

COMP Assignment Breakdown

- 1. Module One** Activity 1-5 (p. 1.14) To analyze and improve your classroom arrangement, follow the steps listed on p. 1.14. Submit a 2 to 4 page reflection paper of your findings regarding VAD in your classroom.
- 2. Module Two** To improve classroom rules and your students' understanding of them, first analyze YOUR present classroom rules using the guidelines cited on p. 2.06. Follow the outline and procedures for analyzing found on p. 2.07, (A) telling what guideline(s) the rule ignores, then (B) rewriting it more appropriately. (If the original rule is in fact a procedure, note it accordingly.) Then use the first three steps in the "Explain and Exemplify" section of p. 2.11 to clarify these with your students. Submit the rules analysis page and a 2-to-4-page reflection paper. (Analyze your own rules, not the ones found on p. 2.07.)
- 3. Module Two** Activity 2-8 (p. 2.29) To improve student success in accomplishing classroom procedures, choose 5 classroom procedures to teach. (See Module 2, pp. 2.13 through 2.24 for suggested procedures.) Utilizing sequence chains, teach the procedures to your class using the steps outlined on p. 2.29. Submit the 5 sequence chains along with a 2-to-4 page reflection paper on the process.
- 4. Module Three** Activity 2-8 (p. 2.29) To improve student accountability, choose 5 student accountability procedures to teach. (See Module 3, pp. 3.08 through 3.11 for suggested procedures.) Utilizing sequence chains, teach the procedures to your class using the steps outlined on p. 2.29. Submit the 5 sequence chains along with a 2-to-4-page reflection paper on the process.
- 5. Module Three** To help students understand the link between effort and outcome, using pp. 3.13-3.14 for guidance, design a "Why Did I Get the Grade I Got?" form for your classroom. Use the form with your students over the course of 6-12 weeks, keeping records and plotting the results. Write a brief reflection of the process and the results. Submit a copy of your "Why..." form, the data, and a 2-to-4- page reflection paper.
- 6. Module Three** Activity 3-11. To analyze and improve the component parts of your student accountability system, fill out the chart on p. 3.22 to reflect the components of your accountability system before COMP. Review Module Three and add ideas/modifications to improve student accountability. Implement these in your classroom. Submit two charts one "before" and one "after" and a 2-to-4-page reflection on your implementations and effects.
- 7. Module Three** To improve the effectiveness of praise statements, using the guidelines on the effective praise (p. 3.19-3.20), develop and deliver to students (both individual and whole class as appropriate) 2 "more effective praise" statements per day for five consecutive days. Submit a copy of your 10 statements and a 2-to-4-page reflection paper on any differences you may have noticed either in students or yourself as a result.
- 8. Module Four** To practice following the "law of least intervention" and develop the habit of nipping potential misbehavior in the bud, make a copy of the "Hierarchy of Intervention Strategies" (p. 4.19-4.21) and post it where you will see it as a visual reminder. For two weeks deliberately refer to it

each time you observe a potential misbehavior arising. Submit a 2-to-4-page reflection paper citing selected instances, the results, and your feelings about this strategy.

9. **Module Five** To expand your teaching repertoire and to address the learning modalities of all students, design and teach a whole group lesson that incorporates student involvement in all three modalities: visual, auditory, and kinesthetic/tactile. Submit the lesson plan and a 2-to-4-page reflection paper.

10. **Module Five** To focus on achievement of lower-performing students, choose 7 specific strategies from page 5.22-5.24 that will help low academic performance students achieve in school. Incorporate these 7 principles purposefully into your daily lessons for 2-3 weeks or longer. Choose 1-2 students to observe throughout this time frame and keep notes of any differences seen after these principles were incorporated. Write a 2-to-4- page reflection paper about how you incorporated the 7 principles and what the results were in the classroom.

