

CHAMPS

**A Proactive & Positive Approach to
Classroom Management**

tinyurl.com/NTACHAMPS825



Your CHAMPS Partners in Learning

Beth Waggoner

ebwaggoner@henrico.k12.va.us

Bree Booth

babooth@henrico.k12.va.us

Taren Meekins

tlmeekins@henrico.k12.va.us

Today's Objectives

Learning Intention

I am learning about **positive classroom management** strategies so my students never have to guess how they are expected to behave, ultimately increasing engagement and achievement.



Success Criteria

1. I can state my expectations for **classroom management**.
2. I can identify **strategies** to communicate expectations.



Norms

Start and end on time.

If you're in, you're in.

Believe in the room.

Follow attention signals.

Use elbow partners (partner 1 & partner 2).

End better than we begin.

An Effective Attention Signal...



Includes both **auditory and visual cues** that can be noticed by everyone immediately.



Not only gains students' attention but **requires students to provide a response**. This allows you to know everyone is ready.



Is **age appropriate**. Students should be comfortable using the attention signal.



Does not require specific conditions. Flexibility to use the signal wherever you are (e.g., hallway) makes it more useful.

2-Minute Conversations

What are some ways you:

- Manage noise level and conversation in your classroom?
- Manage how students ask questions/get help on work?
- Manage the amount of freedom students have to move around the classroom?
- Ensure students understand what they should be doing during any given activity?
- Help students know whether or not they are meeting your behavioral expectations during an activity?

What is CHAMPS?

The **C.H.A.M.P.S.** classroom management model aims to **improve student behavior and strengthen learner engagement** through a strategic system of clearly defined expectations.

C.H.A.M.P.S. is an acronym for **explicitly teaching expectations** for each transition in the classroom.

C conversation

H help

A activity

M movement

P participation

S success!

Tier 2
5 -15%
Targeted



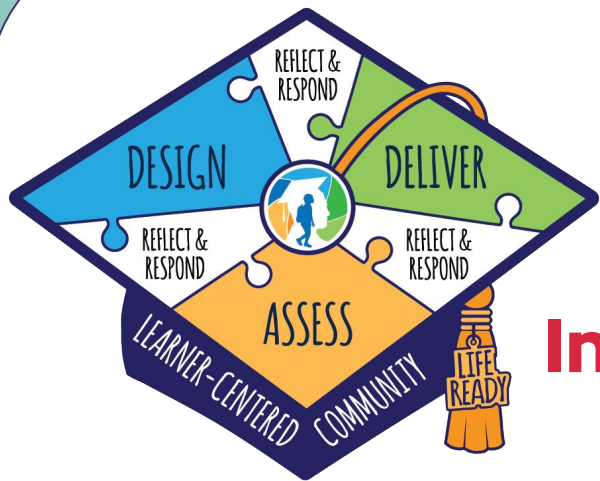
Tier 3
5%
Intensive



Tier 1
80%
Universal

CHAMPS is a Tier I instructional approach





CHAMPS + HCPS Instructional Model

DELIVER

The delivery of learning experiences is student-centered, incorporates evidence-based practices and focuses on deeper learning while ensuring access for all learners.

When I deliver, I:

- Establish high expectations for all learners.
- Provide timely and actionable feedback that promotes student ownership of their learning.
- Support all learners as they set and monitor goals promoting reflection and perseverance.
- Incorporate direct, small-group and independent experiences that provide multiple pathways to mastery.
- Use strategies and questions that guide higher-level thinking and complex problem-solving.

LEARNER-CENTERED

The learner-centered community fosters learner agency while developing positive relationships and building a community where all students are included, respected and valued.

When I foster a learner-centered community, I:

- Believe all learners can be successful.
- Create an inclusive environment that develops a culture of belonging.
- Build respectful and positive relationships.
- Nurture social and emotional development.
- Build character and citizenship that helps students develop an understanding of themselves and others.
- Design learning spaces that encourage learning anytime and anywhere.

The STOIC Framework

STOIC is a multi-tiered system of prevention and intervention that empowers general educators, special educators, and related services professionals.

S

STRUCTURE FOR SUCCESS

Organizational elements in the school setting impact how students behave and how they feel about being there.

CONSIDERATIONS:

- Physical arrangements
- Scheduling
- Organizational patterns
- Routines and procedures
- Expectations for students
- Expectations for staff

T

TEACH EXPECTATIONS

Expectations teach students to behave responsibly in every setting across the school. Teach expectations like a coach: with clarity, repetition, and inspiration!

