

The Jewish Academy Blueprint  
for School Culture, Classroom Management, &  
Instructional Planning



# The Jewish Academy

INSPIRATION • INNOVATION • VALUES

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## Vision

Our mission is to provide a passionate, meaningful, and individualized educational environment to children in the South Florida community. We desire to inspire in each student a love of life, learning, and Judaism.

### Core Values as a school

#### 1. Affordability & Quality Jewish education

- I. Education is not a battle between affordability and quality. Rather, we believe that through proper planning, efficient practices, and resourcefulness, Jewish education can be provided to all children in our community.

#### 2. Focus on Strengths/Self-Worth & Positivity

- I. "Research has found a strong link between the utilization of one's character strengths and valued outcomes (e.g. life satisfaction, achievement). Knowing one's character strengths are extremely important as they are the fundamental building blocks of goodness within an individual. Although character traits can be changed or altered, the first step in life is to build and develop our natural goodness and nature, which is the nurturing and development of our strengths." – Yosef Lynn in the VIA Survey Appendix

#### 3. Growth Mindset

- I. A question is asked by some: Why can't change happen quickly? Some want quick transformation. However, such is not always effective. If a stream of water was dumped on the rock all at once, instead of the drops, what would happen? The rock would likely be washed away and much of the water not absorbed. Growth requires focus on effort and process, as well as a realistic timeline for change. We don't expect perfect from ourselves or students. Rather, we our goal is growth.

#### 4. Children need structure to grow

- I. The Torah likens the Jewish people to a grape vine. Why is this? Because grape vines only grow after they have latched onto a structure. So too, humans require structure to grow. Rules and procedures are required to unlock creativity and potential.

#### 5. Innovation

- I. In an ever changing world, we believe in consistently reflecting on ways to better prepare our students for the world to come.

In order to achieve success toward our vision, we will strive to be grounded on five principle's:

1. We will hold high expectations for behavior
2. We will establish effective rules and consequences for our students
3. We will explicitly teach and reinforce procedures
4. We will build a community in the classroom
5. We will value academic achievement, hard work, and team work

### **STRATEGY 1: We will hold high expectations for behavior**

You are in charge of and responsible for what happens in your classroom. Your authority as the instructional leader of a classroom is not something you must seek out. Rather, it is something that is a fundamental component of a teacher's role. Like it or not (and most teachers would probably say they have felt both emotions), you are the authority in your classroom, and you have to think strategically about how you use that authority. Without a doubt, you have the unquestionable right and responsibility to administer consequences and positive reinforcement that will encourage helpful behaviors and stop harmful ones.

(2) The most effective teachers assert their authority with students in a firm and positive manner. Good teachers are neither meek nor hostile; they are neither a student's best friend nor the class's tyrant. Instead, effective teachers are those who maintain their students' dignity by asserting their authority evenly, calmly, and predictably.

By "asserting authority," we do not mean yelling at your students. You can be both respectful and assertive. Asserting your authority means standing firm on your expectations. It means approaching every interaction with every student in a well-considered, pre-determined way, so that you can calmly and efficiently handle any situation that arises. As the Canters explain, the key to effective assertion of authority is to clearly and confidently make your expectations for student behavior known and to consistently follow through with your stated consequences. The Canters call this highly effective approach "assertive responsiveness":

When a teacher responds assertively, he tells students exactly what behavior is acceptable and what is unacceptable, what will happen when the student chooses to behave and what will happen when the student chooses not to behave. No questions. No room for confusion.

It may help to see the utility of this approach by considering its alternatives. At one end of the spectrum are new teachers who – often due to well-intentioned kindness – are inconsistent and permissive when it comes to their rules and consequences. These teachers often find themselves thinking, "Well, Juan is whispering to his neighbor, but in general is doing such a better job today than he was yesterday...I won't say anything and hope he stops quickly," or "I shouldn't tell her to stop chewing gum because then she'll be in a bad mood." The Canters call these types of reactions to misbehavior "nonassertive responses." These practices undermine a teacher's authority by giving students no means of predicting the results of their choices to behave or misbehave, a key component of their sense of safety.

At the other end of the spectrum are teachers who mistake their role as instructional leaders as a call for harshness and hostility. These teachers believe that the way to maintain authority is through students' fear of the teacher's reprisal. The Canters call these types of responses "hostile responses." These teachers hear themselves saying, "Juan, stop talking now. Evidently you're just not capable of keeping your mouth shut," or "Spit your gum out. You now get to write 'I will never chew gum in class again' 500 times." In the center of the spectrum are the teachers who realize their need to assert their authority in a fair, balanced and consistent manner.

Consider the following table of examples, adapted from *Assertive Discipline*:

Situation	Nonassertive Response	Assertive Response	Hostile Response
<b>A student is disengaged from a lecture.</b>	The teacher ignores it, thinking, "I'm just glad he's not disrupting anything."	<b>Without stopping the lecture, the teacher walks back and stands near the student. The student reengages.</b>	The teacher stops the lesson and says, "Hey, I'm not standing up here to hear myself talk. Wake up and pay attention. If you like staring out the window so much, I'll have you stay in after class and you can stare out the window all you want."
<b>A student with a history of misbehavior is on-task, working well.</b>	The teacher appreciates the fact in his mind, but doesn't communicate that to the student in any way.	<b>The teacher makes eye contact and nods in approval to the student. Later, as the class is leaving the teacher says, "You did a wonderful job working on that assignment today."</b>	The teacher says, "It's about time you finally started working like a ninth-grader."
<b>Students are running in the classroom when you are trying to line up for lunch.</b>	"Boys, how many times do I have to ask you to walk in the classroom? Now I'm tired of having to repeat myself. Next time, please try to act like third-graders, okay?"	<b>The teacher calmly yet firmly states, "Kevin, Jerry, Jon, the rule is no running in the classroom. You know the consequence for that behavior is to be last in line. Now I want the three of you to stand at the end of the line—quietly and quickly. Thank you."</b>	Clearly exasperated, the teacher says in a strident tone, "I've had it with you boys. I'll see all of you after school."

Nonassertive Teacher	Assertive Teacher	Hostile Teacher
<ul style="list-style-type: none"> <li>• Uses an indecisive tone; requests often sound more like a question and leave room for student refusal.</li> <li>• Implements consequences and rewards inconsistently.</li> <li>• Cannot model behavior, since student expectations for behavior are unclear. Body language may convey timidity and lack of confidence.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Uses a firm, positive, respectful tone.</b></li> <li>• <b>Applies consequences as outlined and delivers praise as expected.</b></li> <li>• <b>Models how students are expected to behave (for example, during "silent time" the teacher is silent as well).</b></li> </ul>	<ul style="list-style-type: none"> <li>• Uses a harsh, disrespectful tone; shouts at students.</li> <li>• Administers consequences that are several degrees harsher than what is necessary, and positive reinforcement is given rarely and/or sarcastically.</li> <li>• Flaunts the fact that they are "above the rules." Teacher brazenly chews gum, drinks soda, or engages in other activities from which students are prohibited. Body language may also be intimidating, cold or aloof.</li> </ul>

To "assert authority" does not mean to "have a booming voice and lots of charisma." We have witnessed many quiet-voiced, small-statured, unassuming new teachers take command of their classrooms, and we have seen socially aggressive, loud new teachers struggle to assert their authority. No one personality-type has a monopoly on asserting authority. The most important step in asserting your authority is not to change your personality, but rather to decide to assert your authority – to resolve to hold high expectations for yourself as the classroom leader. You must decide that you are in charge.

