THE HANDBOOK FOR

POOR STUDENTS, RICH TEACHING

✓ Chapter-ending questions to turn learning into action steps
✓ Engaging graphic organizers for students to boost learning
✓ Helpful, time-saving tools for lesson planning
✓ Targeted checklists to ensure teacher success
✓ Self-assessment surveys to quickly guide practices

ERIC JENSEN

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About the Author

Eric Jensen, PhD, is a former teacher from San Diego, California. Since the early 1990s, he has synthesized brain research and developed practical applications for educators. Jensen is a member of the invitation-only Society for Neuroscience and the President's Club at Salk Institute of Biological Studies. He cofounded SuperCamp, the first and largest brain-compatible academic enrichment program, previously held in fourteen countries with over sixty-five thousand graduates. He is listed as a Top 30 Global Guru in Education and does professional development internationally.

Jensen has authored over thirty books, including *Teaching With Poverty in Mind*, *Tools for Engagement*, *Engaging Students With Poverty in Mind*, *Turnaround Tools for the Teenage Brain*, *Bringing the Common Core to Life in K–8 Classrooms*, *Teaching with the Brain in Mind*, *Different Brains, Different Learners*, and *Poor Students, Rich Teaching, Revised Edition*.

To learn more about Eric Jensen's teacher workshops and leadership events, visit Jensen Learning (www.jensenlearning.com).

Introduction

The core title for this book and its companion, *Poor Students, Rich Teaching, Revised Edition*, suggests they are about succeeding with students from poverty. But really, it's about something much more than that: rich teaching. Here, the word *rich* means full, bountiful, and better than ever. Teachers can make a difference in students' lives with richer teaching. They just need the knowledge and tools to do it. It's also about developing the high-impact mindsets necessary to accomplish this.

In *Poor Students, Rich Teaching, Revised Edition*, I establish the knowledge component of this equation—the research and strategies that high-performing teachers can use to defeat toxic narratives and help students succeed through richer and more abundant teaching. This handbook takes a tool-focused approach to these strategies. With a lesser focus on the supporting research, this book instead provides a plethora of tools you can use to help bring these strategies to life. There are graphic organizers for your students, brainstorming and worksheets for you to plan lessons, checklists to ensure you're hitting all of a strategy's key points, surveys to self-assess your current thinking and practices, and reflection questions to help you consider how you can change your practices (your teaching mindsets) to enrich your teaching.

To kick things off, we'll take a quick tour of how I've organized this book, how it works as a critical part of your teaching toolkit and how you can get the most of it. Then we'll take a quick look at why these mindsets have such a high impact on bringing out the best in your students from poverty.

About This Book

This book's major theme is developing the most powerful tool for change: mindset. A mindset is a way of thinking about something. As Stanford University psychologist Carol Dweck (2008) explains, people (broadly) think about intelligence in two ways: (1) either you have it or you don't (the fixed mindset), or (2) you can grow and change (the growth mindset). Those with a fixed mindset believe intelligence and competency are a rigid unchangeable quality. Those with a growth mindset believe that intelligence and competency can develop over time as the brain changes and grows.

This book broadens and deepens the mindset theme to many new areas of student and teacher behaviors that you'll find highly relevant. It continues in seven parts, each highlighting a specific mindset with chapters that offer easy-to-implement and highly effective strategies and tools you can use immediately. Every part begins with a series

1

of self-assessment questions to get you in touch with your current approach and thinking related to the mindset. Similarly, every chapter begins with a simple survey related to that topic. These are about understanding where you are starting from so that you're ready to embrace the new thinking that comes from changing your mindset. As you dive in, you'll find the strategies and tools you need to make these changes. Here are the seven parts.

- **Part one: The relational mindset**—Chapters 1 through 3 explore the relational mindset and begin to discover why the types of relationships teachers have (or don't have) with students are one of the biggest reasons why students graduate or drop out. Everything you do starts with building relationships with your students.

