

# Citizenship Goal Work

## Behavioral Responsibility

### What is Behavioral Responsibility?

The Behavioral Responsibility Goal Work is one of two components of your Citizenship Goal Work. The materials in this section will help you to **calculate, chart and reflect** upon your behavioral responsibility goals and progress for the coming year. Your behavioral responsibility work is measured by your overall number of infraction points. You accumulate points with detentions, OSS and ISS. You can earn minus points from merits (.25/merit) or attending quarterly discipline classes.

Throughout the year you will have multiple behavioral responsibility tracking and reflection exercises. These exercises are in an effort for you to record and make goals about your behavior to participate most fully in the TMA community. Remember that infraction points are cumulative for the entire school year. Each time you are given an infraction point print out during Advisory you will turn to this section and complete the following 3 steps:

#### **Step 1** Calculating Infraction Points Chart

Use your TMA infraction point print out to calculate number of detentions, ISSs, merits, discipline class points etc. This total will be your overall number of infraction points. Be sure to save all formal TMA infraction point documentation that you receive. It will be required for you to receive full points for this component.

#### **Step 2** Graphing Infraction Points

Take the number you calculated from step 1 and mark that quantity of points on your Behavioral Responsibility Graph in the column with the corresponding date.

#### **Step 3** Reflection Questions & Goal Setting

Lastly, use the Behavioral Responsibility Reflection organizer to answer questions that ask you to critically analyze and reflect on your behavior as well as set future behavioral responsibility goals for yourself. Then you will synthesize your answers into a paragraph on the Reflection Sheet provided.

*It is important that each time you do a behavioral responsibility charting and reflection that you have your adviser review your reflection and goal setting and sign off on your work.*

# Behavioral Responsibility Record Keeping Charts

Directions: Fill in this chart at each check point to track your infraction points.

<b>Checkpoint #1 October 7, 2014</b>	<b>Number of Infraction Points</b>
Number of Detentions	+
Number of ISS or OSS Assignments	+
Number of Merit Points (.25 each)	-
Number points from Discipline Classes	-
<b>Total Check Point #1</b>	<b>=</b>

<b>Checkpoint #2 November 4, 2014</b>	<b>Number of Infraction Points</b>
Number of Detentions	+
Number of ISS or OSS Assignments	+
Number of Merit Points (.25 each)	-
Number points from Discipline Classes	-
<b>Total Check Point #2</b>	<b>=</b>

<b>Checkpoint #3 November 25, 2014</b>	<b>Number of Infraction Points</b>
Number of Detentions	+
Number of ISS or OSS Assignments	+
Number of Merit Points (.25 each)	-
Number points from Discipline Classes	-
<b>Total Check Point #3</b>	<b>=</b>

<b>Checkpoint #4 January 27, 2015</b>	<b>Number of Infraction Points</b>
Number of Detentions	+
Number of ISS or OSS Assignments	+
Number of Merit Points (.25 each)	-
Number points from Discipline Classes	-
<b>Total Check Point #4</b>	<b>=</b>

