

Classroom Expectations

Extract Keota Student Handbook:

"The student handbook is placed in the hands of the student to serve as a guide. However, the Keota Board of Education Policy Manual overrides any policy set in the student handbook. The student should become familiar with the rules and regulations of the school. It is hoped that the handbook will help students and parents better understand school policies. Many of the policies set down here are governed by state law or are directives of the State Board of Education, but many are local policy, custom, or tradition and may be amended as the need arises."

<https://s3.amazonaws.com/scschoollfiles/928/16 - 17 student handbook pdf.pdf>

Rule infractions Page 22

All rule infractions are not the same and cases vary. ALL RULE INFRACTIONS CAN NOT BE LISTED BUT THIS IS A GUIDE.

Level 1	Level 2	Level 3
<ul style="list-style-type: none">• Tardy• Hall Violation• PDA• Dress Code• Deceptive Phone Call• Class Disruption• Rude Behavior	<ul style="list-style-type: none">• Inappropriate Behavior• Student Harassment• Inappropriate Language• Skipping Teacher Detention• Not Doing Work / No Books	<ul style="list-style-type: none">• Faculty Harassment• Skipping School• Possession of Stolen Property• Possession of Pornography• Cheating• Defiance

Unacceptable Classroom Behaviors

Below find a cross-reference of additional behaviors identified and originally communicated December 2017 to each class in Honeycutt Science. A reference document is available for review in-full on Honeycutt Science web site.

Each behavior is identified as a likely level 1, 2, and/or 3 infraction. This is intended as a guideline. The instructor will use judgment as to whether any given student behavior/infraction listed below is worthy of declaring any given behavior as an infraction and to whether the identified behavior should be coded as a more or less severe level of infraction than is shown.

This list is not fixed. This list is not comprehensive. This list is illustrative. This list is a guideline.

1	2	3	APPROXIMATE LEVEL OF INFRACTION INDICATED WITH x in column
x			Arriving late
x			Arriving without the proper tools (pencil, notebook)
x			Requests for restroom, drinking fountain, phone calls
x			Leaving seat without first having permission to do-so
	x		Engaging in off-topic conversations / asking off-topic questions
	x		Interrupting instruction
	x		Making sounds, especially intentional repeated distracting noises
	x		Failing to focus on an assigned task
	x		Not doing the work
	x		Arguing with other students
	x		Refusal to compromise or work with other students
	x		Sleeping, dozing, ignoring
		x	Use of electronic gear when not part of instruction
		x	Malicious compliance with rules or requests
	x	x	Aggressive behavior
x	x	x	Talking or otherwise communicating to neighbors or others
x	x	x	Failing to sit or position self where directed by instructor
x	x	x	Intentional distractions
x	x	x	Passive-aggressive behavior

Selected definitions.

Inappropriate not suitable or proper in the circumstances.

Disruption disturbance or problems that interrupt an event, activity, or process.

Defiance open resistance; bold disobedience.

Malicious characterized by an intention to do ill will especially through resentment, dislike or bitterness.

Unacceptable Work Avoidance Tactics by Students

Accountability Avoidance:

delaying or deflecting based on a true, but trivial detail for the purpose of avoiding work

Attention-Seeking:

movement, sound, activity intended to draw attention to self from others

The Put-Off:

unnecessary requests, intentional delays, and misdirection

Partialization:

expecting full credit for poorly-done, or partially completed work or effort

Faulty Thinking:

arguing for-or-against a particular point for the purpose of validating or excusing a poor decision or behavior

The Turn-Around:

blaming others rather than taking self-responsibility

One-way Boundaries:

expecting from others what one doesn't expect from self.

Pride in Negativity:

over-appreciation for knowledge of illegal, inappropriate, risky, or provocative subjects

Malicious Compliance:

intentional complying with a "specific rule" with a purpose to punish, prevent, or delay

Fact Stacking:

offering true – but incomplete – explanations sequenced to cover-up a hidden truth

Student Behavioral Expectation Definitions

This section further describes expected student behaviors in the classroom. Each behavior is described as below expectations, expected, and over-doing-it. Students should aim to exhibit behaviors meeting the “expected” descriptions. Students exhibiting “below expectations” should practice the expected behaviors or ask for assistance from the instructor to improve in that area. Students exhibiting “over-doing-it” behaviors should exam themselves to identify how to back-off that area somewhat to better achieve a balanced set of behaviors.

Attention to Detail (Quality of work Output)

Below Expectations

- Produces work that is below typical quality standard for student’s capability
- Contains notable and sloppy errors if/when assignments call for neatness and accuracy

Expected Student Behavior

- Produces work that is of reasonable, high school student quality
- Most work is acceptable, with a few errors
- Occasionally not quite up to standard but often the work from this student is among the best

Over-Doing the Behavior

- Produces very high quality work but perfectionism leads to lower productivity may not finish work, or takes too long to get there
- Quality standards exceed what’s reasonable and requested

Approachability

Below Expectations

- Intentionally distant and not easy to be around during team assignments
- Refuses to work with some students, or is visibly resistant to do so
- May be a poor listener or appear uninterested
- May exhibit “mean-spirited” moments toward others not in his/her circle of friends

Expected Student Behavior

- Is easy to approach and talk to with almost any other student
- Spends the extra effort to put others at ease
- Can be warm, pleasant, and gracious
- Is sensitive to and patient with the interpersonal anxieties of others
- Builds rapport well
- Is a good listener
- Welcomes team assignments with any students in the classroom

Over-Doing the Behavior

- May have too strong a desire to be liked
- May avoid necessary negative or unpleasant transactions
- May try to smooth over real issues and problems

Punctual (Time Management)

