School District 148
IMP Meeting Agenda
September 6, 2023

1) Welcome and thank you for your support

2) Introductions – back to school night discussion

3) Induction/Mentor Program
    a. Teacher License – Professional Development Hours issued to participants
    b. Portfolios - Timelines for completion / Using Microsoft TEAMS, via email, or hard copy/ Schedules / Classroom management plans
    c. First Year Portfolios - Co-observation / Reflection Activity / PDAP / Coordinator Observation / It's all about the conversation!
    d. Second Year Portfolios - Reflection Activity / PDAP / / It's all about the conversation!
    e. Online access to all forms at https://www.district148.net/mentor/index.
    f. Release time
    g. Missed meetings – contractual, letter to make-up the time
    h. Mentor Portfolios – Using Microsoft TEAMS, via email, or hard copy, discuss at meeting for building mentors only on September 19th

4) Learning Environment
    a. Update: Peace Circles
    b. Charlotte Danielson Updated Framework for Teaching 2022
    c. Zaretta Hammond – from Culturally Responsive Teaching . . . Chapter 5: Building the Foundation of Learning Partnerships. Building Trust and Rapport – Trust Generators p.79
    d. Drs. Harry & Rosemary Wong, The First Days of School
    e. IPTS & the Culturally Relevant Teaching Standards
    f. Classroom management - From ASCD Nov. 2011 & September 2016

5) Planning & Instruction
    a. Charlotte Danielson 1b – Knowing and Valuing Students
    b. Barrington Irving, Flying Classroom
    c. Dr. Carol Dweck – A study on praise https://www.youtube.com/watch?v=NWv1VdDeoRY

6) FRONTLINE Technologies – creating your account and how to use the professional growth section

7) Mandated Trainings – finished by September 22nd

8) Phone logs / Make positive phone calls & follow-up from back-to-school night

9) Substitute Folder / Absence from work – Follow procedure using Aesop on Frontline. You will need to have a seating chart, lesson plan, & other materials ready for the substitute. See September Meeting resource at https://www.district148.net/mentor/imp-teacher-resources.

10) Workshops: Science Project Workshop on Tuesday, September 26th from 3:30-5:00, and others – Watch your email for other announcements.

11) Grade books – At least two preannounce graded assignments per week and attendance. When you use the computer, SAVE/PRINT A HARDCOPY AFTER EACH UPDATE. See your building mentor for grade book set-up. Ask first so you will not have to redo later. Remember, P/T Conferences are at the end of this quarter. You may want to consider saving samples of student work.

12) Notices of Concern for students / mailed home Friday, September 16th

13) The **School Board Meeting is Tuesday, September 26th at 6:00 pm**. You will receive an invitation from the superintendent. First year protégés should plan to attend.

14) SI Days – Regular work hours for staff

15) Evaluation, timesheet, and professional development hours

Indicators: IF05, IF08

Dolton • Riverdale SCHOOL DISTRICT 148

Building Bridges to Success

Mentor Observation Feedback

Date _____ Time _____

Teacher _____ School _____

Domain 2

[redacted] **Observations:** _____

Domain 3

[redacted] **Observations:** _____

Suggestions for success: _____

Mike Hurst

[redacted]

District Mentor/ Induction Coordinator

WHITE COPY - Teacher YELLOW COPY - Mentor PINK COPY - Mentor's File

Request for Release Time

To: _____
From: _____
Re: Release for induction/mentor program
Date: _____

I am a mentor/protégé involved in the induction mentor program. I am requesting release time on _____ from _____am/pm to _____ am/pm in room _____ to complete the following activity:

_____ Pre-conference _____ Observation _____ Post-conference _____ Activity _____ Other

Mentor signature: _____
Protégé signature: _____
Safety Facilitator signature: _____
Principal signature: _____

Release time granted: _____ Yes _____ Reschedule

(Retain the upper portion with the safety facilitator release log)

(Tear-off and return to teacher requesting release time)

Release time granted: _____ Yes _____ Reschedule

I will be able to release you from class on _____

from _____ am/pm to _____ am/pm in room _____ in accordance with the induction/mentor program guidelines.

