Action Planning Form

School/District: _____   Date: _____

Activity	Who is Responsible	Target Start Date	Target Completion Date	How will we know if it's working?

What do we need to know?	How will we find out?

Elements of Culture	My norms growing up	My norms now	Our school norms	How my students & families might be different	How these differences might create conflict
Use of profanity (example)	No swearing, especially around adults	OK with friends outside of work, none at work or with family	Swearing in general = warning, swearing at someone = ODR	Swearing might be acceptable to convey strong emotion	Students and families may be viewed as disrespectful when they have strong feelings
Appropriate personal space					
Appropriate voice level					
Appropriate dress					

	CLASSROOMS	COMMONS/ CAFETERIA	HALLWAYS	SCHOOL GROUNDS & SURROUNDING COMMUNITY	Restroom
PERSONAL **RESPONSIBILITY** To be accountable for your own actions, choices and the results	• Be on time • Be prepared • Be an active learner • Complete assignments	• Use table manners • Eat your own food and not share your food with others • Clean up after yourself • Recycle	• Use the bathroom and get a drink during passing period • Gather all materials for next class	• Drive safely • Stay on public property	• Use the bathroom between classes • Wash your hands
RESPECT To show consideration, appreciation, and acceptance	• Be an active listener • Consider other views • Use eye contact • Stay focused on the topic of discussion • Eliminate derogatory language • Give respect and you will get respect	• Use conversational volume • Be polite to others	• Use conversational language and volume • Be considerate of others personal space and property • Move to the side to let others pass by • Avoid interrupting classes	• Clean up after yourself • Follow all school rules	• Allow privacy for others • No videos or pictures
INTEGRITY To be honest, sincere, and kind in words and actions	• Do your own work • Be patient with self and others • Share responsibilities • Take hats off in class	• Wait your turn • Pay for all purchases • Be welcoming and include others • Attend only one lunch	• Have a pass if out of class • Exit the building after school day or approved activities	• Be courteous to community members	• Keep the stalls and walls graffiti free
DETERMINATION To set goals and meet expectations	• Be organized – plan time to do work or study • Learn from mistakes • Ask for help when you need it	• Make healthy food choices	• Move promptly to class	• Increase knowledge and use of community resources	• Clean up after yourself
EXCELLENCE To strive to do the best at all times	• Produce quality work • Challenge yourself to take a chance • Use school resources • Strive for perfect attendance	• Encourage your friends to clean up	• If you see litter, help by picking it up • If you see a visitor, say hello and offer assistance	• Serve the community in a positive way • Be a role model	• Return to class promptly and quietly

School-wide Expectations	At SCHOOL it looks like…	At HOME it looks like…	In my NEIGHBORHOOD it looks like…
1. _____			
2. _____			
3. _____			
4. _____			
5. _____			

Appendix G: Personal Matrix (Behavior Dictionary)

A personal matrix (or behavior dictionary) is a tool classroom teachers can use to draw on student prior knowledge regarding behavior expectations (Validate and Affirm) and identify where connections need to be bridged and built. School personnel articulate expectations in the school setting, and students are asked to reflect on expectations in other settings in their lives. This dictionary can be used to help reteach and to help students learn to code-switch while allowing teachers to learn how the expectations may have been taught to fluency previously.

In the example below, the school wide expectations are identified and are operationalized in the "at school" column for students. Students are then asked to complete the At Home and In my Neighborhood columns individually.

This activity allows school personnel to check for prior knowledge and understand where there may be cultural gaps between home and school, and where additional instruction may be necessary.

School-wide Expectation	At SCHOOL It looks like...	At HOME It looks like...	In my NEIGHBORHOOD it looks like...
Be Safe	• Keep hands and feet to self • Tell an adult if there is a problem	• Protect your friends and family • Don't talk back	• Stick up for your friends • Don't back down • Look the other way
Be Respectful	• Treat others how you want to be treated • Include others • Listen to adults	• Do exactly what adults tell you to do • Don't stand out • Don't bring shame	• Text back within 30 seconds • Be nice to friends' parents • Share food
Be Responsible	• Do my own work • Personal best • Follow directions • Clean up messes	• Help your family out first • Own your mistakes • Share credit for successes	• Have each other's backs • Own your mistakes • Check in about what to do

Opportunities to Respond (OTR) Planning Form

Opportunities to respond are teacher behaviors that solicit a student response (Simonsen, Myers, & DeLuca, 2010). There are many ways to provide OTRs in the classroom that can increase student engagement and performance. Use this worksheet to outline a plan to implement an OTR practice.

1. **Specific OTR Practice or Strategy to Use**

   _____

2. **What are the steps for implementing?**

   1._____
   2._____
   3._____
   4._____

3. **What do I need to teach students?**

   _____
   _____
   _____

4. **What signal will I use?**

   _____
   _____

5. **What resources will I need for implementation?**

   _____
   _____
   _____

6. **Action Plan: Next Steps**

What	By When
1.	
2.	
3.	
4.	

