

## Chapter 2 Checklist

### How Do We Establish Common Expectations?

Goal	Long-Term Vision	First Steps
Achieve collective responsibility.	Staff view the success of all students as part of their professional practices.	<input type="checkbox"/> Share successes across the grade levels. <input type="checkbox"/> Analyze case studies as a staff. <input type="checkbox"/> Vertically collaborate. <input type="checkbox"/> Horizontally collaborate.
Craft a behavior matrix.	Staff reach consensus on those behaviors that are most significant to student and school success.	<input type="checkbox"/> Review data. <input type="checkbox"/> Collect and validate anecdotal evidence. <input type="checkbox"/> Identify 3–5 behavioral attributes concisely and appropriately. <input type="checkbox"/> Define age-appropriate expectations for students and staff. <input type="checkbox"/> Identify settings (environments) across the campus for which it is most important to articulate appropriate behaviors.
State positive expectations.	Craft statements that positively state the way in which students will appropriately behave in settings across the campus.	<input type="checkbox"/> Identify behaviors that <i>disrupt</i> learning. <input type="checkbox"/> Articulate the optimally desired behaviors that will <i>support</i> learning. <input type="checkbox"/> Write 3–5 specific, observable behavioral characteristics for each broad behavioral attribute in each identified setting.
Model the behavioral expectations.	Staff explicitly and intentionally model the behaviors that they expect students to exhibit.	<input type="checkbox"/> Identify specific ways in which staff can model the behaviors they expect to see from students. <input type="checkbox"/> Identify specific times and settings during which staff can model the behaviors they expect to see from students. <input type="checkbox"/> Develop a respectful way in which staff can hold one another accountable to effectively and positively modeled behaviors.