Safety Facilitator signature: _____ Date: _____

Principal signature: _____ Date: _____

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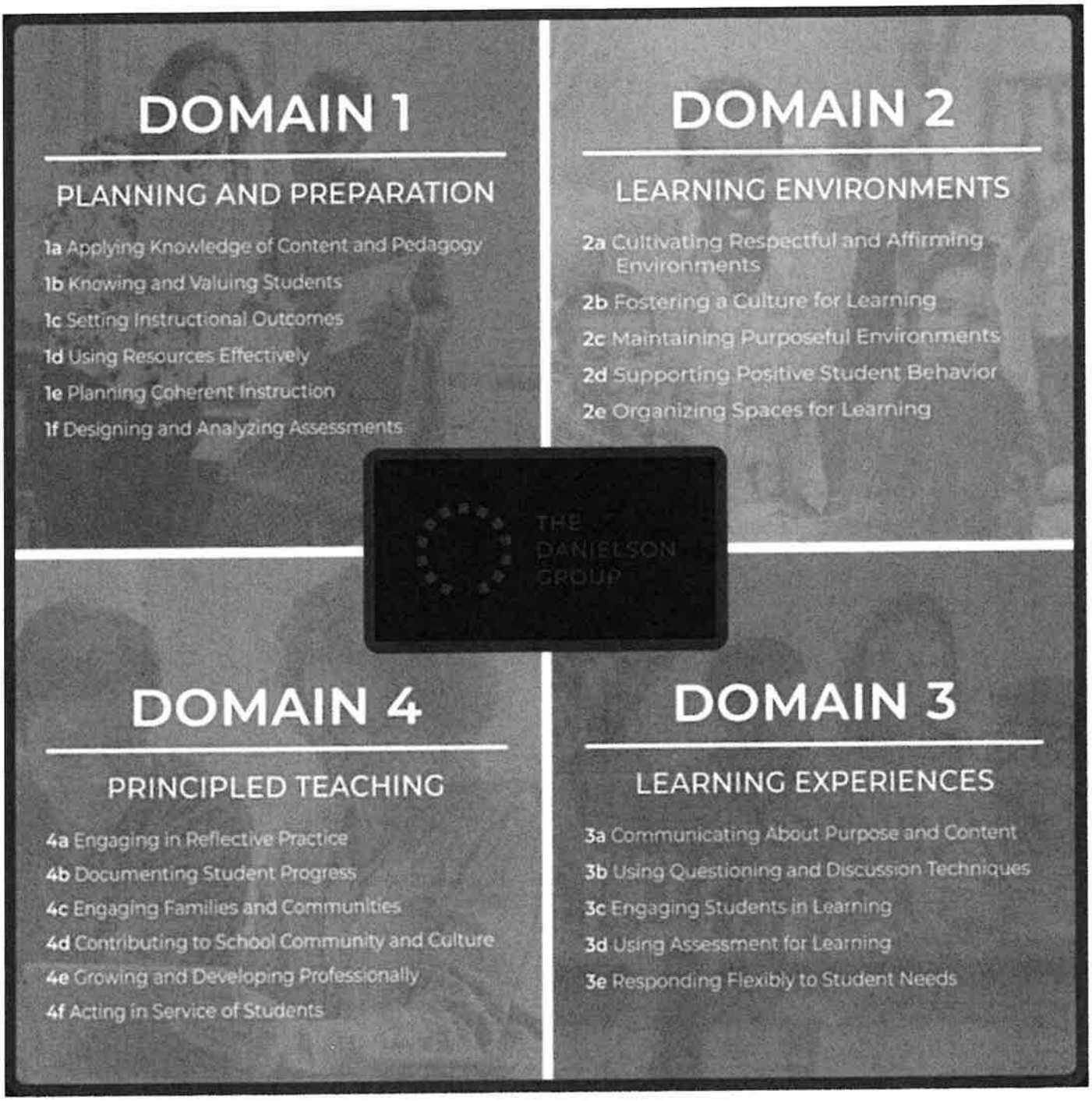

https://danielsongroup.org/the-framework-for-teaching

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DOMAIN 1
PLANNING AND PREPARATION

1a Applying Knowledge of Content and Pedagogy
- Disciplinary Expertise
- Pedagogical Content Knowledge
- Knowledge of Interdisciplinary Relationships and Skills

1b Knowing and Valuing Students
- Respect for Students' Identities
- Understanding of Students' Current Knowledge and Skills
- Knowledge of Whole Child Development
- Knowledge of the Learning Process and Learning Differences

1c Setting Instructional Outcomes
- Value and Relevance
- Alignment to Grade-Level Standards
- Clarity of Purpose
- Integration of Multiple Aspects of Student Development

1d Using Resources Effectively
- Instructional Materials
- Technology and Digital Resources
- Supports for Students

1e Planning Coherent Instruction
- Tasks and Activities
- Flexible Learning
- Student Collaboration
- Structure and Flow

1f Designing and Analyzing Assessments
- Congruence with Instructional Outcomes
- Criteria and Standards
- Planning Formative Assessments
- Analysis and Application

DOMAIN 2
LEARNING ENVIRONMENTS

2a Cultivating Respectful and Affirming Environments
- Positive Relationships
- Sense of Belonging
- Cultural Responsiveness
- Positive Conflict Resolution

2b Fostering a Culture for Learning
- Purpose and Motivation
- Dispositions for Learning
- Student Agency and Pride in Work
- Support and Perseverance

2c Maintaining Purposeful Environments
- Productive Collaboration
- Student Autonomy and Responsibility
- Equitable Access to Resources and Supports
- Non-Instructional Tasks

2d Supporting Positive Student Behavior
- Expectations for the Learning Community
- Modeling and Teaching Habits of Character
- Self-Monitoring and Collective Responsibility

2e Organizing Spaces for Learning
- Safety and Accessibility
- Design for Learning and Development
- Co-Creation and Shared Ownership

DOMAIN 3
LEARNING EXPERIENCES

3a Communicating About Purpose and Content
- Purpose for Learning and Criteria for Success
- Specific Expectations
- Explanations of Content
- Use of Academic Language

3b Using Questioning and Discussion Techniques
- Critical Thinking and Deeper Learning
- Reasoning and Reflection
- Student Participation