"Asserting authority" effectively is a matter of consistency and confidence. It means maintaining your students' dignity, not by relieving them of consequences for their actions, but instead by enforcing expectations through even and calm delivery of consequences. It means enforcing expectations in a way

that is consistent with your own personality and yet maintains your role as the leader of your classroom. While doing so is easier said than done, half the battle for most new teachers is simply recognizing that they need to be aware of how and when they are asserting their authority, especially in the foundational first days and weeks of school.

### **STRATEGY 2: We will create and implement effective rules and consequences for our students**

If there is a doubt about expectations for behavior in the classroom, students may develop their own patterns for behaving. As a wise teacher once said, if you don't have a plan for your students, they will have a plan for you. Determining rules and consequences, teaching them to students and outlining the benefits of working within them, is a critical up-front investment of a new teacher's time and energy. These pieces of your classroom management plan help promote appropriate student behavior, prevent student misbehavior and create a sense of order and predictability in your classroom. Rules, and your explanation of them, tell students how you expect them to behave. Consequences outline what would happen if students chose to break the rules.

Rules are general standards of conduct and should apply to student behavior in all classroom situations, regardless of the activity. In that way, rules are distinct from procedures, which outline specific behaviors during a particular type of activity.

When crafting classroom rules, keep in mind three general guidelines:

- 1- Phrase your rules in the form of a positive statement: Positive rules explain what students should be doing. Negatively stated rules simply tell students what to avoid and challenge students to find inappropriate behaviors that fall outside the scope of the rule.
- 2- State your rules clearly: Students should be able to understand the behavioral expectation.
- 3- Minimize your list of rules (most teachers have 3-5 rules): Each rule appears more important when there are fewer of them. Fewer rules are also easier for students to remember and for teachers to enforce. Finally, having just a few rules avoids the sense that you are trying to control a student's every movement.

While consequences are often framed as something used only after a rule has failed, they are more accurately viewed as part of the structure that makes rules work. A student needs to know, up front, what would happen if she were to break a rule. She can then choose to follow the rule or break the rule and incur the negative consequence. Helping students realize this cause and effect relationship, and that they have the power to choose the resulting "effect," is one of the many ways teachers can empower their students and help them develop self-discipline. Self-discipline "involves the capacities to regulate oneself, to anticipate consequences, and to give up an immediate gratification to receive a long term goal"<sup>6</sup> and is one of the most important behavioral skills we can teach our students.

Cecily Feltham (Los Angeles '99) wants her third graders to develop self-discipline and begins to discuss the concept of "cause and effect" with her students on the first day of school. She asks the students, "What happens when you drop a bowling ball on your foot? Talk in pairs for ten seconds, and then I may ask you to explain your partner's answer." Students are quick to point out that dropping a bowling ball on your foot has the negative effects of inflicting pain and perhaps breaking toes. In the ensuing discussion, Cecily leads her young students to understand that not paying attention, not thinking actively, and not putting energy into their work has negative effects as well – namely that one doesn't get smarter, people don't respect you more, and you don't gain more social and economic capital. On the other hand, if students do meet behavioral expectations and work hard by exercising self-discipline, those benefits (i.e. "effects") probably will be realized.

So, what consequences do teachers actually find effective? Obviously, there are a variety of consequences that successful teachers employ to maintain their clear behavioral expectations. Remember to exercise consequences that are congruent with your own style, as you need to be able to implement them with confidence and comfort if and when a student chooses to misbehave. For example, if you do not want students to equate punishment with writing, you may not want to have students write “I will behave” 100 times. Of course, consequences also need to be hooked to your rules so that they flow logically and naturally from the student’s misbehavior.

**See the School Wide Behavior Management Plan in Appendix for list of appropriate consequences.**

Some teachers assume that rules and consequences are discussed once, put on poster board, and left alone. On the contrary, you must teach these expectations as you would any other academic objective. This does not mean simply reading them from a handout, but rather providing rationales, soliciting input, having students identify examples and non-examples, and using other instructional methods to convey and practice this new information. You should teach expectations for behavior immediately at the beginning of the year and review them throughout the year. You’ll want to be sure to do the following when teaching expectations:

Discuss and solicit from students the need for the rules. You should use two related strategies on this front. First, discuss the rationale for rules with your students, both at the beginning of the year and periodically throughout the year. Educational researcher Robert Marzano recommends beginning this process by exploring real-life situations that require rules:

For example, most students have a sense that there are certain expectations for behavior during dinner when guests are at the house that are different from the rules and procedures that apply when only family members are having dinner together. Similarly, most students are aware of the fact that there are rules and procedures governing behavior in church that do not apply to the behavior in one's own living room. A discussion regarding the importance of rules and procedures in situations outside of school provides a nice set-up for the discussion of classroom rules and procedures . 8

If students recognize the rationale and positive side of rules, they are more likely to become invested in them. Then, be sure they understand the direct correlation between each of your rules with their ambitious learning goals. For example, you might explain to students that your rule about “listening when someone else is talking” is designed to let all students learn as much as possible from one another so that together the class can reach its goals.

Identify specific expectations relevant to each rule. Provide examples of what following each rule looks like (and doesn’t look like) in action. This is especially true if your rules encompass several behaviors, such as Respect your classmates or Class time is for class activities. Many corps members state that they take time with their students at the beginning of the year to brainstorm what rules such as these mean in practice. While you should have several manifestations of the rule Respect your classmates in mind prior to this group discussion, you will probably be surprised at how right on and insightful students can be. (It’s true – they know what it means to respect their classmates. They just need you to enforce it.) Once students have thoroughly explored the specific expectations of each rule, you might type up a “class contract” that lists each rule and the explicit behaviors that fall under each rule. Then, give students their own copies and ask them to sign them. Keep these for future reference or have students keep them in a binder that remains in class.

Explain and demonstrate the consequences of breaking the rules. Students need to actually see what will happen if they break a rule. Many corps members role play with “disruptive” students. They ask for

volunteers to read short scripts in which students break a rule and the teacher administers the consequence. Not only do students enjoy this modeling, they also get to see exactly what will happen if a student chooses to break a rule.

Invest your students in meeting your behavioral goals. Tell your students the benefits of following the rules. Just as you do with academic goals, you will need to motivate your students to meet your behavioral goals for the class. Perhaps you decide to graph the numbers of “morning meetings” where everyone remembers to raise their hand before sharing, with the goal of working together to have 10 straight days with no student interruptions. Perhaps you decide to keep track of the number of days that your students all come to class fully prepared, with their book, notebook, homework, and something to write with. We’ll talk about general principles to keep in mind when reinforcing positive behavior in the next section.

Check for understanding. As you will become accustomed to doing in every lesson, you should follow up with your students to be sure that they have internalized the rules. Many teachers test students on the rules of the classroom with a cause-effect quiz. Some have students draw cartoons of appropriate and inappropriate student behavior, akin to the “Goofus and Gallant” duo. But do not assume that because you read the list of rules and discussed them that students have internalized them.

### *We will reinforcing Good Behavior*

Just as with academic learning, behavioral learning is predicated on feedback; following instructions properly should be reinforced through frequent affirmation. Students need to know when they are demonstrating the desired expectations, especially when the expectations are new (generally early in the year) or when the circumstances under which the students demonstrated them are particularly challenging.