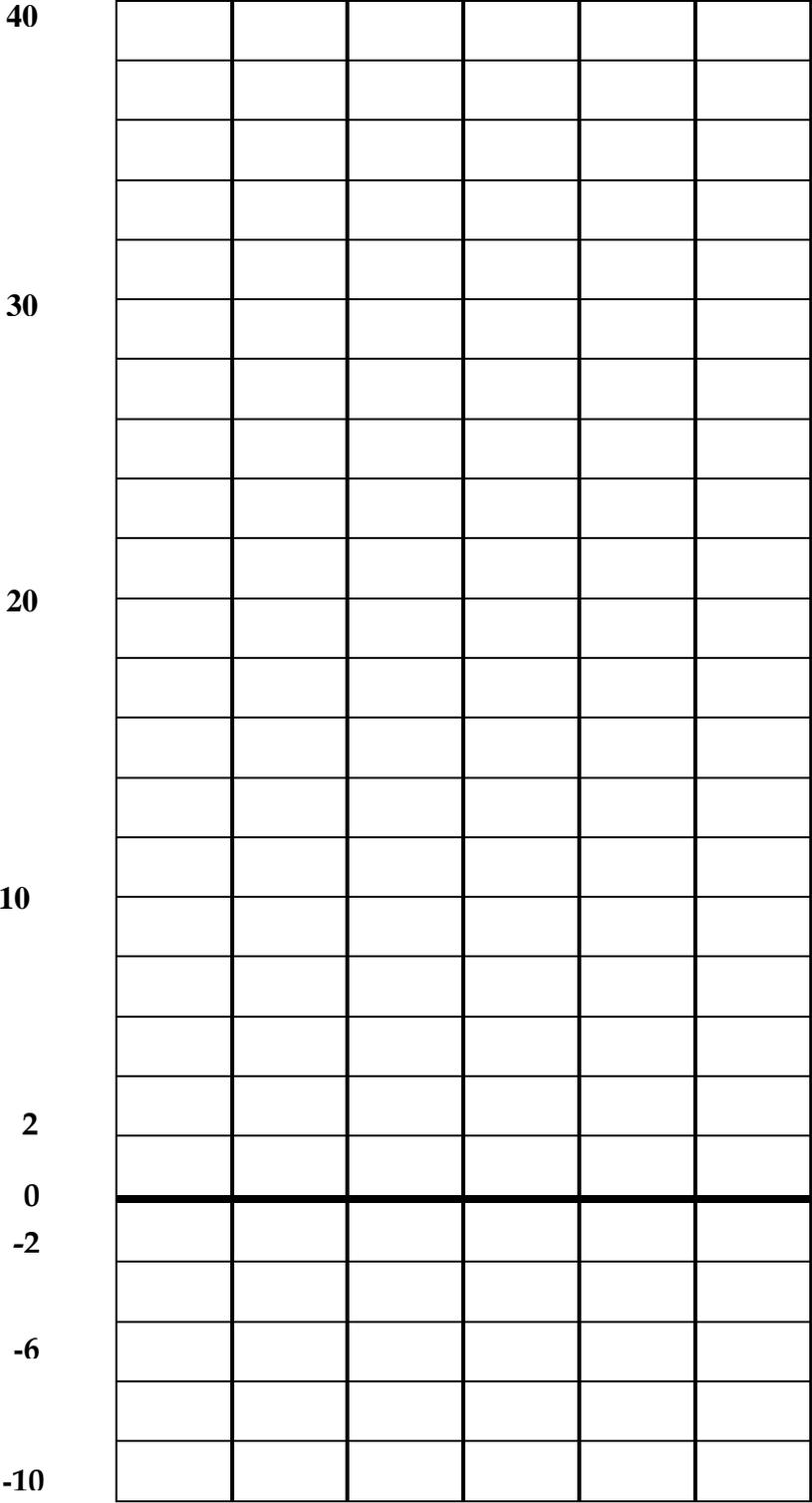
<b>Checkpoint #5 March 17, 2015</b>	<b>Number of Infraction Points</b>
Number of Detentions	+
Number of ISS or OSS Assignments	+
Number of Merit Points (.25 each)	-
Number points from Discipline Classes	-
<b>Total Check Point #5</b>	<b>=</b>

<b>Checkpoint #6 May 5, 2015</b>	<b>Number of Infraction Points</b>
Number of Detentions	+
Number of ISS or OSS Assignments	+
Number of Merit Points (.25 each)	-
Number points from Discipline Classes	-
<b>Total Check Point #6</b>	<b>=</b>

# Behavioral Responsibility Graph SY 2014-15

Directions: Graph your infraction points as of each check point.

*\*Remember you will receive more points if your final graph is computer generated.*



CkPt #1    CkPt #2    CkPt #3    CkPt #4    CkPt #5    CkPt #6  
10.7.14    11.4.14    11.25.14    1.27.15    3.17.15    5.5.15

# Behavioral Responsibility Reflection Organizer Check Point #1

**Directions:** Use the guiding questions below to compose a rough draft of your behavioral responsibility reflection for this grading period. Once you have answered each question, compile your answers together on your goal reflection sheet or type your goal reflection.

\*\*THIS WORKSHEET WILL NOT BE INCLUDED IN YOUR FINAL PORTFOLIO.

**Title:** \_\_\_\_\_

**(e.g. Behavioral Responsibility Check Point #3)**

**Introduction:** How many infractions do you have? Are you surprised by the number? Why/why not? *(Remember complete sentences!)*

**Reflection & Analysis (students who have less than 5 infraction points)**

What is the primary reason why you have earned so few infraction points? (e.g. earning merits, no tardies, not disruptive, etc.)