3c Engaging Students in Learning
- Rich Learning Experiences
- Collaboration and Teamwork
- Use of Instructional Materials and Resources
- Opportunities for Thinking and Reflection

3d Using Assessment for Learning
- Clear Standards for Success
- Monitoring Student Understanding
- Timely, Constructive Feedback

3e Responding Flexibly to Student Needs
- Evidence-Based Adjustments
- Receptiveness and Responsiveness
- Determination and Persistence

DOMAIN 4
PRINCIPLED TEACHING

4a Engaging in Reflective Practice
- Self-Assessment of Teaching
- Analysis and Discovery
- Application and Continuous Improvement

4b Documenting Student Progress
- Student Progress Toward Mastery
- Shared Ownership
- Maintaining Reliable Records

4c Engaging Families and Communities
- Respect and Cultural Competence
- Community Values
- Instructional Program
- Engagement in Learning Experiences

4d Contributing to School Community and Culture
- Relational Trust and Collaborative Spirit
- Culture of Inquiry and Innovation
- Service to the School

4e Growing and Developing Professionally
- Curiosity and Autonomy
- Developing Cultural Competence
- Enhancing Knowledge and Skills
- Seeking and Acting on Feedback

4f Acting in Service of Students
- Acting with Care, Honesty, and Integrity
- Ethical Decision-Making
- Advocacy

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DOMAIN 2 LEARNING ENVIRONMENTS

2a Cultivating Respectful and Affirming Environments

Positive Relationships: Teacher-student and student-student interactions demonstrate caring and respect, and honor the dignity of each member of the community.

Sense of Belonging: Teachers and students co-create a community that reflects their unique collective identity and interests as a class while honoring individual identities.

Cultural Responsiveness: Ways of interacting in the classroom are culturally responsive, and they are supported by teachers' own cultural competence and understanding of societal dynamics and their impact on learning environments.

Positive Conflict Resolution: A clear and culturally competent approach to conflict resolution has been established and is used effectively to resolve conflict and restore trust.

2b Fostering a Culture for Learning

Purpose and Motivation: Teachers and students share an overarching dedication to both content mastery and personal growth.

Dispositions for Learning: Teachers model, encourage, explicitly teach, and reinforce curiosity, critical thinking, reasoning, and reflection to support student success and their social, emotional, and academic growth.

Student Agency and Pride in Work: Students make informed choices, devote energy to learning, take pride in their accomplishments, and actively suggest ways to make the classroom more joyful, rigorous, and purposeful.

Support and Perseverance: Teachers and students encourage one another to persevere and use strategies to support each other through challenging work.

2c Maintaining Purposeful Environments

Productive Collaboration: Collaboration is modeled, taught, and reinforced so that students work purposefully and cooperatively in groups, to support one another's success.

Student Autonomy and Responsibility: Routines support student assumption of responsibility and the development of skills, habits, and mindsets that promote student autonomy.

Equitable Access to Resources and Supports: Resources and supports are deployed efficiently, effectively, and equitably for the benefit of all students.

Non-Instructional Tasks: Teachers complete non-instructional tasks with little to no loss of instructional time or disruption to lesson delivery.

2d Supporting Positive Student Behavior

Expectations for the Learning Community: Students play an active role in establishing and maintaining expectations for the learning community with regular opportunities for critical reflection both individually and as a group.

Modeling and Teaching Habits of Character: Teachers model, explicitly teach, and reinforce habits that promote learning, ethical behavior, and citizenship.

Self-Monitoring and Collective Responsibility: Students successfully monitor their own behavior, attend to their impact on other students, and appropriately support one another.

2e Organizing Spaces for Learning

Safety and Accessibility: The learning space is safe and accessible to all students and is modified if necessary by students or teachers to accommodate individual student needs.

Design for Learning and Development: The learning space is thoughtfully designed and adjusted as necessary to support and facilitate learning activities.

Co-Creation and Shared Ownership: Students play a role in the design and adjustment of the learning space and demonstrate a sense of ownership through appropriate participation and interaction.

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2a: Cultivating Respectful and Affirming Environments

Unsatisfactory	Basic	Proficient	Distinguished
Students do not feel safe and valued; learning environments are characterized by negativity, disrespect, inappropriateness, insensitivity, and/or unresolved conflict.	Learning environments are partially characterized by caring and respectful interactions.	Learning environments are characterized by positive developmental relationships that are intentionally nurtured and celebrated.	Students play an active role in creating learning environments characterized by a sense of community, where each member feels safe, valued, and connected.
Teacher Interactions			
Classroom interactions, both between the teacher and students and among students, are frequently negative, uncaring, inappropriate, or insensitive to students' identities and developmental levels.	*Classroom interactions, both between the teacher and students and among students, are inconsistently caring and respectful, but form a foundation for positive relationships to develop.*	*Classroom interactions, both between the teacher and students and among students, demonstrate caring and respect that honors students' identities, race, and cultural background.*	*Patterns of interacting in the classroom are culturally responsive; the teacher's own cultural competence and critical consciousness foster positive relationships and students take an active role in developing and sustaining positive relationships.*
Sense of Belonging			
Some students' verbal or nonverbal communication indicates that they feel isolated, insecure, or not part of the classroom community.	*Verbal and nonverbal communication indicates that many students feel part of a classroom community that welcomes and honors their individual identity.*	*Verbal and nonverbal participation indicates most students participate in a class community that reflects their collective identity while honoring individual variations.*	*Student participation indicates they are co-creating a community that reflects their unique collective identity and interests as a class while honoring individual identity.*
Cultural Responsiveness			
Learning environments do not reflect the individual racial and cultural identities of students.	*Learning environments reflect and honor some elements of students' individual and shared racial and cultural identities.*	*Learning environments reflect elements of students' racial and cultural identities while recognizing, addressing, and honoring differences between students' and teachers' unique identities.*	*Students have helped create a unique identity for their class that includes all, celebrates each individual's racial and cultural identity, honors diversity, and acknowledges and addresses racial and cultural dynamics at play in the environment.*
Conflict Resolution			
Conflict and disrespectful interactions occur in the classroom and are neither addressed nor resolved.	*Conflict and disrespectful interactions are addressed by the teacher, with uneven results.*	*The teacher and students effectively use a clear and culturally competent approach to conflict resolution to resolve conflicts and restore trust.*	*Students in the class are responsible for resolving conflict and actively follow established processes or norms for resolving conflict and restoring trust.*

