

Control in the Classroom

an adventure in learning and achievement

Timothy A. Carey

blank forms

The following 10 pages hold a complete set of the forms featured in the book on pages 146–155 but enlarged, suitable for printing A4 / letter size

Hunting for Controlled Variables

What's going on?	Student's actions	Your best guess about the student's just-right	Checking it out	What happens?

Date: _____

PRENEGOTIATION

How much negotiation occurs between my students and me? (circle one)

a little		some				a lot			
1	2	3	4	5	6	7	8	9	10

How much negotiation would my students say occurs in our class?

a little		some				a lot			
1	2	3	4	5	6	7	8	9	10

How much negotiation would I like to occur between my students and me?

a little		some				a lot			
1	2	3	4	5	6	7	8	9	10

What aspects of the school and classroom program are nonnegotiable?

1. _____
2. _____
3. _____
4. _____
5. _____

What aspects of the school and classroom program can be negotiated?

1. _____
2. _____
3. _____
4. _____
5. _____

What will I negotiate first?

Do I have an outcome I would prefer?	YES	NO
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If yes, what is my preference?

What will I do if students suggest things I'm not entirely happy with?

When will I conduct the negotiation?

How long do I expect the negotiation to take?

What sorts of questions will I ask during the negotiation?

POSTNEGOTIATION

My overall impression was that the negotiation session was:

unsuccessful somewhat successful very successful

Generally, I was happy with the way I:

To improve future negotiations I could:

The next thing I will negotiate is:

I will conduct this negotiation on:

My goal for this lesson is to experience myself:

The standards I will be using to measure how effectively I control these perceptions are:

In this lesson I will be providing opportunities for students to control what variable?

To what extent do students already perceive this variable?

Are students able to remember this variable? **YES** **NO**

What evidence is there for this?

Is there a reference state of this variable? **YES** **NO**

What is it?

What opportunities will I provide students to experience this reference state?

Are the students able to compare the reference state to other states of this variable? **YES** **NO**

What opportunities will I provide for students to make these comparisons?

Are the students able to make the necessary adjustments to ensure what they perceive is kept in its reference state? **YES** **NO**

What opportunities will I provide for students to make these adjustments?