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What are 2 specific strategies that you will continue to use yourself and you would also suggest to other students to minimize infraction points?

1. \_\_\_\_\_

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2. \_\_\_\_\_

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**Reflection & Analysis (for students who have more than 5 infraction points)**

After analyzing your print out what trends do you notice? Is there one primary source of infraction points? (e.g. tardies, class disruption, uniform violations, etc.)

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What are 2 specific strategies you can use to reduce your infraction points?

1. \_\_\_\_\_

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2. \_\_\_\_\_

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**Conclusion (for everyone)**

What is your personal behavioral responsibility goal? Why is that goal important to you? Why is your individual behavior important to shaping the entire TMA community?

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# Behavioral Responsibility Reflection Organizer Check Point #2

**Directions:** Use the guiding questions below to compose a rough draft of your behavioral responsibility reflection for this grading period. Once you have answered each question, compile your answers together on your goal reflection sheet or type your goal reflection.

\*\*THIS WORKSHEET WILL NOT BE INCLUDED IN YOUR FINAL PORTFOLIO.

**Title:** \_\_\_\_\_

**(e.g. Behavioral Responsibility Check Point #3)**

**Introduction:** How many infractions do you have? Are you surprised by the number? Why/why not? *(Remember complete sentences!)*

**Reflection & Analysis (students who have less than 5 infraction points)**

What is the primary reason why you have earned so few infraction points? (e.g. earning merits, no tardies, not disruptive, etc.)

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What are 2 specific strategies that you will continue to use yourself and you would also suggest to other students to minimize infraction points?

1. \_\_\_\_\_

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2. \_\_\_\_\_

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**Reflection & Analysis (for students who have more than 5 infraction points)**

After analyzing your print out what trends do you notice? Is there one primary source of infraction points? (e.g. tardies, class disruption, uniform violations, etc.)

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What are 2 specific strategies you can use to reduce your infraction points?

1. \_\_\_\_\_

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2. \_\_\_\_\_

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**Conclusion (for everyone)**

What is your personal behavioral responsibility goal? Why is that goal important to you? Why is your individual behavior important to shaping the entire TMA community?

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# Behavioral Responsibility Reflection Organizer Check Point #3

**Directions:** Use the guiding questions below to compose a rough draft of your behavioral responsibility reflection for this grading period. Once you have answered each question, compile your answers together on your goal reflection sheet or type your goal reflection.

\*\*THIS WORKSHEET WILL NOT BE INCLUDED IN YOUR FINAL PORTFOLIO.

**Title:** \_\_\_\_\_

**(e.g. Behavioral Responsibility Check Point #3)**

**Introduction:** How many infractions do you have? Are you surprised by the number? Why/why not? *(Remember complete sentences!)*

**Reflection & Analysis (students who have less than 5 infraction points)**

What is the primary reason why you have earned so few infraction points? (e.g. earning merits, no tardies, not disruptive, etc.)

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What are 2 specific strategies that you will continue to use yourself and you would also suggest to other students to minimize infraction points?

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2. \_\_\_\_\_

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**Reflection & Analysis (for students who have more than 5 infraction points)**

After analyzing your print out what trends do you notice? Is there one primary source of infraction points? (e.g. tardies, class disruption, uniform violations, etc.)

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What are 2 specific strategies you can use to reduce your infraction points?

1. \_\_\_\_\_

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2. \_\_\_\_\_

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**Conclusion (for everyone)**

What is your personal behavioral responsibility goal? Why is that goal important to you? How does the TMA tenet of *excellence* influence your behavioral responsibility?

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# FALL Portfolio Presentation Talking Points

## Behavioral Responsibility

### **Objective:**

This worksheet will help you to review your Behavioral Responsibility goal work material in order to establish a list of meaningful talking points for your upcoming portfolio presentation.

**Step 1** Make sure **ALL of your Behavioral Responsibility materials** are complete! You will not be able to earn full points, nor have meaningful talking points if you have not completed the work.