- **Part two: The achievement mindset**—Chapters 4 through 6 teach you about powerful success builders with the achievement mindset. Students from poverty can and do love to learn, when you give them the right tools.

- **Part three: The positivity mindset**—Chapters 7 through 9 home in on your students' emotions and attitudes. Each chapter focuses on building an attitude of academic hope and optimism in both your students and yourself. If you've ever put a mental limitation on any student (don't worry, we all have), these chapters are must-reads. Your new, rock-solid positivity mindset will help your students soar.

- **Part four: The rich classroom climate mindset**—Chapters 10 through 12 offer strategies to take all that positivity you've generated and use it to create an energetic, high-performing class culture, using the rich classroom climate mindset. You'll learn the secrets that high-performing teachers use to build an amazing classroom climate.

- **Part five: The enrichment mindset**—Chapters 13 through 15 focus on building breakthrough cognitive capacity in students. A big problem for students from poverty is their mental bandwidth, often known as cognitive load. Here, you'll see the clear, scientific evidence that shows, without a molecule of doubt, that you can ensure your students build cognitive capacity in the form of memory, thinking skills, vocabulary, and study skills.

- **Part six: The engagement mindset**—Chapters 16 through 18 dig into student involvement in a new way with the engagement mindset. You'll gain quick, easy, and practical strategies for maintenance and stress, for buy-in, and to build community.

- **Part seven: The graduation mindset**—Chapters 19 and 20 help you focus on the gold medal in teaching: students who graduate job or college ready. Each chapter centers on school factors absolutely proven to support graduation. You'll learn the science of *why* these factors can be such powerful achievement boosters, and you'll discover a wide range of positive alternatives to what your students are doing at school.

Each chapter and part ends with a series of reflection questions about the topic or mindset you just read and how your thinking on it has evolved. There's much more for you to learn, but these seven high-impact mindsets and the accompanying strategies and tools will make a world of difference if you implement them well. That's my promise.

Why These Mindsets

Before we get into part 1 and all seven mindsets for change, it's important that I establish for you that these mindsets and strategies are not simply feel-good measures. They have the backing of years of research into how the brain reacts to poverty and how intervention counteracts poverty's detrimental effects. You will find additional information in *Poor Students, Rich Teaching, Revised Edition* that plumbs the depths of how pervasive poverty

affects students and why, in America, it is all a part of a new normal that teachers must be prepared to confront. But for the purposes of this handbook, the key takeaway is that the brain is not set and even your most troubled students are not locked in to self-destructive cycles.

The fact is, humans can and do change (Mackey, Singley, Wendelken, & Bunge, 2015). When people don't change, it is often because others have given up on them, their daily environment is toxic, or others are using an ineffective strategy that doesn't help. Often, teachers feel powerless to help students if there is a lack of support at home, but the truth is the classroom teacher is still the single most significant contributor to student achievement; the effect is greater than that of parents, peers, entire schools, or poverty (Hanushek, 2005; Haycock, 1998; Rivkin, Hanushek, & Kain, 2005; Rockoff, 2004).

Given this, it's important that we have a way to measure a strategy's effect. In most sports, the team that scores the most points (or goals, runs, and so on) wins. This scoring system is simple and easily understood. In our profession, the scoring system that decides a winning classroom strategy is called the *effect size*. This number is simply the size of the impact on student learning. In short, it tells you how much something matters. The mathematics on it are simple: it is a standardized measure of the relative size of the gain (or loss) in student achievement caused by an intervention (versus a control; Olejnik & Algina, 2000). See figure I.1.

Source: Vacha-Haase & Thompson, 2004.

Figure I.1: Effect sizes made practical.

Researchers simply measure the difference between doing something and doing nothing. Ideally, one uses an experimental group (using a new strategy) and a control group (using an existing norm). The strongest analysis includes large sample sizes and multiple studies with varied population demographics. Then, you know your data are very, very solid.