EXAMPLES:

- Schoolwide guidelines
- Expectations for common areas
- Expectations (and reminders!) for the classroom

O

OBSERVE

Observe student behavior; supervise and monitor with precision. Remember, the presence of authority prompts people to follow rules, and people want to put their best foot forward.

TACTICS:

- Build relationships with students
- Circulate and scan classrooms
- Have enough adults present
- Support other adults
- Use data to view and understand long-term trends

I

INTERACT POSITIVELY

Build relationships that can be operationalized.

TACTICS:

- Say hello, converse, and listen to students
- Pronounce names correctly
- Make average kids feel above average
- Provide specific, descriptive feedback
- Use attention strategically
- Use a 3:1 ratio of attention to positive compared to negative behavior
- Record how you pay attention to students

C

CORRECT FLUENTLY

Avoid corrections that interrupt the flow. Correction should feel like a parenthetical phrase to the momentum of what you are doing in the classroom.

TACTICS:

- Use mild consequences
- Stay calm
- Strive for consistency
- Be brief and don't talk too much
- Be respectful

STOIC Checklist

Take 5 minutes and quietly self-assess using the [STOIC checklist](#).

Classroom Management STOIC Checklist (p. 1 of 4)		
STOIC Variables		Tasks from CHAMPS or DSC
Structure your classroom for success	Physical Arrangement	1. I have arranged the room so I can get from any part of the room to any other part relatively efficiently.
	Schedule	2. My students and I can access all materials, work spaces, and the pencil sharpener without disturbing others.
		3. My schedule provides the appropriate consistency, variety, and physical activity to meet the needs of my students and the academic content.
	Attention Signal	4. I have chosen an attention signal that has both a visual and auditory component and can be used in all settings inside and outside the classroom.
	Classroom Rules	5. I have identified three to five specific, observable, and positively stated classroom rules that do not have regular exceptions. I have aligned these rules with our schoolwide or classroom expectations (e.g., Guidelines for Success).
		6. I have posted my classroom rules in my classroom.

2-Minute Conversation

After going through the STOIC CHECKLIST:

- What are your areas of strength as an educator?
- What are areas you would like to focus on growing?
- How could you use this checklist in your current situation?

Generate Clear Expectations

Take 2 minutes to fill in the survey and score yourself. **Which category do you fall into?**

For students, it's best to start the year with high structure.

Classroom Support Needs Assessment (p. 1 of 3) **CHAMPS** 

Clear Form

PART 1: TEACHER NEEDS

Read each question and assign yourself a score from 0–20, with 0 representing the answer on the left of the scale and 20 the answer on the right.

Score

- What is your tolerance for background noise?
I love to have conversations in crowded, noisy restaurants. 0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20
Holiday music in department stores drives me crazy after about 30 minutes.
- What is your tolerance for individual voices (volume, pitch, whining, mumbling, etc.)?
No style of voice seems to bother me—even when there are several at once. 0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20
Some voices are like fingernails on a chalkboard.
- What is your tolerance for interruption?
I would be fine working as a receptionist—managing phones, people, and equipment. 0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20
When the phone rings twice during dinner, I want to scream.
- What is your tolerance for background movement?
I thrive on the hustle and bustle of downtown in a large city. 0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20
I prefer to relax by the side of a quiet lake.
- What is your ability to multitask without becoming flustered?
I love to do three things at once. 0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20
I do not like to talk to anyone while I am collating papers.

Teacher Needs Total Score 0

0–33 LOW SUPPORT NEEDS
You don't require much structure and will probably be content with a Low, Medium, or High-Support classroom management plan.

