Chapter 1: Introduction

Bird's-Eye View

Culturally Responsive Pedagogy

Developing Essential Mindsets and Dispositions
- Working Against Racial Bias
- Affirming Difference & Valuing Background Knowledge
- Teachers as Agents of Change

Associated Instructional Actions
- Using Warm Demand to Build Student Achievement
- Linking Identify and Achievement through Cultural Competence
- Using Critical Consciousness to Challenge Inequality

Transcript:

This is a module on using warm demand to build student achievement. It is one module in a six-part series on culturally responsive pedagogy.

Student Interviews
Transcript:

(On screen): Think about the teacher you were motivated to work the hardest and behave the best for. What was he or she like?

Student 1: She explains everything really good. She makes sure you understand till you know what you have to do, and... she pushes you to do your work so you can do good.

Student 2: She gives me more help when I need it and she asks me if I need help. Like, when I'm not here she shows me what they did when I wasn't here and she explains it.

Student 3: She was always, like, in a positive mood. She was, like, optimistic. She would always try to push us to do something. And it really helped me out, 'cause she didn't give up - she was there. She took the time for each child.

Student 4: She gives us, like, a lot of homework. Like, high school homework - and eighth grade, too.

What is Warm Demand?

“She makes sure that you understand.”

“She gives me help when I need it.”

“She would always try to push us.”

“She gives us a lot of homework.”

Transcript:

Although the students in this video described different teachers, they all had one thing in common. Their favorite teachers pushed them hard academically, but also cared for and supported them.

Their teachers were warm demanders.

A “warm demander” is a teacher who balances 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, 2012; Irvine & Fraser, 1998; Ware, 2006).

In this module, we’re going to begin by exploring the connections between academic achievement, high expectations, and warm demand. Then, we’re going to identify some of the core beliefs that warm demanders operate with. Finally, we’re going to unpack some of the instructional actions that can help teachers enact these beliefs.
Re-defining Achievement

Academic achievement is something greater than test scores. As an outcome of culturally responsive teaching, academic achievement means "student learning" - being able to read, write, speak, and solve problems at increasingly sophisticated levels (Ladson-Billings 1995b, 2011). It is about developing the knowledge and skills needed to assert power and agency in one's *life*, rather than simply the skills needed to get good grades in *school* (Camangian, 2015; Young, 2010).

High Expectations

Teacher doesn’t believe students can do high-level work.

Teacher assigns work that is easy.

Students do not master grade-level standards.

Students internalize negative messages about their own potential.

Transcript:

Achievement is intimately connected to the level of expectation that a teacher holds for his or her students. As multicultural education scholar Geneva Gay states, "If teachers expect students to be high or low achievers, they will act in ways that cause this to happen" (Gay, 2000, p. 57).

Consider this example (see image above)…
Expectations, Bias, Motivation

Teachers’ expectations for students can be affected by stereotypes.

Transcript:

Research has shown that teachers’ expectations for students can be affected by stereotypes and biases - particularly about race, class, gender, and ethnicity (Ferguson, 2003, 2008; Noguera, 2008).

Stereotypes and biases can cause teachers to underestimate the academic potential of different groups of students and to be less invested in helping them improve (Ferguson, 2003, 2008; Noguera, 2008).

This is significant, because students’ motivation is directly affected by the extent to which they believe their teachers care about them and are invested in helping them succeed (Wentzel, 1997; Wentzel & Wigfield, 2009; Wentzel, Battle, Russell, & Looney, 2010).

To dig more deeply into the concept of implicit bias and how to address it, be sure to visit the module entitled Working Against Racial Bias.
Chapter 2: Core Beliefs of Warm Demanders

Core Beliefs

Transcript:

The term “warm demander” was first used by researcher Judith Kleinfeld to describe effective teachers of Athabaskan Indian students in schools in Alaska (Bondy & Ross, 2008; Kleinfeld, 1975). Later, other researchers used the term to describe commonalities among teachers who had reached outstanding academic outcomes with low-income students of color (Irvine & Fraser, 1998; Ladson-Billings, 1995a, 1995b).

Based on our synthesis of the research literature, we found that the actions of warm demanders tend to reflect three core beliefs.

First, that their instruction must be rigorous and relevant.

Second, that students must be held to high expectations for both achievement and behavior.

