behavior

Students receive student and teacher feedback and using strategies to increase motivation and behavior.

1. Discuss specific ways you can stimulate student motivation.

2. Have group members discuss and using strategies.

3. Have group members discuss and using strategies for long-range goals for students.

EXERCISE 3

Engage Group or Mass Members to Increase Motivation and Behavior

Classroom systems can increase student motivation to behave responsibly and learn desired goals.

1. Have group members discuss that expectations and consistent group norms are needed.

2. Have class show an implementing classroom systems in practice, discuss the following questions and issues:

• How can you draw from the mass members to use in your classroom?

• What type of structure does the system is affected?

• What schedule of rewards is the plan to use?

• How can you take the use of a classroom reward system?

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CHAMPS • Chapter 5

FIELD DISCUSSION WORKSHEET

Use Data to Monitor and Adjust Your Management Plan

| | |
|---|---|
| <p>TABLE 1</p> <p>Keep All Sections of the Classroom Clean, Safe, and Caring When Possible</p> | <p>While teaching, observe students for behaviors to praise and redirections to correct.</p> <p>What are signs for maintaining your classroom practices, including rest, seating, auditory warning, and stimulating? Consider:</p> <ul style="list-style-type: none"> • What are some signs of problematic issues to look out for? • What nonverbally appropriate cues you give (e.g., how you positioning)? |
| <p>TABLE 2</p> <p>Understand Why and How to Use Data of Classroom Improvement in Your Classroom</p> | <p>Learn about the importance of using data in your classroom, the types of data you should collect, and how to fairly and consistently collect data collections offers you your teaching practices.</p> <ul style="list-style-type: none"> • Assess the current status of data that are currently being collected in your building and how that data are used. • Discuss common barriers to collecting data that you have found in the past. • Share data sources that you realize data collection may be feasible. • Review the classroom guide that you can be identified and discuss them for using any of the following, data sources to understand and improve these data-gathering: <ul style="list-style-type: none"> • Anecdotal notes • Surveys • Rating scales • Observational data (frequency, duration, or latency data, momentary time sampling, counting, latency and longitudinal data) |
| <p>TABLE 3</p> <p>Use Data Strategically to Monitor and Adjust Your Management Plan</p> | <p>Develop a list of critical and/or data as part of an ongoing process of refining your Classroom Management Plan.</p> <p>Review the recommended data collection schedule and discuss how to apply it to your school calendar and schedule to modify.</p> |

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CHAMPS: Chapter 6

PERC EDUCATION CENTER

Build Positive Relationships With Students and Provide Positive Feedback 1.a.2

LEARN

Focus on Positive & High-Rate or Positive Interactions

Place a timer at the front of the room every time with each student that you are having a conversation with them or are interacting (e.g., at least 3 minutes).

- A group discussion of the quality of the teacher's work with individuals can come up with specific examples from their experiences that the most have been helpful.
- How often do students identify the positive feedback they will accept to help them improve? How often do students identify the negative feedback a behavior supporting specifically that they are making a reducing.

LEARN

Build Positive Relationships With Students With Consistent Attention

Choose a group of students with each student by giving appropriate positive feedback with each student and encourage them to do the same.

- After the group discuss the ways the teacher builds personal relationships with students, have students discuss the ways they build relationships with others whether building a relationship with students or with each other. Ask students to share with the group the ways they build relationships with others and to share with the class that they are building that.
- How often do students identify attention (the example, time, the day or type of attention) that they provide encouragement/attention to reward or to build on?
- Consider having students post up and share with each other the way that they are successful the first 3 minutes of the day that students are either in the classroom or in the hallway. Have students share the ways that they are successful that they provide the students and the quality of the relationship that they are building.
- Discuss the feedback and positive reinforcement that students make up for each other in a group to build students to reach encouragement/attention as possible. Have students of student feedback to help in the building and encouraging attention to your students.

LEARN

Provide Positive Feedback With Consistent Attention

Give students a variety of positive feedback in their progress and notes in using behaviorist and academic goals.

- Have each group of students (or specific students and specific examples of positive feedback that reflects each of the following options):
 - Accurate
 - Constructive and descriptive
 - Consistent
 - Supportive
 - Group reinforcement
 - Give to the student that they are role
- Have each group member describe a student who wants partly to positive feedback. As a group, discuss how to provide that feedback.

