

Extra Efforts

ACKNOWLEDGMENT IN CLASS

acknowledged good behavior
actively listened without jumping in with judgment
asked what previous experience she has with this subject
challenged her to change a negative self-description
commented regarding a specific academic strength
commented using her name
communicated high expectations for a specific part of school
displayed her hard work
found a place to make her lead
found a way to incorporate her talent/strength into assignment/project
gave her a chance to express opinion without being put down
gave an example in class using her interests
gave meaningful- not generic feedback for an assignment
made sure voice was heard during class discussion
meaningful eye contact with student during lesson
noticed a change in participation and commented
praised effort instead of results/noticed the effort
reinforced quality of work/persistence instead of speed
repeated an earlier question/comment of hers to the class in her name
returned with a response to a question asked by her previously
shared her hard work with the class
used her name in an example

TOOLS FOR TOUGH DAYS

used discipline to build
responded to a cynical comment with concern/interest instead of negativity
empathized with complaints about homework/test/schedule difficulty
apologized to a student
inquired about misbehavior instead of attacking
handled a discipline issue matter of factly instead of harshly
created confidence in the face of mistakes
took a joke instead of reacting negatively

SHOWED SIMPLE CARE

ask for details about a family simcha
left a note of encouragement on her desk
extra comment with a test mark
shared a smile
welcomed back student who was sick
asked about summer plans
asked about hobbies
asked about after-school/Sunday activities
asked about responsibilities at home
gave principal/co-teacher positive update/comment re this student
said hello at school event
stopped student from comparing herself negatively to others
maintained student's privacy with academic/discipline/social issue

HELP WITH ACADEMIC STRUGGLE

acknowledged student's different minhagim/family background
changed example/mashal to prevent unintended pain to student
(orphan/divorce/finances/mental health...

MORE

acknowledged/took seriously a concern with partner work
didn't dismiss a wrong answer off the bat
distributed modified work with sensitivity
modified her test
normalized a mistake
offered individual help after class
persisted in explaining concept to student who didn't get it
responded to a confused facial expression
showed confidence in student who said "I don't understand at all" by asking pointed questions/hearing her thinking to resolve the issue instead of rushing to just re-explain
stayed patient during review when she answered incorrectly; supported her corrected thought process
stayed with her even though complete response took time
supported her participation despite discomfort in a large setting