Finally, that students’ trust and respect must be earned.
Transcript:

We will now delve into each of these core beliefs and explore some of the instructional actions that support them. For the next few minutes, you are going to learn about several strategies that you can use in your own classroom. The idea is not to try to implement them all at once. Rather, it’s to prioritize one or two at a time, based on what you believe would be most helpful for your students.

Chapter 3: Rigor and Relevance

Belief 1: Rigor & Relevance

Transcript:

Here are some actions that reflect the belief that instruction must be rigorous and relevant. Take a moment to read them.
Instructional Actions

My instruction must be rigorous and relevant.

Set rigorous learning objectives based on high expectations.

Plan engaging lessons relevant to the lives and aspirations of students.

(Diaz, 2012; Wiggins & McTighe, 2005)

Transcript:

Warm demanders work to conceptualize the rigor of their content area by analyzing the standards-based knowledge and skills students must master. Then, they “plan backwards” by identifying the learning goals of a given unit, and determining the incremental steps needed to reach them (Diaz, 2012; Wiggins & McTighe, 2005).

They also consider relevance, and work to place rigorous academic content in frames of reference that students will find meaningful. Warm demanders constantly ask themselves the question, “Why do my students need to learn this?” (Ladson-Billings, 2011)

Additional Options

Click to hear advice from an expert.

Vic Diaz, PhD

See examples of actions.

Example

Transcript:

No audio
Optional: Expert Interview

Transcript:

(On screen): What does it mean to combine rigor and relevance?

And so when we’re asking rigor and relevance, I think we’re asking ourselves a couple of questions. One, “Why does this matter in the lives of kids now?” Not just what they might be in ten, fifteen, or twenty years. But also, “How does this connect to where they might be in ten or fifteen or twenty years?” So, one example of examining rigor and relevance - you can think about vocabulary. And I remember a teacher that I worked with once who was really proud of something relevant he thought he had done, which was with his second graders he had taught them the word “dapper.” And, had done that by describing their principal as dressing “dapper.” And he thought, “This is it, right?” This is a very rigorous word - I mean, how many eight-year-olds do you see walking around saying “dapper.” And at the same time, I’m using a local example because I’m saying “My principal dresses dapper.” My question is, “Why does your eight-year-old need to know the word ‘dapper’?” What other words do they actually need to give voice to that reflect actual emotions that they’re having or actual realities they’re experiencing? Words that give them a sense of power and control over their environment. ‘Cause when you’re learning dapper, you’re not learning those other words. So, what are other words that could be more relevant in the lives of your kids that also teach them how words work so they don’t need you to tell them what dapper means - they can figure that out with something like context clues. Or, they know how to use a dictionary. Or, they know how to use a smart phone and can just ask what the word dapper means. So, rigorous and relevant really gets underneath this “Why?” question - why should kids care about this? And not in a way that punts this; ten years from now somebody in college might ask you about this or you’ll be on Jeopardy! and they might use the word dapper and if you don’t know what it means you’re not gonna get the answer right. But, why do you need to learn this right now in your education.
Chapter 4: Holding High Expectations

Belief 2: Holding High Expectations

Transcript:

Warm demanders fundamentally believe that they must hold students to high expectations for both achievement and behavior. Here are some instructional actions that support this belief. Take a moment to read them (see image above).

Action 1

Transcript:

Warm demanders combine two traits that researcher Ronald F. Ferguson (2003, 2007, 2008) calls “high help” and “high perfectionism.” Teachers demonstrate “high help” by showing students that they are always willing to help them, that they welcome their questions, and that they will work tirelessly to ensure they understand the material (Ferguson, 2008).

At the same time, warm demanders exhibit “high perfectionism” by constantly pressing students to reach greater levels of accuracy and quality with their work, and to demonstrate higher-order thinking skills.
(Ferguson, 2008).

**Action 2**

**I must hold students to high expectations.**

- Combine “high help” with “high perfectionism.”
- Take a “zero indifference” approach to misbehavior.
- Refuse to allow students to disengage.

**(Bondy & Reza, 2008; Bondy et al., 2012; Ford & Sassi, 2012; Scharf, 2014)**

**Transcript:**

High expectations for behavior support high expectations for achievement. For this reason, warm demanders gently but firmly insist that students change their behavior if it is interfering with their learning or that of others (Bondy et al., 2012; Ford & Sassi, 2012).

Warm demanders do this by adopting a zero indifference - rather than a zero-tolerance - approach to misbehavior (Scharf, 2014). Zero-tolerance policies require mandatory punishments for behavioral infractions.