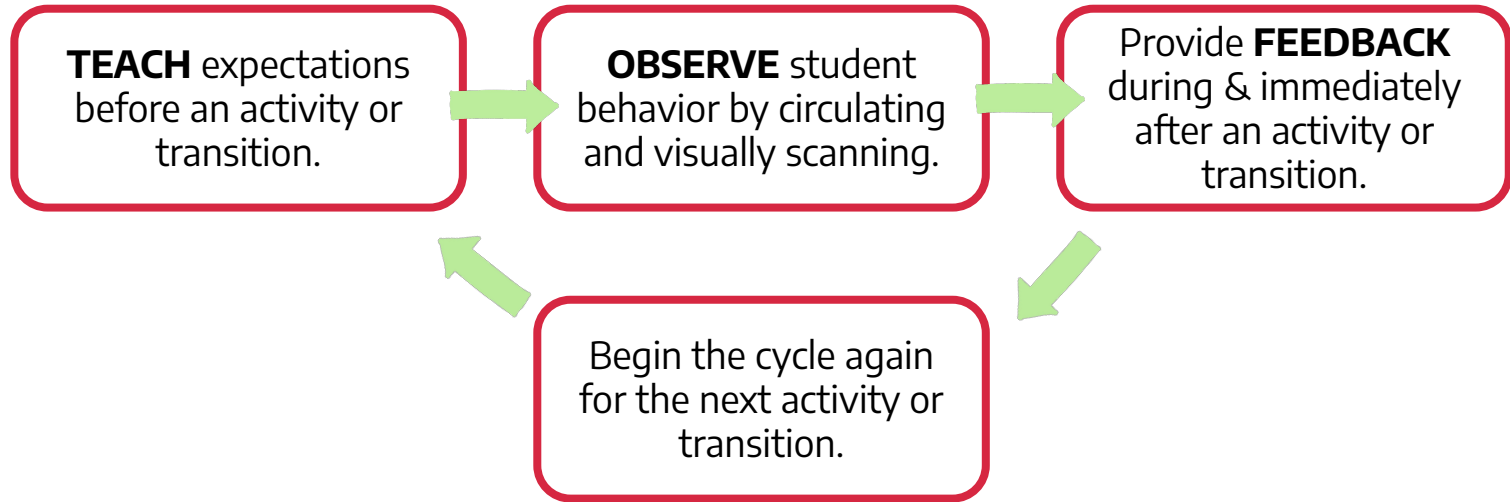
34–66 MEDIUM SUPPORT NEEDS
For you to stay calm and positive, your classroom management plan should involve Medium or High Support.

67–100 HIGH SUPPORT NEEDS
For you to stay calm and positive, your classroom management plan should involve High Support.

REPRODUCIBLE 1.3

© 2021 Ancora Publishing

Generate Clear Expectations

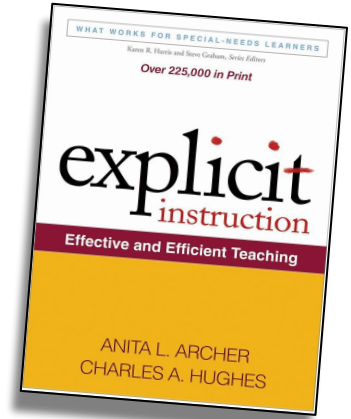


Provide Effective and Fluent Corrective Feedback

- Plan to implement corrective consequences **consistently**
- Plan to implement the correction **calmly**
- Plan to interact with students **briefly**, and without arguing, at the time of the misbehavior
- Deliver corrective feedback **privately** as much as possible
- Give **positive feedback** when behavior improves

Wisdom from Dr. Anita Archer

- Predictability predicts ability.
- If you expect it, pre-correct it.
- Avoid the void, for they will fill it.
- Teach with passion. Manage with compassion.



Today's Objectives

Learning Intention

I am learning about **positive classroom management** strategies so my students never have to guess how they are expected to behave, ultimately increasing engagement and achievement.



Success Criteria

1. I can state my expectations for **classroom management**.
2. I can identify **strategies** to communicate expectations.



Additional Learning Opportunities

CHAMPS

Microcredential

For educators who want to increase positive behavior in their classroom, improve academic achievement and help students feel empowered.

Explicit Instruction Microcredential

For educators who want to be more effective and efficient classroom teachers and promote student achievement, academic engagement, and on-task behavior and teach content more deeply and quickly.



