MEMO TO: Strong Vincent Faculty  
RE: EDUC686 Behavior Policies in Effect Survey  
FROM: Dawn Snodgrass  
DATE: February 24, 2006

I hope you are each receiving this on a good day with sunshine in your window and smiles on your students’ faces. To continue our process of promoting consistent behavior expectations and performance for all students at Strong Vincent, I am asking you to complete the Behavior Policies in Effect Survey. Your participation is voluntary, confidential, and anonymous. We will use the information you provide to examine our progress and any needs for adjustments. Please remember that this is to be an approach designed by you and for you, so it is important to respond honestly and provide as much detail as you can. Results of this survey will be shared later.

Please complete the survey and return in a sealed envelope to Michelle Bennett’s mailbox in the office area no later than Monday, March 13th. I will be at Strong Vincent at the end of the day on the 13th, so I can get them from Michelle at that time.

Thank you all very much!
Please circle the number which best represents you.

1. I stand at my classroom door as students enter for each class period.
   CONSISTENTLY   FAIRLY CONSISTENTLY   INTERMITTENTLY   NEVER
   4               3                      2                        1

2. I greet each student as he/she enters my classroom at the beginning of each class period.
   CONSISTENTLY   FAIRLY CONSISTENTLY   INTERMITTENTLY   NEVER
   4               3                      2                        1

3. I greet each student with a positive comment at the beginning of each class period.
   CONSISTENTLY   FAIRLY CONSISTENTLY   INTERMITTENTLY   NEVER
   4               3                      2                        1

4. I use a large calendar (or other scheduling tool) posted in my classroom.
   CONSISTENTLY   FAIRLY CONSISTENTLY   INTERMITTENTLY   NEVER
   4               3                      2                        1

5. I post class related tasks such as homework, tests, reading, projects, on the calendar.
   CONSISTENTLY   FAIRLY CONSISTENTLY   INTERMITTENTLY   NEVER
   4               3                      2                        1

6. I remind my students to use the calendar on a daily basis.
   CONSISTENTLY   FAIRLY CONSISTENTLY   INTERMITTENTLY   NEVER
   4               3                      2                        1

7. The calendar is current.
   CONSISTENTLY   FAIRLY CONSISTENTLY   INTERMITTENTLY   NEVER
   4               3                      2                        1

8. The calendar projects student tasks at least one week in the future.
   CONSISTENTLY   FAIRLY CONSISTENTLY   INTERMITTENTLY   NEVER
   4               3                      2                        1

9. I give students the daily agenda, verbally or in writing, at the beginning of each class.
   CONSISTENTLY   FAIRLY CONSISTENTLY   INTERMITTENTLY   NEVER
   4               3                      2                        1
10. I use an introductory activity (ie. bell ringer, do now) for each class period.
CONSISTENTLY\hspace{0.5cm}FAIRLY CONSISTENTLY\hspace{0.5cm}INTERMITTENTLY\hspace{0.5cm}NEVER
\begin{array}{cccc}
4 & 3 & 2 & 1 \\
\end{array}

11. Students engage in the introductory activity immediately upon entering the classroom.
CONSISTENTLY\hspace{0.5cm}FAIRLY CONSISTENTLY\hspace{0.5cm}INTERMITTENTLY\hspace{0.5cm}NEVER
\begin{array}{cccc}
4 & 3 & 2 & 1 \\
\end{array}

12. My introductory activities are independent tasks.
CONSISTENTLY\hspace{0.5cm}FAIRLY CONSISTENTLY\hspace{0.5cm}INTERMITTENTLY\hspace{0.5cm}NEVER
\begin{array}{cccc}
4 & 3 & 2 & 1 \\
\end{array}

13. My introductory activities do not require consultation or teacher direction.
CONSISTENTLY\hspace{0.5cm}FAIRLY CONSISTENTLY\hspace{0.5cm}INTERMITTENTLY\hspace{0.5cm}NEVER
\begin{array}{cccc}
4 & 3 & 2 & 1 \\
\end{array}

14. My introductory activities last for approximately 3-5 minutes.
CONSISTENTLY\hspace{0.5cm}FAIRLY CONSISTENTLY\hspace{0.5cm}INTERMITTENTLY\hspace{0.5cm}NEVER
\begin{array}{cccc}
4 & 3 & 2 & 1 \\
\end{array}

15. I do not accept late student arrivals to class.
CONSISTENTLY\hspace{0.5cm}FAIRLY CONSISTENTLY\hspace{0.5cm}INTERMITTENTLY\hspace{0.5cm}NEVER
\begin{array}{cccc}
4 & 3 & 2 & 1 \\
\end{array}

16. I require students to be in my classroom ready to begin class when the class bell rings.
CONSISTENTLY\hspace{0.5cm}FAIRLY CONSISTENTLY\hspace{0.5cm}INTERMITTENTLY\hspace{0.5cm}NEVER
\begin{array}{cccc}
4 & 3 & 2 & 1 \\
\end{array}

17. I require students to be in their seats when the class bell rings.
CONSISTENTLY\hspace{0.5cm}FAIRLY CONSISTENTLY\hspace{0.5cm}INTERMITTENTLY\hspace{0.5cm}NEVER
\begin{array}{cccc}
4 & 3 & 2 & 1 \\
\end{array}

18. I use a repeated phrase to remind students to arrive to class on time.
CONSISTENTLY\hspace{0.5cm}FAIRLY CONSISTENTLY\hspace{0.5cm}INTERMITTENTLY\hspace{0.5cm}NEVER
\begin{array}{cccc}
4 & 3 & 2 & 1 \\
\end{array}

Please write the phrase you use: ____________________________________________
19. I use the bell as the signal for me to dismiss students from my classroom.
CONSISTENTLY | FAIRLY CONSISTENTLY | INTERMITTENTLY | NEVER
4           | 3                    | 2             | 1

20. My students do not dismiss themselves at the ringing of the bell.
CONSISTENTLY | FAIRLY CONSISTENTLY | INTERMITTENTLY | NEVER
4           | 3                    | 2             | 1

21. My students are dismissed when they are all in their seats and quiet.
CONSISTENTLY | FAIRLY CONSISTENTLY | INTERMITTENTLY | NEVER
4           | 3                    | 2             | 1

22. I teach students the dismissal procedure.
CONSISTENTLY | FAIRLY CONSISTENTLY | INTERMITTENTLY | NEVER
4           | 3                    | 2             | 1

23. I use a non-threatening hand signal to dissuade students from interrupting.
CONSISTENTLY | FAIRLY CONSISTENTLY | INTERMITTENTLY | NEVER
4           | 3                    | 2             | 1

Please describe the hand signal you use: _____________________________________

24. I immediately respond to the student who has been waiting with a positive comment.
CONSISTENTLY | FAIRLY CONSISTENTLY | INTERMITTENTLY | NEVER
4           | 3                    | 2             | 1

Please write an example of a positive comment you use: ________________________

25. I teach students my non-threatening hand signal; what it looks like, what it means, why and when it will be used, and the expected student response.
CONSISTENTLY | FAIRLY CONSISTENTLY | INTERMITTENTLY | NEVER
4           | 3                    | 2             | 1