Success at QCC: Classroom Behavior

FOCUS QUESTION: How do I need to act to be successful in a college classroom?

MATERIALS NEEDED: PPT presentation, classroom behavior handout, 10 poster boards, markers, pre/posttest

GRADE LEVEL: 9-12

TIME needed: 2 hours or more than 1 workshop

CURRICULUM LINKS:

· National: ASCA Student Standards
  1. A:A1.5: identify attitudes and behaviors which lead to successful learning
  2. A:A2.3: Use communication skills to know when and how to ask for help when needed
  3. A:A3.2: Demonstrate the ability to work independently, as well as the ability to work cooperatively with others
  4. A:B1.2: Learn to apply critical thinking skills
  5. A:B1.4: Seek information and support from faculty, staff, family, and peers
  7. C:A1.3: Understand the relationship between learning and work
  8. C:A1.5: Understand that school success is the preparation to make the transition from student to community member
  9. C:A1.4: Learn how to interact and work cooperatively in teams
  10. C:A2.1: Acquire employability skills such as working on a team, problem-solving, and organizational skills
  11. C:A2.7: Develop a positive attitude towards working and learning
  12. C:A2.8: Understand the importance of responsibility, dependability, punctuality, integrity, and effort in the workplace
  13. C:C1.1: Understand the relationship between educational achievement and career success
  14. C:C2.2: Learn how to use conflict management skills with peers and adults
  15. C:C2.3: Learn to work cooperatively with others as a team member
  16. PS:A1.6: Distinguish between appropriate and inappropriate behavior
  17. PS:A1.8: Understand the need for self-control and how to practice it
  18. PS:A1.9: Demonstrate cooperative behavior in groups
  19. PS:A2.2: Respect alternative points of view
  20. PS:A2.6: Use effective communication skills
  21. PS:A2.7: Know that communication involves speaking, listening, and nonverbal behavior

· National: Common Core Standards
  22. CCSS.ELA-Literacy.SL.9-10.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.
  23. CCSS.ELA-Literacy.SL.9-10.1b Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.
  24. CCSS.ELA-Literacy.SL.11-12.1b Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed
  25. CCSS.ELA-Literacy.SL.11-12.1c Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.

· State: MA CDE Benchmarks
  26. A2-1: Communication and literacy skills for self-advocacy and presentation
  27. W3-5: Knowledge of the transferability skills
  28. PS2-1: Skills in interacting positively with others at home, at school, at work, and in the community
  29. PS2-2: Skills in problem solving and conflict resolution at home, at school, at work and in the community
  30. PS2-3: Knowledge of and respect for individual differences

· District/School links: (minimum 1 link) mission statements, Improvement Plan, RTTT goals, etc.
PLANNING REFLECTION:
· This lesson teaches skills that students should utilize in order to behave appropriately in a college class
· Students will answer baseline questions (pretest) around current knowledge of college policy and behavioral expectations
· The workshop will use a pre/post test to measure effectiveness (attached)

TEACHER PERFORMANCE OBJECTIVES: During the lesson the teacher will:
· Administer the pre test
· Present the power point
· Lead a group discussion on the first classroom expectation and create a poster board
· Divide the students into groups and explain the poster board assignment
· Lead the report-out discussion on the poster boards
· Explain the role plays
· Lead the reflection discussion on the role plays
· Administer the post test
· Demonstrate appropriate classroom behavior throughout the lesson(s)

STUDENT PERFORMANCE OBJECTIVES: By the end of the lesson, students will:
· Cognitive: Identify on a list the 10 general rules for classroom behavior.
· Affective: understand classroom success is connected to classroom behavior by recognizing the connection between attendance/classroom behavior and grades when midterm grades come out.
· Behavioral/Performance:
  · Circle on a list appropriate and inappropriate classroom behaviors.
  · Create poster boards showcasing these behaviors in small groups.
  · Write a role play demonstrating a strategy for classroom success.
  · Participate in a role play

PRE and POST ASSESSMENT: See attached

DESCRIPTION OF THE ACTIVITY/SEQUENCE OF THE LESSON
· This activity is included as part of a larger orientation session, therefore student introductions, icebreakers, and motivators have taken place earlier in the day
· First, students will be given a pre-test.
· Then, the instructor starts the PPT presentation called “Success at QCC”
· Students are given the Classroom Expectations handout
· Together, we will address the first expectation, and discuss how students can successfully embody the expectation and what might get in the way of success
· Students will break into 3 groups and rotate through the rest of the standards, writing on the posters how they can achieve success and what may hinder them
· Groups will report out at the completion of the activity
· Staying in their groups, students will get a role play of a common classroom disturbance/issue
· Groups will get a chance to plan their role play, and then act it out in front of the group
· We will have a group reflection

MODIFICATIONS FOR DIFFERENTLY ABLED STUDENTS:
This lesson can be modified for different grade levels and students of different abilities by changing the classroom expectation to fit the needs of lower grades, and by allowing students to draw pictures instead of writing words on the poster boards. Teachers may participate in the role plays as needing, to model how it should work. Facilitators may also want to seek out video clips as examples of the classroom rules.

