**Module 2 Assignment 2- Handle w/ Care Chapters 1 & 2**

**Chapter 1: Would You Rather I Call Mom or Dad?**

**Sections:**

For this Chapter, the "Eye on Culture in Action sections" that resonated with me were on

pages 15-20 and 20-25

**Related:**

 The section containing pages 15-20 presents information regarding relationships with other staff and administrators and how we put much effort into our work, and sometimes we need to build meaningful relationships with other staff members. Teachers need to show their coworkers support as well as their students. The section **Handwritten notes to staff** on page 15 mentions that a small gesture such as sending an email or writing personal notes weekly to staff members is simple yet meaningful. This enables school leaders to show appreciation and acknowledgment. Students learn better from people they believe care about them and each other. This is very important to me because, as a teacher, you must show the students you care and are there for them and that you and your coworkers have positive relationships.

Students spend the majority of their time with us, and when they see other teachers and staff demonstrating positive relationships, this helps them feel comfortable and safe while knowing everyone is on the same team and there to support them. Another way to have students show gratitude toward the school team is mentioned in the section. **Provide time for students to do the same** on page 15. This explains that it is essential to give students time to also write notes of gratitude. This is a great way to demonstrate a holistic education and show the students that it's a community where everyone appreciates and cares for each other.

 The section containing pages 20-25 discusses what is and is not appropriate to talk about or share while at work in a school. Moreover, being trustworthy and doing what you say you will do is crucial. This plays into being a positive role model for students and our staff. As educators, we must be reliable and keep certain things in our personal lives out of the work and school environment. The students we work with hear more than we think and it is vital as educators to keep things appropriate to the setting. A section that resonated with me was **Be reliable**. On page 20, this discusses how important it is to do what you say you are going to do and be where you say you will be. As educators, we must demonstrate reliability and consistency to our students. This helps build trust and it strengthens our relationships with our students.

The experience that was discussed in the section **That Was Not My Intention (But What Was the Effect)** on pages 20 - 22 was very informative to me; it discusses a story a former principal shared. It discusses how this principal received a phone call from a former student. It tells us about the students' struggle with alcoholism and goes into detail about some of their struggles and life. The importance of being intentional with your words is discussed. As educators, we often impact students more than we know. This is why it is essential to be intentional, kind, and compassionate while also having boundaries while remaining professional.

 **Application:**

 I plan to apply the concepts learned in these sections next year at my new job and when I transition from being a special education teacher to being a Health and PE teacher. As a whole, we must show our coworkers and students appreciation and care. Working and teaching in a positive environment is very impactful for everyone, especially the students. I want to thank my students for showing up and putting in effort weekly. I want my students to know I enjoy having them and that I'm grateful they are there to participate. I want to be intentional when showing other staff members appreciation and gratitude. In my first two years of teaching, I could have been better at this, and I want to improve by thanking a new staff member weekly for what they do.

 Being mindful of how we act and speak around our students and coworkers is so essential. The students we work with absorb everything we do and say, even if it does not seem that way. Moving forward, I want to be mindful of my conversations with staff and students and lead by example by speaking positively and showing genuine care and enthusiasm. I want to improve my ability to talk about myself and others and have a more positive frame of mind, even on challenging days. Moving forward, my goal will be to vent more positively instead of complaining, discussing solutions, and brainstorming with my coworkers and even students when it's an appropriate situation.

**Chapter 2- Core Principle 1: Champion of Students-Culturizing Discipline**

**Sections:**

 For this Chapter, the "Eye on Culture in Action sections" that resonated with me were on pages 41-46 and pages 46-51.

**Related:**

 The section containing pages 41-46 stood out to me: how it discussed clear expectations and setting the tone. It explains how setting the tone for a learning environment is crucial for your and your student's success. It is essential to keep rules, expectations, and respect in mind when setting the tone for your learning environment. We must set rules and expectations for our students that will set everyone up for success in the long run. The section **Focus on Respect** on page 41 stood out to me because it discusses how important respect is and that it takes time to set up procedures and include the students while creating the expectations. I love giving the students creative freedom while promoting a positive learning environment. This allows the students to think critically and discuss what defines respect and how it should be utilized and demonstrated in the classroom.

My favorite section is **Let the students get to know you** on page 41. This section discusses how sharing a little about yourself is essential so they know you as a whole person. I am a firm believer in building relationships with your students, and I think this is the first step in that process. Getting to know each other is crucial to the development of the classroom as a whole.

 The section containing pages 46-51 contained valuable information regarding behaviors. This section was beneficial to me because, as an educator, I'm always trying to improve at managing and handling specific behaviors. At the beginning of the reading, the section **Respond to disrespectful behavior with greater respect** on page 46 discusses how behavior is a form of communication, and it often has a deeper meaning. A strategy mentioned is the younger and more aggressive a student gets, the quieter and calmer an adult should be. And if the student is being more disrespectful, show them even more respect. This is a wonderful strategy that I have used many times as a special education teacher and it typically works well. Modeling appropriate behavior to our students is one of the best learning tools.

The section **Discipline: An Opportunity For Teaching And Learning** on page 47 is insightful; it explains how discipline situations can be made into a teaching and learning experience that is not all negative. Building classroom expectations and practicing these expectations can incorporate learning before discipline. In these situations, it is essential to approach your students with a learning outlook and have them tell you the classroom rules and expectations. Maybe ask them some examples of why these are important. This could be used as a warning and a way to teach your students further instead of just sending them straight to admin or writing them up. This creates bonds and positive relationships with your students. More importantly, it builds trust and lets your students know you are there to teach and guide them, not just yell at them and send them out of the classroom.

**Application:**

 Many good points were brought up in the sections above. These are all things I am trying to implement into my teaching as a special education teacher. As I transition to teaching health and PE, I would like to adjust these points to fit my new role better. When teaching students in a gym, on a field, or in a weight room, some behaviors are more dangerous than those in a classroom. For example, if I had a student who liked to walk out, I could call an admin, and they could intercept the student in or near the building. If you are on a field or gym, it may be easier for that student to escape due to the increased space. I want to provide a safe environment for all my students, starting with understanding specific behaviors and having specific rules and expectations in place that set everyone up for success. Moving forward, I plan to research other strategies that work for PE teachers due to the difference in being a PE teacher, which involves larger spaces and more specialized equipment being utilized by the students.

 Building relationships with our students is so important. Getting to know them and letting them get to know you helps build trust, respect, and comfort. An activity I would like to start doing is discussing classroom rules and expectations while playing a game that helps us all get to know each other. This could be an opportunity to pre-teach rules and expectations while asking questions that help everyone get to know each other. This will help build a bond between everyone while enforcing rules and expectations.