Character Strong

S.E.R.V.E. Guide

An Instructional Framework for Whole School, Whole Student Success

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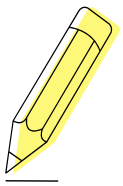
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Co-create classroom expectations and norms

Community Agreements provide students and educators with an opportunity to share what each individual needs in order to feel safe, supported, and successful in the classroom learning environment. The individual needs that are expressed and shared by students are distilled into 3-5 Community Agreements that represent the collective needs of the class. These Agreements help establish norms and expectations regarding how each member of the class will show up to help co-create a positive classroom culture and climate. By co-creating these Agreements educators move beyond imposing rules on students, which is important because students are more likely to invest and have ownership around something they helped create. Community Agreements establish what it looks like to treat others with kindness, dignity, and respect, especially during situations where there are disagreements and differences. Finally, they provide the context for other responsive practices including convening in classroom circles to discuss behaviors that are not consistent with the agreements and ways to get behavior back on track.



Personal Reflection: Provide people with a list of questions to respond to individually. Students can journal responses, do a quick-write based on their responses, or submit their responses electronically. Here are some questions you might consider:

- How do we want each other to feel at the end of each day/period/lesson?
- What do you need from others to feel safe speaking up?
- What do you need from others when working collaboratively?
- How will you hold yourself and others accountable?
- What do you need from me, the educator, in order for you to be a strong learner?



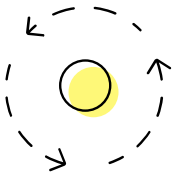
Group Brainstorm: Move students into pairs or small groups to discuss their responses with each other. One way you might do this is to ask people to identify similarities and differences between their needs as learners. In those small groups or as a whole group, create a list of needs in a place where all can visually see them.

COMMUNITY AGREEMENTS

Co-create classroom expectations and norms



Value Vote: Invite people to vote on the list of needs you created. This can be as easy as giving each person two votes and having them raise their hands or can be done electronically via an online poll. Based on those votes, create a list of 3-5 Agreements to make the learning community a safe, supportive place for every member of the group.



Regular Reminders: Once the Community Agreements are created, post them in the learning environment where each person can easily see them. In addition to posting the Agreements, teach examples and non-examples of what the Agreements look like, model the Agreements with your own behavior, prompt and remind people of the Agreements, and be prepared to provide feedback to each other on how they are doing. The feedback goes 2 ways: (1) Provide feedback to recognize and acknowledge people when they put in energy and effort to exhibit the Agreements, and (2) respond with Empathy using a teaching approach (not punishment) when they exhibit behavior inconsistent with the Agreements.

Community Agreement Examples

We will respect each other, even if we have opposing ideas or views.	Clean up your trash at the end of the day (or class).
We're all responsible for the success of this class.	It's okay to not be okay. We will use this class to support ourselves and each other.
Everyone's opinion matters. No judging or making fun of others.	These topics and discussions are important. We will get out of this class what we put into it – contribute.
Listen respectfully to other people's ideas.	Mistakes are expected, respected, & inspected.
Smile and greet others by name.	View everyone in this space as essential.

S.E.R.V.E.

Start: A warm welcome followed by a routine start

Engage: Consistent practices to engage relationally

Respond: Empathetic tools to respond to people's needs

Value: Strategies that clarify why our learning has value

Exit: A reflection to solidify learning and exit with action

Students care when they know the adult in the room cares about them. Study after study shows that students are more motivated by *who* is teaching than what is being taught. Outcomes like belonging, well-being, and engagement are critical enablers to learning and set students up for life success.

Think about it: What happens when students don't feel like they belong or feel valued as a member of the class? Students' well-being decreases, engagement is lower, there is an uptick in behaviors that interfere with learning, and ultimately academic growth is hindered. What if there were a set of low-burden, high-impact, research-backed practices that educators could implement consistently to improve those outcomes?

The S.E.R.V.E. Model was developed based on findings from research, years of practical experience as educators, and input from students. It is built upon two core beliefs: 1) the ability to influence students comes through serving them to meet their needs, and 2) when it comes to creating a supportive and inclusive classroom, it is all about relationships. S.E.R.V.E. organizes low-burden, high-impact practices to help educators increase their intentionality and impact on critical student outcomes like belonging, well-being, and engagement, knowing that these outcomes enable learning and life success. The S.E.R.V.E. Model provides common language and a dedicated set of relationship-focused practices that educators can implement and discuss to ensure every student is able to access a supportive school environment.