By contrast, “zero indifference” means that all misbehavior is addressed, and that the teacher’s response is focused on helping the student behave responsibly. This might involve providing a logical consequence that addresses the specific behavior, or giving the student an opportunity to repair the problem his or her behavior caused (Scharf, 2014).
Action 3

Transcript:

When a teacher consciously allows a student to disengage from instruction, he or she is basically saying, “I’m okay with you not learning right now.”

By contrast, warm demanders are “tough” in the sense that they refuse to allow students to “check out” of the learning process (Bondy et al., 2012). They constantly seek to reconnect disengaged students to their work.

It should be noted, however, that the high standards and demand for hard work are rooted in care, rather than a demand for compliance (Cholewa et al., 2012; Bondy et al., 2012; Ware, 2006).

It’s not “You must do this because I said so,” but rather “You must do this because it will help you learn the skills needed to do things that matter to you, and I’ll be here to support you each step of the way.”
Optional: Expert Interview

Transcript:

(On screen): What does it mean to hold students to high expectations for achievement and behavior?

_I think you need to be very explicit about what you mean by “high expectations” - both for behavior and for academics. And I think that we have to keep in mind both what’s gonna help them be successful in the classroom and outside of the classroom, once they leave the academy. So, I don’t think we do service to our students to hold one set of expectations in the classroom when they don’t mirror the expectations they’re gonna have once they leave. So, for example, if they are coming to class unprepared, or not reading - then you call them on that. And I’m not saying to do it in a disrespectful way, but there are consequences you’ve agreed to. So, one of the things that’s worked well for me in the middle school classroom is we’d set those expectations together._
INTERVIEWER: It also sounds, too, like it was - in terms of how you set this up with students - it was very much, you’re holding them to high expectations but also letting them know they could hold you to high expectations.

Yes! Because I think that’s how you build a community of mutual respect. That it’s not just…that my time is valuable, but your time is valuable, too. And I think that if you recognize that, you get a lot more buy-in from the students. That it’s not this hierarchy that I’m, “My time is more important than yours,” but our time is equally important - yours in your ways, and mine in my ways.

Chapter 5: Building Trust and Respect

Belief 3: Trust & Respect

Transcript:

Warm demanders understand that students’ trust and respect must be earned; they don’t automatically “have it” just because they’re the teacher (Ford & Sassi, 2012). Students must believe that their teachers care about them and are invested in helping them succeed. However, warmth and “care” are not necessarily features of one’s voice, or the feelings a teacher has about his or her students (Bondy et al., 2012). In warm demand, care is an action.

Take a moment to hear a high school student describe a teacher who demonstrated this type of caring.

Here are some instructional actions that support the belief that students’ trust and respect must be earned.

Take a moment to read them (see image above).
**Action 1**

*My students’ trust and respect must be earned.*

- Listen to your students and demonstrate empathy.
- Work to understand lines of similarity and difference.
- Act as an ally to your students.

(Cholewa et al., 2012; Ware, 2006)

**Transcript:**

One way to demonstrate care and earn students' respect is to listen to them and demonstrate empathy. Warm demanders attempt to see their classrooms through the eyes of their students (Cholewa et al., 2012; Ware, 2006). They acknowledge students' feelings and seek to understand their perspectives on a classroom issue or problem.

They understand that the more students feel listened to and respected by their teachers, the more trust and respect they'll have for their teachers (Cholewa et al., 2012).

**Action 2**

*My students’ trust and respect must be earned.*

- Listen to your students and demonstrate empathy.
- Work to understand lines of similarity and difference.
- Act as an ally to your students.

(Forl & Sass, 2012; Gay, 2000; Ladson-Billings, 2000)

**Transcript:**

In the process of building trust, it is important for teachers to understand lines of similarity and difference that exist in their classrooms. They should take the time to engage in dialogue and learn about their students, rather than making assumptions about them (Gay, 2000; Ladson-Billings, 2000).
It’s also important for teachers to demonstrate an understanding that their authority as the teacher is socially constructed (Ford & Sassi, 2012). That is, one’s authority as a teacher comes from one’s actions rather than one’s title. By conveying respect toward students and a commitment to helping them learn - no matter what - teachers can earn their students’ respect in return.

Action 3

My students’ trust and respect must be earned.

Listen to your students and demonstrate empathy.

Work to understand lines of similarity and difference.

Act as an ally to your students.