Trust Generator	Defined as	Looks like	Plants
Selective Vulnerability	People respect and connect with people who share their own non-perfect, human, vulnerable moments.	• Information shared is selective and appropriate • Sharing a challenge you once had as a student • Sharing new skills you are learning and what is hard about it	
Familiarity	People develop a sense of familiarity with someone they see regularly in a particular setting.	• Crossing paths with a student during recess/lunch • Bumping into families at a community event/in public	
Similarity of Interests	People create a bond/point of connection with people who share similar likes, dislikes, hobbies beyond any obvious race, class, or linguistic differences.	• Sharing hobbies, sports, social causes, or student's interests	Seed of connection
Concern	People connect when concern is shown for issues/event important to one another.	• Remembering details of a student's life • Asking follow-up questions about recent events	Seed of personal regard
Competence	People tend to trust people who demonstrate skill/knowledge and willingness to help/support them.	• Trusting the teacher when ability to teach effectively is demonstrated • Making learning less confusing, more exciting and more successful	Seed of confidence

Culturally Responsive Teaching and Leading Standards

(from **Section 24.50 The Illinois Culturally Responsive Teaching and Leading Standards)**

a) **Self-Awareness and Relationships to Others** – Culturally Responsive Teachers and Leaders are reflective and gain a deeper understanding of themselves and how they impact others, leading to more cohesive and productive student development as it relates to academic and social-emotional development for all students.

b) **Systems of Oppression** – Culturally responsive teachers and leaders understand that there are systems in our society, especially, but not limited to, our school system that create and reinforce inequities, thereby creating oppressive conditions. Educators work actively against these systems in their everyday roles in educational institutions.

c) **Students as Individuals** – Culturally responsive teachers and leaders view and value their students as individuals within the context of their families and communities.

d) **Students as Co-Creators** – Culturally responsive teachers and leaders (who fundamentally believe all students are capable) center learning around students' experiences and position them as co-creators, with emphasis on prioritizing historically marginalized students.

e) **Leveraging Student Advocacy** – Culturally responsive teachers and leaders will support and create opportunities for student advocacy and representation in the content and classroom.

f) **Family and Community Collaboration** – Culturally responsive teachers and leaders will partner with families and communities to build rapport, form collaborative and mutual relationships, and engage in effective cross-cultural communication.

g) **Content Selections in All Curricula** – Culturally responsive teachers and leaders intentionally embrace student identities and prioritize representation in the curriculum. In turn, students are not only given a chance to identify with the curriculum, they become exposed to other cultures within their schools and both their local and global communities.

h) **Student Representation in the Learning Environment** – Culturally responsive teachers and leaders ensure the diversity of their student population is equally represented within the learning environment. In turn, all members of the student population feel seen, heard, and affirmed. Exceptionally well-versed culturally responsive teachers and leaders provide exposure to under or misrepresented minority groups even when they are not present within the population of their school and community at large.

individual family service plans (IFSP) (see 23 Ill. Adm. Code 226 and 34 CFR 300.24; 2006);

I) works with others to adapt and modify instruction to meet individual student needs; and

J) develops or selects relevant instructional content, materials, resources, and strategies (e.g., project-based learning) for differentiating instruction.

d) Learning Environment – The competent teacher structures a safe and healthy learning environment that facilitates cultural and linguistic responsiveness, emotional well-being, self-efficacy, positive social interaction, mutual respect, active engagement, academic risk-taking, self-motivation, and personal goal-setting.

1) Knowledge Indicators – The competent teacher:

A) understands principles of and strategies for effective classroom and behavior management;

B) understands how individuals influence groups and how groups function in society;

C) understands how to help students work cooperatively and productively in groups;

D) understands factors (e.g., self-efficacy, positive social interaction) that influence motivation and engagement;

E) knows how to assess the instructional environment to determine how best to meet a student's individual needs;

F) understands laws, rules, and ethical considerations regarding behavior intervention planning and behavior management (e.g., bullying, crisis intervention, physical restraint);

G) knows strategies to implement behavior management and behavior intervention planning to ensure a safe and productive learning environment; and

H) understands the use of student data (formative and summative) to design and implement behavior management strategies.