Classroom interventions typically have effect sizes between 0.25 and 0.75 with a mean of about 0.40 (Hattie, 2009). One full year's worth of academic gains has a 0.50 effect size, and two years' worth of gains have a 1.00 effect size. This means that effect sizes above 0.50 are just the baseline for students in poverty. Teachers have to help students catch up from starting school one to three years behind their classmates, and it takes good instructional practices for effect sizes to be well above 0.50.

To ensure students from poverty graduate, you'll want to teach in ways that give them one and a half years' worth of gains (or more) in each school year. What if, by just replacing one strategy you already use (for example,

saying "Good job!" to a student) with another (a far more effective one, like "Your steady, daily studying really paid off. That's going to help you graduate on time!"), you could get five to ten times the positive effect on student achievement? Not only do I show you how to do that in this book, I give you more than one hundred tools to help implement each strategy.

An amazing journey is about to begin. Are you game?

PART ONE

IMPLEMENTING THE RELATIONAL MINDSET

In this part, we begin with building the narrative of relationships as the core underpinning of high-performance teaching with students from poverty. Sometimes we find it easy to connect with students who share our own background, but it becomes much more challenging with students who don't; yet it's essential to build relationships with those students before any real learning can happen. If you're not connecting by giving respect, listening, and showing empathy, you risk losing your students. When students lose interest in school, they will most likely find somewhere else to invest their energy and may make poorer choices. Some will get their respect and connections through peers and sports, others through drugs or even gangs.

To begin this part, use figure P1.1 (page 6) to self-assess how you already approach building (or not building) relationships with your students.

As you think about your answers to these questions, it's paramount for you to build your awareness that all of us are in this together—you, me, colleagues, students, and parents. Relationships between everyone that touches students' lives affect their success. When your students succeed, you succeed. There is no *us* (teachers) and *them* (students). Maintaining an erroneous narrative of separation will ruin your chances of success in teaching. The relational mindset says, "We are all connected in this life together. Always connect first as a person (and an ally) and second as a teacher."

> The relational mindset says, "We are all connected in this life together. Always connect first as a person (and an ally) and second as a teacher."

1. Consider the relationships you had with teachers when you were going through elementary and secondary school. What teachers did you feel connected to? Which did you have difficult experiences with? How did each affect your learning?

   _____

   _____

   _____

2. When you stand at the front of your classroom and look out over your students, how do you feel about what you see? Do you feel connected or bonded with your students? Do you feel distance and separation? Why?

   _____

   _____

   _____

3. Describe how you feel about your role in teaching. What is its scope? Do you see yourself purely as a subject-matter resource to impart knowledge? Do you consider yourself a source of emotional support?

   _____

   _____

   _____

4. Consider all the students in your classroom. Do you know which students come from poverty and which do not? What are some of the challenges students from poverty face? What are some ways you've witnessed poverty affecting their behavior or academic outcomes?

   _____

   _____

   _____

5. Do you feel empathy for the students in your class who come from poverty? What tools do you use to show students that you have an understanding of and empathy for their challenges? How do you ensure you make connections with students that foster empathy?

   _____

   _____

   _____

Figure P1.1: Assess your understanding of how poverty affects students.

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Do not confuse this mindset with me telling you that it is impossible to succeed with *every student* unless each likes or respects you. Some students (those from strong, intact families) come from such stability at home that they need *less* relationship time at school. When a student has an emotionally stable family, good friends, and positive relatives, the need for relational stability at school is less. Ask yourself, "How can I show my students I care about their home life as well as their classroom life?"

Your students will care about academics as soon as you care about them. As neuroscience tells us, we are hardwired to connect (Commission on Children at Risk, 2003; Moriceau & Sullivan, 2005), and effective teacher-student relationships contribute to student achievement. Also, this contribution varies depending on students' socioeconomic status and grade level. The research tells us that relationships mean more to students who have instability at home than to students who have a stable, two-parent foundation (Allen, McElhaney, Kuperminc, & Jodl, 2004). Among all students, good relationships have a 0.72 effect size, which makes them an exceptionally significant and strong effect size catalyst (Hattie, 2009). Among secondary students, the effect size is an even larger 0.87 (Marzano, 2003).

