

Mr. Haeck's Behavior Expectations
Physical Education
A.G. Bell Elementary 2009-2010

Goal: To promote a successful, caring and respectful environment in which every student is guaranteed a safe place to participate and learn.

Expectations: In order to achieve this goal, I have created the following expectations and I am committed to modeling them consistently.

RESPECT everything and everyone in the P.E. classroom.

- This includes the other students, the equipment, and yourself.
- Only positive statements will be allowed.
- Active listening must be displayed at all times.

These expectations have been defined for every student and they are fully aware of the expectations. When these rules are followed consistently it will help ensure that our P.E. environment is an optimal place for learning. I will model these expectations on a daily basis and expect all the students to do the same.

Recognition and Reinforcement of Expectations: Students who follow the P.E. expectations will be recognized with positive encouragement and praise. Specific statements such as, "Your effort today was outstanding, I appreciate your hard work," or "Your form on the last attempt was exactly as we have practiced, excellent work" are examples of giving specific feedback. This sort of feedback will allow the students to focus on exactly what they have done correctly. General feedback statements such as "Nice work" and "Good job, will not be used as often for they carry little weight, and the student does not know what behavior is being praised.

Consequences: The behavioral expectations are posted in the P.E. classroom and will be referred to often throughout the year. Of course, learning is a process and we expect students to make mistakes along the way. In the P.E. classroom when a student makes a mistake or poor choice, logical consequences will help them understand that they are responsible for their choices. Consequences that demonstrate mutual respect which are firm but fair will be chosen. If a student makes a poor choice, prevents others from feeling respected or from learning, he/she will experience the following logical consequences:

- 1) Quiet Reminder: This might include eye contact, moving closer to the child, giving a silent signal or possibly a whispered message to remind the student to get back on task.
- 2) Loss of P.E. Minutes: At times the most efficient way to correct a student's poor behavior is to give them a few moments away from the activity to calm down and start over. Before returning to an activity the student must first have my permission to return to the activity, and second be able to tell me:
 - a) Why they had to be removed from the activity
 - b) What they could have done differently

c) What they plan to do next to correct the problem.

3) Student/Teacher Conference: If inappropriate choices continue, a student/teacher meeting will take place during recess and together a logical consequence will be chosen to fit the situation. Examples of logical consequences include a missed recess, an apology letter, a call/note home, a meeting with other children involved, etc. Parents will be contacted if a pattern of poor choices develops.

4) Parent Contact: If a student behaves in a manner that is harmful to others (fighting, swearing, harassment, etc.) Steps 1-3 will be bypassed and a parent will be contacted immediately or as soon after class as possible. At times a phone conference will be sufficient, however, in some cases a parent/teacher/student and possibly principal conference may be necessary.

Important note: Behavior that violates school board policies regarding human dignity and harassment shall not be tolerated and will result in immediate referral to Mr. Anderson. Because of the serious hurt that can be caused by unkind words and comments, our school does not tolerate any comments that pertain to a person's looks, race, culture, learning differences, or gender.

With the use of these methods and expectations, our goal of creating a successful, caring and respectful P.E. environment will be accomplished.

Grading: Your student will be graded using the district wide specialist rubric.

Lake Washington School District P.E. Rubric Effort

ABOVE STANDARD (4)

This student performs at standard (3) and in addition is a consistent, independent, and self motivated learner. The student actively contributes to the classroom learning experience.

AT STANDARD (3)

This student regularly:

- focuses and engages in the class activity.
- listens to and follows instructional directions and asks for help when needed.
- follows class rules.
- respects people and school property.
- cooperates with others to accomplish lesson goals.

APPROACHING STANDARD (2)

This student sometimes:

- focuses and engages in the class activity.
- listens to and follows instructional directions and asks for help when needed.
- follows class rules.
- respects people and school property.
- cooperates with others to accomplish lesson goals.

NOT AT STANDARD (1)

This student seldom:

- focuses and engages in the class activity.
- listens to and follows instructional directions and asks for help when needed.
- follows class rules.
- respects people and school property.
- cooperates with others to accomplish lesson goals.