

DOODGE & VIPER

feat TAG TEAM

THE
REMIX
EDITION



WHOOOMP!

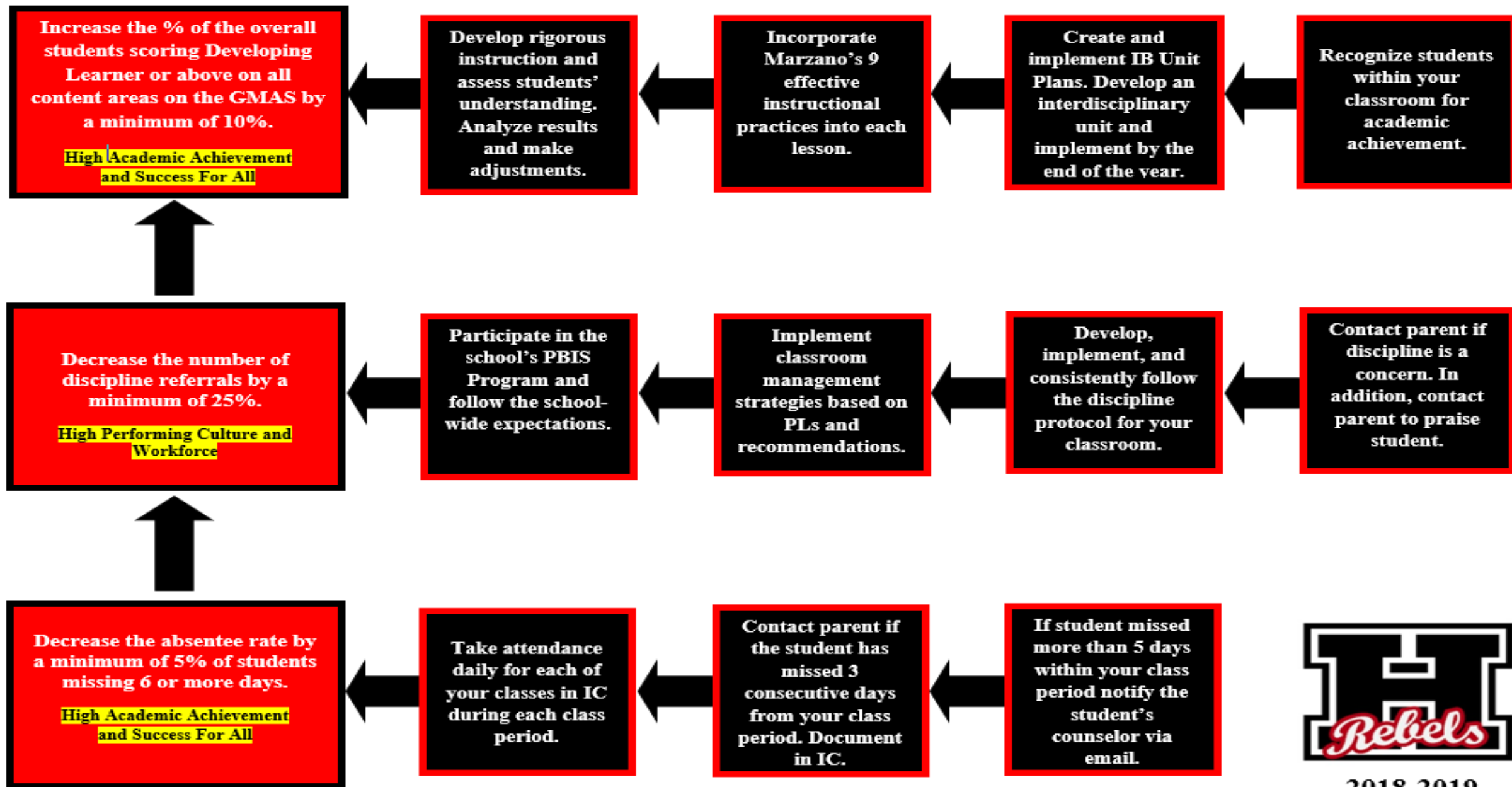
(THERE IT IS)

Reinforcing Effort & Providing Recognition

September 19, 2018



Hephzibah High School Strategy Map



Standard

Standard 7: Positive Learning Environment

The teacher provides a well-managed, safe, and orderly environment that is conducive to learning and encourages respect for all.






Learning Targets

1. The teacher will identify strategies in reinforcing effort and providing recognition.
2. The teacher will promote a learning environment that is conducive towards learning.