The scope of the relational effect goes much further, and I explore it in depth in *Poor Students, Rich Teaching, Revised Edition* (Jensen, 2019). The bottom line is that relationships influence engagement in multiple ways. First, quality interactions within a relationship provide instruction, correction, modeling, and support for students, forming the basis of a teacher-student relationship (Hughes & Kwok, 2006). Second, a positive teacher-student relationship enhances students' sense of classroom security and increases their willingness to engage in the classroom (Baumeister & Leary, 1995). Third, evidence shows that quality relationships can help students achieve more through greater connected engagement (Roorda, Koomen, Spilt, & Oort, 2011). Another study reveals that students' positive or negative classroom relationships *are equal to* IQ or school achievement test scores in predicting if a student will drop out (Jimerson, Egeland, Sroufe, & Carlson, 2000).

The next three chapters offer the following strategies to help you build relationships with your students that will get them on board emotionally and socially.

1. Personalize the learning.
2. Connect everyone for success.
3. Show empathy.

In these chapters, you'll see how relationships offer the emotional environment through which all course content flows. There is no classroom content without some sort of context, even if the context is a digital device. Let's dig in.

Questions for Daily Reflection

Each day, consider your own mindset for fostering connection and relationships with your students, and answer the following questions.

1. Have I recently seen other teachers successfully build quality relationships with their students? How did they do it? Could I do something similar?

2. Which students in my classroom have I not taken the time to get to know? In what ways can I connect with those students that will make a difference for them?

3. Are there students in my classroom who appear to feel unsafe, not respected, or disconnected from their peers? How can I change those things?

CHAPTER 1

PERSONALIZE THE LEARNING

Think about the faces you see in your classroom every day. How many of these students are more than faces? How many can you look at and say that you know something personal about them, about their lives and the challenges they face? Take a moment to think about how you make learning in your classroom personal. As you consider your current practices, fill out the survey in figure 1.1.

How many students' names do you know within the first thirty days of the year or semester? (Circle one.)	Less than half	More than half	All
Do you engage students in classroom activities that allow them to get to know you as a person and allow them to get to know each other? (Circle one.)	Yes No		
How often do you share a personal story or challenge with your students? (Circle one.)	Never	At least once a month	At least once a week
Do you have personal or professional goals that you share with your students? (Circle one.)	Yes No		
Before reading about the personalization strategies in this chapter, list some things you could do to get to know your students better and let them get to know you.			

Figure 1.1: Assess how well you personalize learning in your classroom.

*Visit **go.SolutionTree.com/instruction** for a free reproducible version of this figure.*

As you reflect on your answers, remember that to get personal in this context means connecting in a personal way so that your teaching gets students to perk up and pay attention to that which is relevant: themselves. Even if you can say that you make an effort to make the learning in your classroom personal, there is always room to re-examine your practices and look for ways to improve. That's why this chapter is all about fostering teacher-student relationships by creating a culture of personalization. In this chapter, you will engage with the following four strategies.

1. Learn students' names.

2. Create a Me Bag.

3. Share an everyday problem.

4. Share progress on goals.

The strategies in this chapter lay the groundwork that makes the other mindsets in this book effective; as you engage with them, reflect on what you already do and how you can evolve your existing practices. Maybe it will also inspire you to add something new.
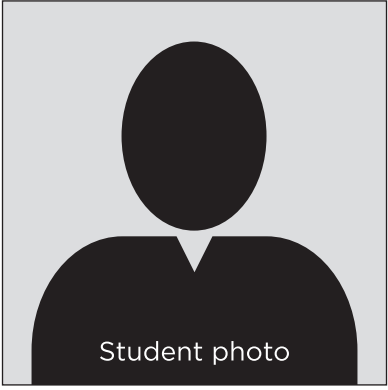
Learn Students' Names

To create a culture of personalization starting on day one, learn every student's name, and make sure students all know each other. Neither you nor your students need to be a memory champ to do this. You just need to care and take the time to set up the learning process, then practice, just like the students in your class. When you use a student's name, be sure to smile and make eye contact. Many times, a simple handshake or other appropriate connection will show a lot to your students (you care). You may already be great at learning student names; but even if you are, many of your students have a hard time remembering the names of their peers, which is also important for the relational mindset. In this section, you'll find strategies to help both you and your students learn each other's names.