(Cholewa et al., 2012; Ford & Sassi, 2012; Irvine, 2003; Ladson-Billings, 2009)

Transcript:

Warm demanders act as allies to their students. They acknowledge students’ experiences and build an understanding of the challenges that they are up against. This requires spending time getting to know both their students and the communities in which they live (Cholewa et al., 2012; Ford & Sassi, 2012; Irvine, 2003; Ladson-Billings, 2009). They take action to help address students’ concerns and support them in solving problems they’re facing.
Optional: Expert Interview

Transcript:

(On screen): How can teachers earn the trust/respect of their students, especially if working across lines of racial or ethnic difference?

One of the key words is “earn.” And, we can’t assume that they should respect us just because we are the teacher. Especially some of these kids that have dealt with issues of discrimination or prejudice or not fitting in. I think the trust has to be earned. I think they come to us with a level of distrust if their experiences have led them to such. And so, I think meeting students where they’re at and getting to know them. I invest a lot of time in getting to know my students. And I know, past criticisms when I was in the classroom - or even now at the university level - is, you know, why are you spending a week (or sometimes two weeks) on these activities that I do. You know, writing poems about where they come from, understanding their goals and aspirations for the
future…I don’t see it as a waste of time. I see it as very valuable time for me to be able to then connect the rest of the curriculum in ways that will be relevant to them. And so, my discipline problems would go down in the classroom because they understood that I genuinely cared about where they came from. Group work went a lot smoother because there was a culture of respect in the classroom. And so, I never saw it as a waste of time. I saw it as an investment of time to try to establish that respect.

So many of our teachers live in areas outside of where they teach. They drive in, and they drive out. And I think having the kids see you at the local Wal-Mart, or the local grocery store, or at the park, or at the fair - whatever is part of their community, I think also helps with issues of trust. Especially if you are from a different cultural or linguistic background than the students. So, I’ve worked with a number of communities that were mostly African-American. And, I remember one student in particular saying to me, “You know, you’re Latina and you’re a minority but you don’t know what it’s like to be Black. It’s different. The issues that we face are different.” And it made me realize, it’s very true. And so, again, trying to embed myself in the community as much as I could to try to understand some of the issues. Listening to the parents’ concerns. Listening to the parents’ aspirations for their students helped me understand where they’re coming from. And that also led to the kids having a sense of trust with me that they know I know where they’re coming from.

Review

<table>
<thead>
<tr>
<th>Core Beliefs</th>
<th>Corresponding Actions</th>
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<tbody>
<tr>
<td>My instruction must be rigorous and relevant.</td>
<td>• Set rigorous learning objectives.</td>
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<td></td>
<td>• Plan engaging lessons.</td>
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<td></td>
<td>• Teach and reinforce mindsets.</td>
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<tr>
<td>I must hold students to high expectations for</td>
<td>• Combine high help with high perfectionism.</td>
</tr>
<tr>
<td>achievement and behavior.</td>
<td>• Take a zero indifference approach to misbehavior.</td>
</tr>
<tr>
<td></td>
<td>• Refuse to allow disengagement.</td>
</tr>
<tr>
<td>My students’ trust and respect must be earned.</td>
<td>• Listen to your students.</td>
</tr>
<tr>
<td></td>
<td>• Work to understand similarity and difference.</td>
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<tr>
<td></td>
<td>• Act as an ally.</td>
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</table>

Transcript:

Let's review where we've been and what we've learned.
First, we explored the connections between high expectations, academic achievement, and warm demand.
Then, we identified some core beliefs that warm demanders tend to operate with.
Finally, we unpacked some of the instructional actions that warm demanders can take to enact these beliefs.
Moving Forward

KEE IN MIND

- Warm demand looks different depending on the teacher, students, and context.
- Use the core beliefs of warm demanders to guide your reflection.

Transcript:

Warm demand can - and does - look different depending on the teacher, his or her specific group of students, and the context of his or her school and community. The purpose of this module was to describe some of the core beliefs of warm demanders. These core beliefs - and associated actions - can guide your personal reflection as you enact this approach in your classroom, with your students.

Chapter 6: Case Studies

Resource Overview

Transcript:

This is the Warm Demand and Academic Achievement Resource. Its purpose is to act as an aid for self-reflection and action in the classroom. Take a moment to scroll through and preview it.

This resource suggests strategies that one can use to implement the actions associated with each core belief.
of warm demand. These strategies are intentionally somewhat broad. This is because warm demand cannot be broken down into a specific list of “Say and do these things, but not these things.”