11. **Module Five** To develop/improve your skills in facilitating collaborative group work, plan and teach a lesson using the 9 suggestions for managing collaborative groups found on pp. 5.26-5.27. Highlight the lesson plan where the 9 suggestions are incorporated and label each one accordingly. (e.g. 1. Assign groups carefully.) Write a brief reflection of how the 9 suggestions made a difference in the lesson. Submit both the lesson plan and a 2-to-4-page reflection paper.

12. **Module Six** To analyze and improve your lesson clarity, tape record or videotape yourself conducting a lesson (about 15 to 25 minutes). Transcribe the recording. Analyze the transcription based upon the information on pp. 6.05-6.07. Submit the transcription along with a brief 2-to- 4-page reflection paper of your analysis. (See Activity 6-4.)

13. **Module Six** To improve the quality of student response, develop the habit of using a 3-5 second wait time (p. 6.14). (You may wish to ask students to help you monitor and allow this time.) Each day for two weeks make a conscious effort to allow these seconds of thinking time before randomly designating a student to respond. Submit a 2-to-4page reflection paper on the results.

14. **Module Six** To improve equity of teacher verbal attention, create and use a set of equity cards (p. 6.14-6.15) for your class. Teach students the expectations and procedure for participating. Use the cards for recitation at least once each day for two weeks. Submit a 2-to-4-page reflection paper on your observation of the results.

15. **Module Six** To become aware of your classroom's physical location and its relationship to student behavior, create a form similar to the one found on p. 6.16 (Activity 6-8) that reflects on your own classroom arrangement. Substitute the student names found on p. 6.16 with your students. Have an observer record data from your classroom while you are teaching a lesson. Conference with the observer using the data collected by the observer and write a brief reflection based on the data and the process. Submit both the data and a 2-to-4-page reflection paper.

16. **Module Six** To increase your knowledge of students' understanding, design a lesson (in any subject area) incorporating a group check for understanding strategy as described in Activity 6-6 on p. 6.11-6.12. Videotape the lesson, view the videotape and look for levels of student involvement as

compared to lessons without the use of this strategy. Submit the lesson plan along with a 2-to-4-page reflection paper of your video tape analysis. Highlight in the lesson plan where and how this strategy is incorporated. (It is not necessary to submit the videotape itself.)

17. **Module Six** To improve transitions in your classroom, write a description of 3 transition problems you are experiencing in your classroom. Identify which of the 4 transition factors (found on p. 6.20) need to be addressed in order to remedy the situation. (You may indicate more than 1 transition factor per scenario.) Then, suggest a solution for yourself and put it into action. Submit your descriptions using the format below with a 1-to-1.5 page reflection paper on how each solution affected the transition problem. A. Transition Problem: B. Troublesome Transition Factor(s): C. Possible Solution: D. Reflection (after attempting solution)

18. **Module Seven** To get your school year off to a good start, using information found in Module 7, as well as other information from additional sources focusing on the beginning of the school year, plan the first day of school. Indicate how much time you plan to spend on each activity as well as the materials needed for the day. If it is possible, use the plan for your first day of school and write a 2-to-4-page reflection paper on how this day was different from other first days of school.

19. **Opening Section pp. 0.07-0.12** To improve classroom climate and communication, using ideas and concepts both from the manual and those discussed in the COMP workshop, describe and reflect upon 5 specific strategies that you have utilized in order to create a more positive climate in your classroom. (Submit a 2-4 page reflection paper.)

20. **Commitment Form** Reflect upon the information presented in Modules 1-8 and identify at least 2-3 specific commitments for each module from information found within that module. (Commitments should be specific things you plan to incorporate into your classroom, not just concepts discussed in the manual. See examples below.) Purposefully incorporate 1 or more of those commitments into your classroom. Write a brief reflection discussing what exactly was done in your classroom in order to fulfill that commitment, as well as the changes you noticed after fulfilling the commitment. Submit both the completed two-page commitment form and a 2-4 page reflection paper. (The two-page commitment form is found immediately following the "Welcome" page at the front of the manual.)