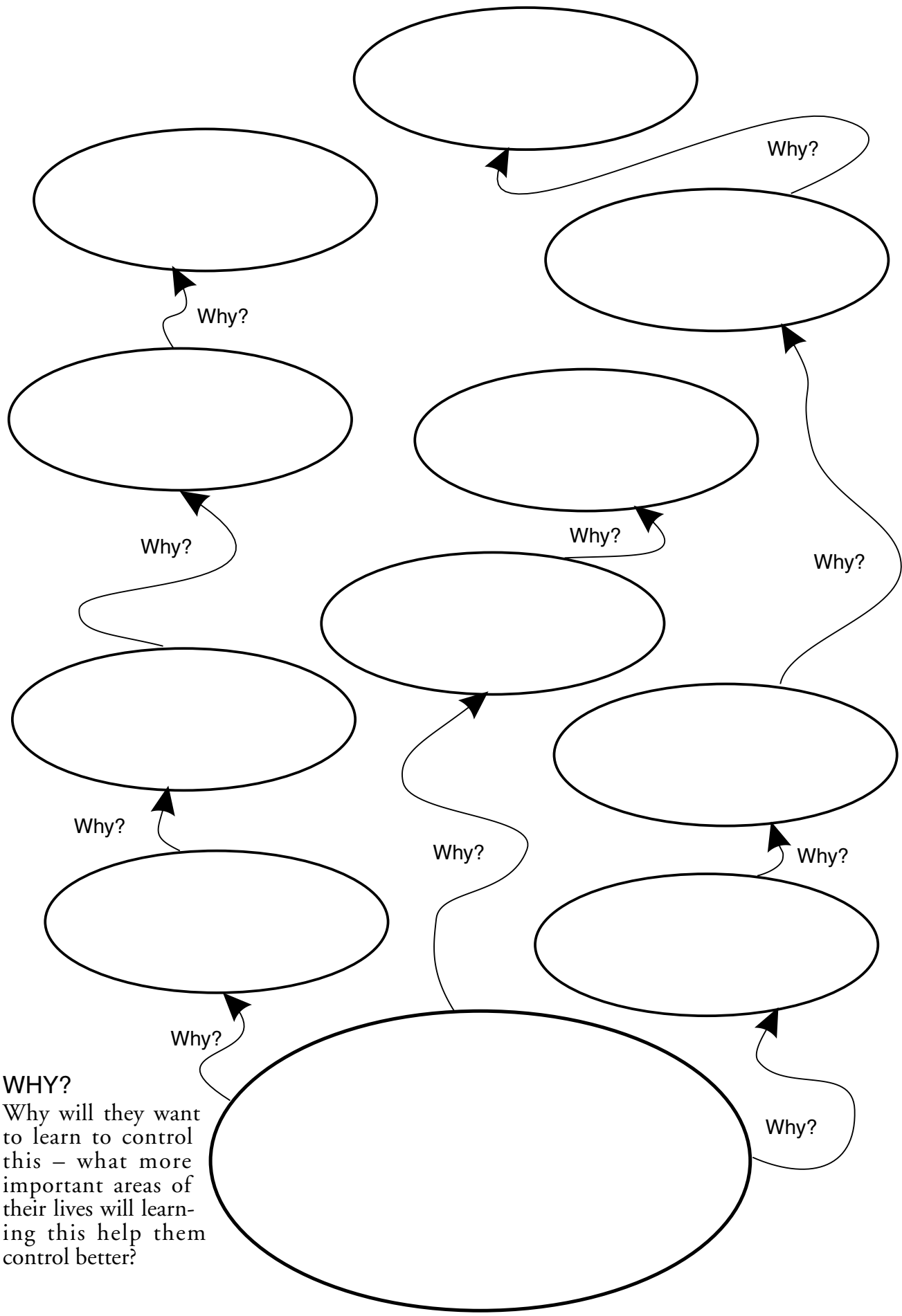
How much grooving have students been able to do to practice keeping this variable in its reference state?

a little some a lot

What grooving opportunities will I provide for students to practice keeping this variable in its reference state under different conditions?