DATA ANALYSIS and SUMMARY: Overall, the workshop was effective in the target areas for students. See attached data sheet for breakdown. This workshop may be more effective if it is broken down into a series instead of one workshop. There is a lot of information given and students were tired by the end of the workshop, which the data does not reflect. In the future, I would separate into two workshops: the first would be up through the creation of the posters and the second would encompass the role plays. The second half would preferable take place after students had attended a week or so of class so they had some real experience.
Jenna Glazer
Resource Specialist, Gateway to College
jglazer@gcc.mass.edu

REFLECTION: This workshop went well. Students enjoyed working in small groups with each other, and enjoyed making the poster boards. Staff walked around the room to help students brainstorm some ideas for the poster boards. The workshop ran long, and would be preferably broken into two or more workshops in the future. I changed the data collection pieces for pre and post test after the original workshop was completed in order to collect more accurate and useful data.

SUPPLEMENTAL MATERIAL: Electronically attach PPT, templates (handouts, activity sheets, pre/post test), bulletin board photo, data graphs/charts, etc
Please circle the 10 behavior expectations for classroom behaviors.

Students are expected to attend all scheduled classes.

Students are allowed to use electronic devices in all college classrooms.

Students are expected to be in class on time.

Students may get up and leave at any time during class, because there are no hall passes in college.

Students are expected to remain in class for the entire instructional period.

Students are expected to remain alert throughout the entire instructional period.

Students are expected to come to class free of alcohol or drugs.

Students are expected to be respectful of opposing opinions.

Students are expected not to interrupt a faculty member or other students when they are speaking.

Students can join a discussion at any time during a college class. Debate is encouraged.

Students are expected to address student specific concerns prior to or after the instructional period.

Students are expected to use respectful language throughout the instructional period.

Students are expected to receive the faculty’s permission prior to using cell phones, laptops, or other electronic equipment.

Please list 2 differences between high school classroom expectations and college classroom expectations:

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Success at QCC
How to Act in a College Classroom
Our Mission

- To prepare students for real world success
- Upon graduation, students should have the skills needed to continue on in higher education or successfully maintain a job
- We want students to take an active role in their education and in their lives
Rules

- Gateway to College and QCC faculty have rules because we like to be unreasonable and set students up to fail.

Just kidding! We establish rules we feel will help you develop the skills you need to be successful in life.
Have you ever heard the expression, **“No call, no show, NO JOB!”**

Chances are, if you miss work and don’t call out, you will be fired.

Our attendance policy reflects the real world: you can’t miss more than 85% of school. You must “call out” to your professors and Jenna if you can’t come in.
Chaos in the Classroom

- Have you ever had a class without rules, or that had rules that no one followed?
- What was it like?
- Was it easier or harder to learn?
There are 10 basic classroom rules that you will see on the majority of your syllabi. Professors feel that if all students follow these rules, there will be an environment that helps students learn.
Students are expected to attend all classes

- How can you make sure to be in class every day?
- What plans do you need to put in place to make attendance a priority?
- What behaviors or actions might get in the way?
Activity

- Split into 3 groups
- Go around the posters with the rest of the classroom expectations on them
- Write down how you can succeed with these expectations and where you may struggle
Think About....

- Past issues in school
- Your professors as authority figures
- Having friends in your classes
- Classes that are discussion based
- Personality conflicts
What do your posters say?
Activity #2

- Each group will receive a role play to act out, based on one of the classroom behaviors. Take a few minutes to plan your role play and then we will show the group...
Role Play #1

- Students are expected to be respectful of opposing opinions.
- Your English class is writing a persuasive essay. One person is writing about doctor-assisted suicide. The class is having a debate about it. People have strong opinions. How should the discussion go?
Role Play #2

- Students are expected to address specific concerns before or after class.

- You have no idea what is going on in your math class, and you feel your professor is going too fast. You stay after class to talk to him/her. What do you say?
Role Play #3

- Students are expected to receive the faculty's permission prior to using cell phones, laptops, or other electronics.
- Your grandmother is in the hospital and you leave your phone on your desk in case your mom calls you. Your professor asks you to put your phone away. How do you address this?
  - Now your phone rings. What now?
Reflection

- Is following the classroom rules as easy as it seems?
- What are some strategies you can use when things start going wrong?
It really boils down to one thing:

Respect

GIVE IT

TO GET IT
Role Play #1

Classroom Expectation: Students are expected to be respectful of opposing opinions.

Role Play: Your English class is writing a persuasive essay. One person is writing about doctor-assisted suicide. The class is having a debate about it. People have strong opinions. How should the discussion go?
Role Play #2

Classroom Expectation: Students are expected to address specific concerns before or after class.

Role Play: You have no idea what is going on in your math class, and you feel your professor is going too fast. You stay after class to talk to him/her. What do you say?
Role Play #3

Classroom Expectation: Students are expected to receive the faculty's permission prior to using cell phones, laptops, or other electronics.

Role Play: Your grandmother is in the hospital and you leave your phone on your desk in case your mom calls you. Your professor asks you to put your phone away. How do you address this?