When reflecting on your approach to positive reinforcement, you’ll need to consider when and how frequently to give positive reinforcement, regardless of whether that reinforcement comes in the form of tangible or intangible rewards. On the one hand, positive reinforcement can be a way of ensuring that students don’t misbehave in order to gain attention. School can be a dreary place when teachers are only stressing negative behaviors. On the other hand, you don’t want to get into a habit of praising or rewarding students constantly for meeting a low bar. This can inadvertently send the signal that you have low expectations for their behavior and can also make students dependent on your positive reaction to meet even the most basic of expectations. Alfie Kohn, author of *Punished by*

Rewards, 9 asserts that, “Rather than bolstering a child’s self-esteem, praise may increase kids’ dependence on us. The more we say, ‘I like the way you...’ or ‘Good \_\_\_\_\_ing,’ the more kids come to rely on our evaluations, our decisions about what’s good and bad, rather than learning to form their own judgments.” Kohn holds that a “simple, evaluation-free statement (‘You put your shoes on by yourself’ or even just ‘You did it’) tells your child that you noticed. It also lets her take pride in what she did...If a child does something caring or generous, you might gently draw his attention to the effect of his action on the other person : ‘Look at Abigail’s face! She seems pretty happy now that you gave her some of your snack.’ This is completely different from praise, where the emphasis is on how you feel about her sharing.”<sup>10</sup>

Experts such as Jere Brophy offer a few additional recommendations when it comes to giving praise.<sup>11</sup>

- Be specific. One of the most effective ways to get students to follow directions is simply to narrate that someone else has already done what you’ve asked. “Richard is sitting in his seat quietly, ready to go outside for recess.”
- Highlight improvement. In order to foster the idea that students can learn to behave, point out when students are making strides in this direction—and how they did so. “Class, I am proud of you



for remembering to walk quietly in the halls this time. I think Natasha’s suggestion about putting our fingers on our lips really helped us remember.”

- Indicate how following expectations yields benefits. “Our homework assignment is challenging tonight. But because everyone is in their learning position and ready to participate in the lesson, I know you will be able to learn a lot and then do a great job with that homework.”

Keeping in mind that you don’t want to praise students for simple tasks or make them dependent on your positive reinforcement, remember that students should reap the benefits of meeting your high behavioral standards. After all, students choose to follow the rules not only to avoid negative consequences but also to receive positive outcomes. Those positive outcomes are not only – in fact they should rarely be – shiny pencils, candy bars, or pizza parties. With such tangible prizes, students engage in learning activities in order to receive rewards that are artificially linked to behavior. As we mentioned when discussing self-discipline, you must help students realize that the greatest benefits of following the rules include recognition, self-respect, peer-respect, a classroom where they and their classmates can make academic gains, and increased life options. Your ultimate goal should be to foster intrinsic motivation, whereby students are motivated to behave and to learn because of the positive results that stem naturally from that choice. For example, a student truly invested in his own academic success will likely abide by the rule “Come to Class Prepared,” because he is intrinsically motivated to succeed, and he knows he cannot succeed without the materials that are necessary to learn.

However, there are strong arguments for extrinsic motivators in some contexts. Learning is too critical to wait for a student to develop the maturity or self-discipline necessary to work entirely from intrinsic motivation. Moreover, students motivated extrinsically often begin to recognize the intrinsic value of their work and behavior. Many teachers feel that extrinsic motivators – especially in the form of intangible “perks” – remain preferable to using only negative consequences to keep students in line. If you do decide to use tangible rewards in your classroom, know that a variable schedule of providing the reward works better than a fixed schedule; that is, if you were to provide a reward every third time a student completed a task, the reward would soon lose its value. As any slot machine player could tell you, when the reward is less certain, persistence in the task improves.

Relatedly, a McREL study has indicated that rewarding students for simply performing a task may eventually decrease motivation (e.g. if the class earns “team points” when everyone is on time). However, when the teacher provides rewards for the successful attainment of a certain performance standard (e.g., making improvement on a set of math problems), students’ intrinsic motivation may increase.<sup>12</sup>

### **STRATEGY 3: We establish, teach, and reinforce procedures and routines**

Procedures must be taught, modeled, and reviewed with students, just as rules must be. You might simulate the end-of-class bell over and over, practicing the desired behavior of staying in one’s seat and walking calmly to the door when dismissed. You might practice lining up for lunch or going to a special assembly over and over again until students fall into a double line and hold their hands clasped in front of them without prompting.

In contrast to rules, every procedure need not be taught on the first day of school. Procedures are best taught when the need to use them arises for the first time. However, most teachers find that they teach a significant bulk of their procedures in the first two weeks of school, as many are required for a smoothly functioning classroom. Great teachers will tell you that although this may at times seem counterintuitive, investing considerable time up-front teaching and practicing the routines and procedures of your classroom will pay huge dividends in saved time later. Here are some tips for teaching and reinforcing your procedures:

Explain the need for procedures to students. Just as you need to explain the rationale for rules, students need to be invested in the rationale for procedures. “Because so much learning has to happen this year, I don’t want us to waste time on classroom activities that don’t help you to read on a higher level or allow you to solve more challenging math problems. Imagine if we wasted 15 minutes every morning just getting ready for the day...”

When introducing a new procedure to the class, demonstrate the correct process. Start by demonstrating the process yourself, step by step. Narrate what you are doing. Then ask 2-3 volunteers who think they understand the procedure to model the process for the rest of the class. Ask the audience to comment on what students did well and what part of the procedure they should repeat. Ask other volunteers to demonstrate the process, this time giving them specific scripts to follow, some perfect, some slightly off, and some terribly wrong. Again, have the audience point out what was done correctly and what was done incorrectly. Of course, then you need to give each student the opportunity to practice and demonstrate understanding of the procedure, both individually and then as a whole group.

Allow each student to practice and demonstrate understanding of the process. Practice process. Practice process. Practice process. Younger children need to practice lining up. If your students can line up quickly and smoothly, it will save you hours of instruction time over the course of the year (please touch your right shoulder and make sure it lines up with the person in front of you...how will we hold our hands as we walk through the hallways? That’s right, clasped in front of us. Excellent. Let’s walk down to Ms. Powell’s room and then come back.)

Provide feedback. What happens if, after teaching a procedure, your students don’t execute the procedure properly? If you expect your students to line up silently with their hands clasped in front of them, and Brittney and Sheldon are wiggling around and swinging their arms like windmills, you should ask the class to look at the line, determine what is wrong, and ask Brittney and Sheldon to return to their seats and join the line properly. If you have taught your students to pass in their papers in a certain way and they do so incorrectly, do you give them all a five-minute detention after school? No. You simply remind them of the correct process for handing in papers and you ask them to do it again. The “consequence” for not following a procedure properly is to repeat the procedure. However, sometimes your students will violate a rule while a procedure is happening. For example, your procedure for entering class is to walk in silently, remove one’s notebook from the shelf, sit down immediately, and begin the Do Now. If two students jostle and loudly insult one another while getting their notebooks from the shelf, they are not carrying out the procedure properly, but more importantly, they are also violating the rule Respect your classmates. The proper response is to give students the consequence you would administer for breaking that rule at any other time and to ask them to repeat their entrance into the class correctly. Remember that rules are always in effect, and breaking them at any time earns the student the appropriate consequence.

