

PUTTING HIGH EXPECTATIONS AND ACADEMIC RIGOR INTO PRACTICE

1. In identity safe classrooms, teachers work to build trust while nurturing and motivating students. What are some initial contacts you can make to build trust with each of your students? For example, are there ways to greet the students as they arrive in the classroom that show you are glad they are there and show your high expectations that they will have a productive day as learners?
2. What are some ways that teachers inadvertently create a culture of competition in the classroom? How can you work to create a noncompetitive environment?
3. One of the greatest challenges teachers face is meeting the academic needs of students at different skill levels *and* communicating high expectations. What are some learning tasks you might include in teaching reading, writing, and speaking that involve all of the students regardless of initial skill level? For example, can students work together in “mixed-skill” groups to rewrite a new end to a story that would be more fair, or more realistic, or happier?