2) Performance Indicators – The competent teacher:

A) creates a safe and healthy environment that maximizes student learning;

B) creates clear expectations and procedures for communication and behavior and a physical setting conducive to achieving classroom goals;

C) uses strategies to create a smoothly functioning learning community in which students assume responsibility for themselves and one another, participate in decision-making, work collaboratively and independently, use appropriate technology, and engage in purposeful learning activities;

D) analyzes the classroom environment and makes decisions to enhance cultural and linguistic responsiveness, mutual respect, positive social relationships, student motivation, and classroom engagement;

E) organizes, allocates, and manages time, materials, technology, and physical space to provide active and equitable engagement of students in productive learning activities;

F) engages students in and monitors individual and group-learning activities that help them develop the motivation to learn;

G) uses a variety of effective behavioral management techniques appropriate to the needs of all students that include positive behavior interventions and supports;

H) modifies the learning environment (including the schedule and physical arrangement) to facilitate appropriate behaviors and learning for students with diverse learning characteristics; and

I) analyzes student behavior data to develop and support positive behavior.

e) Instructional Delivery – The competent teacher differentiates instruction by using a variety of strategies that support critical and creative thinking, problem-solving, and continuous growth and learning. This teacher understands that the classroom

Education Update

ASCD LEARN. TEACH. LEAD.

Volume 53 :: Number 11
November 2011

How To

Manage Your Classroom Effectively

Want to create a positive, engaging, and orderly learning environment? Sharpen your classroom management skills with these tips from the experts.

Classroom management includes everything from seating to transitions to engagement to discipline. What classroom management should not include is a command-and-control approach, says Carol Ann Tomlinson, a professor in the Curry School of Education at the University of Virginia and coauthor of ASCD's *Leading and Managing a Differentiated Classroom*. "If a teacher's notion is to manage, [his] style becomes domineering," says Tomlinson. "This results in resistance from students and an adversarial relationship."

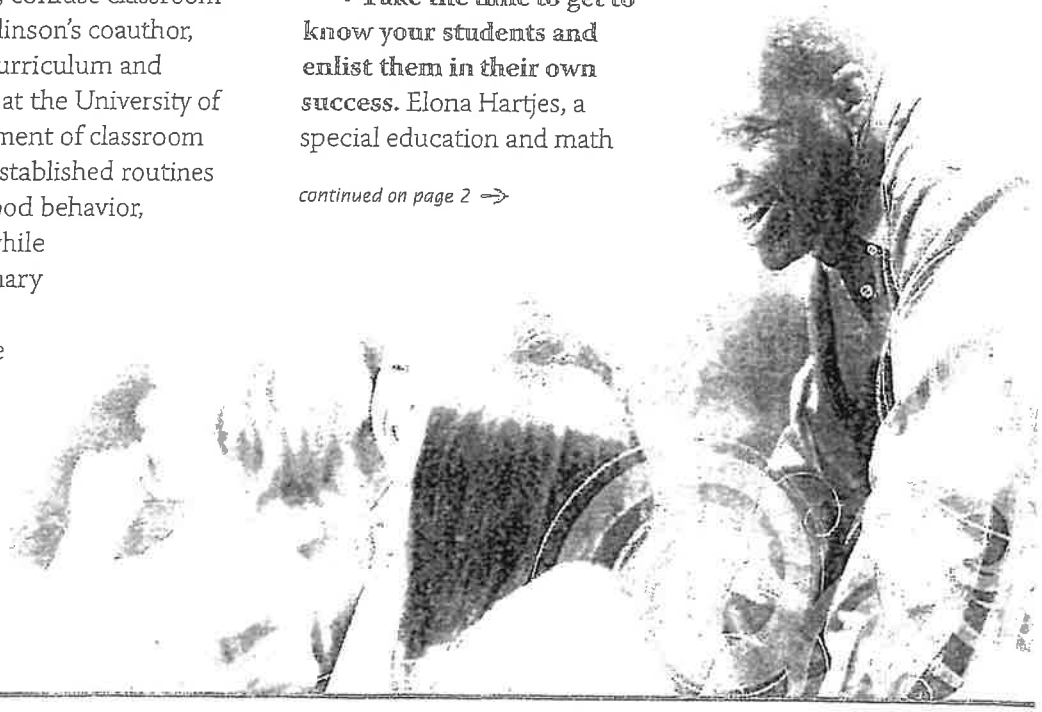
Some teachers, especially new ones, confuse classroom management with discipline, says Tomlinson's coauthor, Marcia Imbeau, who is a professor of curriculum and instruction in the College of Education at the University of Arkansas. Although discipline is an element of classroom management, other elements, such as established routines and mutually designed guidelines for good behavior, can foster a manageable environment while greatly reducing the number of disciplinary incidents.

The goal, says Tomlinson, is to create the kind of environment that studies have shown to be most conducive to learning: one that is orderly but enabling. "An orderly/enabling environment facilitates high-quality learning," Tomlinson says. There should be a defined structure with clear processes and expectations, but the structure should include enough flexibility to accommodate students' needs.

