


**“Warm demander chart translated into LHS SIP-ese”
with commentary by RAD.**

THE HIGH EXPECTATIONS GUIDE-AT-THEIR-SIDE	 NOTES
<ol style="list-style-type: none"> 1. Explicit focus on building rapport and trust. Expresses warmth through non-verbal ways like smiling, touch, warm or consistent tone of voice, and good-natured banter. 2. Shows personal regard for students by inquiring about important people, pets, and events in their lives, including athletics, activities, and outside-of-school life. Does not show pre-judgment for activities that students engage in that do not interfere with academics (e.g., gaming, tik-tok-ing, rapping, etc.). 3. Clearly communicates that the classroom is a community of learners and that the community shares high expectations for engagement and effort. 4. Very competent with the technical side of instruction. 5. Holds high standards and offers emotional support and instructional scaffolding to emerging learners for reaching stated objectives. 6. Encourages productive struggle. 7. Viewed by students as caring because of regard for them as persons and consistent messaging of a belief in their ability to meet high standards with the help of their teacher and other students in the learning community. 	<ol style="list-style-type: none"> 1. The jury is out on whether <i>teasing</i>, good-natured or not, is effective in the classroom. You need to know your classroom very well to engage in teasing or its close cousin, light sarcasm. Tread carefully. 2. PETS. Usually a winner, but you have to commit to keeping up on how pets are doing. I was absolutely wrong about gaming 15 years ago. It now is a multi-billion-dollar industry, acknowledged stress reducer and community builder, and an area where people have made <i>millions</i> as professional game players, developers, artists, and composers. It is best to withhold judgment about students' interests, unless they clearly harm the student as a person and/or as a student. 3. Our goal is a co-constructed learning experience where students take responsibility for the classroom along with the teacher. This is responsibility not only for their own learning, but the learning of other students, too. 4. Agreed. However, the technical side = everything that goes into teaching, no? 5. Agreed. However, watch out for thinking of students as “dependent.” They are emerging. Remember the popcorn analogy to learners. The bowl is only full when the last kernel pops. And both the first and the last to pop contribute equally to filling the bowl. 6. Vygotsky <i>loves</i> this one! (Think <i>ZPDs</i>...) 7. Uh... In my experience, “tough love” is used more often to justify lazy, punitive responses to problematic behavior than anything else. So, I tend to put it in my “full of fertilizer” pail of educational catchphrases. I'm not sure why “love” without a modifier isn't enough.

If you think in terms of our **Rigor and Relevance** chart, then you can think of the warm demander as being in the upper right quadrant...