CoGen Planning Form[1]

CoGens are simple conversations between a small group of students and their teacher. The primary purpose of a CoGen is to co-generate ideas that improve overall classroom functioning. The steps for implementing a CoGen are outlined below.

1. **WHO do we invite?**

    Identify students who bring a diversity of perspectives and backgrounds to your CoGen. Consider different academic achieving groups, ethnicities, social cliques, races, etc. Start with a small number of students (e.g., 4).

Who	What type of diversity or perspective do they bring?
1.	
2.	
3.	
4.	
5.	

[1] Adapted from Emdin (2016). *For white folks who teach in the hood…and the rest of y'all too: Reality pedagogy & urban education.*

2. **HOW do we invite?**

It is important to emphasize that the CoGen is voluntary and really about seeking your students' _____; expect some _____ and be sure to explain this is not a traditional assignment. Here is a sample invitation script from the book:

"I would like to have a conversation with you and a few of your classmates for 2-3 minutes after class. No- you're not in trouble [before they ask]; I just wanted to get your thoughts on a few things" (p. 69, Emdin, 2016)

Notes on how & when to invite students:

_____

_____

_____

3. **The SET-UP**

The arrangement of the room should be informal and feel like a comfortable space for students to meet and share.

-Seats in a _____

-Music is playing_____

-Space is empty (people are not coming in and out)

-Plan the CoGen around food and provide a snack_____

Describe your setup:

_____

_____

_____

4. **The GUIDELINES**

   Create some ground rules for how the CoGen will run. Emphasize that everyone (including the teacher) will agree to the rules. Some sample ground rules:

   1. No voice is privileged over another. "Everybody Eats, Everybody Speaks"

   2. One person speaks at a time (one mic)

   3. Result is a plan of action to improve our classroom

   Students/teacher make a poster or handout of the ground rules. The group can also 'name' or tag their meeting.

   Note your ground rules here:

   _____

   _____

   _____

5. **The FIRST MEETING**

   After establishing guidelines and naming the group. The teacher presents a SIMPLE issue/problem the team could tackle together (eventually the students will lead this process).

   Examples:

   o Something the teacher could do in the first or last 5 min of class

   o Thank students who come to class early rather than 'shame' student coming in late

   o Identify a positive practice the teacher could do more often

   Note ideas for your first issue/problem here:

   _____

   _____

   _____

Back in class

- o Teacher and/or CoGen explicitly engage in the plan of action
- o Teacher uses a signal to show CoGen (e.g., head nod) when the plan of action occurs.

6. <u>Build FLUENCY</u>

During the next meeting:

1. Review implementation of plan of action
2. Discuss and select another plan of action
3. Students taking on more leadership
4. Continue this cycle until the group is fluent
5. Must meet regularly
6. Students should see plans of action in place & implemented multiple times (3x for ritual)

7. <u>CHANGE CoGen membership</u>

After the CoGen process is established…One member of the CoGen invites a new person.

The inviting member will 'opt out' & take on a different _____in the classroom
The CoGen group repeats the process of meeting (approx. 3x)
        -Then a new member is again identified & an old member 'retires'

Describe your proposed process here:

_____

_____

_____

Integration Planning Form: Micro-affirmations

Micro-affirmations are non-contingent acknowledgment of students' presence, efforts, or talents. They can be used any time or before challenging activities. Use this worksheet to outline a plan to implement micro-affirmations.

1. **Specific strategy to use (e.g., class activity, general interaction)**

   _____

2. **When do I need to use it?**

   _____
   _____
   _____

3. **What are the steps for implementing?**

   1._____
   2._____
   3._____
   4._____

4. **What do I need to teach students?**

   _____
   _____

5. **What cue will I use (either for me or for students)?**

   _____
   _____
   _____

6. **Action Plan: Next Steps**

What	By When
1.	
2.	
3.	
4.	

Integration Planning Form: Wise Feedback (OWL)

Wise feedback includes 3 components:

1. **O**ffer critical feedback
2. **W**ith high expectations
3. **L**adder statement

Use this worksheet to outline a plan to use wise feedback.

1. **What are situations where I'm likely to see unwanted behavior?**

   _____

2. **O: What specific feedback do students need to improve their behavior (go from unwanted to wanted?**

   _____
   _____
   _____

3. **W: How can I share high expectations? What exactly will I say?**

   _____

4. **L: How can I offer help to meet that goal? What exactly will I say?**

   _____

5. **Put it together!**

   O: _____

   W: _____

   L: _____

6. **What resources will I need for implementation?**

   _____
   _____

7. **Action Plan: Next Steps**

What	By When
1.	
2.	