The way that warm demand looks and sounds will necessarily be different depending on the identity of the teacher, the students, and the context of the classroom.

**Chelsea-Before**

**Overview**

![Current challenges:]
- Low academic effort from students
- Lots of incomplete and missing assignments

**Transcript:**

Meet Chelsea. Chelsea teaches language arts at a Title I high school in a large urban area with a racially and socioeconomically diverse group of students. It is her fourth year of teaching.

Chelsea expressed an interest in participating in this project because of a challenge she was facing in her classroom: low levels of academic effort from her students, as evidenced by incomplete and missing assignments and low grades.

She wanted to learn about warm demand in order to boost student motivation and achievement.

Chelsea began by surveying her students to better understand their perceptions of her and her classroom.

Here are some questions she asked. Drag the slider to each question to see how some of her students responded (see image below).
<table>
<thead>
<tr>
<th>Question</th>
<th>Responses</th>
</tr>
</thead>
</table>
| Is the work we do in class challenging?       | • “Yes. The work challenges us to try new types of writing techniques and assignments that require new efforts to complete”  
• “I feel the work we do in Ms. F’s class is a little bit challenging, but teaches the standards we need to know.”  
• “I wouldn’t say the work we do in class is challenging, I would say it is more interesting than challenging.” |
| Do I expect students to work hard in my class?| • “Yes. You keep us on task and make us answer questions to make sure we work”  
• “I feel that Ms. F expects you to work hard and get your work done by the time things are due.”  
• “Yes, because you push us to work harder.” |
| Is my approach to discipline “too rough,” “too soft,” or “just right”? Why? | • “Just right. You get on students when they need it.”  
• “Just right. You’re not too harsh but get to the point and address the problem.”  
• “Maybe sometimes be a little bit tougher to make sure all of us know you are serious.” |
| Can you be yourself in my class?              | • “Due to how open-minded you keep the class and how all opinions are shown to be cared about, I feel individually approved of and praised.”  
• “I feel like I can be myself in Ms. F’s class. She loves when you are being yourself.”  
• “In the class we are able to express ourselves and have fun in an appropriate manner, except when we must be on task.” |

Pause & Think

<table>
<thead>
<tr>
<th>Positives</th>
<th>Challenges</th>
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</thead>
<tbody>
<tr>
<td>Students believe work is challenging.</td>
<td>Students describe discipline as “just right”; believe they can be themselves.</td>
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</tbody>
</table>

Transcript:

The responses from Chelsea’s students illustrate an interesting disconnect.
On one hand, her students feel that the work is challenging and that they are expected to work hard in class. They describe her discipline as “just right,” and feel that they can be themselves in her classroom.

The problem is that - for many students - the positive feelings aren’t translating into work getting turned in, and their grades are suffering.

**Pause and Think:** What might be the source of this disconnect? What warm demander actions might help to address it?

In this video, you’ll hear Chelsea’s reflections and the warm demander actions she decided to prioritize. As you watch, think about whether your diagnosis matches hers, as well as what you would do if you were in her shoes.

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**Transcript:**

It’s really just the larger outside homework assignments. We had a narrative that we had to turn in a couple weeks ago and half of it was in class, and I gave them, like two days in the lab. And they were working. And I was like, “Yes! They’re gonna turn in this assignment. This is fantastic.” And they had to finish it over the weekend. And then, when I’m not physically there with them, you know, when I’m not holding their hand, you know, that’s when they sink.

I think the kids are very…tunnel vision. And they see, “Oh, Ms. Fricker loves me. Great. Fantastic. I’m gonna work for her in class.” And I think, kinda, just like putting a couple windows on that tunnel - I guess, for lack of a better metaphorical term. I think I need to be more transparent in the grading. I think…I have student data folders, but I’m just like, “Ok, go grab them whenever you see fit.” Instead, have designated time to look at your student data folders to see what Ms. Fricker gave you on that grade. Be more transparent with the grades. As I said, the gradebook’s very hard to see, for the kids - they don’t really understand it very well. Heck, I don’t even understand it that well. So, you know, maybe having that more structured time within my classroom to actually have them come talk to me. Just be more aware of their grade, because if I say, “Hey, Johnny, you have an F” that would become on the front of their mind, and then that, I think, will help propel them to work outside of my class.

