Module Summary

In this module, teachers will:
- Explain the relationship between expectations, academic achievement, and "warm demand."
- Describe the key mindsets and actions associated with warm demand.
- Identify key considerations for enacting the role of warm demander.

Module activities: In this module teachers will learn about warm demand, a set of teacher mindsets and actions that support students in reaching high expectations. Teachers will learn strategies for enacting warm demand in their classrooms, and explore a case study in which a real-life teacher attempts to implement them.

Key Takeaways

Essential knowledge:
- Warm demand is the process of balancing discipline and care to create a structured learning environment in which all students are expected to reach high levels of achievement — and are supported in doing so (Bondy et al., 2012; Ford & Sassi, 2014; Irvine & Fraser, 1998; Ware, 2006).

Essential skills:
- Setting rigorous learning objectives and supporting them with engaging lessons that are relevant to the lives and aspirations of students.
- Combining “high help” with “high perfectionism” (Ferguson, 2008). That is, constantly pressing students to improve the accuracy and quality of their work while also showing them that you welcome their questions and will do everything possible to ensure that they understand the material.
- Building relationships with students by operating with empathy and working to understand both similarities and differences that you share with them.

Essential mindsets:
Warm demanders hold three key beliefs:
- My instruction must be rigorous and relevant.
- I must hold students to high expectations for both behavior and achievement.
- My students’ trust and respect must be earned.

The Skill in Action

A teacher seeking to operate as a warm demander may demonstrate the following behaviors and characteristics:
- Whenever possible, he or she teaches standards-based knowledge and skills through content that is relevant and engaging to students.
- The teacher supplements mandated curriculum content with examples, texts, music, film, and discussions that links the content to students’ background knowledge, interests, or concerns.
- The teacher establishes clear norms that each student in the classroom deserves to feel safe and valued in his or her identity, and addresses all breaches to this norm.
- The teacher takes a “zero indifference” – rather than a “zero tolerance” – approach to misbehavior. That is, any and all misbehaviors are addressed through redirection or the use of logical consequences that preserve students’ dignity.
- The teacher constantly seeks to reconnect disengaged students to their learning. He or she insists that students stay focused and on-task – but in a way that conveys a commitment to their success rather than a demand for compliance.
- The teacher actively listens to students and seeks to understand their concerns.
Questions for Discussion

The following is a list of suggested questions for engaging in a reflective dialogue with the teacher, either before or after he or she attempts to implement the skill.

Here are some questions that can help teachers debrief the content of the module:

- What was your reaction to this module? What stood out to you?
- What does it mean to be a warm demander?
- In what ways did the content of the module connect to your own experiences as a teacher or student?
- Was any of the information challenging for you? In what way?
- Which of the warm demander actions explored in the module do you think you could begin to implement right away? Which do you think you might need help with?
- Are there any warm demander actions (or strategies) for which you would like to see or discuss examples? Which ones?
- How can I help you moving forward?

If you are going to debrief the module in a group or PLC, be sure to establish some norms or mutual commitments before beginning the discussion. Some helpful norms might be:

- Speak your own truth, but do not attempt to speak on behalf of others.
- Consider the impact of your words on others.
- Recognize that someone’s words may affect you in a way that is different from what was intended.
- Seek to understand the perspectives of others.
- Don’t make assumptions about what other people think/feel/believe. Ask questions.
- Stay engaged.

Standards

InTASC: 3(c) The teacher collaborates with learners and colleagues to develop shared values and expectations for respectful interactions, rigorous academic discussions, and individual and group responsibility for quality work.