A solid set of classroom management strategies can combine with a defined structure to help create an environment that is orderly, but the enabling part is up to the teacher. Here are a few favored strategies from experienced classroom teachers at all levels.

- **Take the time to get to know your students and enlist them in their own success.** Elona Hartjes, a special education and math

continued on page 2 →



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Educators Need More Flexibility with Federal Funding 8

Education Update

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Education Update presents a variety of viewpoints. The views expressed herein are not necessarily official ASCD positions.

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Education Update is the official newsletter of ASCD, 1703 North Beauregard Street, Alexandria, VA 22311-1714 USA. Telephone: 1-800-933-ASCD (2723), or 1-703-578-9600.

ASCD website: www.ascd.org

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Education Update is published 12 times a year.

ISSN: 1091-2622

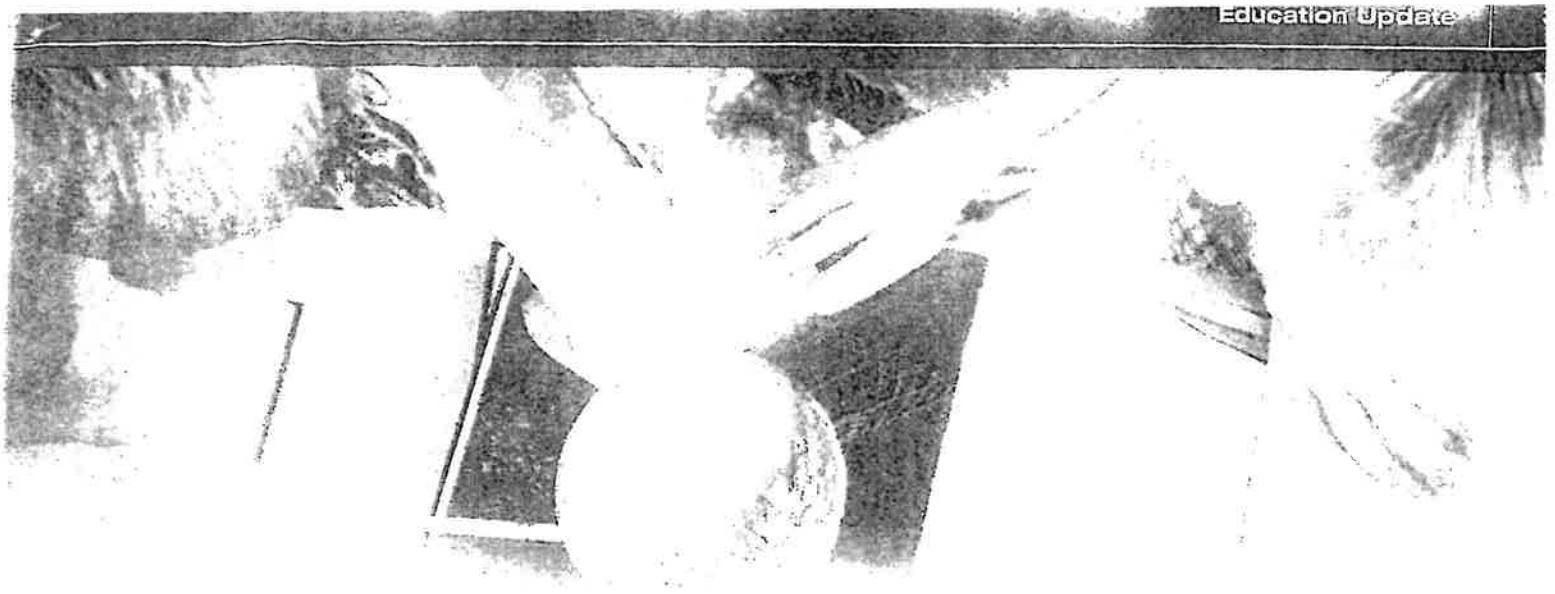
Manage Your Classroom Effectively

→ *continued from page 1*

teacher at Woodland Secondary School in Mississauga, Ontario, has been teaching for 29 years. She has been writing her blog, *Teachers at Risk* (www.teachersatrisk.com), for five years. One of her most popular posts is titled, "Nine Questions I Ask My Students on the First Day of School," in which she describes how she asks students about their learning successes and difficulties.

"I want the students to know that we are a team, and that we each play a part in the learning," Hartjes says.

- **Collaborate with your class to create guidelines for appropriate classroom behavior.** It's important to enlist kids in the creation of these guidelines, especially at the high school level, says Hartjes. "I emphasize to them that they're in grade 9; they're experts at school by now. We work together to create four basic behavioral guidelines for the year and to describe what each behavior, such as attentive listening, looks like. Kids won't buy in otherwise."
- **Establish a routine for starting class.** Post a problem or a writing exercise on the board that students will begin as soon as they stow their gear in their desks. Also, create a seating chart so you can take attendance without calling roll, suggests Tomlinson.
- **Establish a signal that indicates when students should stop talking and give you their full attention.** Never talk when students are talking; doing so diminishes your leadership role and doesn't motivate them to stop talking, says Tomlinson. The signal could be a bell, a hand clap, or dimming the overhead lights—whatever works for you. Susan Alexander, a middle school English teacher at Berkeley Preparatory School in Tampa, Fla., uses a vibraphone (a vibrating percussive instrument) for this purpose. The vibraphone's tone can take several minutes to dissipate, says Alexander, who notes that students naturally become quiet as they strain to hear when the tone will stop completely.
- **Give clear directions.** "Consider what good quality will look like. Communicate the process for how to do the task well," says Tomlinson. You can also make "task cards" and place them in the center of tables or on the board so kids can remind themselves of the steps they need to take to finish a project.
- **Create a strategy for kids to request help.** When you're working with students one-on-one or in small groups, you want the others to have a way to get help without interrupting you. Formulate a strategy for this and ensure students understand it, says Imbeau. Some teachers use "check with three before me"—meaning that students should ask three classmates before going to the teacher for help. Other teachers place "hint cards" in a central location that students can check when they get stuck.