Re-teach procedures regularly. This is especially true after long holidays or if the procedure hasn’t been used in a while. Remind students of the need for procedures, demonstrate the procedure your self, ask for a small group of volunteers to model the process, critique their performance, and then ask the entire class to complete the procedure properly.

Teachers who effectively establish procedures in their classroom create an environment that almost “runs itself,” with appropriate student behavior and learning continuing even if they are out sick or attending a professional development workshop

*Respond to misbehavior*

It is critical that you reflect on the causes of misbehavior. Consider that you might have done something to incite a student to act inappropriately. Perhaps a student is bored and is causing a disruption because of your poor lesson planning, or maybe the student is angry and causing a disturbance because of a sarcastic remark you made.

You should also consider that the student may need special support in learning to control his or her behavior or express feelings; your student may be trying to fulfill needs that he or she does not know how to handle otherwise: the need for attention, power, revenge or an avoidance of failure.

Inevitably, you will need to respond to minor disruptions that prevent the misbehaving student, and perhaps his or her classmates, from learning. You might respond to these often unintentional interruptions by using one or more of the following techniques: proximity, individual signals, the “post-it” note, physical cues, touch, ignoring, silence, and the “we are not amused look,” among others.

You will also need to implement consequences when a student breaks a classroom rule. You must do so consistently and respectfully, providing the student with some control over the outcome and an opportunity to achieve a fresh start. You should also communicate to the student that his or her choice to violate the rules represents a perhaps unwitting choice to accept the consequences for breaking those rules, and that the ultimate consequence of misbehavior is interrupted learning.

You should also consider your own plans for any major incidents that might arise in your classroom, whether due to student behavior or other outside factors.

#### *Responding to minor distractions:*

A student rhythmically taps her pencil during silent independent work. Another child is trying to take notes on your lecture while simultaneously finishing his homework for another class. A third is mouthing something to a friend across the room while you are trying to give directions. When students do not meet your behavioral expectations, and yet are not exactly breaking the rules, those students still need to know that their behavior compromises learning for themselves or for others in the class. To prevent that interruption from escalating into behavior that does break a rule, you must address the interruption immediately. When doing so, you should utilize the following guidelines:

☐ Minimize your verbal response ☐ Do not interrupt the lesson flow ☐ Invest very little emotion

Method	Explanation of Method	The Method in Action
<b>Physical Proximity</b>	Be mobile. Movement communicates that you are focused on all parts of the room, and it can get a single student's attention without interrupting the entire class. When a student is creating a minor interruption, immediately move closer to his or her seat.	You move closer to Victor's seat so he knows that you heard his drumming and are aware of his distraction. While moving closer to Victor, you continue reading the poem and maintain the flow of the lesson. You remain by his desk for a short period of time before moving on.
<b>Sudden Silence</b>	When a student is disruptive while you are speaking, stop and wait for the disruption to cease.	Mid-stanza, you sharply pause your reading. After a few seconds Victor stops his drumming and you continue the poem.
<b>Physical Cues</b>	Simple physical cues can communicate better than words without disturbing the lesson flow.	Without a significant pause in your reading, you look up, make eye contact with Victor and make a "calm down" gesture with your hand.
<b>Post-It Notes</b>	Some teachers carry a clipboard with pre-written Post-It notes that say "please focus on what we are doing now" or "please throw out your gum." If a student needs a reminder about their behavior, they choose the appropriate note and place it on the student's desk.	As you continue reading the poem, you walk by Victor and place the note that says, "please focus on what we are doing now" on his desk.
<b>Individual Signals</b>	Some students need an individual reminder when they are interrupting. Taking them aside and agreeing upon a method can be very effective.	While reading, you hold up one finger and make eye contact with Victor. Because you both agreed upon this signal in advance when Victor was disruptive in the past, Victor knows that he is creating a distraction and that one finger means he needs to stop what he is doing.
<b>Touch</b>	A quick touch on a shoulder or a student's desk is often effective at curbing minor disruptions. Before touching your students, identify with whom this would work well and who would respond negatively.	You approach Victor's seat while continuing to read the poem. As you pass him you tap him on the shoulder.
<b>The "Teacher Look" (a.k.a. the "We Are Not Amused Look")</b>	This is a more direct approach to address minor interruptions. When a student interrupts instruction, you lock eyes and communicate your displeasure with your facial expression. "The Look" doesn't have to be angry, just serious, perhaps even just raised eyebrows. Be sure to acknowledge the student when they comply.	You look up from the poem and give Victor a direct look that clearly communicates your intentions. You maintain eye contact for a few seconds, smile and nod your head in thanks when Victor gestures his understanding. You then return to reading the poem.
<b>Quickly State Student's Name</b>	Stating a student's name is effective if you feel that you need to immediately catch that student's attention (but don't overuse this technique - students quickly become immune to hearing their name called). This method is potentially more disruptive to the rest of the class than most other interventions mentioned.	When Victor starts drumming on the desk, you immediately say "Victor" and make eye contact with him.
<b>Ignoring</b>	There are specific situations when you may believe that a student is acting out to get attention. You may choose to ignore this behavior if it is not creating a classroom disruption. This should be done carefully, because students may assume that you are not aware or do not care about the behavior. You would later raise the issue with the student in private.	

**STRATEGY 4: We build a community in the classroom**

Successful teachers develop a sense of team and unity that compels students to meet high expectations for achievement and provides students with a psychologically safe environment in which to do so. Building a strong sense of community involves establishing a respectful tone as the authority figure in the classroom, inspiring students to “bond” with their peers, building an environment in which diverse students feel valued, and helping students resolve conflict when it does arise.

Building a sense of community in your classroom is a key strategy for reaching your academic goals for your students. Your students will not attempt to master challenging academic content, share their work in front of their peers, or resolve conflicts in order to remain focused on learning if your students do not feel safe, respected, and valued by you and their peers. As the leader of your classroom, it is your responsibility to create an environment where students’ needs for safety and acceptance are met.

Teachers who achieve this level of community in their classroom utilize a number of techniques, especially preserving the dignity of students by asserting their authority with a respectful tone.

It is also fundamentally important to actively build relationships between you and your students and among your students. To do so, you might consider attending students’ activities outside of class, having students eat lunch with you, allowing students to contact you outside of school with school related questions, sending personal notes, joining in physical activities, joining in school and community events, utilizing a suggestion box, taking short field trips on the weekend or school holidays, and celebrating birthdays.

It takes careful planning (and self-reflection that sometimes leads to uncomfortable revelations) to create a community that values all students. Teachers must deconstruct their own personal biases, as well as respond thoughtfully to incidents of insensitivity or prejudice in the classroom. Many teachers choose to explicitly teach the notion of tolerance and the skills of conflict resolution.

One of the most important things you can do to create a classroom community is to develop a strong bond with and among your students. Remember that, according to Maslow’s hierarchy of needs, belonging and self-esteem precede the need to achieve lofty goals. For some students, a teacher’s care and concern is the number one factor that influences their learning. (Examples of ways a teacher can build strong relationship with students include:)

- Attend student activities
- Lead student activities
- Eat lunch with students
- Send personal notes to students
- Allow students to contact you outside of school with school-related questions
- Use a suggestion box
- Celebrate birthdays
- Join in physical activities
- Join in school and community events
- Take short field trips on Saturday, Sunday, or school holidays
- Reach out, especially when it’s difficult

**STRATEGY 5: We value academic achievement, hard work, and team work**

Throughout these texts, we emphasize the direct correlation between leadership skills and teaching. Teachers are leaders, of their classrooms, their schools, and their communities. As a strong leader moving

your students toward the class's ambitious academic goals, you should think of every way you can to rally and motivate them.