**Step 2** Review your Behavior Responsibility Graph and Charts and answer the following questions.

1. What is the first thing you notice when you look at the charts and graph? What visually stands out to your eye about your behavioral responsibility?
2. What might someone be able to tell about your behavioral responsibility by just looking your graph?
3. What CAN'T you see about your behavioral responsibility work by just looking at your graph?

**Step 3** Read through ALL of your goal reflection sheets. Then re-read them a second time and answer the following questions.

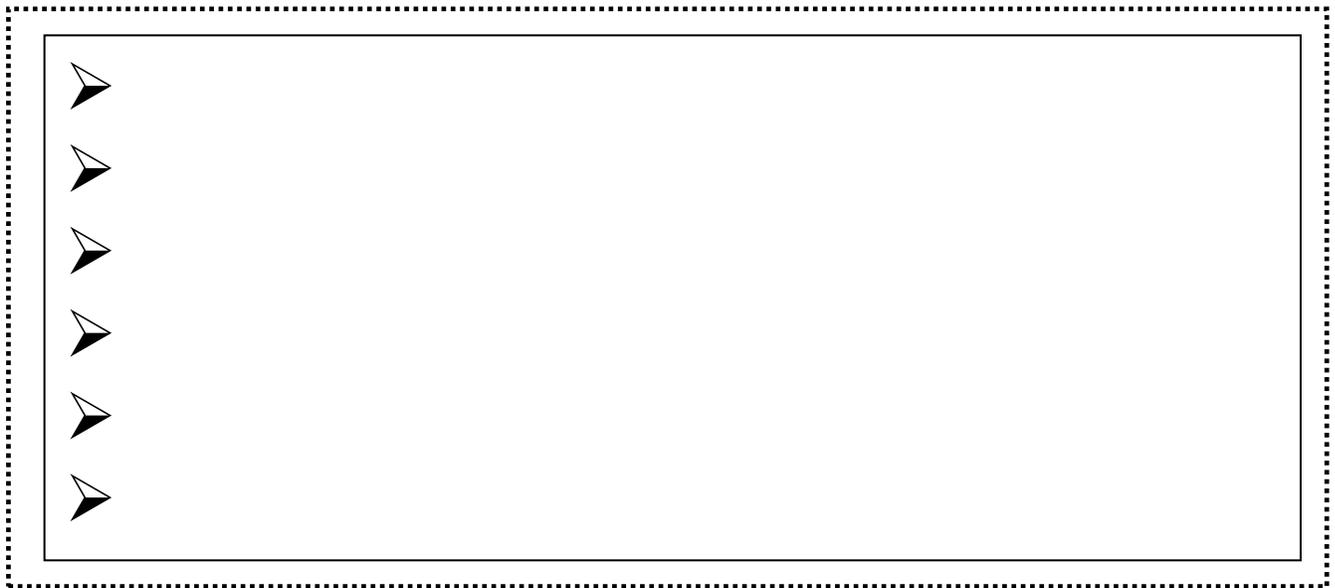
1. What skills or strengths do you mention more than once? How do you know these skills were beneficial to your success?

2. What specific struggles or hurdles do you mention more than once? Why were these challenges especially difficult? What can you do to minimize those challenges in the future?

**Step 4** Think back on your behavioral responsibility work throughout the Fall. You have done a lot. You calculated and graphed your infraction points and you have completed detailed and thoughtful reflections.

1. How has the behavioral responsibility goal work process been helpful for your progress as a student and a participant in the TMA community?
2. How would your performance have been different without this goal setting and reflection?
3. After completing this process what are 3 key elements that now stand out to you about behavioral responsibility?
4. How will you continue to positively contribute to the TMA community?

**Step 5** Take your answers from Steps 2, 3, & 4 and write them, in order, next to the bullet points below and form the Behavior Goal Work talking points:



**Step 6** Read through the order of your bullet points to someone (a friend, parents, or adviser) to ensure they make sense.

**Step 7** Use scissors and cut out around the dotted line and use your bullets as a note card for your presentation or as a rough draft to type up other note cards.

# Behavioral Responsibility Reflection Organizer Check Point #4

**Directions:** Use the guiding questions below to compose a rough draft of your behavioral responsibility reflection for this grading period. Once you have answered each question, compile your answers together on your goal reflection sheet or type your goal reflection.

\*\*THIS WORKSHEET WILL NOT BE INCLUDED IN YOUR FINAL PORTFOLIO.

**Title:** \_\_\_\_\_

**(e.g. Behavioral Responsibility Check Point #3)**

**Introduction:** How many infractions do you have? Are you surprised by the number? Why/why not? *(Remember complete sentences!)*

**Reflection & Analysis (students who have less than 5 infraction points)**

What is the primary reason why you have earned so few infraction points? (e.g. earning merits, no tardies, not disruptive, etc.)

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What are 2 specific strategies that you will continue to use yourself and you would also suggest to other students to minimize infraction points?

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2. \_\_\_\_\_

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**Reflection & Analysis (for students who have more than 5 infraction points)**

After analyzing your print out what trends do you notice? Is there one primary source of infraction points? (e.g. tardies, class disruption, uniform violations, etc.)

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What are 2 specific strategies you can use to reduce your infraction points?

1. \_\_\_\_\_

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2. \_\_\_\_\_

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**Conclusion (for everyone)**

What is your personal behavioral responsibility goal? Why is that goal important to you?

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# Behavioral Responsibility Reflection Organizer Check Point #5

**Directions:** Use the guiding questions below to compose a rough draft of your behavioral responsibility reflection for this grading period. Once you have answered each question, compile your answers together on your goal reflection sheet or type your goal reflection.

\*\*THIS WORKSHEET WILL NOT BE INCLUDED IN YOUR FINAL PORTFOLIO.

**Title:** \_\_\_\_\_

**(e.g. Behavioral Responsibility Check Point #3)**

**Introduction:** How many infractions do you have? Are you surprised by the number? Why/why not? *(Remember complete sentences!)*

**Reflection & Analysis (students who have less than 5 infraction points)**

What is the primary reason why you have earned so few infraction points? (e.g. earning merits, no tardies, not disruptive, etc.)

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What are 2 specific strategies that you will continue to use yourself and you would also suggest to other students to minimize infraction points?

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2. \_\_\_\_\_

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**Reflection & Analysis (for students who have more than 5 infraction points)**

After analyzing your print out what trends do you notice? Is there one primary source of infraction points? (e.g. tardies, class disruption, uniform violations, etc.)

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What are 2 specific strategies you can use to reduce your infraction points?

1. \_\_\_\_\_

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2. \_\_\_\_\_

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**Conclusion (for everyone)**

What is your personal behavioral responsibility goal? Why is that goal important to you?

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# Behavioral Responsibility Reflection Organizer Check Point #6

**Directions:** Use the guiding questions below to compose a rough draft of your behavioral responsibility reflection for this grading period. Once you have answered each question, compile your answers together on your goal reflection sheet or type your goal reflection.

\*\*THIS WORKSHEET WILL NOT BE INCLUDED IN YOUR FINAL PORTFOLIO.

**Title:** \_\_\_\_\_

**(e.g. Behavioral Responsibility Check Point #3)**

**Introduction:** How many infractions do you have? Are you surprised by the number? Why/why not? *(Remember complete sentences!)*

**Reflection & Analysis (students who have less than 5 infraction points)**

What is the primary reason why you have earned so few infraction points? (e.g. earning merits, no tardies, not disruptive, etc.)

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What are 2 specific strategies that you will continue to use yourself and you would also suggest to other students to minimize infraction points?

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2. \_\_\_\_\_

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**Reflection & Analysis (for students who have more than 5 infraction points)**

After analyzing your print out what trends do you notice? Is there one primary source of infraction points? (e.g. tardies, class disruption, uniform violations, etc.)

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What are 2 specific strategies you can use to reduce your infraction points?

1. \_\_\_\_\_

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2. \_\_\_\_\_

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**Conclusion (for everyone)**

What is your personal behavioral responsibility goal? Why is that goal important to you? How does the TMA tenet of *diversity* impact your behavioral responsibility to our community?

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# SPRING Portfolio Presentation Talking Points

## Behavioral Responsibility

### **Objective:**

This worksheet will help you to review your entire Behavioral Responsibility goal work material in order to establish a list of meaningful talking points for your upcoming portfolio presentation.

**Step 1** Make sure **ALL of your Behavioral Responsibility materials** are complete! You will not be able to earn full points, nor have meaningful talking points if you have not completed the work.