Name-Learning Strategies for Students

There are many smart ways to remember names and faces. One of the simplest is to first put your brain in a curious state. Say to yourself, "OK, what is this student's name? Is it _____?" That primes the brain to care and to listen better. Then, when you hear the name, use it! Use it under different circumstances such as standing, sitting, when giving a compliment, or standing at the door. You can also put together notecards on each student that you update as you learn about them and use those as often as necessary for you to remember details about him or her. See figure 1.2. Note you don't necessarily have to take your own photos for these profile cards. Most schools keep student profile photos you can access.

Having tools like this to help you keep track of your students can significantly speed up the process of getting to know them, but you have many other options at your disposal. Here are some strategies for learning names.

- **Introductions:** At the start of the school year, have students say their first names every time they speak. Do this for the first thirty class days (if you have thirty students, or twenty days if you have twenty students).

- **Desk nametags:** Have students create desk nametags from single index cards or cardstock (fold the paper in half horizontally). Have a box for each class of nametags and ask students to pick them up and return them to the box each period. The hard (but good) part is after two weeks, you pick out each name and try to place it on the right student's desk.

- **Checks:** When students are writing, ask yourself quietly, "What's his or her name?" Try to answer it first, then walk over, and check out your answer by looking at the student's name on a paper or asking.

Student: _____

Period or class: _____

Favorite subject: _____

Favorite hobby: _____

Student photo

Things I know about this student:

Figure 1.2: Student profile card.

*Visit **go.SolutionTree.com/instruction** for a free reproducible version of this figure.*

- **Alliteration:** Link a word that begins with the same consonant as the student's first name. Use connections like, "Laura longhair," "Benny in a bowtie," "Michael has a motorcycle," and "Jasmine likes jam." Then, visualize the connection in your mind's eye.

- **Self quizzes:** As students enter the class, greet them by name, or ask them to give you a prompt or cue to trigger their name. Tell students they can't enter your classroom until you say their names correctly. Then, use their names as you make eye contact and give a compliment. ("Eric, good to see you today.")

- **Likes:** Do a quick energizer by asking students to stand in areas of the room by likes or dislikes. ("If you like green vegetables, stand over there. Stand over here if you are a St. Louis Cardinals fan.") The point of this activity is to help you remember students by associating them with their preferences. If you print out profile cards for your students (refer to figure 1.2), you can jot down notes about each student's answer on their profile card.

- **Nametags:** For the first two weeks or so have students wear nametags. Make a contest to see who can learn the most names in class. For younger students, tags will last longer on their backs.

- **Rhyming:** Link a word that sounds like the student's first name to each student. ("Jamal at the mall," "Tim is slim," or "Jake swims in a lake.")

- **"I'm going shopping" game:** Students stand up, one by one. The game begins like this: "My name is Eric, and I am buying medicine for my earache." The next student stands and says, "His name is Eric, and he is buying medicine for his earache. My name is Kim, and I am buying

a coke." Each student stands, repeats prior students' statements, and adds his or her own shopping item. You can be the last person to add to the shopping list.

- **Returns:** When you return papers or assignments in the first three to four weeks, use names as you give the paper back to the student ("Loved your perfect spelling, Kenisha").

- **Interviews:** Give students two to three minutes in pairs to interview each other and discover something that no one can forget. Each pair stands, then asks students to introduce each other, allowing about one minute per pair.

- **Classroom roles:** Students apply for (or are given) jobs so you can tie the student to his or her class job ("Ryan the reporter" or "Kayla the class leader"). You can read more about assigning classroom jobs in chapter 12 (page 128).