First, develop an academic vision for your classroom to help students see what they will accomplish during the year. Excellent teachers develop motivating academic destinations throughout the year that require students to use many of the competencies they've developed.

In order to convince students that they can achieve the yearlong vision, reflect on what you will celebrate and value in your classroom. It is especially important that you help students realize that hard work will lead to success and the importance of collaboration in reaching your class goals.

You should then translate these values into clear, recurring messages that are reinforced through class names, themes, mottos, chants, or visual displays. You must think of yourself as a marketer and maximize every opportunity to convey your values.

You must ensure that your classroom reflects and reinforces your values – that your students experience a reality behind your messages. To do that, you should model your messages in your interaction with students, develop class “policies” that reflect what you value, establish motivating academic destinations, and implement systems that reward achievement or progress toward your values.

#### I. Begin With A Shared Academic Vision

In order to establish a culture of achievement in your classroom, your students must yearn for more than simply passing your class. They must develop a desire to gain enough knowledge and skills to catapult them onto a new track of academic possibility and opportunity. Students need to view academic achievement as valuable and with inherent purpose. You can foster this attitude by articulating a clear, ambitious goal toward which your students will work during the year.

**Develop Motivating Academic Destinations** In addition to the Big Goal that serves to encapsulate all of the work that your students accomplish during the year, you may find it effective to develop shorter-term “motivating academic destinations,” or authentic tasks, as discussed in the Instructional Planning & Delivery text. Two essential characteristics of authentic tasks are that:

1. The end result is something that excites students, and
2. Students must utilize the academic skills and information they have gained throughout the unit, or the year, to produce the end result.

By establishing a motivating academic goal in your classroom, you are communicating a very important message about high expectations; you are saying that you believe in your students so much that an ambitious destination is worth pursuing.

**Model Your Messages** If you want students to believe that hard work leads to success, you need to model hard work yourself. That might mean making yourself available before school and for after school study sessions, or by using every second of class time productively (by refraining from “filling time” with games of Tic Tac Toe or Seven-Up, for example). Students need to see you working hard and feel your sense of urgency in your interactions with them.

For students to believe that mistakes are an opportunity for growth, you need to show that you believe that as well. Avoid simply telling a student that his answer is wrong, or even quickly giving him or her the correct answer. Instead you might ask, “What led you to that answer?” or “How do you know that is a good answer?” Use the mistake to explore the student's thinking and eliminate the source of the confusion. If you make a mistake when grading a test, writing on the board, or responding to a question, admit it and model how you plan to avoid that same mistake in the future. In response to her own spelling mistake

(spinal chord ), Margaret Cate (DC '98) thanked the student who noted her error and later posted the piece of paper on which she wrote the proper spelling twenty-five times. She explained to her students that looking at and writing the word multiple times helped her internalize the proper spelling for the future. In sum, you need to practice what you preach.

**Market Your Messages** Marketers spend their time thinking of ways to get their audience to internalize the desired message and act accordingly. They think of clever slogans and visual images, plan events and rituals, develop promotional contests, create symbols or mascots to give personality to their messages, and so on. You're the chief marketer in your classroom, and you'll want to think of every creative way possible to reinforce what you value and want to celebrate with your students.

The following strategies, while no means comprehensive, give some starting ideas. You will need to think about what makes the most sense given your content, grade-level and community.

- Establish a Class Name, Theme, or Motto
- Implement Class Chants
- Create Visual Displays
- Develop Policies that Reflect What You Value
- Implement Systems that Celebrate What You Value

The following table lists some examples of how you might motivate your students and celebrate their success:

- Class Challenges
- The Peace Pole
- Earn a Class Pet
- Guest Speakers
- Build a Bookworm
- Popcorn Party
- Class Feasts

Paper Chain

Student of the...

Examples of Positive Reinforcers

Recognition ☐ Verbal recognition from the teacher – “You unpacked your bag so quickly. I can tell you're eager to begin learning,” “I was so impressed by the way you listened attentively to the speaker during the assembly,” or “Your opening sentence hooked me immediately – I was dying to read more.” ☐ Inform parents of student success frequently with phone calls or short notes sent home ☐ Post group gains on graphs and charts ☐ Chart individual gains, and keep them in individual folders that are shared with the teacher and parents ☐ Produce a class newsletter that contains samples of student work and descriptions of student progress, and share the newsletter with parents and administrators ☐ Award certificates of achievement ☐ Create a class honor roll (such as an “all-star list”, “gold record club”, or “top dogs”) ☐ Allow students to share their success in class and receive attention from their peers ☐ Share good work publicly by posting it on a bulletin board ☐ Report extraordinary accomplishment to the local paper or even television

Privileges ☐ Free reading time ☐ Computer time ☐ Guest speakers ☐ Visits to the school library ☐ Helping to create a class bulletin board ☐ Serving in a particular role in class, such as attendance-recorder or hall monitor ☐ Tutoring younger students in school ☐ Leaving class five minutes early for lunch (dependent on school rules)C ☐ A field trip

Tangible Rewards ☐ Books and magazines ☐ Snacks (fruit, granola bars...sometimes candy) (check with parents first to ensure there are no allergies or dietary restrictions) ☐ Pens, pencils, erasers ☐ Stickers (some teachers put them on the student's forehead – and you'll be surprised that even older students love stickers) ☐ Tickets that can be entered in a raffle or fake money that can be used to purchase materials from the classroom store ☐ A class party



## Appendix. 1

### Instructional Design

How do students Learn?

Source: Yale Center For Teaching and Learning

<https://ctl.yale.edu/FacultyResources/Student-Learning>

Research in cognitive science and educational psychology continues to illuminate for instructors how students learn. These resources integrate key findings to highlight how instructors can consider the prior knowledge that students bring to the classroom, and cultivate environments that encourage student construction of new knowledge, reflection on learning, and transference to other scenarios.

### Building Upon Students' Prior Knowledge and Skills

Students entering university possess years of educational experience, as well as personal stories, which research in educational psychology demonstrates can directly impact their responses to teaching and learning in class. As such, instructors should assess such knowledge and strategize how this information can inform pedagogy.

### Recommendations

- **Implement a diagnostic assessment** - Consider giving students a brief [assessment](#) at the beginning of the course (or an individual class) to measure prior knowledge or skills. This kind of assessment is typically low-stakes with no formal grade, and can be framed to the students as such (for instance, where appropriate, students can be told that they are not expected to know much of the information). It is fine for students to know that the purpose of the assessment is to ascertain the knowledge and skills they bring to the classroom in order to develop more effective instruction. Instructors may also consider readministering the assessment after instruction as a measure of learning. For some disciplines, concept tests or published [concept inventories\(link is external\)](#) can be used to gauge students' prior knowledge.
- **Use multiple assessment strategies** - An instructor can use multiple strategies to assess students' prior knowledge each class. This may involve strategies like discussion in small groups, Think-Pair-Share, 1-minute papers, [anonymous surveys](#) on Canvas, [instructional tools](#) like clicker questions or handouts, and more. These continual assessments help instructors monitor student learning in their classroom and address gaps and deficiencies as needed.
- **Target misconceptions directly** - Once an instructor has identified student misconceptions and/or has referred to the literature and is aware of student misconceptions, they can encourage students to confront their own misconceptions and restructure their thinking. This may involve [metacognition](#), or guided activities that ask students to analyze their own thought process and outline their grasp of an issue. It may also involve helping students [reconstruct their knowledge](#) in more accurate ways.