A warm welcome followed by a routine start

Why Do It?

Research by our Chief Development Officer - Dr. Clayton Cook - discovered that when teachers positively greeted their students at the door each day before class and had something engaging prepared for them to do as they entered into class, educators saw a 20% increase in academic engagement and a 50% reduction in disruptive behavior. In addition, students reported feeling a stronger sense of belonging and connection to their class. These findings have been replicated across elementary and secondary grades (Cook et al. 2018a; Cook et al., 2018b).

Cook, C. R., Fiat, A., Larson, M., Daikos, C., Slemrod, T., & Holland, E. (2018). Positive greetings at the door: Evaluation of a low-cost, high yield proactive classroom management strategy. Journal of Positive Behavior Interventions, 20, 149–159.

Cook, C. R., Coco, S., Zhang, Y., Fiat, A. E., Duong, M. T., Renshaw, T. L., ... & Frank, S. (2018). Cultivating positive teacher–student relationships: Preliminary evaluation of the establish–maintain–restore (EMR) method. School Psychology Review, 47(3), 226-243.

4 at the Door + 1 More

There is no better way to start class intentionally than connecting relationally with students to greet them as they transition into class. The purpose of 4 at the Door + 1 More is to connect with students to cultivate belonging in the class, facilitate academic engagement, and prevent behaviors that interfere with learning. 4 at the Door + 1 More is CharacterStrong's version of positive greetings at the door, which is a tried-and-true method supported by both research and practical experience. As students transition into class, there is a natural opportunity to connect relationally through genuine, positive greetings to welcome each student as they enter the classroom. Because the educator is greeting students at the door, it is important to have a high interest entry task prepared for students to engage with as they wait for class to get started to prevent undesirable behavior from occurring. 4 at the Door + 1 More is what we call a low-burden, high-impact proactive strategy that is relatively easy to implement. On the next page are the steps to deliver it with fidelity.

Stand outside your door every day while students are entering. This may be at the start of the day, in between classes, or even when younger students come back from recess or specialist classes.



Eye to Eye: There is not an expectation that students make eye contact back, as we need to be sensitive to various cultures and comfort levels. The main point here is for each student to know "I see you and you matter."



Name to Name: Greet every student authentically who enters your room by their name. If you don't know the student's name, ask them and make it a priority to remember how to say it correctly. Once you have all of their names down, start learning the names of others who are in the hallway. The role modeling of asking for someone's name demonstrates humility and your desire to learn.



Hand to Hand: As much as possible, connect with students using gestures, handshakes, high fives, fist bumps, elbow bumps, etc. Remember offering these welcoming positive interactions might be the only unconditional, caring contact that certain students receive all day. Be conscious of when certain ways of greeting students may not be culturally appropriate. One tip is to offer students the choice of how they would like to be greeted.



Heart to Heart: Connect with your students as human beings each day before they enter as students. Ask questions inquiring about their weekend, their hobbies, or how their day is going. This is a great opportunity to notice things about the student and communicate that to them (e.g., new clothes, haircut, birthdays, or other celebrations or congratulations like an athletic win or band performance). Simple surveys early in the year can give students an opportunity to share personal information and give you powerful insights for thoughtful interactions at the door.



+ 1 More (High Interest Entry Task): Engagement happens by having something purposeful for students to engage with right when they enter the room. This should quickly become an expectation and habit! *Right when I walk into this class, I take out my journal or notebook to reflect on the answer to the question on the board.* The task should be related to the content of the day or something intentional to see how students are entering the space emotionally. This content should feel engaging and relevant.

Name-Learning Strategies

My Name Isn't People introduce themselves by saying, "My name is _____, but my name isn't _____." They may then choose to elaborate if they would like to!	**Name Impulse** Create one large circle. Each person in the circle goes around and says their name one at a time. Time the group to see how fast they can get.
Name Cards Have students or their families write their names phonetically spelled out on a card before the first class as reference.	**Name Stretch** In a circle, each person says their name and shows a stretch. The group repeats the name and does the stretch. Go around and add a name and stretch each time.
Autograph Bingo Prepare a sheet of 9-12 squares with different characteristics that could apply to multiple people. People write each other's names in corresponding boxes until all boxes are full.	**Words from Your Partner's Name** Have people write their full names at the top of a piece of paper. In partners, set a time limit and see how many words people can come up with out of the letters in their partner' name.
Name Dissection People write their preferred names on a sheet of paper. Around their name they write adjectives, people, and experiences associated with different parts of their names.	**Name Tents** On the first day of class, have people create a name tent as they come in. In the middle, have them include their name and other facts in the corners.
Parts of Speech Annotation Ask people to introduce themselves with one adjective, noun, or adverb with the same letter as their first/preferred name that describes them. Write these down on a roster to return to.	**Visual Rosters** Print your roster with students' pictures and names represented. Reference it until you've learned all your students' names.

