

Academic and Personal Behaviors Worksheet: Examples of Practice for Students, Teachers and Schools.

Using evidence from your anticipation guide, identify areas of strength in your school's practice and areas for continued improvement in the academic and personal behaviors.

ACADEMIC & PERSONAL BEHAVIORS		Students	Teachers	Schools
Persistence	Persistence is needed to support long-term commitment to educational goals through a positive mindset and self-efficacy.	<ul style="list-style-type: none"> show commitment to school set and strive for appropriate goals persist through task completion despite setbacks know their personal strengths, are aware of and use available supports, and are able to self-advocate 	<ul style="list-style-type: none"> establish a culture for learning that motivates students (Danielson 2b). talk to students about growing their intellect through effort, help from others, and improved learning strategies. provide students with opportunities to set long- and short-term goals, as appropriate to grade level. create opportunities for students to take initiative and revise work 	<ul style="list-style-type: none"> make transparent a value system that supports students' commitment to their educational goals. provide regular opportunities to recognize students.
Engagement	Engagement supports achievement in school by increasing students' social-emotional connection to the environment and their social confidence.	<ul style="list-style-type: none"> demonstrate a feeling of connection to school. are involved in school activities. form healthy relationships with teachers/adults in the school. form healthy connections with peers. 	<ul style="list-style-type: none"> demonstrate knowledge of their students (Danielson 1b). are culturally competent and adept at communicating with families (Danielson 4c). show that they value effort and academic engagement. create opportunities to hear student voices, as appropriate to grade level. 	<ul style="list-style-type: none"> provide a safe learning environment. provide a robust and diverse array of activities. offer opportunities for regular and meaningful family engagement. have a support system in place for students experiencing social or personal distress, interpersonal conflict, depression, isolation. provide professional development for teachers and staff to build cultural competence.
Work Habits/Organizational Skills	Strong work habits and organizational skills support successful navigation of college and careers.	<ul style="list-style-type: none"> are able to work independently. acquire time-management skills. organize their time and effort effectively. attend to accuracy and precision in their work. 	<ul style="list-style-type: none"> design assessments that value work habits (Danielson 1f). explicitly teach time management by providing a daily and weekly calendar of activities, instructions on use of planners, etc. curriculum and instructional activities provide direction for note-taking from texts and instruction on how to organize important information. 	<ul style="list-style-type: none"> provide professional development for teachers in areas of classroom organization and assessment, including instruction on paying close attention to and building students' work habits and organizational skills. provide a planner and calendar as appropriate to age levels; communicate and support expectations for school-wide use.
Communication/Collaboration Skills	Communication and collaboration are essential skills in successful education and employment transitions.	<ul style="list-style-type: none"> are able to work collaboratively. are able to express and understand information and ideas. ask for help appropriately. can communicate in multiple formats (speaking/listening, writing, technology) make strategic use of digital literacy skills. understand the role of, and can effectively use, social skills to develop connections to career and educational pathways. 	<ul style="list-style-type: none"> create opportunities for collaboration and communication; teach techniques for success in these areas, as appropriate to grade level and content (Danielson 3c). provide opportunities for students to revise work and present it with precision and polish, and include multiple formats for presentation (such as: written, digital, oral, individual, group). provide opportunities for 'office hours,' tutoring, or individual consultation. integrate digital media into instruction to optimize sharing of ideas and information. 	<ul style="list-style-type: none"> provide professional development for teachers in areas of classroom organization and assessment that includes a focus on communication and collaboration skills. provide a school-wide learning management system and appropriate access to digital resources for teacher teams and classes for communication and production.
Self-Regulation	Self-regulation is key to resiliency. Students must develop coping skills, self-control, and confidence to work through challenges.	<ul style="list-style-type: none"> seek out appropriate challenges rather than avoiding them. solve problems as needed while working. demonstrate self-control when dealing with others. develop self-reflection skills. conduct themselves appropriately. 	<ul style="list-style-type: none"> create an environment of respect and rapport (Danielson 2a). manage student behavior effectively (Danielson 2d). utilize a positive behavior reinforcement system and teach students to manage feelings appropriately. instill confidence and respect. provide opportunities to teach/develop problem-solving skills. are aware of students' IEPs and teach specific behaviors. know ELL students' language proficiency levels and plan accordingly. 	<ul style="list-style-type: none"> provide opportunities for student voice. have a school-wide reinforcement system for positive behavior. have a strength-based youth development approach. values professional conduct among students.