- **Build upon prior knowledge** - After assessing students' prior knowledge and addressing misconceptions, the instructor can use assessment results to inform future instruction, connecting what students already know with new knowledge and understandings. Strategies include pointing to [upcoming lessons](#), providing lesson or [lecture roadmaps](#), inviting reflective writing, and [active learning](#) activities like concept maps or [case studies](#). Hampshire College provides a helpful list of [other activities](#)([link is external](#)) for engaging student prior knowledge.

### Encouraging Metacognition in the Classroom

Metacognition is the process of "thinking about thinking," or reflecting on personal habits, knowledge, and approaches to learning. In higher education it is valued for the ways it charges and motivates students with self-regulation of their learning, and enables transference of skills and content through reflection and abstract comprehension.

### Recommendations

- **Use Reflection Questions:** Reflection questions can helpfully frame a course in opening or closing sessions, or maintain focus on a theme throughout the semester. Particularly after teaching a major concept or skill, the instructor can encourage students to monitor their learning by having them answer questions individually or in groups like: "what did I know about this topic before the class?" "What have I just learned?" "How did I learn it?" "What do I still need to learn?" "What is most confusing or challenging about this concept / skill?" These questions can come in the form of preassignment questions, journals, 1-minute papers, or when carefully controlled, whole class or group discussions.
- **Use Exam Wrappers:** After a major assessment, encourage students to monitor their learning by answering questions, either in class or as an out-of-class assignment like: "which study habits or strategies were least effective for my learning?" "which study habits were most effective for my learning?" "what content and concepts did I know best, and how / when did I study for them?" "What content / concepts am I still struggling with?" This brief assignment, called an exam wrapper, invites students to describe how they prepared, whether or not they thought their preparations were effective, and how they will plan to prepare for future assessments (see Carnegie Mellon's Eberly Center for [examples](#)([link is external](#))).
- **Incorporate Metacognition into Assessments and Evaluations:** Instructors can incorporate questions on evaluations that enable students to reflect upon the connections between their knowledge and study efforts, such as: "Which of these concepts took the most effort for me to learn? What study habits did I deploy?" "What classroom activities made this content the clearest for me? Why did I respond well to these specific activities?" "What ideas am I still struggling with? What learning techniques might help me clarify this content?" These questions should be included together in a separate section of the assessment or exam.
- **Engage Students with Active Learning:** Because they help students make connections and approach content in a variety of different ways, active learning techniques lend themselves to metacognition. A variety of metacognitive activities can be found in Point 3 under [active learning](#).

### Learning Styles as a Myth

Learning Styles refer to the idea that students learn best when course content is pitched to match students' self-reported media preferences (i.e. visual, auditory, kinesthetic learners). Researchers deny that this

“matching” practice works, and encourage instructors to adopt resources and strategies rooted in evidence from cognitive and adult learning theory.

### Recommendations

Many instructors still gravitate towards the learning-styles framework because of its seeming intuitiveness and resonance with teaching experiences. A broader approach that invites students to reflect on their learning, rather than narrow their style down, has been shown to improve learning outcomes (Ambrose et. al, 2010).

- **Studying vs. Learning** - Instructors can help students understand the difference between studying styles and learning processes. Students will develop their own preferences for reviewing content, but these practices differ from deeper cognitive processes like “chunking,” building on prior knowledge, making conceptual connections, and transferring knowledge. Ambrose, et. al (2010) and the National Research Council (2000) offer excellent overviews of these deeper processes, and explain why multiple modes of instruction assist all students.
- **Students benefit from different kinds of instruction** - Because learning requires complex, often uneven [developmental steps](#) like building on prior knowledge, forming conceptual structures slowly, and varieties of repetition, students benefit when instruction provides various ways to enter into learning. Alternating modes can serve different students’ aptitude, level of self-awareness as a learner, and cultural background. Instructors should imagine students to be neither uniform, nor categorized, in their learning, but instead experiencing similar development through singular personalities and experiences. As such, instructors can incorporate [active learning](#), [group work](#), and [inclusive teaching strategies](#) to invite students to engage their full faculties and experience peer learning. Multiple modalities can assist all students regardless of proposed learning style: research shows, for instance, that students learn more deeply from words and visuals than from words alone. Multimedia presentation encourages active cognitive processing, promoting meaningful learning (Mayer 2003).
- **Students benefit from thinking about how they learn** - Research shows that students benefit when given opportunities to reflect on assignments, exams, and activities, and that learning outcomes improve when instructors help students think about *how* they drew connections, digested content, or arrived at conclusions (Kaplan, et. al, 2013). This process of [metacognition](#) helps students think about their thinking, and helps students identify ways to improve their learning and avoid weak habits of thought or study.
- **Effective instructional methods can vary across disciplines and course content** - Proposed learning styles do not always fit disciplinary norms; for example, writing courses benefit from a significant verbal component, geometry courses from a visual component, and lab classes from an experiential component. Instructors can be aware of predominant presentation styles in their discipline, and consider [discipline-specific resources](#) to widen their modes of instruction.

### Social Learning

Over a century of research in cognitive and educational science confirms that students make significant learning gains in social classroom environments. Stemming in part from Vygotsky's "zone of proximal development," social activities help students work together to articulate understanding, recognize misconceptions, and hone communication.

### Recommendations

- **Active Learning:** Instructors can use a range of activities from discussion and Think-Pair-Share to concept mapping, debate, role play, [case studies](#), and [experiential / field trips](#) to cultivate social moments where students dialogue, master vital cultural skills, and explore social realities.
- **Group Activities:** Instructors can consider activities that place students in groups, where they engage in dialogue, solve problems, or analyze information. [Best practices](#) include jigsaws, problem- or presentation- based projects, clear expectations, and accountability.
- **Interactive Lecture:** Instructors can introduce social components to their lectures where students discuss questions in groups, discuss content as a whole class, participate in polls, or debate lecture content. Research suggests that [effective lectures](#) integrate social and active components into the instructor's monologue.
- **Peer Review:** Students can peer review one another's written assignments and provide both written and verbal constructive feedback. Instructor can provide a rubric to scaffold this process, and provide additional [metacognitive](#) questions where students consider the merits, challenges, and gains of peer review.
- **Collaborative Exams:** Instructors may consider implementing collaborative exams. One model, the [Two-Stage Exam\(link is external\)](#) (from the University of British Columbia) has students first take their exam individually, turn it in, and then retake the test with a group. The extra points received are given for participation, and students can obtain immediate feedback to uncover errors and clarify misconceptions.
- **Study Halls, Study Groups, and Peer Tutoring:** Instructors can require, advise, or suggest opportunities, where available, for students to meet with one another, a teaching fellow, and/or the instructor in order to clarify points of confusion, review content, and / or practice skill sets.
- **Inclusivity and Accessibility:** The most effective social classrooms provide all students with the freedom and opportunities to think, participate, and express their thoughts. An [inclusive classroom climate](#) can ensure that all students benefit from peer interaction.

### Student Construction of Knowledge

Students learn by connecting new knowledge with knowledge and concepts that they already know, most effectively in active social classrooms where they negotiate understanding through interaction and varied approaches. Instructors can help students learn to build conceptual frameworks that are deeply interconnected, transferable, and rooted in a solid memory and skills foundations.