Name-Learning Strategies for Students

Ensuring students also know each other's names is also a useful way to build relationships between peers, because strong social glue builds valuable respect, familiarity, and trust. That can break down barriers and reduce cliques in class.

A fun activity for students to learn each other's names is the name game. On a blank, 3" x 5" notecard, ask everyone to write one word that begins with the same letter as his or her first name. The word should connect with something about him or her ("Eric is energetic"). Then, put your students in small groups of four to six. In a circle, ask everyone to say his or her name, the word, and the connection to the word. Then, the group can put the cards in the center of the circle in a box or basket. Using a timer, ask a pair of volunteers to see how long it will take them to return the correct card to the other students in the group. Next week, switch up students so all of them are in a new group. Continue this for the first four weeks until everyone is pretty good at others' names. Use the tracking sheet in figure 1.3 to help you keep track of the names and attributes for each student in a class.

Student	Attribute or characteristic	Student	Attribute or characteristic	Student	Attribute or characteristic

Figure 1.3: Name-learning tracking sheet.

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These memory tools will build the confidence and social glue to foster cognitive capacity (for attention and for short- and long-term memory). Additionally, during group work, invite students to always address each other by name. When students pair up with a new partner, ask them to introduce themselves to others with eye contact, a greeting, and a handshake.

Create a Me Bag

Another way to build a culture of personalization is to use variations of the Me Bag activity during the first week of school. This is a great activity for all K–12 students because most students, no matter their age, want to know some personal things about their teacher. First, you'll model the process for your own students. Start with a paper bag that has small objects, items you collect about yourself: photos, receipts, ticket stubs, a favorite snack, keys, or mementos that help tell a story about yourself. Share those objects and stories in about seven to ten minutes. Use figure 1.4 to brainstorm some items you could put into a Me Bag and what you might want to say about them.

Item	The story behind this item

Figure 1.4: Ideas for a Me Bag.

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Share an Everyday Problem

Whether you want to be a role model or not, you *are* a role model. Give students what they need so badly—a real-world model of how to live as an adult. You can think of this as a way to extend the work you began with the Me Bag activity. That means about once a week, share a piece of your world, something that presents a challenge or problem that you had, maybe something you experienced over the weekend. A short, three-minute slice of a teacher's life can do wonders for fostering the relational mindset.

Consider the following teacher's story.

> Last weekend something weird happened. I had promised to help my friend move on Saturday. But when I went out to my car that morning, I turned the key to start it and click . . . nothing! My car wouldn't start, and I was freaking out because I made a promise to her. "Friends keep promises to friends," I said to myself. Now, what could I possibly do?
>
> Well, students, it's time for your challenge of the day. Work with a partner, and come up with two possible solutions to my problem. You see, even though I was freaking out, I found a way to solve the problem. How would you solve this problem?

Your story gives students a tiny window into your adult world, especially when you can turn it into a learning opportunity for them to learn to solve real-world problems, which is often something you can connect directly to the learning topic you intend to cover in your lesson. After you present your story, give students a minute to brainstorm how they would approach it. Then, call on students to give their thoughts, and don't judge their answers. Keep a modest, positive spirit, and say, "I hadn't thought of that. Thank you, Marcus" or "I appreciate the brainstorming you did. Thank you! Now, let's grab a few more ideas." I always thank students for their participation but never criticize, judge, or evaluate their efforts. I realize they're a fraction of my age and are unlikely to have the same coping skills.

After you call on many volunteers (thanking them for their effort), you should share the rest of the story. How did you decide what to do about the problem, and what did you learn from the results? If you need help organizing an activity for this lesson, use figure 1.5 to plan it out in advance.

Describe the problem or obstacle:	
Does this connect to the lesson topic? Yes ☐ No ☐	How will you make this connection clear to students?
How did you resolve the problem:	

Figure 1.5: Map an everyday problem.