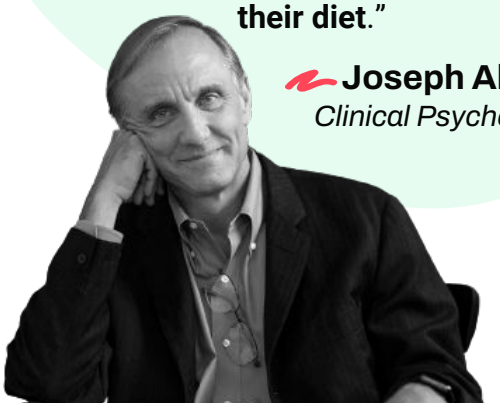
Consistent practices to engage relationally

Why Do It?

Sense of belonging and connection is a core human need that is an important protective factor for positive youth development. There is a robust body of scientific literature that shows sense of belonging in school is a critical indicator of school climate and a necessary component to academic engagement and success (Pendergast et al., 2018). Sense of belonging is linked to (a) positive mental health and well-being, (b) academic engagement, persistence, and performance, and (c) future life success (Cook et al., 2018).

"**Teens are primed for social connection**…And when they're deprived of it…it's like watching a child go through a growth spurt **without getting any protein in their diet**."

Joseph Allen
Clinical Psychologist



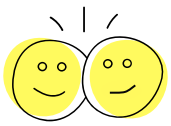
Cook, C. R., Fiat, A., Larson, M., Daikos, C., Slemrod, T., & Holland, E. (2018). Positive greetings at the door: Evaluation of a low-cost, high yield proactive classroom management strategy. Journal of Positive Behavior Interventions, 20, 149–159.

Pendergast, D., Allen, J., McGregor, G. & Ronksley-Pavia, M. (2018). Engaging marginalized, 'at-risk' middle-level students: A Focus on the importance of a sense of belonging at school. Education Science, 8, 138–157.

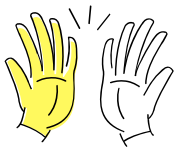
Shuffle & Share

There are a lot of moving parts people have to manage when we ask them to engage with other people relationally. Often there are two core questions that come to mind when we connect with others. These core questions include: 1) Who am I talking to? 2) How will we share with each other? If we don't address #1 (Who am I talking to?), people may feel stressed over being left out or being chosen, or they may gravitate to the same people over and over again. If we want to create a community of belonging, we have to give people practical ways to partner up with different people. If we don't address #2 (How will we share with each other?), conversations can start with confusion or we can miss opportunities to encourage deeper discussion. Providing a structure for sharing helps create predictability as well as templates for productive conversations. We can then create opportunities for people to share their new insights with each other so they can reflect and learn from those conversations. Shuffle & Share addresses these two core questions to set a community up for predictable interactions that promote productive, positive relational engagement.

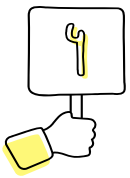
Shuffle



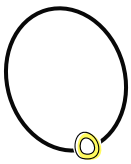
A Partner Who: Instead of just "find a partner," add a qualifier at the end to make the process relational. For example: A partner who...has a different birth month than you, has a different favorite color than you, etc.



Primary Partner: Use a relational prompt to have people pair with a partner. This "Primary Partner" is a person folks can return to over the course of time to create a deeper connection and increase psychological safety in a community. Having a Primary Partner also helps with quick partnering work – people already have someone established who they can pair up with.



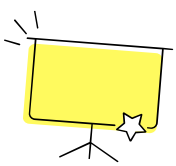
Core Four: To form a small group, put two Primary Partner pairs together. People can return to this small group over the course of time for discussions or activities. Just like Primary Partners, the Core Four not only creates partnering routines but also increases belonging and psychological safety.