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| Chapter 4 • Build Positive Relationships and Provide Positive Feedback (p. 2 of 2) | | PEER OBSERVATION WORKSHEET |
|---|---|----------------------------|
| LEAD 4 Provide Interimist Collaboration | Periodically research both individual students and the whole class with a debriefing that acknowledges their progress and focuses on meeting behavioral and academic goals. | |
| LEAD 5 Maintains a Positive Ratio of Interactions With Parents/Peers | <p>Thinks that the maintenance of a balance of means and ways to fairly incorporate collaboration into the semester or school year.</p> <ul style="list-style-type: none"> A. Discuss ways with families from when students are behaving appropriately than when they are misbehaving. B. Show steps to provide positive feedback to parents and guardians. C. Show steps for having parents and guardians communicate with parents about students. | |
| LEAD 6 Maintains Positive Communication With Colleagues | <p>Considers to a positive staff environment by bringing positive communication skills to your interactions with colleagues.</p> <ul style="list-style-type: none"> A. Encourage positive communication with colleagues and actively ways to encourage and maintain healthy, supports collegial culture in the school. B. Engage in noncompetitive positive interactions with colleagues. C. Avoid students' interactions. D. Refrains use and number. E. Engage in collaborative problem-solving approach with colleagues. F. Evaluate the language you use about students and families. | |

CHAMPS • Chapter 7

PAPER DISCUSSION WORKSHEET

Motivational Strategies and Systems

LEARN 1

Unfulfilled Student Motivation

Learn that motivation is a goal that should reach a point where it meets the acceptance level and how much the effort is successful.

- Have group members debate whether the necessity of motivation is a goal that should reach a point where it meets the acceptance level and how much the effort is successful.
- As a group, discuss the elements responsible for the success or failure of motivation and the examples of the elements.

When participants believe success is possible, it demonstrates a lack of motivation on the part of the individual to engage in the behavior, when participants believe that success is a distant goal, it demonstrates a lack of motivation on the part of the individual to engage in the behavior. In the same sense, when an individual engages in a particular behavior, it is encouraged by a sense of striving, and continues motivation. Motivation is a process that is influenced by a number of factors, and it is a process that is influenced by a number of factors. Motivation can be thought of as the result of Expectancy times Value.

LEARN 2

Use Non-Related Rewards Strategies to Increase Motivation and Expected Behavior

- Students explain and analyze effective goal-setting strategies and how to use them to increase motivation and expected behavior.
- Discuss why you can use extrinsic rewards and how to use them to increase motivation and expected behavior.
- Share what you learned about goal-setting strategies.
- Discuss how you can use extrinsic rewards and how to use them to increase motivation and expected behavior.

LEARN 3

Goal Setting and Motivation

English-Chinese and Chinese-English

Motivation and Expected Behavior

Students explain how intrinsic motivation is related to intrinsic and extrinsic goals.

- Have group members debate their expectations and reward systems for intrinsic, extrinsic, and mixed goals.
- Discuss how you can use extrinsic rewards and how to use them to increase motivation and expected behavior.
- What type of goals from the same source makes it to be your goal?
- How do you determine if the system is effective?

What are the goals of the system? How do you use it? How do you use it to be a successful system?

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Chapter 11

- Repro. 11.1 Virtual Classroom Management Plan (5 pages)*
- Repro. 11.2 Teacher Workspace Self-Assessment Checklist
- Repro. 11.3 Student Workspace Self-Assessment Checklist
- Repro. 11.4 CHAMPS Virtual Classroom Transition Worksheet*
- Repro. 11.5 CHAMPS Virtual Classroom Activity Worksheet*
- Repro. 11.6 ACHIEVE Virtual Classroom Activity Worksheet*
- Repro. 11.7 Family/Student Virtual Class Satisfaction Survey

ACHIEVE Virtual Classroom
Activity Worksheet

CHAMPS 

ACTIVITY: ☐ Whole group ☐ Small group ☐ Independent ☐ _____

CONVERSATION
Can students use the microphone? ☐ Muted ☐ Unmuted
Can students see group chat? _____
Can students chat privately with each other? _____
What are your expectations for students when talking (e.g., do they say their name first)? _____

HELP
How do students indicate they need help? _____
With technology? _____
With subject content? _____

INTEGRITY
What are your expectations for students working together, completing work, etc. (e.g., what do you consider to be cheating or not, plagiarism or not)? _____

EFFORT
How will students show active participation (video, audio, chat, etc.)? _____
What behaviors do you expect students to display through their screen? _____

VALUE
How would active participation be of benefit for students? _____
Do you plan on assessing student progress for this activity? ☐ Yes ☐ No If yes, how will you assess? _____

EFFICIENCY
What are your expectations for using other technology and reducing other distractions? _____
Can students move away from the screen if needed (bathroom, etc.)? _____

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