Optimistic Closure

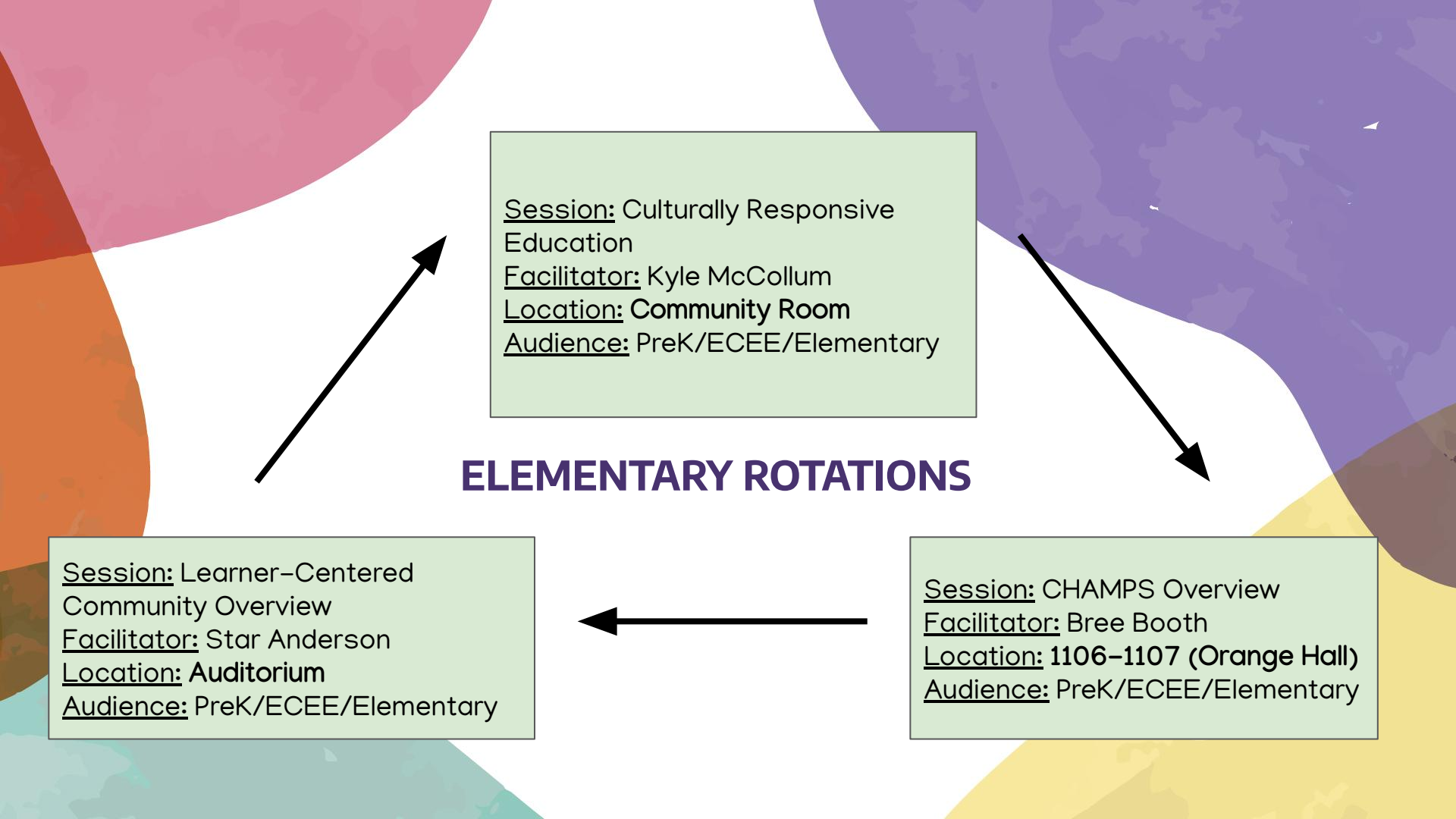
What is one idea or strategy from today's learning that you will carry with you into the start of this school year?

Think for a moment then share with a partner.

The slide features a white background with large, abstract, overlapping shapes in purple, orange, pink, and yellow in the corners. The text 'Thank you!' is centered in a large, bold, red font.

Thank you!

CRÉDITOS: este modelo de apresentação foi criado pelo **Slidesgo**,
que inclui ícones da **Flaticon** e infográficos e imagens da **Freepik**