At the elementary level, students can place "stoplight cups"—green, yellow, and red—on their desks as nonverbal signals of understanding.

◦ **Find creative ways to set the mood.** Alexander, a former professional actor, director, and writer, borrows from her theater background to harness kids' energy and set the mood in the classroom. "You can create an environment with lighting and sound that is appropriate to your underlying message," she says. "After all, a play begins before the actors take the stage." Alexander might put colored gels on the overhead lights, project an image onto the wall, and play music as students enter the room.

◦ **Use technology strategically (or, "If you can't beat 'em, join 'em").** Many students have cell phones or smartphones, so figure out how you can leverage those devices to aid in classroom management, suggests Lori Gracey, executive director of the Texas Computer Education Association. For example, at www.todaysmeet.com, teachers can create private forums where they can post questions for students to answer, tweet-style. "Students are writing rather than talking," Gracey notes. "Students using technology are paying attention, responding to their teacher and to each other."

◦ **Practice flexible grouping.** Imbeau emphasizes that it's important for kids to be exposed to diverse personalities, interests, and ability levels as you work together to build a community of learners. "Flexible grouping supports the idea that students can learn from each other," she says. She works hard to mix up groups throughout the week, charting them out and keeping notes on her rationale for her student pairings.

◦ **Provide opportunities for collaboration.** "Kids are dying to collaborate," Alexander notes. Set aside time for students to work together to solve problems, conduct research, and play games that build teamwork.

◦ **Allow kids to use their own words.** In her "Fishbowl" exercise, Alexander places three chairs in the middle of a large circle of students seated on the floor. She asks a provocative question—one designed to foster conversation, with many possible valid answers—but only students seated in the chairs may respond. Once students in the center have spoken, they must relinquish the chairs and return to the larger circle. The exercise gives each student the opportunity to be heard.

◦ **Plan a high-quality curriculum.** This is the Holy Grail—the strategy that will render all your other classroom management strategies unnecessary. "A high-quality curriculum is an effective method of discipline," says Tomlinson. "Students who feel that they belong, that they have a voice, and that they understand classroom routines are more engaged. Engagement gives them less of a reason to rebel." EU

—Jennifer J. Salopek

Video: Want to see examples of effective classroom management in action? Use your smartphone to scan the QR code and watch a clip from the ASCD video *Classroom Management that Works.*

Don't have a smartphone? Watch the video at www.ascd.org/eu-nov11-qr-video.

What's a QR code? Go to www.ascd.org/qrcodes to learn more.

SHOW & TELL: A VIDEO COLUMN

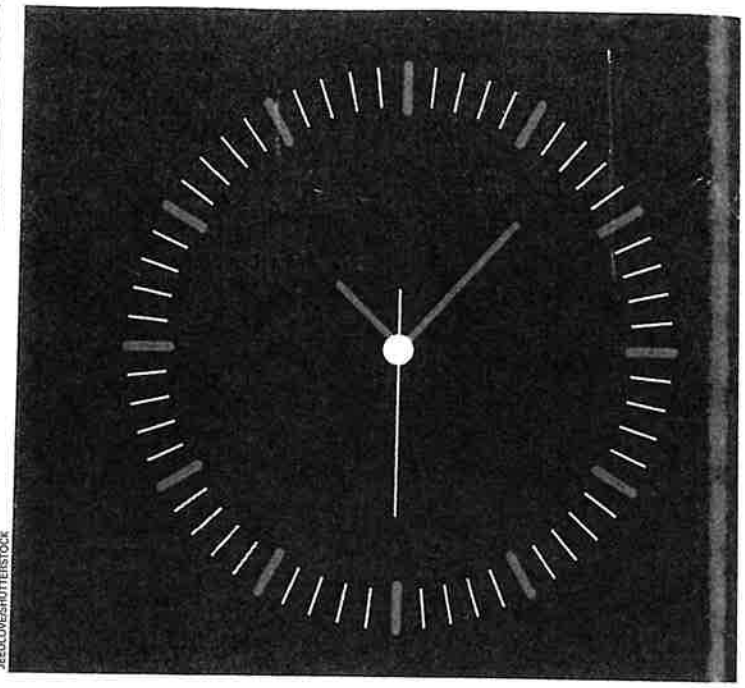
Doug Fisher and Nancy Frey

2 x 10 Conversations

How can we win the trust of a challenging student?