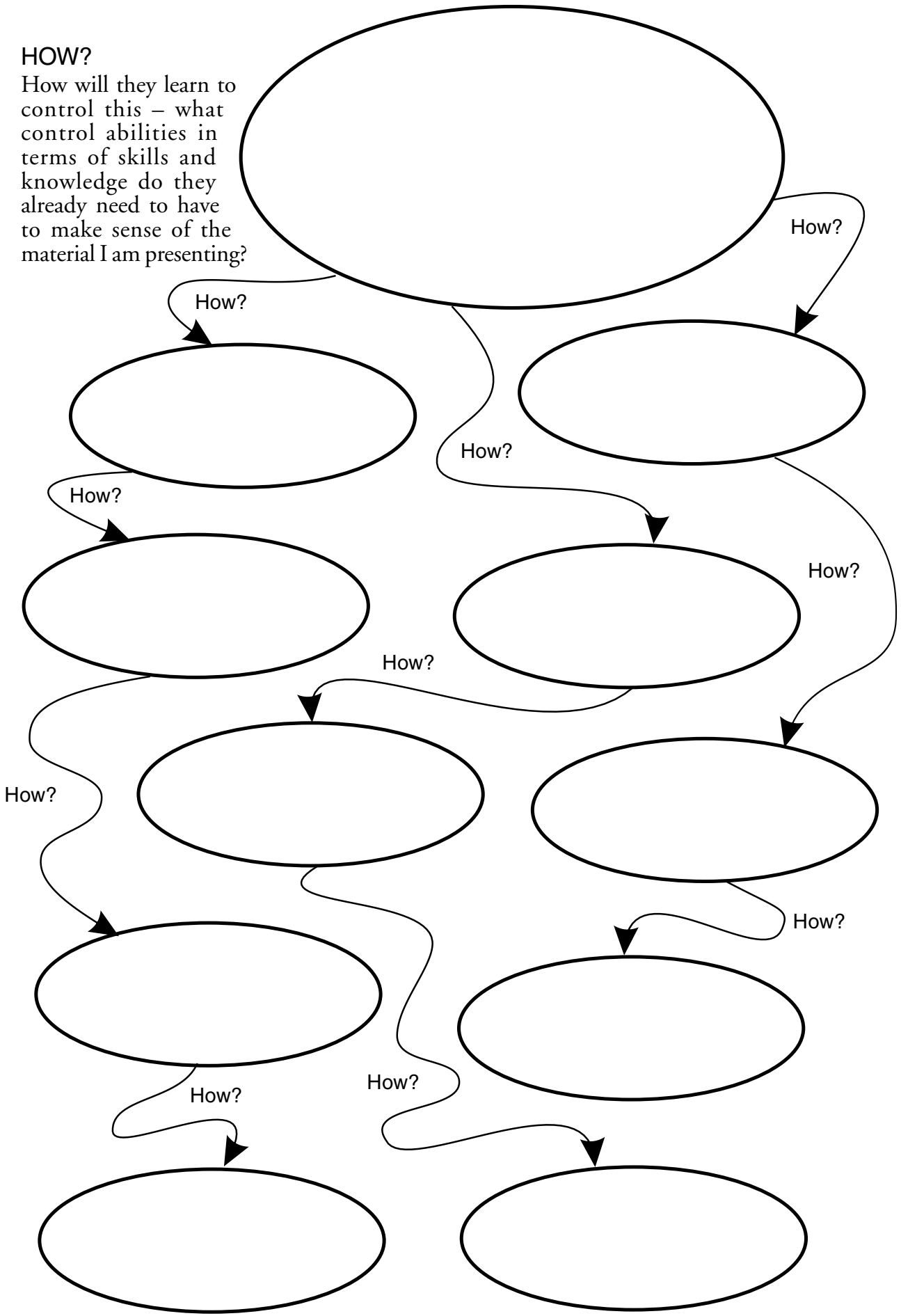
What information did I obtain from this learning opportunity that I will use to help me plan subsequent opportunities?

For use with *Control in the Classroom* by Timothy A. Carey. File name: Classroom_forms.pdf at www.livingcontrolsystems.com



HOW?

How will they learn to control this – what control abilities in terms of skills and knowledge do they already need to have to make sense of the material I am presenting?



PRE-ASSESSMENT

Control of what variable am I interested in assessing?

Is the student I am assessing a willing participant in the assessment process? **YES** **NO**

What is the reference state for this variable?

What are some ways I can disturb this variable?

What should I observe from the student if they are able to oppose the disturbances?

POST-ASSESSMENT

What did I observe from the student?

What hypotheses seem reasonable in explaining my observations?

What opportunities can I now provide this student to help them improve their ability to control this variable?

