

High Expectations

Place a checkmark by the items already being implemented. Place a plus sign by items you would like to improve or strengthen.

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| <input type="checkbox"/> Sustains a high-expectation climate | <input type="checkbox"/> Uses rituals and traditions |
| <input type="checkbox"/> "No excuses/Never-give-up" philosophy | <input type="checkbox"/> Recognizes strengths and interests |
| <input type="checkbox"/> Aims to meet developmental needs for mastery and challenge | <input type="checkbox"/> Mirrors strengths and interests |
| <input type="checkbox"/> Believes in innate capacity of all to learn | <input type="checkbox"/> Uses strengths and interests to address concerns/problems |
| <input type="checkbox"/> Focuses on whole child (social, emotional, cognitive, physical, spiritual) | <input type="checkbox"/> Uses a variety of instructional strategies to tap multiple intelligences |
| <input type="checkbox"/> Understands the needs motivating student behavior and learning | <input type="checkbox"/> Employs authentic assessment |
| <input type="checkbox"/> Sees culture as an asset | <input type="checkbox"/> Groups students heterogeneously |
| <input type="checkbox"/> Challenges and supports ("You can do it; I'll be there to help") | <input type="checkbox"/> Continuously challenges racism, sexism, ageism, classism, homophobia |
| <input type="checkbox"/> Connects learning to students' interests, strengths, experiences, dreams, goals | <input type="checkbox"/> Helps to reframe self-image from at-risk to at-promise |
| <input type="checkbox"/> Encourages creativity and imagination | <input type="checkbox"/> Helps to reframe problems to opportunities |
| <input type="checkbox"/> Conveys optimism and hope | <input type="checkbox"/> Conveys message to students that they are resilient |
| <input type="checkbox"/> Affirms/encourages the best in others | <input type="checkbox"/> Sees students as <i>constructors</i> of their own knowledge and meaning |
| <input type="checkbox"/> Attributes the best possible motive to behavior | <input type="checkbox"/> Teaches critical analysis |
| <input type="checkbox"/> Articulates clear expectations/boundaries/structure | <input type="checkbox"/> Encourages self-awareness of moods and thinking |
| <input type="checkbox"/> Disciplines strictly and fairly | <input type="checkbox"/> Relates to family and community members with high expectations |
| <input type="checkbox"/> Provides clear explanations | <input type="checkbox"/> Calls home to report students' good behavior and achievements |
| <input type="checkbox"/> Holds students accountable | <input type="checkbox"/> Helps family members see students' strengths, interests, goals |
| <input type="checkbox"/> Models boundary-setting/adaptive distancing | |