> Now your phone rings. What now?
Data Collection: Classroom Behavior Activity
January 16, 2014

**Pre Test**

<table>
<thead>
<tr>
<th>Question</th>
<th>Original Pre/Test</th>
<th>Original Post/Test</th>
</tr>
</thead>
<tbody>
<tr>
<td>I know the general classroom rules for college classes</td>
<td>Yes</td>
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</tr>
<tr>
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<td>No</td>
</tr>
<tr>
<td>I have more than one strategy to keep calm in class</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>I can use my laptop in any class I want</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>I can take an important phone call in class</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>I know how to talk to a professor after class</td>
<td>Yes</td>
<td>No</td>
</tr>
</tbody>
</table>

**Post Test**

<table>
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I can use my laptop in any class I want
I can take an important phone call in class
I know how to talk to a professor after class

PreTest

PostTest
<table>
<thead>
<tr>
<th>Strategies for Success</th>
<th>Challenges</th>
</tr>
</thead>
<tbody>
<tr>
<td>Plan Ahead</td>
<td>Getting to class on time.</td>
</tr>
<tr>
<td>Don't be on cell phone!</td>
<td>Coming to school every day.</td>
</tr>
<tr>
<td>Don't sleep in</td>
<td>Getting work done in a timely manner.</td>
</tr>
<tr>
<td>Asking for help when needed</td>
<td>Adjusting to college expectations.</td>
</tr>
<tr>
<td>Have an open mind</td>
<td>Staying on track.</td>
</tr>
</tbody>
</table>

**Students are expected to be in class on time.**

<table>
<thead>
<tr>
<th>Strategies for Success</th>
<th>Challenges</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Waking up early</td>
<td>- Waking up late</td>
</tr>
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</table>
| - Arrive on time       | - Traffic |}

**Students are expected not to interrupt a faculty member or other students when they are speaking.**

<table>
<thead>
<tr>
<th>Strategies for Success</th>
<th>Challenges</th>
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<tbody>
<tr>
<td>- Don't talk during class</td>
<td>- Distractions</td>
</tr>
<tr>
<td>- Be patient</td>
<td>- Being talkative</td>
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<tr>
<td>- Be considerate</td>
<td>- Sitting in</td>
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**Students are expected to come to class free of alcohol or drugs.**

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<thead>
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<th>Strategies for Success</th>
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<tbody>
<tr>
<td>- Made healthy drunk decisions</td>
<td>- Alcoholism</td>
</tr>
<tr>
<td>- Work on reducing peer pressure</td>
<td>- Drug use</td>
</tr>
<tr>
<td>- Learn self respect</td>
<td>- Drug use</td>
</tr>
<tr>
<td>- HUGS NOT DRUGS!!!</td>
<td>- Drug use</td>
</tr>
</tbody>
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**Students are expected to be respectful of opposing opinions.**
<table>
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<th>Strategies for Success</th>
<th>Challenges</th>
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</thead>
<tbody>
<tr>
<td>Get enough sleep</td>
<td>Phone goes off</td>
</tr>
<tr>
<td>Eat before class</td>
<td>Freedom</td>
</tr>
<tr>
<td>Put phone away</td>
<td>Falling asleep in class</td>
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<tr>
<td>Be prepared</td>
<td></td>
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</tbody>
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<table>
<thead>
<tr>
<th>Strategies for Success</th>
</tr>
</thead>
<tbody>
<tr>
<td>Emailing teacher</td>
</tr>
<tr>
<td>Texting Jenna</td>
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<tr>
<td>Calling</td>
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<table>
<thead>
<tr>
<th>Challenges</th>
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</thead>
<tbody>
<tr>
<td>Exaggerating</td>
</tr>
<tr>
<td>Being nervous to talk to your teacher</td>
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<table>
<thead>
<tr>
<th>Strategies for Success</th>
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</thead>
<tbody>
<tr>
<td>Use bathroom before class</td>
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<tr>
<td>Plan ahead for emergency situations</td>
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<table>
<thead>
<tr>
<th>Challenges</th>
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</thead>
<tbody>
<tr>
<td>Bathroom breaks</td>
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<tr>
<td>Emergency phone call</td>
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<table>
<thead>
<tr>
<th>Strategies to Success</th>
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</thead>
<tbody>
<tr>
<td>Think before you speak</td>
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<tr>
<td>Take a breather</td>
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<table>
<thead>
<tr>
<th>Challenges</th>
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</thead>
<tbody>
<tr>
<td>Use to swearing</td>
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<tr>
<td>Getting mad</td>
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Students are expected to receive the faculty’s permission prior to using cell phones, laptops, or other electronic equipment.

<table>
<thead>
<tr>
<th>Strategies for Success</th>
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<tbody>
<tr>
<td>- Keep Phone on silent</td>
<td>- If ringer on</td>
</tr>
<tr>
<td>- Ask for Permission</td>
<td></td>
</tr>
<tr>
<td>- Use on break</td>
<td></td>
</tr>
<tr>
<td>- Keep Laptop shut</td>
<td></td>
</tr>
</tbody>
</table>