### Recommendations

- **Provide scaffolding** - Instructors can open lessons with content that students already know, or ask students to perform brief exercises like brainstorming that make the class's pooled knowledge public. Instructors can then gradually introduce new information, allowing time for making connections and clarifying issues to help students build their conceptual frameworks. This model can work on the level of the individual class or a whole course, and a variety of [learning frameworks](#) and techniques for [beginning / ending class](#) exist for scaffolding content.
- **Visibly organize course content** - To help students organize information in a logical way, instructors can provide a roadmap or outline for each class, invite students to help build a roadmap based on their knowledge and desired gains, and make explicit how topics connect with one another. [Lecturing](#) can build knowledge more effectively when a roadmap and clear transitions are provided, while the simple

use of a [whiteboard or chalkboard](#) to list topics, a schedule, or connected ideas can help students build tighter conceptual understanding.

- **Allow students to make predictions and encounter phenomena** - Rather than tell students information, instructors can encourage them to discover ideas on their own by making predictions and encountering phenomena. This strategy leaves open, and should in fact encourage, the possibility that students will offer incorrect, inaccurate, or misguided responses at times. Instructors can [build a learning culture\(link is external\)](#) that values thinking over answers, and connection over 'rightness' (follow link for Harvard Instructional Move, "Developing a Learning Culture").
- **Show students how experts with more developed conceptual frameworks think through problems or topics** - Students by and large enjoy watching how their instructors think. Instructors can demonstrate to students how they think through problems or scenarios in their field by performing problems on the board, thinking out loud through a social dilemma, tracing the ways they link words and images to form a literary interpretation, or sharing how they undergo research in their field. Additionally, instructors should be bold in expressing doubt if they are unsure about a student's question. Because students are still building conceptual frameworks, they will often respond when they are able to visualize another person's framework.

### Transfer of Knowledge to New Contexts

Transfer is a cognitive practice whereby a learner's mastery of knowledge or skills in one context enables them to apply that knowledge or skill in a different context, and is often considered a hallmark of true learning. Learning theory suggests that a variety of teaching strategies can help students reach the intellectual maturity to transfer their learning.

### Recommendations

- **Focus on core concepts** - Students can more effectively transfer their knowledge when they comprehend principles that organize, guide, and explain content and skills. Instructors can develop activities that connect dots through deeper relationships, shared functions, or similar organizing principles. With a strong conceptual framework, rather than memorized facts or a string of lecture notes, students can recognize contexts operating through similar concepts and arrange knowledge as more functional parts of a whole.
- **Include activities that promote deeper learning** - A larger approach to conceptual learning, deeper learning asks students to practice more rigorous thinking than memorization, skills practice, or test preparation. Instructors can design class activities and assessments like [active learning](#) that span [Bloom's taxonomy](#), thereby leading students to more independent thinking and the ability to recognize both the details and the broad strokes of what they study.
- **Provide comparative scenarios** - Students develop the ability to transfer their learning by practicing transfer. Instructors can present two different scenarios, formulas, or readings and ask students to find single approaches for solving or analyzing each; flipping the script, they can ask students to construct a different problem or scenario that requires the same skills and knowledge as a pre-completed assignment; instructors can also engage students in [case studies](#), where a variety of skills and knowledge sets may be stretched to address issues that are similar to, but not exactly, readings or lecture material.
- **Provide a roadmap with links** - Students are more engaged when instructors provide a clear sense of direction for intended learning. By making intellectual links between segments of class, or asking

students to articulate the relationship between a previous class and a current class, instructors show how knowledge operates in more than one context, and give students practice charting their learning beyond single contexts.

- **Build on previous knowledge** - Students construct their learning by integrating new knowledge into knowledge they already have. Instructors can support student learning by assessing and building from previous knowledge. They can also make this process explicit for students, which in turn helps students learn to link their knowledge and treat it as a network, rather than individual nuggets.
- **Be explicit about transfer** - When engaging students in activities that promote transfer, instructors should feel free to make their learning goals known. Students will practice transfer better when they learn to recognize it in action, and will more willingly engage in a lesson if the instructor presents the benefits of transfer for career aspirations and future learning.

## Appendix 2.

### The Teaching As Leadership Framework

Many factors outside the locus of control of schools and teachers—including socio-economic factors, parental involvement, resource allocation, and federal and local policies—influence student motivation, progress, and success. Conventional wisdom has held that those external factors may be too much for students, schools, families and teachers to overcome, and that the achievement gap is therefore an intractable problem. Teaching As Leadership classrooms challenge that conventional wisdom. While these external challenges are very real, we've seen that extraordinary teachers can overcome them by going above and beyond conventional notions of the role of a teacher.<sup>i</sup> We generally describe the causal chain of influences in such a classroom as flowing from a teacher's underlying mindsets, knowledge, and skills, to the teacher's actions, to the students' day-to-day actions to the ultimate outcomes for students.

- six principles of leadership
- twenty-eight key teacher actions
- dramatic student achievement

#### **Set Big Goals**

Reflecting on where their students are performing at the beginning of the year and holding high expectations for their true potential, highly effective teachers develop an ambitious and inspiring vision of students' academic progress. They set measurable, standards-aligned goals informed by that vision—goals that when reached will make a meaningful impact on students' academic trajectory and life opportunities.

#### **Invest Students and Their Families/Influencers in Working Hard to Reach the Big Goal**

Highly effective teachers invest students in owning the big goals. With the help of students' families and other influencers, these teachers convince students they can reach the goals if they work hard enough, and that doing so will make a real difference in their lives.

Instill "I Can" in students Reinforce academic efforts

Instill "I Want" in students Create a welcoming environment

Use role models Mobilize student families and influencers

#### **Plan Purposefully**

In every endeavor, from lesson plans, to long-term plans, to classroom management plans, successful teachers start by determining the end result they envision in their students' learning and behavior. They are clear how they will know that result has been reached. Then they plan backwards from that result to their starting point, creating an efficient path to success.

Develop assessments Differentiate

Create Long-term and unit plans (backwards design) Develop behavioral management plans

Lesson plan Design classroom procedures and systems

#### **Execute Effectively**

For highly effective teachers, every action, large and small, is taken because it contributes to the goal of student learning. For the sake of their students, these teachers are masters of the elemental tasks of teaching, constantly monitoring their progress and adjusting course in light of changing realities around them.

Clearly present academic content Reinforce rules and consequences

Manage student practice Implement time-saving procedures

Check for understanding Track student performance

### **Continuously Increase Effectiveness**

Reflecting constantly on the pace of student progress toward the goals, highly effective teachers seek to improve their instructional practices to maximize student learning.

Gauge progress and gaps Identify underlying factors

Identify contributing student actions Access relevant meaningful learning experiences

Identify contributing teacher actions Adjust course

### **Work Relentlessly**

Recognizing the high stakes for their students, successful teachers assume personal responsibility for dramatic student learning, even when it means going far beyond traditional expectations. These teachers think and act creatively to navigate and overcome seemingly insurmountable obstacles, increase the time and resources available for student learning, and sustain their efforts over time.

Persist in the face of challenges

Expand time and resources

Sustain energy



### Appendix 3.

#### The Art of the Consequence.

Roughly, it's how to give a consequence in a way that successfully changes student behavior and avoids a downward spiral where behavior actually gets worse in response to a consequence.