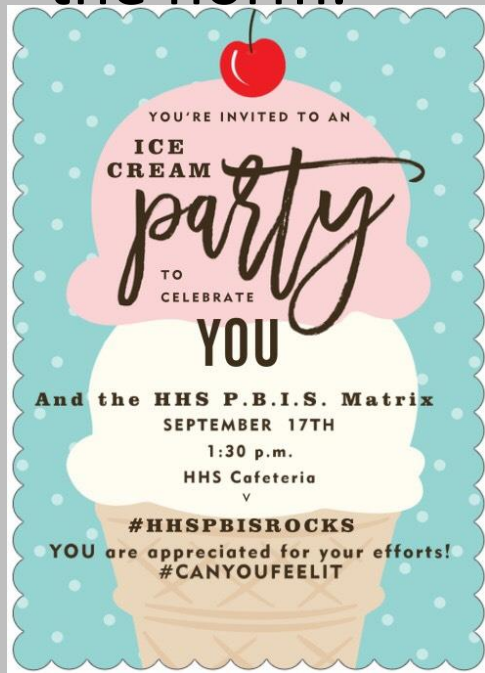





If
She
Only
Knew
Me

PBIS and the Reward System (Standard 7)

- Teaching behavioral expectations and rewarding students for following them is a much more positive approach than waiting for misbehavior to occur before responding. The **purpose** of school wide **PBIS** is to establish a climate in which appropriate behavior is the norm.



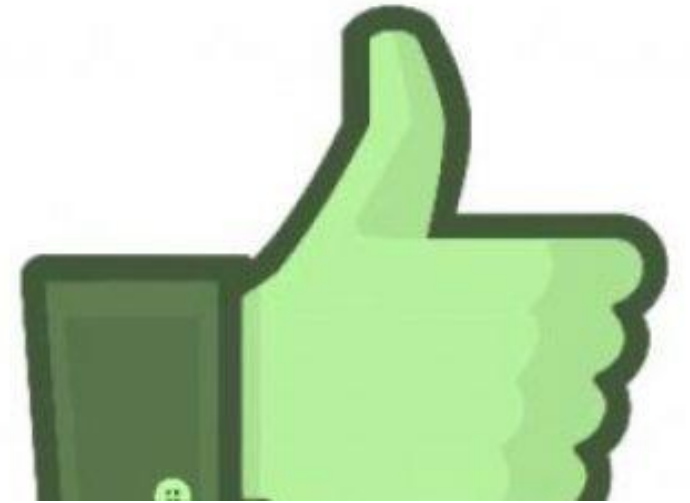
Heroes of H.O.P.E. Behavior Matrix

	Cafeteria	Hallway	Classroom	Afternoon Zone	Restroom
H ave High Expectations	Enter the cafeteria through lines 1-3. Get your tray. Proceed to seating area.	When traveling to classes move quickly to the right-hand side.	Actively participate daily for college and career readiness.	Follow directions as given.	Enter the restroom, take care of your personal needs, and exit efficiently.
O ffer Opportunities to Achieve	Cleanliness. Respect your space. Move with a purpose (expeditiously)	Manage time wisely.	Zero in on success; be responsible, be accountable, be productive.	Be punctual. Focus on safety.	Maintain clean and orderly area.
P romote Positive Thinking	Be considerate. Show gratitude. Be responsible for each other.	Have compliance with transitions by encouraging and motivating each other.	Begin class with a positive mindset. Come prepared. Motivate each other.	Reflect on the day's events. Concentrate on after school activities/assignments.	Be considerate of others. Keep it clean.
E valuate Your Purpose	Get Food. Eat. Clean up.	Move purposefully.	Come prepared, ready to learn and achieve.	Report directly to designated location, safely.	Take care of personal needs.

Pause

Prompt

Praise



Pause = Discuss the problem

Prompt = Specific suggestions to help improve

Praise = Performance improves PRAISE

Effort and Achievement Rubric

Effort Rubric	Achievement Rubric
4— I worked on the task until it was completed. I pushed myself to continue working on the task even when difficulties arose or a solution was not immediately evident. I viewed difficulties that arose as opportunities to strengthen my understanding.	4— I exceeded the objectives of the task or lesson.
3— I worked on the task until it was completed. I pushed myself to continue working on the task even when difficulties arose or a solution was not immediately evident.	3— I met the objectives of the task or lesson.
2— I put some effort into the task, but I stopped working when difficulties arose.	2— I met a few of the objectives of the task or lesson, but did not meet others.
1— I put very little effort into the task.	1— I did not meet the objectives of the task or lesson.

Example : Effort and Achievement Rubric

Student _____	Assignment	Effort Rubric	Achieve-ment Rubric
Fri., Oct. 22	HW— 15 practice prob. Statistics	4	4
Wed., Oct. 27	In-class group activity - statistics	4	3
Thurs., Oct. 28	Statistics Quiz	3	3

Work Period

2. MAKE IT PERSONAL





Learning Targets

1. The teacher will identify strategies in reinforcing effort and providing recognition.
2. The teacher will promote a learning environment that is conducive towards learning.



Closing

COMMITMENT

A hand holding a black marker points to the word "COMMITMENT" written in white on a red brushstroke background. The background is a word cloud with terms like "TRAINING", "TEAM", "SKILLS", "EMOTIONAL", "MISSION", "MEMBER", "SPECIAL", "TRUST", "CHALLENGE", "GROWTH", "CLUB", "LIFE", "IMPACT".