Loop Group: Combine Core Four groups (or any other groupings) to create a group of eight. Use webbing loops as an additional tool. Some loop activities include:

- *Comfort zones*: In response to a situational prompt, move further away from the loop the more uncomfortable you are or closer to to the loop the more comfortable you are.
- *Name shapes*: Work together as a group to shape the loop as the first letter of each group members' name.
- *See Again*: Throw the rope in the area, letting it fall into a random shape. Group members share what they see. Then, move to a different location in the circle and see the shape from a new perspective.

Share



About Face: Instruct people that whenever you say "Front-to-Front," they should have shoulders facing each other's shoulders and prepare to share. "Side-to-Side" means they should be facing wherever you are in the room and prepare to listen to instructions. "Back-to-Back" means they should turn away from each other and prepare to think or reflect.

Share Continued



Partner 1|A: Determine who will be Partner 1 and Partner A. Use those labels to guide people on who shares first in response to various prompts. This makes sure each partner has opportunities to lead a conversation.



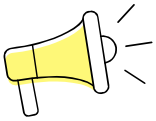
Number Crunchers: Each partner holds a number on their fingers behind their back. On a count of 3, they reveal numbers to each other and add them as quickly as possible. First partner to add them correctly, is the first to respond to a prompt. There are many variations on number crunchers such as subtracting or multiplying the numbers or using both hands.



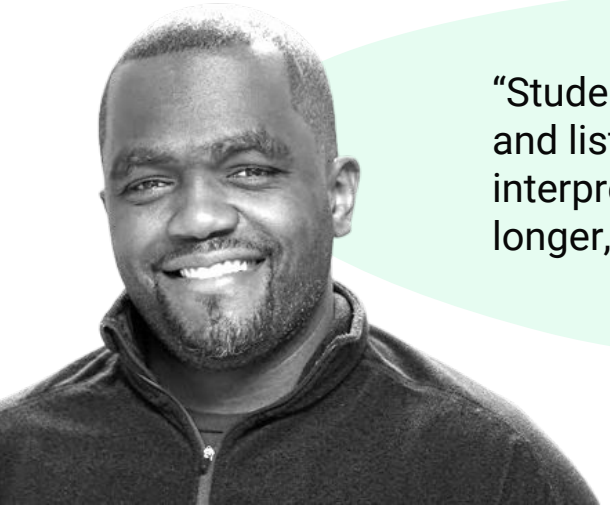
Talking Tool: Use a small item to help identify speakers and listeners. The item is passed to a speaker to help organize the conversation and signal those not speaking to listen intently.



Partner Paraphrase: Instruct people to pay attention to what their partner is saying during a discussion and then as them to share out what their partner said during a whole group share. This encourages deep listening skills.



Popcorn Sharing: Have groups share to the whole group in no particular order. Invite quick answers with or without raised hands. The goal is to hear from as many groups as possible in a shorter amount of time.



"Students given the opportunity to speak and listen take **more responsibility** for their interpretations, **retain** these interpretations longer, and develop **agility of mind.**"

Matthew R. Kay
Teacher, Author, Trainer

Share Continued



Group Doubling: Instead of doing a whole group discussion, have people pair up with a group close to them and their partner. In those slightly larger groups, they can share what they discussed. This is not only an opportunity to share new perspectives, but also to further conversations at a deeper or more complex level.



Constraint Convos: Sometimes full group share outs can take longer than intended because someone has a lot to say (which is awesome!). Challenge people to be intentional about their word choice by summarizing their reflections in __ words or sentences. This not only really helps people process what they're going to say but also how they want to say it.

10 Relational Partnering Prompts

Find a group of 4 where everyone's last name starts with a different letter.	Find a partner who answers the following question in a different way than you: Salty or Sweet?
Find a partner who has the same favorite subject as you.	Find someone who cares about different causes or movements in the world than you.
Find a group of 4 where everyone has a different favorite emoji.	Find a group of 4 people who have the same favorite ice cream flavor as you.
Find a partner who has a different least favorite color than you.	Find a partner who has a different number of siblings than you.
Find a group of 4 where everyone has a different favorite movie genre.	Find a partner who is wearing a different color than you today.

Empathetic tools to respond to people's needs

Why Do It?