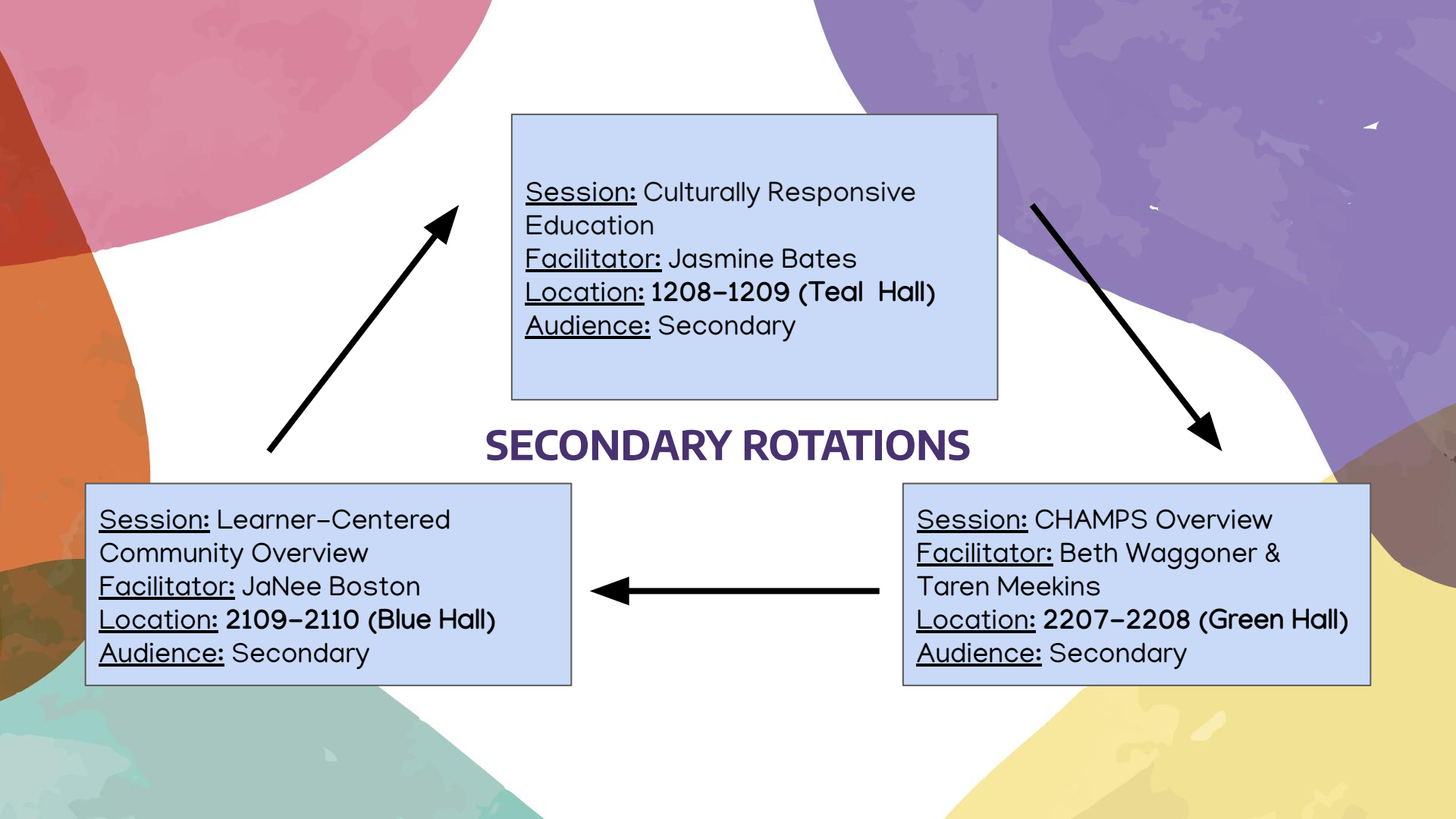
The diagram features a central title 'ELEMENTARY ROTATIONS' in bold purple text. Three light green rectangular boxes are arranged around it, connected by black arrows. An arrow points from the bottom-left box to the top box, another from the top box to the bottom-right box, and a third from the bottom-right box to the bottom-left box, forming a clockwise cycle. The background is decorated with large, abstract, overlapping shapes in shades of pink, orange, purple, and yellow.

Session: Culturally Responsive Education
Facilitator: Kyle McCollum
Location: Community Room
Audience: PreK/ECEE/Elementary

ELEMENTARY ROTATIONS

Session: Learner-Centered Community Overview
Facilitator: Star Anderson
Location: Auditorium
Audience: PreK/ECEE/Elementary

Session: CHAMPS Overview
Facilitator: Bree Booth
Location: 1106-1107 (Orange Hall)
Audience: PreK/ECEE/Elementary



The diagram illustrates a cycle of three sessions for secondary students. It features three light blue rectangular boxes arranged in a triangle. The top box is connected to the bottom-left box by a black arrow pointing up and to the left. The bottom-left box is connected to the bottom-right box by a black arrow pointing right. The bottom-right box is connected back to the top box by a black arrow pointing up and to the right. The background consists of large, overlapping abstract shapes in shades of pink, orange, purple, and yellow.

Session: Culturally Responsive Education
Facilitator: Jasmine Bates
Location: 1208–1209 (Teal Hall)
Audience: Secondary

SECONDARY ROTATIONS

Session: Learner-Centered Community Overview
Facilitator: JaNee Boston
Location: 2109–2110 (Blue Hall)
Audience: Secondary

Session: CHAMPS Overview
Facilitator: Beth Waggoner & Taren Meekins
Location: 2207–2208 (Green Hall)
Audience: Secondary