Mahad was a newly enrolled 11th grade student at our school. He left class whenever he wanted to. He was on his phone a lot. He yelled out to other students in the middle of class. And he was failing all of his classes, having done none of the work during his first few weeks of attendance. A quick review of his cumulative files from his previous schools showed multiple suspensions, disciplinary actions, and failing grades. He was at risk for becoming a statistic, and not a good one.

Instead of taking drastic measures, Mahad's teaching team decided to give him three weeks of leeway, hoping that each day would get better. Marisol Thayre, Mahad's English teacher, began to build a relationship with him through a systematic process we call 2 x 10—an adult interacts with the student in relationship-building conversations for 2 minutes a day for 10 consecutive days. (In the case of Mahad, Ms. Thayre shortened the 2 x 10 strategy to five days but met with Mahad twice on each of those days.)



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In Conversation with Mahad

With his mother's permission, we recorded a series of daily interactions between Mahad and Ms. Thayre. The video that accompanies this column shows several of these conversations, which took place after Mahad had been in the class for a few days and Ms. Thayre had had a chance to get to know him.

In several conversations that happened during those first few days, Ms. Thayre had asked about Mahad's aspirations, saying, "*Who* do you want to be and *what* do you want to be?" Mahad had talked a bit about wanting to be respected and mentioned that he wanted to make enough money to support his family. In one of those conversations, the two also used a sentence frame to share one fact at a time about themselves. Taking turns, each of them completed the sentence "If you knew me, you would know ____." After several exchanges, Ms. Thayre completed the sentence by saying that her dad had died the year before. Mahad teared up, revealing that his dad had died as well.

The video starts with two conversations in which Ms. Thayre pulls Mahad aside to address his disruptive behavior. She lets him know her expectations for the classroom and invites him to share solutions. As is common, at first Mahad offers no useful clues. He's likely expecting to be punished

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or shamed for his actions as he has been so many times in the past, and he's willing to sit through the lecture he believes is coming.

But that's not what happens. Ms. Thayre uses her emerging relationship with Mahad to let him know that she has noticed his actions and that she expects him to behave differently. She doesn't scold him, punish him, or threaten to send him to the vice principal. Instead, she solicits his input in addressing the situation.

Ms. Thayre approaches Mahad in the role of problem-solver rather than disciplinarian. She asks him to help her find ways she can support him in altering his behavior. She shares parts of her life with Mahad and learns a little about him. When you know someone's story, you see them in a different light, and it's hard to be disrespectful to them.

Over time, we see Mahad begin to respond, seeking out Ms. Thayre to tell her about his internship experience and offering a solution for how he and Ms. Thayre can navigate his difficult moods. They agree to implement his idea—that he move to a separate part of the classroom when he's too distracted or upset to participate—and it works. Ms. Thayre's role changes as she begins to broker relationships between Mahad and his other teachers, often meeting with another teacher and Mahad together. She offers Mahad advice about the actions he can take to become the person he says he wants to be.

Impromptu Conversations

To build a productive relationship with a challenging student, the adult will probably have to initiate the connection. Of course, some students seek out teachers and enjoy the company of adults in the school. But these are not likely to be the students who are failing, who misbehave, or who are frequently absent. For those students, adults have to be the ones to open the lines of communication.

The 2 x 10 strategy generally works well to get a relationship started. It starts with brief conversations on 10 consecutive days in which the adult interacts with the student, not about school, but about hopes, dreams, fears, likes, dislikes, family life, work situations, or just about anything that allows a relationship to develop. Because relationships are reciprocal, the adult needs to share about his or her life and invite the student to do the same. Even if the responses at the outset of the relationship are fairly superficial, the student usually appreciates the added attention.

Once a relationship has been established, the conversations can move to include academic and behavioral concerns. That doesn't mean that no further relationship development is necessary, but the interactions can now include discussions about expectations, feedback about performance, and plans for correction. For example, the teacher might say, "What assumptions do teachers make about you that are not true?" "What obstacle is holding you back right now?" and "Let's make a plan to get you where you want to be."[1] The key elements in successful impromptu conversations include

- *Brevity.* These conversations typically last under two minutes.
- *Student voice.* Students are invited to share their version of events.
- *Honesty.* Teachers share their own feelings.
- *Accountability.* Students aren't threatened with punishment, but they are reminded that they are accountable to others.
- *A solution orientation.* Students are invited to suggest ways to resolve the problem.

On a Better Path

As a result of his growing relationship with Ms. Thayre, Mahad's behavior improved and his learning accelerated. In just a couple of weeks, he went from being a disengaged and disruptive student to being one who sought out his teacher for advice.

By the end of the semester, Mahad had passed all his classes and was a pleasure to have in class. Were there hard days? Of course. But he had developed productive relationships with the adults in his school, improving the quality of life for everyone.

Mahad is still going to be a statistic, but now it's the right kind. He wants to be a massage therapist so that he can work while he goes to nursing school. In his words, "I'm pretty good with people. They respond to me, and I like to help, so I think that would be a good match." As we noted earlier, when you know another's story, you see them in a different light. EL

[1]For a list of sample questions and statements for impromptu conversations, see Smith, D., Fisher, D., & Frey, N. (2015). *Better than carrots or sticks: Restorative practices for positive classroom management.* Alexandria, VA: ASCD, p. 105.

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