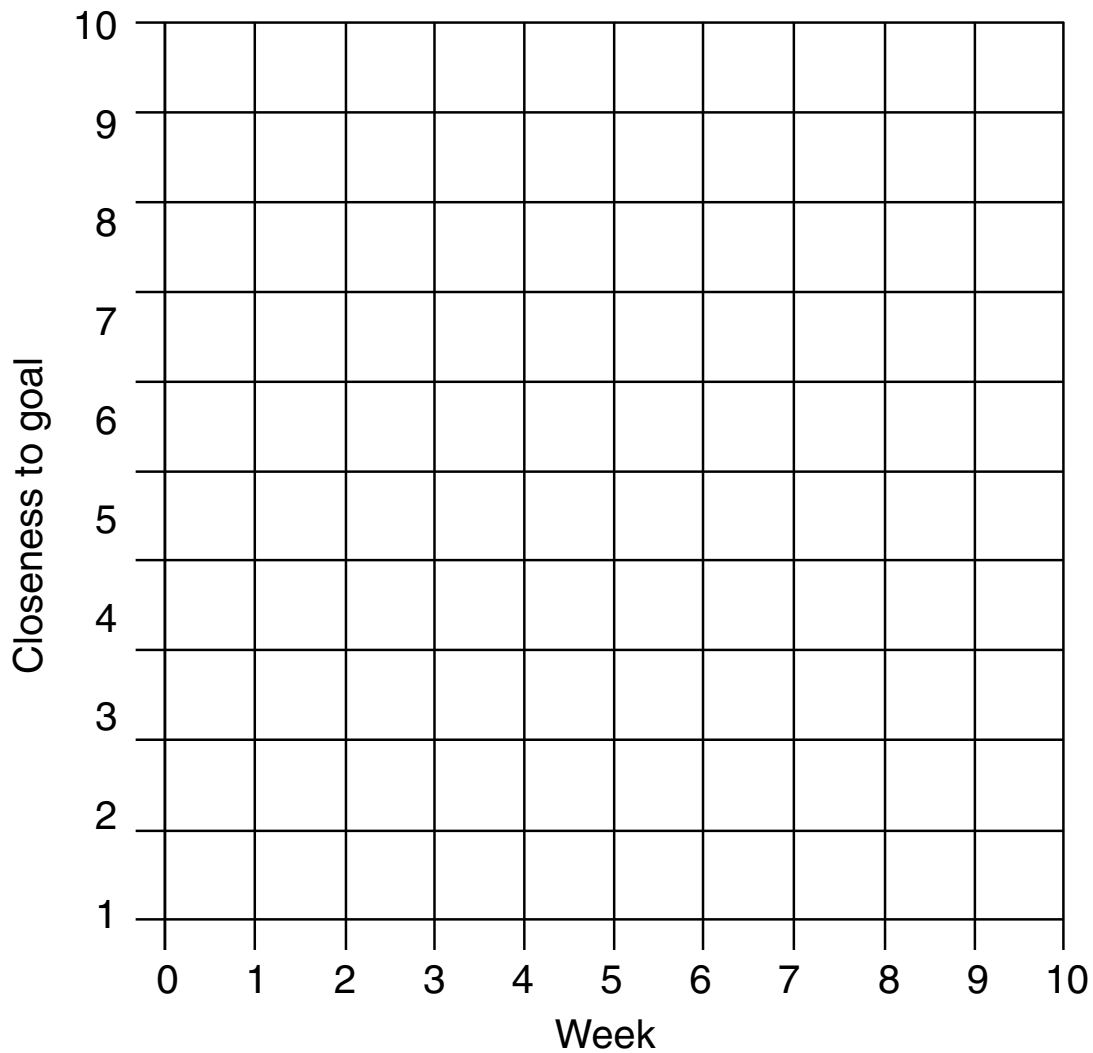
Term Planning Sheet

My goal for this term is:

Achieving this goal is important to me because:

To know that I have achieved this goal I will need to:

How close am I to achieving my goal?



My goal for this week:

It will help me achieve my term goal because:

I will get more of what I want in class if I achieve this goal because:

I will know I'm achieving my goal when:

Monday										
	need to improve					OK			doing great	
	1	2	3	4	5	6	7	8	9	10

Tuesday										
	need to improve					OK			doing great	
	1	2	3	4	5	6	7	8	9	10

Wednesday										
	need to improve					OK			doing great	
	1	2	3	4	5	6	7	8	9	10

Thursday										
	need to improve					OK			doing great	
	1	2	3	4	5	6	7	8	9	10

Friday										
	need to improve					OK			doing great	
	1	2	3	4	5	6	7	8	9	10

My goal for next week is:
