



EAB

Peer Behavior Monitor Resources

Table of Contents

Chat Monitor	3
Job Description and Implementation Steps	3
Teacher Implementation Steps.....	3
Tech Support Specialist	4
Job Description and Implementation Steps	4
Teacher Implementation Steps.....	4
Group Leader	5
Job Description and Implementation Steps	5
Teacher Implementation Steps.....	5

Chat Monitor

Job Description and Implementation Steps

Job Description

The Chat Monitor student watches the chat function during live class sessions, notifying the teacher of any unanswered questions and creating a behavior report to submit to the teacher at the end of each session.

Teacher Implementation Steps

1. **Introduce all students to the Chat Monitor role.** Describe the role and walk through the Virtual Class Behavior Report so all students are aware of why this job exists and how it will be performed.
2. **Select the Chat Monitor.** There are two ways this can be done:
 - o Personally select a student who is typically an avid class participant – they will already have their eye on the chat box.
 - o Allow students to “apply” to be Chat Monitors. Have students submit 2-3 sentences describing why they would be a good fit for the position.
3. **Schedule 15 minutes to orient the Chat Monitor to his/her responsibilities.** Discuss the following:
 - o Describe any expectations you have for them specific to your teaching style, such as how you’d like them to notify you of an important question in the chat.
 - o If desired, demonstrate how the Chat Monitor can download the chat transcript from the virtual class meeting (this process may look different for different video call platforms).
 - o Model how you’d like the Chat Monitor to fill out and submit the Behavior Report, either through email or through [Google Forms](#).
4. **Proactively remind all students during class** that the Chat Monitor will be watching the chat for questions and behavior. Repeat this until all students are familiar with the position.
5. **Schedule a 15-minute debriefing meeting after the Chat Monitor’s first day on the job.** Use this meeting to discuss their first experience as Chat Monitor and answer any questions they might have.
6. **Reserve 5-10 minutes to review the submitted Behavior Report after each class.** Intervene with problem behaviors within 24 hours after they occur. When necessary, reference the chat transcript submitted by the Chat Monitor for more details about reported behavior
7. **[Optional] Reward Chat Monitors for a job well done.** Rewards can be in the form of extra credit, free homework passes, a small prize at the end of the semester, etc.

Virtual Class Behavior Report
For Chat Monitors and Small Group Leaders

Date of Class Meeting: Click here to choose the date.

Positive Behaviors Chat Monitors of students who demonstrate these behaviors consistently throughout the class meeting.

Active Participation Asking questions about the content Responding to the teacher Adding ideas & thoughts to conversation	
Peer Collaboration Asking the other students' point of view Asking clarifying questions to other students Complimenting peers for good ideas	

Negative Behaviors

Distracting Behavior Off topic comments Inappropriate jokes	
Disrespect to Classmates Mocking fun of students or their ideas Calling names or insulting	

Additional Notes
Click here to type any additional comments you'd like the teacher to know.

I confirm that this is an accurate and honest report of peer behavior.
Signature of Monitoring Student:

©2020 by EAB. All Rights Reserved. 3 eab.com

Download the Virtual Class Behavior Report from the [Virtual Instruction Resource Center](#).

Tech Support Specialist

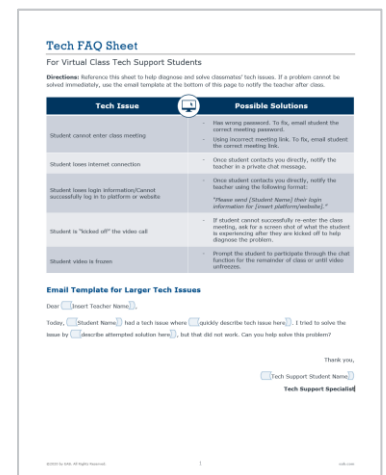
Job Description and Implementation Steps

Job Description

The Tech Support Specialist helps address student technology issues that occur during live class sessions. Using the provided FAQ sheet or their own tech knowledge, this student helps to answer tech-related questions so that the teacher can focus on instruction.

Teacher Implementation Steps

1. **Edit the Tech Support FAQ Sheet** to fit the platforms and needs of your virtual classroom.
2. **Introduce all students to the Tech Support role.** Describe the role and walk through the FAQ sheet so all students are aware of why this job exists and how it will be performed.
3. **Select a Tech Support Specialist.** There are two ways this can be done:
 - o Personally select a student who is tech savvy with an interest in helping solve problems. Consistent early finishers are also great candidates.
 - o Allow students to “apply” to Tech Support. Have students submit 2-3 sentences describing why they would be a good fit for the position.
4. **Schedule 15 minutes to orient the new Tech Support specialist.** Discuss the following:
 - o Describe any expectations you have for them specific to your teaching style, such as how you’d like them to notify you of an major problem during a live class session.
 - o Model how you’d like Tech Support to use the Tech FAQ sheet.
5. **Proactively remind all students during class** that Tech Support is available to help them solve tech issues, and that all students should contact Tech Support first before going to the teacher. Repeat this until all students are familiar with the position.
6. **Schedule a 15-minute debriefing meeting after the Tech Support student’s first week on the job.** Use this meeting to discuss their first experience as Tech Support and answer any questions they might have.
7. **[Optional] Reward Tech Support for a job well done.** Rewards can be in the form of extra credit, free homework passes, a small prize at the end of the semester, etc.



Download the Tech FAQ Sheet from the [Virtual Instruction Resource Center](#).

Group Leader

Job Description and Implementation Steps

Job Description

Group Leaders ensure their assigned small groups stay on task and behave appropriately. They are also responsible for completing a Behavior Report that informs teachers of student behavior during small group sessions.

Teacher Implementation Steps

1. **Introduce all students to the Group Leader role.** Describe the role and walk through the Virtual Class Behavior Report so all students are aware of why this job exists and how it will be performed.
2. **Determine how many Group Leaders to hire.** See EAB's advice on managing rotating small groups during virtual instruction in the PD video *Overcoming the Challenges of Online Classroom Management*.
3. **Select the Group Leaders.** There are two ways this can be done:
 - o Personally select students who are highly motivated and demonstrate strong leadership skills. Or, select disengaged students who would likely benefit from additional responsibility or structure.
 - o Allow students to "apply" to be a Group Leader. Have students submit 2-3 sentences describing why they would be a good fit for the position.
4. **Schedule 15 minutes to meet with the new Group Leaders.** Discuss the following:
 - o Describe any expectations you have for them specific to your teaching style, such as how you'd like them to follow a specific small group agenda.
 - o Model how you'd like the Chat Monitor to fill out and submit the Behavior Report, either through email or through [Google Forms](#).
5. **Proactively remind all students during class** that the Group Leaders will be following the small group agenda and watching for appropriate behavior. Repeat this until all students are familiar with the position.
6. **Schedule a 15-minute debriefing meeting after the Group Leaders' first day on the job.** Use this meeting to discuss their first experience as Group Leader and answer any questions they might have.
7. **Reserve 5-10 minutes to review the submitted Behavior Report after each small group session.** Intervene with problem behaviors as they occur.
8. **[Optional] Reward Group Leaders for a job well done.** Rewards can be in the form of extra credit, free homework passes, a small prize at the end of the semester, etc.

The image shows a screenshot of a 'Virtual Class Behavior Report' form. The form is titled 'Virtual Class Behavior Report' and is intended for 'Chat Monitors and Small Group Leaders'. It includes a section for 'Date of Class Meeting' and a table for recording behaviors. The table is divided into 'Positive Behaviors' and 'Negative Behaviors'. Under 'Positive Behaviors', there are three categories: 'Active Participation' (with sub-points: Asking questions about the content, Responding to the teacher, Adding ideas & thoughts to conversation), 'Peer Collaboration' (with sub-points: Asking for other students' point of view, Asking clarifying questions to other students, Complimenting peers for good ideas), and 'Distracting Behavior' (with sub-points: Off topic comments, Inappropriate jokes). Under 'Negative Behaviors', there is one category: 'Disrespect to Classmates' (with sub-points: Making fun of students or their ideas, Calling names or targeting). Below the table is an 'Additional Notes' section with a link to click for more details. At the bottom, there is a signature line for the monitoring student and a date field.

Download the Virtual Class Behavior Report from the [Virtual Instruction Resource Center](#).