

Cultivating the Warm Demander:

All Children WILL Learn

Core Practices of the Warm Demander

1. Set expectations grounded in clear purpose and reason (p 436)
2. Demand high expectations unapologetically (p 437)
3. Cultivate connectedness through caring & personal relationships (p 437, 443)
4. Create the conditions that will hold down the class so they can be successful (p. 437, 441)
5. Teach with authority in order to build trust and belief in you (p. 437)
6. Accept responsibility (but give reasons grounded in a clear purpose) when you are wrong and/or out of pocket (p 438)
7. Address problematic behaviors right away (p 438)
8. Create and maintain classroom structure with discipline and cultural responsiveness in mind so as to enhance learning (p 439, 441)
9. “Disciplining” in the moment does not have to take much time (p 439)
10. Intersect your high expectations with a positive attitude towards your students (p 440)
11. Know their “hunger” and intersect it with your curriculum plans (p 440)
12. Teach caring & empathetic behaviors (p 441)
13. Ground your high expectations in the reality of your students’ material conditions, history, and needs, but in a way that makes no excuses for them to be successful learners (i.e. hold students accountable regardless) (p 442, 443)
14. Regularly cultivate the culture to achieve so that it becomes the norm (p 442)
15. Focus on creating opportunities to give access to learning versus excluding students (p 444)
16. Act as a cultural bridge and cultivate your insidership in the community over time and through a grounded belief that the purpose of insidership is for positive relationships AND gaining authentic trust in your role as the teacher for their children (p 444, 450)
17. Teach the “standards of behavior” in order to build positive interactions (p 445)
18. Intersect your instruction with setting & maintaining expectations for how to stay focused on task (p 446)
19. When you do inquiry-based or constructivist instruction, ensure you build a strong foundation of the expectations surrounding discipline (i.e. what does it look like to be disciplined towards the learning? (p 447)
20. Believe in yourself that you must cultivate EXCELLENCE through being a) persistent, b) consistent, c) knowledgeable, d) “hungry”, e) innovative, f) creative (p 447)
21. Cultivate the firm belief, desire, and commitment to NOT let your students be illiterate in whatever your subject matter is (p 449)
22. Know you and develop clarity in your cultural & political identity and stance as it relates to teaching (p 449, 450, 451)
23. Be real and grounded in student challenges, but focus on assets in order to “lift as you climb” (p 450)