Below Expectations

- Is disorganized and wastes time of self and others
- Doesn't set priorities on an assignment
- Is very easily distracted
- Doesn't have or follow a plan or method for his/her time

Expected Student Behavior

- Uses his/her time effectively and efficiently
- Concentrates his/her efforts on the important priorities
- Often gets more done in less time than others
- Can attend to a broad range of activities and assignments

Over-Doing the Behavior

- May be impatient with other people's ability and pace
- May not take the time to stop and enjoy the learning process and what has been done
- May not give people rapport time with him/her to get comfortable

Reliability (Timeliness of Delivery of Output)

Below Expectations

- Misses important deadlines by a significant amount
- Rarely if ever completes work ahead of time

Expected Student Behavior

- Produces most work on time
- Timeliness is acceptable and at standard
- Meets deadlines on most work; may miss on a few
- About as timely as most other people or groups
- Sometimes the among the first to finish
- May set the speed standard for other students in some situations

Over-Doing the Behavior

- So committed to meeting deadlines and getting things done on time that things get too intense
- As the delivery target comes closer things like quality suffer at the last minute
- Getting it done on time or before schedule becomes too important

Strong Work Ethic (Personal learning)

Below Expectations

- Doesn't change or adapt to his/her surrounding or the situation
- May have a view that being true to oneself is all that matters
- May see adjusting to others as a sign of weakness
- Doesn't pick up on the need for personal change
- May be arrogant or defensive

Expected Student Behavior

- Picks up on the need to change personal, interpersonal and managerial behavior quickly
- Watches other for their reactions to his/her attempts to influence perform, and adjusts
- Is sensitive to changing classroom demands or assignments and changes accordingly
- Seeks feedback and assistance in appropriate ways at appropriate times

Over-Doing the Behavior

- May be seen as too much changeable
- May shift too easily and leave the impression of being wishy-washy
- May err toward doing things differently rather than remaining the same
- May confuse people by experimenting and being so adaptable

Strong Work Ethic (Quantity of Output of Work)

Below Expectations

- Low amount of work produced compared to the student's capability
- Productivity is lower than most even with accommodations in-place
- Significant assignment goals are missed

Expected Student Behavior

- Amount of work produced is acceptable and about like most other students
- Most production goals are met; a few may be missed
- The amount of work produced by this student may be "simply amazing" at times
- Includes creativity in achieving output; invites creative thought and perspective
- Embodies traditional concepts of "hard work" often

Over-Doing the Behavior

- The amount of work coming from the person or group is so high that sometimes quality and morale suffer because things are so intense and the pace is so fast
- Can be so single mindedly focused on getting the most work out that all others matters including concern for others suffer

Team Work (Peer Relationships)

Below Expectations

- Doesn't strike fair bargains or understand what other students expect or need
- Not open to negotiation
- Always a loner on team assignments
- May withhold ideas or resources from the other team members
- May be very competitive, play and maneuver for advantage and withhold information
- May have a chilling effect on the entire team because he/she won't participate
- May deal with conflict noisily or uncooperatively

Expected Student Behavior

- Can quickly find common ground and solve problems for the good of all
- Can represent his/her own interest and yet be fair to other groups
- Can solve problems with peers with minimum of noise
- Is seen as a team player and is cooperative
- Easily gains trust and support of peers
- Encourages collaboration
- Can be candid with peers

Over-Doing the Behavior

- May touch base with too many peers and be overly concerned with making everyone happy
- May be too accommodating
- May invest too much in peer relationships at the expense of others
- May be uncomfortable with relationship where everyone's not equal

Communication (Informing)

Below Expectations

- Not a consistent communicator
- Tells too little or too much
- Tells too late, timing is off
- May be unclear, may inform some better than others
- Doesn't seek or listen to the data needs of others
- May either hoard information or not see informing as important

Expected Student Behavior

- Provides the information other students need to know to do their part on an assigned team
- Provides individuals information so that they can make better decisions
- Is timely with information

Over-Doing the Behavior

- May provide too much information
- May upset people by giving them information they can't handle or preliminary information that turns out not to be true

Communication (Listening)

Below Expectations

- Doesn't listen well
- Cuts people off and finishes their sentences if they hesitate
- Interrupts to make pronouncement or render a solution or decision
- Doesn't learn much from interaction with others
- Appears not to listen or is too busy constructing his/her own response
- Many times misses the point others are trying to make
- May appear arrogant, impatient or uninterested
- May listen to some groups/people and not to others
- Inaccurate in restating the case of others

Expected Student Behavior

- Practices attentive and active listening
- Has the patience to hear people out
- Can accurately restate the opinions of the others even when he/she disagrees

Over-Doing the Behavior

- May spend too much time listening
- May avoid necessary action
- Others may confuse listening with agreement

Communication (Presentation Skills)

Below Expectations

- May be overly shy and unwilling to try
- May have personal idiosyncrasies and habits that get in the way
- May always present the same way with no attempt to incrementally improve

Expected Student Behavior

- Is effective during classroom presentations
- Commands attention and can accommodate classroom process during the presentation
- Can change tactics midstream when something isn't working

Over-Doing the Behavior

- May try to win with style and presentation skills over fact and substance
- May be able to wing it and dance without really being prepared

Communication (Written Communication)

Below Expectations

- Not a clear communicator in writing
- May be hard to tell what the point is
- May not construct a logical argument well
- May frequently write incomplete sentences

Expected Student Behavior

- Is able to write clearly and succinctly in a variety of communication setting and styles
- Can get messages across that have to desired effect

Over-Doing the Behavior

- May invest too much time crafting communication
- May too often try for perfection when something less would do the job
- May be overly critical of the written work of others