

## **DISCIPLINED**

### *Best Practices*

Disciplined Students take responsibility for their own learning. As teachers we ask ourselves: ***“What environment is needed for achievement?”*** and then ***Empower students to be responsible for creating it.***

### **From our experts:**

Believe in a student’s desire to succeed even when the student doesn’t believe

Honor a student’s potential

Never give up on a student

Repetition and routine

On task enforcement

Engage and encourage

Wait time

Positive interdependence

Push hard and support with routines

As a teacher, model what we expect from our students:

Be prepared and know your subject.

Be creative and try new things

Really understand what you are doing and why

Show-up, organized and ready to go

Be energized (even when you don’t feel energized)

Teach bell to bell

### **Other practices**

#### **Strong Voice**

5 ways to communicate high academic and behavioral standards

1. **Economy of Language:** *Fewer words are stronger than more*
2. **Do Not Talk Over:** *If what you are saying is really worth saying then everyone has the right and responsibility to hear it.*
3. **Do Not Engage:** *Once you have set the topic of conversation, avoid engaging in other topics until you have resolved the topic you initiated.*
4. **Square Up/Stand Still:** *In every comment you speak non-verbally as well as with your words.*
5. **Quiet Power:** *When you want control and attention, talk quieter and slower.*

## Without Apology

Sometimes the way we talk about expectations inadvertently lowers them  
If we aren't on guard we can find ourselves making apologies for worthy content or unworthy student behaviors and attitudes

### **1. Ways we “apologize”**

- Assuming something will be boring
- Blaming forces outside the classroom
- Making it "accessible" by dumbing it down
- Assuming:
  - It's too difficult
  - They aren't capable or ready
  - They are just being kids

### **2. Antidotes and alternatives to apologies:**

- In the hands of a skilled teacher, there is no such thing as boring content
- Reflect on the specifics of your content and why it really matters
- Don't dilute content that is rich, rather look for ways to help students enter it
- Students want to succeed, help them see that they are capable of that success
- Sometimes we will need to have more faith in our students than they have in themselves.
- Expect their best **every time.**

## **Collective Wisdom**

### **Policies**

Consistent homework policy

Clear, unambiguous late work policies:

- No late work accepted
- Automatic 50% off
- 1 or 2 late-work passes given out at the beginning of each semester

Grading system that places greater emphasis on tests and “big picture” learning

### **Procedures**

Daily planner out as a sign student is prepared for class/Create time in class to write assignments down. (especially frosh and soph)

Create routines and rituals and post them in the classroom

Closing exercise/check-in at end of class to check for understanding (5 min.)

## **Actions**

Teacher models organization

Information available several ways

i.e.: 5 ways to get info from class and clear, consistent consequences for not following through

Web page and/or PowerSchool updated and used consistently and clearly

Specific directions and students have rubric/evaluative criteria ahead of time

Give students choices of assignments and deadlines so they choose to take responsibility

Frequent self-evaluation of work based on course/assignment criteria teaches students to develop an objective sense of their own work

Present alternative ways to show learning

Begin assignments in class so students have time to ask questions

Post deadlines in several places (no excuses)

Coach student to advocate for self and help wean parents from being the go-between

Keep precise expectations. Set the bar high then encourage them to go for it. Positive frequent reminders to reach higher and that they are capable

Consistent, timely, detailed feedback

Approach writing as a process (consistent expectations)

Give assignments with clear, step by step instructions. Break things down

Give assignments with vague instructions but detailed outcomes to force students to navigate through and find their own way

Peer review from and of classmates

## ***Small groups***

Assign specific tasks to each member and have a strong evaluative component: group/individual/self-evaluation (group analysis is a key to students learning from vs. doing group work)

Nature of group work is messy so help them with tons of scaffolding: establish concrete goals, prepare for the nature of group work before the work begins, clear evaluation standards