"Creating a Culture of Achievement in your Classroom and School"

I - Welcome

1. Greet everyone with a smile and look at them
2. Be present, and initiate and personalize conversations
3. As you interact, ask the person what is going well and what he or she things needs to change
4. Think about relationships that are based on respect and mutual accountability rather than you who is "us" and who is "them."
5. Provide an anticipatory mindset by understanding the person's agenda and giving an explanation when there is a delay.
6. Walk with people to their unfamiliar campus destinations (don't simply give directions).
7. Say thank you as often as you can.
8. Provide verbal and written communications to follow up as needed.
9. Have adults present in places frequented by students, not to supervise but to model how to greet and interact with others.
10. Teach and model understanding, respect, and tolerance.

Putting principles into action by:

o Have welcoming routines for new students, families, visitors when they visit classroom, school.
o Be visible and present in student areas, model, model, model.

II - Do No Harm - Take care of yourself, take care of each other, take care of this place

a. Rules don't teach behavior. People do.
b. Teach students about the dimensions of doing no harm--to self, to others, and to the environment. Use these as cognitive tools to review behavioral choices and infractions with students.
c. Foster a level of responsible trust between student and staff so student know there are adults they can go to when school and life seems overwhelming. Share time and space together.
d. Foster self-regulation to build the capacity of students to function at school each day.
e. Invest in a preventative mindset that seeks to address potential difficulties before they spin into crisis.
f. Learn and deploy restorative practices.

Putting principles into action by;

Proactive classroom environment for learning

- Understandable routines and procedures are taught and revisited
- Students have opportunities to interact with each other
- Teachers and students need periodic escapes from learning such as breaks, ability to choose a task and even some hallway TLC.
- Students help each other

Hallway TLC - place a table and two chairs in a busy area of the school under a sign that says, "Hallway TLC: How can I help you? I have the time." Any adult can sit there for any length of time. Purpose is to be watchful and available.

Circles - opportunities for classes to take a few moments and express gratitude, kindness, take a moment to share something that has made a difference or brainstorm a solution to a problem that is impeding learning in the classroom.

When "harm" is done employ restorative practices

- try to foster understanding of the impact of the behavior
- seeking to repair the harm that was done to people and relationships
- attending to the needs of victims and others in the school
- avoiding imposing on students intentional pain, embarrassment, and discomfort
- actively involving others as much as possible

Analyze the cause of the behavior;

- Look for clues about motivations, not just the outward behavior
- Take the time to have conversations with students about their problem behavior
- Look for patterns of misbehavior across students and environments
- Follow up with restorative practices as warranted
- Establish procedures for students and teachers to easily resolve minor problems

Use affective questions. There will always be conflicts in human interactions and relationships. It's how we deal with those conflicts that matters. And, most important, it's how we repair the relationships that exist between humans so that we can all get back to learning.

For the person with the challenging behavior, we might ask

- What happened?
- What were you thinking of at the time?
- What have you thought about since?
- Who has been affected by what you have done? In what ways have they been affected?
- What do you think you might need to do to make things right?

For the person affected by the challenging behavior, we might ask

- What did you think when you realized what had happened?
- What impact has this incident had on you and others?
- What has been the hardest thing for you?
- What do you think needs to happen to make things right?

III - Choice Words

1. The language we use can positively or negatively affect the learning of students. It's up to us to choose our words wisely.
2. We foster a growth mindset daily to unlock human potential
3. We are builders of identity and agency
4. The damaging "but" and the power of "if" are communicated in all of our exchanges.
5. We are eliminating sarcasm as a means of providing feedback or trying to be funny.
6. We provide extensive opportunities each day for students to experience the power of their words to shape their learning and the learning of others.
7. We listen.