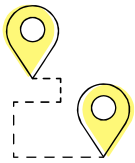
Every behavior serves a function. Whether that is a way to escape an unwanted situation or to meet needs, even unskillful student behavior happens for a reason. We can proactively support skillful student behavior by creating space for them to articulate what they need in Community Agreements. We can also respond to disruptive or unskillful behavior with an empathetic framework such as PROMPT. Research shows that just applying the first two letters of the PROMPT method (proximity control and redirection) can reduce disruptive behavior by 80%. Employing both proactive and responsive tools helps students learn skillful behaviors and have their needs met (Cook et al., 2010). We will first review the proactive practice of co-creating community agreements, then we will discuss the responsive practices of PROMPT.

Cook, C.R., Wright, D.B. Gresham, F.M., & Burns, M.K. (2010). Transforming school psychology in the RTI era: A guide for administrators and school psychologists. Horsham, PA: LRP Publications.

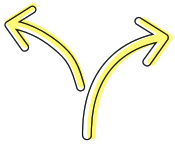
PROMPT

Even if we are proactive when it comes to student belonging and engagement, it is likely that people will still use unskillful behaviors. It's important to remember that most behaviors that happen in a classroom setting are completely normal. Think about the last time you had to sit in a learning space for 6+ hours – it's likely that you were distracted or off task at some point during the time. Beyond these normal behaviors, we need to consider the situations that would likely increase unskillful behavior for students. For example, consider a time you felt particularly fatigued, or had something negative happen the morning of or night before, or were you hungry. These extra stressors increase the likelihood that we will demonstrate unskillful behaviors in various situations. While proactive practices are used to prevent unskillful behavior from occurring in the first place, responsive practices help us respond with an empathetic and teaching lens when unskillful behaviors do occur.

PROMPT is a series of practices that help us empathetically respond to behaviors as they progress in severity. Moving from proximity control (P) to redirection (R) to ongoing monitoring (OM) to prompting expected behavior (P) to a teaching interaction (T), PROMPT gives us a framework to respond to behavior appropriately and effectively.



Proximity Control: Move about the space frequently, placing yourself in proximity of distracting behavior. This is harder than it sounds. Employ a colleague to observe you and create a proximity map, drawing where you go during a class period. On that map, have them identify off-task behaviors or negative interactions and on-task behaviors or positive interactions. Review the map after class to see how you can improve. What areas of the room did you favor? Is there a cluster of negative interactions? How can you be purposeful about your movement or classroom arrangement to increase positive interactions?



Redirection: When a student is demonstrating an unskillful behavior, ask them to do something with a high probability that they will say, "yes." This may or may not be academic. For example, you can say, "Amy, will you go get me staples from Ms. Suarez's room next door?" or "Muhammed, will you go ask your classmate Dana what her favorite words she found were?" The aim is to gain momentum with positive response and then to get the student back to the task at hand.

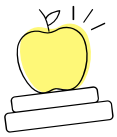


Ongoing Monitoring: Catch skillful behavior as soon as it occurs. At the first signs of unskillful behavior, be ready to reinforce (e.g., give points, a thumbs up, smile) and praise the student (e.g., "I see you getting your book out! You are so responsible. Great job! [*provides a high five*]"). This establishes momentum for skillful behavior over time and helps students feel proud and/or recognized for making responsible choices.



Prompt Expected Behavior: Provide a direct, explicit, and concise prompt to the student about what they should be doing instead of the unskillful behavior. An effective prompt is positively stated ("Do this" instead of "don't do that"), is singular (one direction at a time), and is a statement, not a question. This is given in a private, calm, non-threatening, respectful manner. A prompt example might be, "Kai, I need you to begin the test now." It's important to remember that this same prompt in a public setting with a harsher, frustrated tone would have different results. It could possibly be perceived as a threat and could harm the relational balance, decreasing the likelihood that the student would follow through with teacher request in the future.

PROMPT Continued



Teaching Interaction: A teaching interaction treats the presence of chronic unskillful behavior as an opportunity for the student to learn more skillful behaviors. A successful teaching interaction should be delivered in a private, calm, non-threatening, respectful manner.