I have 39 kids; it’s really hard to hear from every single one of them. A lot of them do fall through the cracks. So, I’m really great about having fantastic lessons but I am horrible with exit tickets. That is just like, “Well, we ain’t got time for that because I’m gonna show this video instead.” So I think, you know, instead of all that extra glitz and glamour and stuff, at the end having more exit tickets to really see if they’re getting it that day.
Debrief

• Students engaged and on-task in class, but do not complete work they have to finish at home.

• Possible cause: Irregular communication about grades and academic progress.

Transcript:

Here are two things that Chelsea touched on in her interview (see image above).

Chelsea chose to prioritize one of the strategies associated with holding high expectations: using assessment data - including grades and formative measures like exit tickets - to dialogue with students about their progress.

It should be noted that there was not a single “right” answer to her dilemma. Based on the available information, a case could have been made to focus on other warm demander actions instead. What’s important is to examine data - such as feedback from students and observed behaviors in class - before deciding on an action to prioritize.

Chelsea-After

Overview
Transcript:

Chelsea made a commitment to be more transparent and communicative with students about their performance. After five weeks, we checked back in with her to see how things were going. In this video you'll hear her updates, as well as some of her reflections from this experience.

Video 2

Transcript:

So when the kids - they come get a stamp. I made, like, a paper for them, basically. It had every single kid’s name on there and it said which assignments were there and which assignments were missing. ‘Cause I don’t have time to cover an entire novel in class and also conference with all of them. So while they got their stamps, they were required to look at what they were missing, and if they had questions they could talk to me. But they had to look at what they were missing, and they had to signature off that they saw it. So I kinda did like a two-for-one. I did the conferencing indirectly and the stamp, so that was good. So, I remember saying this last time. We had really big narratives that, like, a large percentage of the class didn’t turn in. And, my really, really low class, they ended up…after doing that method, four additional kids turned in their narratives - and they were four kids that I didn’t think would turn in their narratives.

INTERVIEWER: And that happened after one-on-one conferencing?

Yeah. After I did the whole stamping with Great Gatsby and kinda double-dipping with just like the, “Hey, look at what you don’t have.” And, yeah, I got four more kids turning in since then.

Now that the novel’s done, once a week because - it was easier with the novel. Like, okay, you’re working on your packet. I can come and talk to you almost every other day. But now when we’re doing shorter units, when we’re doing poetry, when we’re doing non-linguistic stuff - whatever - it’s harder for me to talk to them when I’m up front. So I’m thinking of doing more, like, check-ins with that. Like looking at your student data folder more. That also means me being on top of my grading more, so I can give them those scores. And I think that if they know exactly where they stand academically more frequently, that’ll kinda light a fire under them to kind of, move a little more productively.

So I think just, how…being - using that transparency act and being very open and honest with my kids. I don’t have to hide behind the “teacher wall” all the time. I can act…not as a friend but I can at least be a little more open with them. And I think that’s something I’m gonna take away and I’m gonna realize that they will still respect me, and showing…Sometimes you just - it’s like a magic act. It’s like, “I don’t wanna show what’s behind that door.” But, you can show what’s behind that door. And I think the kids…I mean, as far as I’ve been doing the last month they have responded to it. Like, “Okay, here’s the grades. I entered ‘em in. Here you go,
guys. Like, we can have a dialogue. And when you open something up, you can have dialogue. And, you know, when you have dialogue with someone you connect with them better.

Debrief

<table>
<thead>
<tr>
<th>Actions</th>
<th>Reflections</th>
</tr>
</thead>
<tbody>
<tr>
<td>Created system for providing regular feedback on progress.</td>
<td>Confereced with students about grades and performance.</td>
</tr>
<tr>
<td></td>
<td>High expectations apply to teacher as well.</td>
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</tbody>
</table>

Transcript:

Here are some actions and reflections that Chelsea mentioned in her interview.

What’s Next?

Transcript:

In our follow-up meeting with Chelsea, she acknowledged that although things had definitely improved, they were by no means perfect. More students were submitting their work on time than before, but she still faced challenges with missing assignments - especially in her sixth period class.

This makes sense. The actions and strategies we’ve explored in this module are not a “cure” for low student
motivation, and won’t fix problems overnight. However, if a teacher applies warm demander actions consistently and over time, he or she can begin building a culture of achievement in his or her classroom.

Conclusion

Transcript:

Authentic caring is at the heart of warm demand. Fundamentally, warm demanders understand that caring is not something you feel, but something you demonstrate.

We can demonstrate caring through the learning activities we create, through the expectations we hold, through the interactions we have, and through the support we provide to students.