Deescalating behavior

1. Speak quietly to the student in a calm voice
2. Keep your body language open and relaxed
3. Remove the student from the environment if is appears to be agitating the student further.
4. Move to restoring the student back to a learning condition as soon as possible
5. Follow up with other involved parties

Do the next right thing

1. Listen to the description of the problem or task
2. Ask clarifying questions to assist the person in differentiating between the central problem or task and issue that are distracting them from beginning.
3. Restate the problem or task as you understand it.
4. Ask them what the next right thing to do would be.
5. Write down their ideas for them.
6. If they are stuck, offer some ideas for how to begin.
7. Make a plan to follow up with the person to see if he or she put the plan into action

The importance of compliments - teach students how to give and receive compliments and make it a daily practice in your classroom

 Listening to Students - active listening, lets us know the child, builds a sense of community, makes our questioning more effective, when we listen, student take their learning more seriously.

Questions to ask yourself regarding problematic students in your classroom.

1. How often do I call on behavior students?
2. How often do I affirm problematic students?
3. How often do I praise problematic students?
4. How much wait time do I give problematic students?
5. How close do I get to problematic students when addressing their concerns?

Resources to use - "GRIT" Scale , Structured classroom observations - TESA

IV - It's Never Too Late to Learn - are we willing to teach all the children in our school.

Do we place more value on compliance than competence. Can we develop systems that hold learning, not time, as a constant? Can we push students to go beyond the minimum needed to get by, to discover what they are capable of achieving?

Begins with the presumption of competence. Not that all students are coming with the skills and strategies they will need but rather that they develop competency under our tutelage. Principles of this pillar are;

1. All students deserve high-quality instruction.
2. Learning is not fixed in time. Learning should be the constant, with time being a variable.
3. Learning is often like writing a letter-- it may take several drafts to get it right. Perseverance is an attribute of success that will be supported and rewarded in our school.
4. Recognize competence, not compliance.
5. Rigor means students are challenged, but not frustrated to the point of giving up.
6. Rally resources when student exhibit gaps in performance. In other works, "all hands on deck" when student competency is not demonstrated
7. Every adult in the school has an instructional role, including recovery and support efforts.
8. Grades don't teach --people do!

Resources to use - How to create a culture of achievement - Fisher, Frey Pumpian

> Growth versus Fixed Mindset
>
> Grit Scale
>
> Homework Audit
>
> Teachers sense of efficacy

V - Best School in the Universe

- Being the best school in the universe is not about comparing ourselves to others. It is not boastful or bragging. It is, about figuring out what our best is, and then pursuing it relentlessly.
- Being our best is not a condition that is obtained somewhere in the distant future. The time to begin is today.
- In order to be the best school in the universe, we must focus on our reason for being. Our business is education, and our goal is to remove any obstacles that interferes with our reason for being.
- We must attend to the needs of the adults in the organization as carefully as we attend to our students' needs. That means we collectively own our mistakes and fix them, we look each other in the eye every day, and we celebrate our successes.
- We must instill a sense of urgency by ensuring that we make data-driven decisions to understand our students' learning. We will not allow ourselves to be driven to distraction in that effort.

Resources available;

Teachers Sense of Efficacy Scale

Learning Beliefs Survey

Reflection: The Mirror and the Window -

Why do we use mirrors? Because our outward appearance is an indicator or our status, professionalism, and credibility. Appearance communicates who we are and what we stand for. Seeing ourselves is powerful. It validates some things and provides us with information about other things that we should adjust.   Teachers are also a window, that is looked through daily by your students, they look at what you wear, how you conduct your lessons, tone of your voice, know when your angry, happy and sad. They discuss with their friends your mannerisms and triggers and they get confused when they see adults who do not model what they expect from their students.

 PLEASE take a look in the mirror regularly. Reflection is a key to improving instruction. Teachers should reflect regularly on the following:

- Voice Level
- Posture
- Eye contact
- Lesson plan sequence
- Pacing
- Classroom management
- Teaching methods
- Error detection
- Age-appropriate materials and pedagogy