Empathy Statement: Ask how the student is feeling and acknowledge that feeling. If the student doesn't respond, make an educated guess. (Ex: *"It seems like you feel frustrated. When I'm frustrated I often don't feel like doing certain things. Is that how you're feeling?"*)

Label Unskillful, then Skillful Behavior: Specifically label the unskillful behavior and then present an alternative, skillful behavior. (Ex: *"Right now, you're playing with your phone, which means you also aren't doing your work. I'd like you to put your phone away and start working on your assignment."*)

Rationale & Check for Understanding: Briefly explain why that behavior is unproductive and ask if they understand. (Ex: *"Having your phone out is distracting you from getting your work done, which means you might fall farther behind in your work. Does that make sense?"*)

Decisional Dilemma & Think Time: Outline the choices the student can make and the consequences associated with each of those choices. Then, give the student some time and space to make a decision. (Ex: "*There are a few choices you can make and the decision is yours. You can put your phone away and do the school work or you can continue to play with your phone and have a meeting me with me later for a restorative process. I'm going to give you a little time to think about what you want to do."*)

Check in & Give Feedback: 1) Praise the student if they choose a more skillful behavior, 2) If the unskillful behavior continues, schedule a restorative conversation, 3) If the behavior gets bigger, request support.

Strategies that clarify why our learning has value

Why Do It?

Students need a deeper purpose for learning. According to research by neuroscientist and educational psychologist Immordino-Yang (2016), learners need an emotional connection to the outcomes of their efforts. In other words, engagement is where personal and interpersonal motivation come together. They need to know that the work they do will impact both them and those they care about.

Damon, W. (2009). The path to purpose: How young people find their calling in life. Free Press.

Immordino-Yang, M.H. (2016). Emotions, learning, and the brain: Exploring the educational implications of affective neuroscience. Norton Professional Books.

Yaeger, D.S., Paunesku, D., D'Mello, S., Spitzer, B.J., Duckworth, A. L. (2014). Boring but important: A self-transcendent purpose for learning fosters academic self-regulation. Journal of personality and social psychology, 107(4), 559–580.

Me & We

Creating clear connections between content and learners' lives not only increases engagement, but equips them with the ability to work toward a positive future for themselves and those they care about. Using Me & We questions, students make personal, interpersonal, and global connections to learning. These questions can be adapted to the content area or activity to best fit the needs of the situation, but they provide a framework for effective questioning strategies that increase both rigor and relevance of learning.

"Students need a deeper 'why.'"

Dr. Angela Duckworth
Author of *Grit*





Me: Ask questions that help students reflect on their own connections to content. This helps trigger background knowledge, establish a purpose of learning, and create cognitive maps of new concepts.

- What did you notice?
- What resonated with you?
- How is this related to your life?
- Why does this matter to you?



We: Ask questions that help students make interpersonal and global connections to content. This helps establish a purpose for learning while considering what it would look like for their community to put their new learning into practice.

- What other perspectives did you notice?
- What might this mean to _____?
- How is this related to _____?
- Why might this matter to people you care about?

Want to try some experiential learning with students or staff? We recommend Chaos as an adaptable activity that will get people moving and thinking.



Facilitation Notes

Chaos is an intense, fast-paced game that showcases the impact of our every move! Adapt debrief questions to fit your content area or purpose.

Instructions

1. The group stands in a circle
2. Without saying anything, pointing, or making direct eye contact, each person chooses two people out of the group (in their mind).
3. Out of those two people, everyone chooses one to be their "protector" and the other person becomes their "enemy". This stays secret and no one shares who their two chosen people are.
4. The goal is to always keep your protector between you and your enemy, (even though these two people don't know you chose them!)
5. You can be anywhere in the room, as long as you are trying to keep your protector between you and your enemy.
6. At "Go!" everyone starts moving around the room with this goal in mind.
7. The educator continues this for an allotted time. When the time is done, everyone stops moving.

Debrief

1. What did you notice during the activity? **(Me)**
2. What did you notice happening when you had to move? **(Me)**
3. Did you possibly cause someone else to move without realizing it? How? **(We)**
4. How might this relate to our school? **(We)**

A reflection to solidify learning and exit with action

Why Do It?

Feedback on our teaching and on students' learning are both essential to success. Student feedback on teaching quality makes a substantial difference on the effectiveness of our instruction (Serin, 2019). Additionally, educators who take the time to regularly assess students' learning through activities such as exit tickets have students who are more engaged and perform better academically (Green et al., 2012).

Serin, H. (2019). Student evaluations of teaching effectiveness: An instrument to increase teaching quality in higher education. International Journal of Social Sciences & Educational Studies, 5(4), 168-173.