**Step 2** Review your Behavior Responsibility Graph and Charts and answer the following questions.

4. What is the first thing you notice when you look at the charts and graph? What visually stands out to your eye about your behavioral responsibility?
5. What might someone be able to tell about your behavioral responsibility by just looking your graph?
6. What CAN'T you see about your behavioral responsibility work by just looking at your graph?

**Step 3** Read through **ALL of your goal reflection sheets**. Then re-read them a second time and answer the following questions.

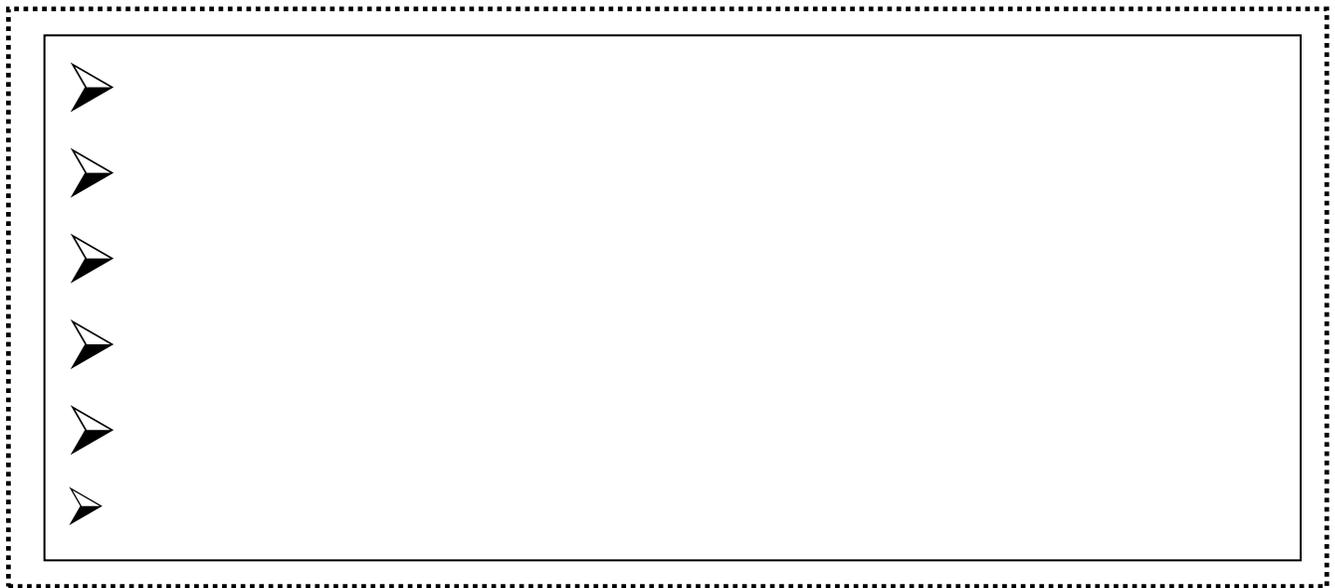
3. What skills or strengths do you mention more than once? How do you know these skills were beneficial to your success?

4. What specific struggles or hurdles do you mention more than once? Why were these challenges especially difficult? What can you do to minimize those challenges in the future?

**Step 4** Think back on your behavioral responsibility work throughout the whole year. You have accomplished an incredible amount of work. You calculated and graphed your infraction points and you have completed detailed and thoughtful reflections.

5. How has the behavioral responsibility goal work process been helpful for your progress as a student and a participant in the TMA community?
6. How would your performance have been different without this goal setting and reflection?
7. After completing this process what are 3 key elements that now stand out to you about behavioral responsibility?
8. How will these skills be helpful in your future?

**Step 5** Take your answers from Steps 2, 3, & 4 and write them, in order, next to the bullet points below and form the Behavior Goal Work talking points:



A rectangular box with a dotted border. Inside the box, on the left side, there are six black arrowheads pointing to the right, arranged vertically. The rest of the box is empty, intended for writing answers.

**Step 6** Read through the order of your bullet points to someone a friend, parents, or adviser to ensure they make sense.

**Step 7** Use scissors and cut out around the dotted line and use your bullets as a note card for your presentation or as a rough draft to type up other note cards.

*Congratulations on successfully completing your  
Behavioral Responsibility Goal Work material for 2014-15!*