A few rules of thumb. In general consequences work better when they are:

- **Quick:** The consequence comes as soon after the behavior as possible and last for as little time as possible before you get back to teaching. Delay in giving the consequence only allows recipients to "forget" what caused the response.
- **Incremental:** Catching behavior early and allocating smaller consequences in increments lets students learn from mistakes at manageable cost. Losing too much too soon can remove the incentive to try.
- **Consistent:** They should be predictable, given student, time of day or setting so they are about behaviors not people. Consistency will also help students understand reliably where the limits are so they can self-monitor.
- **As private as possible (when privacy is possible):** Want to make your consequences work better? Drop your voice and whisper them, even if you're in front of your class. The intimation of privacy suggests you're trying to keep it between you and the student. That usually helps diffuse it.
- **Free of emotion:** Anger only focuses attention on the person giving the consequence vs the behavior causing it.

Then there's the issue we get asked about all the time....what does all of this look like in HS (as opposed to middle and elementary school). I asked a couple of principals of top schools and basically they said:

We essentially do the same things as the above but:

- Give consequences less frequently and for more significant behaviors/Try to emphasize privacy more and try to make our management systems less visible. Teachers refer to the consequences less frequently and ask for behavior changes instead, assuming the maturity of students; if they don't get the change they need, they would be more likely to privately tell a student a consequence such as a demerit had been allocated.
- Couch the discussion about productive/non-productive behavior in college readiness/professional readiness terms rather than emphasizing compliance for compliance's sake.
- Rely more on corrections (rather than consequences) the first time a behavior occurs and save consequence for more persistent or significant issues (ie students who are subversive or dismissive of the rules and/or major behaviors).
- As a consequence of the above, worry less about speed of the consequence, except with students who really don't get it.
- Emphasize self-monitoring. As **Margo Bouchie** of Collegiate Academies in New Orleans put it: "We obviously don't want our seniors reliant on demerits to let them know they are doing something wrong. Connecting their behavior to their grade in the class and how close they are to college is generally the most powerful tool we have."

## APPENDIX 4:

**Strategies for Motivating Students:**

Following are some research-based strategies for motivating students to learn.

- **Become a role model for student interest.** Deliver your presentations with energy and enthusiasm. As a display of your motivation, your passion motivates your students. Make the course personal, showing why you are interested in the material.
- **Get to know your students.** You will be able to better tailor your instruction to the students' concerns and backgrounds, and your personal interest in them will inspire their personal loyalty to you. Display a strong interest in students' learning and a faith in their abilities.
- **Use examples freely.** Many students want to be shown why a concept or technique is useful before they want to study it further. Inform students about how your course prepares students for future opportunities.
- **Use a variety of student-active teaching activities.** These activities directly engage students in the material and give them opportunities to achieve a level of mastery.
  - Teach by discovery. Students find as satisfying as reasoning through a problem and discovering the underlying principle on their own.
  - Cooperative learning activities are particularly effective as they also provide positive social pressure.
- **Set realistic performance goals** and help students achieve them by encouraging them to set their own reasonable goals. Design assignments that are appropriately challenging in view of the experience and aptitude of the class.
- **Place appropriate emphasis on testing and grading.** Tests should be a means of showing what students have mastered, not what they have not. Avoid grading on the curve and give everyone the opportunity to achieve the highest standard and grades.
- **Be free with praise and constructive in criticism.** Negative comments should pertain to particular performances, not the performer. Offer nonjudgmental feedback on students' work, stress opportunities to improve, look for ways to stimulate advancement, and avoid dividing students into sheep and goats.
- **Give students as much control over their own education as possible.** Let students choose paper and project topics that interest them. Assess them in a variety of ways (tests, papers, projects, presentations, etc.) to give students more control over how they show their understanding to you. Give students options for how these assignments are weighted.

## Sources:

- Ken Bain, *What the Best College Teachers Do*, Harvard University Press, 2004, pages 32-42.
- Linda Nilson, *Teaching At Its Best: A Research-Based Resource for College Instructors*, 2nd edition, Anker Publishing, 2003, pages 41-44.
- Matt DeLong and Dale Winter, *Learning to Teaching and Teaching to Learn Mathematics: Resources for Professional Development*, Mathematical Association of America, 2002, pages 159-168.

## Showing students the appeal of a subject:

When encouraging students to find your subject matter interesting, use cues to show students the appeal of the subject matter.

<i>Appeal</i>	<i>Examples of Cues</i>
Novelty	"I think that is really neat—I haven't seen anything quite the same."
Utility	"This next topic is something that we'll use again and again. It contains valuable ideas that we'll use throughout the later sections of the course."
Applicability	"As you work through the next section, I think that you'll be pleasantly surprised how relevant it is."
Anticipation	"As you read through, ask yourself what this section of work is hinting at as the next logical step."
Surprise	"We've used X in a lot of different ways. If you thought you'd seen them all, just wait for the next assignment."
Challenge	"Who's up for a challenge? I think that you'll find the next piece of work very interesting."
Feedback	"When you try this, you'll find out whether you really understood yesterday's lesson."
Closure	"A lot of you have asked me about X. Well, finally we're going to find out why that's so."

Source: Matt DeLong and Dale Winter, *Learning to Teaching and Teaching to Learn Mathematics: Resources for Professional Development*, Mathematical Association of America, 2002, page 168.

<https://cft.vanderbilt.edu/guides-sub-pages/motivating-students/>

## Twenty Tips on Motivating Students

- Know your students' names and use their names as often as possible.
- Plan for every class; never try to wing it.
- Pay attention to the strengths and limitations of each of your students. Reward their strengths and strengthen their weaknesses.
- If possible, set your room in a U-shape to encourage interaction among students.
- Vary your instructional strategies; use lectures, demonstrations, discussions, case studies, groups, and more.
- Review the learning objectives with your students. Be sure students know what they are expected to learn, do, know, etc.
- Move around the room as you teach.
- Make your classes relevant. Be sure students see how the content relates to them and the world around them.
- Be expressive. Smile.
- Put some excitement into your speech; vary your pitch, volume and rate.
- Give lots of examples.
- Encourage students to share their ideas and comments, even if they are incorrect. You'll never know what students don't understand unless you ask them.
- Maintain eye contact and move toward your students as you interact with them. Nod your head to show that you are listening to them.
- Provide opportunities for students to speak to the class.
- Be available before class starts, during break, and after class to visit with students.
- Return assignments and tests to students as soon as reasonably possible. Provide constructive feedback.
- Be consistent in your treatment of students.

- Make sure that your exams are current, valid, and reliable. Tie your assessment to your course objectives.
- Plan around 15-20 minute cycles. Students have difficulty maintaining attention after a longer period of time.
- Involve your students in your teaching. Ask for feedback.
- <https://www.unl.edu/gradstudies/current/teaching/motivating>

Asking “Why” questions by Daniel Pink

“Responding to the “why” question is especially important for kids. When kids ask, “Why are we doing this?” we often dismiss it as an annoying question when, in fact, it’s a pretty darn good one. And we need to be able to answer it—not to placate the kids, but because there’s a rich body of evidence showing that when people know why they’re doing something, they do it better.

And I don’t mean a weak why, like “because it’s on the test.” Teachers can most likely come up with a good reason why a student needs to learn something. And if they can’t, then it really raises the question, should you be teaching it in the first place?”