Green, J., Liem, G. A. D., Martin, A. J., Colmar, S., Marsh, H. W., & McInerney, D. (2012). Academic motivation, self-concept, engagement, and performance in high school: Key processes from a longitudinal perspective. Journal of Adolescence, 35(5), 1111-1122

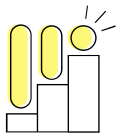
Teaching

There are many ways to get feedback on our teaching, whether it is self-reflection, asking others how we're doing, or just creating a culture of feedback through confident humility. Asking for feedback is hard, but it is one of the best ways to get better at anything we do.

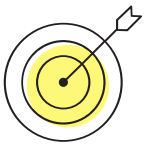


1 Word: Identify 1 word to focus on during a designated amount of time (week, month, year, etc.). This might be 1 word for how you want your student to feel or 1 word you want to be or 1 word for the change you want to see in the world. Then, schedule time to check in with yourself or others on how you're doing with that word. This could be a simple reflection, a check in with a friend or colleague, or more formal feedback collection.

Teaching Continued



1 to 10: Ask people to rate you on a 1 to 10 scale for how you are doing in a certain role, skill, or relationship. Give them a paper or electronic form that says something along the lines of, "I'm committed to being the best principal I can be. On a scale of 1 to 10, how am I doing? What is 1 way I could be better?"



Hits and Wishes: After an activity, lesson, or unit, ask for 1 hit (what went well) and 1 wish (how it could be better). By collecting both hits and wishes, you can maintain or build on what is going well and adjust what is not going well. This can be done anonymously or not. If you are able to collect names, check in with people who wrote wishes to get more context and hear their ideas.



1% Better At the end of a lesson, presentation, or meeting, ask people to leave a note card or post-it with 1 thing that would have made the lesson 1% better. You can adapt this by being more specific. What is something that would have made your well-being 1% better? What is something that would have made your engagement 1% better? What is something that would have made your understanding 1% better?



"The most fundamental thing about leadership is to **have the humility to continue to get feedback and to try to get better** – because your job is to try to help everybody else get better."

Dr. Jim Yong Kim
Physician and 12th president of the World Bank Group

1 to 10

I am committed to being the best _____ I could be.

On a scale of 1-10 how am I doing? _____

What is 1 way I could be better?

_____

_____

_____

_____

1 to 10

I am committed to being the best _____ I could be.

On a scale of 1-10 how am I doing? _____

What is 1 way I could be better?

_____

_____

_____

_____

Learning

Assessing people's learning and well-being should be something that happens every day. Using exit tickets, both academic and social-emotional, helps us have an accurate pulse on how people are doing and what we can better do to support them.



Sentence Stems: If we want specific and detailed answers, we have to provide specific sentence stems for deeper reflections. Sometimes people don't know where to start or their lack of clarity causes them to remain terse or vague. Sentence stems help people of all levels create more developed, specific responses. (*Ex: 1 thing I learned today is… or 1 question I still have is…*)



Quality Questions: Ask high level questions to assess what people have learned or what they are taking away. To write these, there are plenty of resources out there such as Bloom's Taxonomy or Costa's Levels of Questions, but you can also return to Me & We to get other ideas. (*Ex: What is 1 thing from your learning today that will have an impact on you? Why?*)



Number Summaries: Ask people to summarize new learning in 1 word, sentence or paragraph. Summary and paraphrasing are important skills to solidify learning and memory. By changing the length of those summaries, you can challenge people to be concise or push people to extend their demonstration of knowledge.



Tableau Reflections: Have people choose 1 pose to strike by themselves or with others to visually represent what they have learned. Using our bodies is another good way to promote learning and memory, not to mention that it can be really fun. Ask people to explain why they chose their pose to represent their learning for deeper reflection.

10 Example Exit Tickets

What is 1 thing you'd like me to explain more clearly?
What is 1 way the knowledge you learned today be used in the real world?
Imagine a classmate is absent from class today. How would you explain the lesson to him/her in 1 sentence or less?
Draw a picture depicting something you learned in class. Then, either caption it or label it to explain your thinking.
Write down 3 things you learned, 2 questions you have, and 1 thing you still need to practice
You have 1 minute. Write down as much as you can about your learning today. Be ready to share out!
By yourself or with a small group, create a “tableau” (a scene frozen in time) to demonstrate what you learned today. Be ready to explain your choices.
For the next 2 minutes, complete the following prompt: “1 thing I wish my teacher knew is…” It can be related to our learning today or something of your choosing.
What is 1 error or misunderstanding someone new to this content might have and how would you help them?
What is 1 thing you learned about or from a classmate today?