*Visit **go.SolutionTree.com/instruction** for a free reproducible version of this figure.*

Even if you can't connect this exercise directly to an ongoing lesson, it is not a waste of time; it is an investment in your students that will pay off later since you're role modeling three things for your class. Yes, adults *do* have problems and *how* they deal with them can be useful. Just because a problem is tough, big, or stressful doesn't mean it is unsolvable. Finally, it is a chance for you to share the process of problem solving. You share your values, your attitude, and the procedures it takes to be a success.

Share Progress on Goals

The last tool for creating a culture of personalization is sharing your personal goals. Many teachers struggle to find a separation between their personal and teacher lives. However, all students, especially those from poverty, love the idea of goals. Setting personal goals and sharing them with your students is an effective way to foster the relational mindset. Post your personal goal in the classroom (since you are asking students to do the same) and share your progress all year (or semester) long. In addition, you'll also post your class goal. (You'll learn more about setting gutsy class goals in chapter 4, page 41.) Figure 1.6 provides a worksheet you can post in your room for achieving a personal goal.
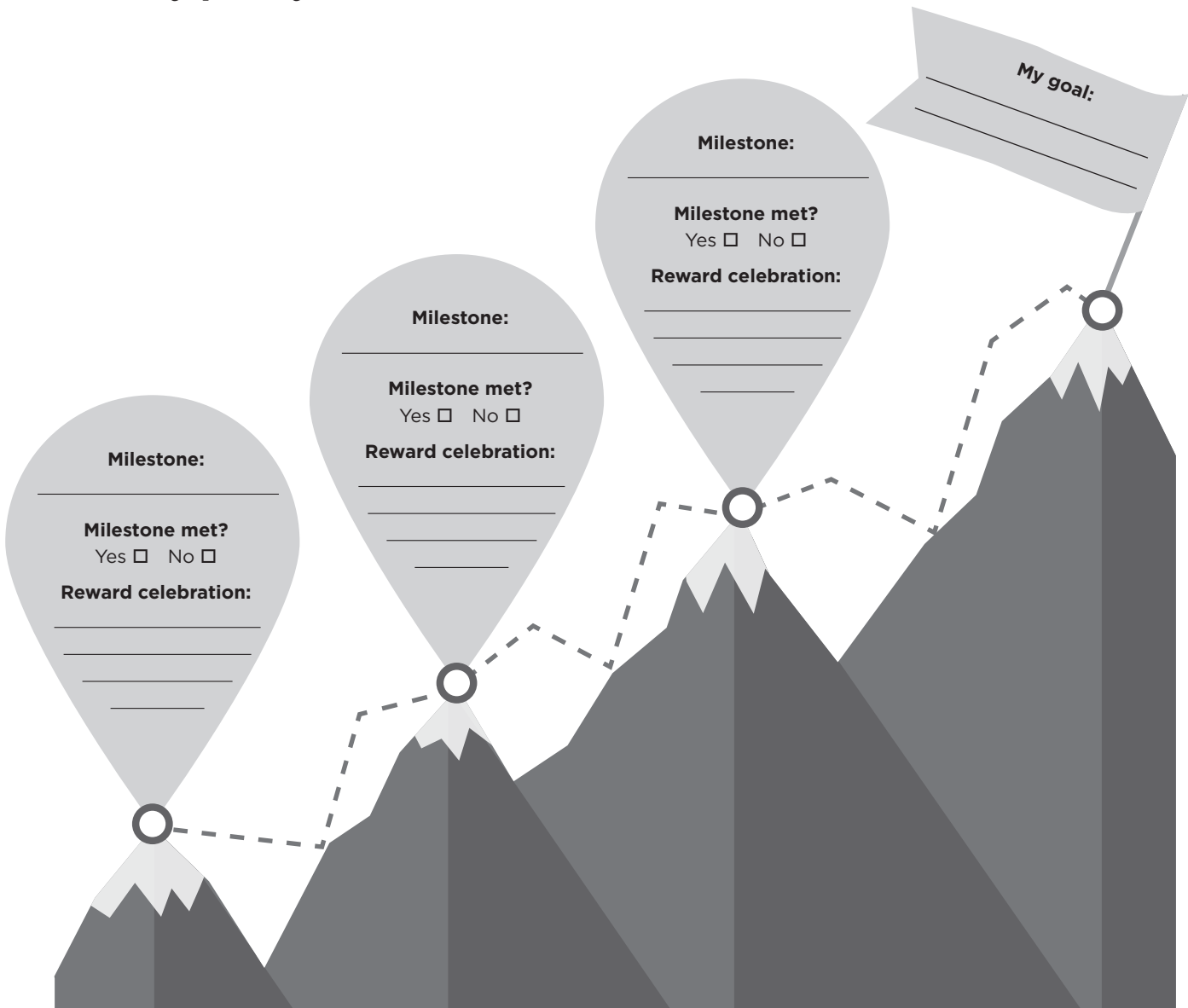

Figure 1.6: Goal and progress poster.

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Table 1.1 lists some sample goals you might consider, along with some milestones to associate with these goals.

Table 1.1: Examples of Personal Goals

Goal: Participating in community projects	**Goal:** Starting healthier eating and exercise habits	**Goal:** Completing a teaching improvement list
Milestones: • Identify a project. • Sign up to help. • Complete the project.	**Milestones:** • Identify a healthy eating and exercise routine. • Maintain the routine for four weeks. • Maintain the routine for three months.	**Milestones:** • Identify three habits for improvement. • Maintain these habits for three weeks. • Maintain these habits for three months.
Goal: Running a 10k	**Goal:** Mentoring someone	**Goal:** Growing a garden
Milestones: • Identify and download apps to improve from 0 to 5k and from 5k to 10k. • Complete the 0 to 5k app. • Complete the 5k to 10k app.	**Milestones:** • Identify a person who wants and will benefit from mentoring. • Maintain mentorship for four weeks. • Maintain mentorship for three months.	**Milestones:** • Plan a garden space and the plants that will go in it. • Create the garden space and plant the plants. • Nurture the plants to full growth.
Goal: Learning a skill or sport	**Goal:** Helping change the culture at your school	**Goal:** Helping your parents with a goal
Milestones: • Identify a skill to learn and a pathway to attaining it. • Complete the learning pathway that attains the skill. • Demonstrate mastery of the new skill by completing a related project.	**Milestones:** • Identify an aspect of school culture that could improve and three ways to improve it. • Achieve buy-in from relevant stakeholders for three months for improvement. • Cite evidence of the improvement's success or a new action plan to try again.	**Milestones:** • Talk to your parents and identify a goal they want to achieve and micro goals to achieve it. • Complete half the micro goals. • Complete all goals or reset and try again.

After selecting, displaying, and making progress toward applicable goals, begin routinely sharing and celebrating all your key milestones and how you overcame them. When you share all the micro steps forward and the nearly predictable setbacks you experience, students will see that mistakes are OK and make way for improvement.

Quick Consolidation: Personalize the Learning

This chapter was about a powerful path in your classroom—personalizing learning. The tools I present in this chapter are no secret. I'm just inviting you to choose one or two of them and make it a habit, but all of them are important assets in your relational toolbox. As you share part of your life with students, you allow them to understand your journey. Plus, they learn about the process you used, your values, and your choices. Answer the following reflection questions as you consider your next steps on the journey to making learning more personal in your classroom.

1. What did you learn about the importance of making the learning in your classroom personal that you didn't know when you started this chapter? How is your outlook changing?

2. What strategy from this chapter will you use to ensure you learn every student's name? How will you deploy this strategy in your classroom?

3. To better connect with your students, what are some items you could put in your Me Bag? How will you explain them?

4. What are some everyday problems you've experienced that you could share with your students? How might these change how your students perceive you?

5. What are some goals you have in your personal life that might humanize you in the eyes of your students and help them connect with you?