|  |  |
| --- | --- |
| **Part 3: Investing Students by Developing “I Want” and “I Can”** | |
| *Students are passionate, urgent, joyful, caring and “on a mission” towards a destination that matters to them. They have deep conviction in the destination for the year, understand the role it will play in their future aspirations and can make authentic connections to the importance of daily objectives in reaching both short (i.e. end of summer or end of course goals) and long term goals. This conviction drives an incredibly high level of urgency, where students are the drivers of high expectations and high levels of engagement.* *Students are actively building the intrinsic motivation, confidence and character that will empower them to achieve enduring success.*  *For videos of teachers investing their students in various ways, visit this page of the* [*Culture Chronicles*](http://culture.tfateams.org/investing-students)*!* | |
| Investing students in the content and their futures  (I want) | **Why is your content awesome? What doors will it open for their futures?**   * Think back to your vision and goal for this question. What immediate doors will open as a result of taking your class? What opportunities will this class provide for your students in the near future and extended future? What do you need to do as the leader of your class to guide students towards those opportunities? |
| **How will you communicate the above with your students? (posters, daily videos, real world connections)** |
| **How will you learn the interests your students have around your content so you can relate lessons to that?**   * Get a good understanding of your students’ opinions around your content as a whole using surveys like this science questionnaire:      * Use their surveys from the start of the year to tie what they enjoy doing into the curriculum and/or differentiate the curriculum to suit their interests. |
| **How will you learn about/help your students identify their future aspirations? (surveys, interviews, lessons)**   * One Idea - Have students take a Career Interest Inventory:   + <http://www.nd.gov/cte/programs/career-dev/docs/ApprovedCareerInterestInventories.pdf>   + <http://schoolcounseling.wikispaces.com/Career+Interest+Inventory>   + <https://dlr.sd.gov/lmic/pdfs_and_other_files/cwonders_interest_survey.pdf> |
| **How will you expose students to different types of future paths and jobs those that are related and unrelated to your content?:**   * One teacher uses her warm-ups to connect to student’s futures and discuss opportunities:   + Science Career Mondays, SAT Question of the Day Tuesdays, Science Question Wednesdays (where students hypothesize why something happens and then discuss it), Current Event Thursdays, and TEDTalk/Future Fridays |
| **How will you ensure students can connect the daily objectives that you are teaching to their future aspirations?** |
| Investing students in hard work  (I can) | **How will students keep track of their achievement individually and as a class?**   * View this toolkit of [13 different resources](http://www.tfanet.org/net/myportal/tfanet/teaching/resourceexchange/nonav/resourceprofile?resource_id=c6fdebb1c867415a:-73684d6d:12698fd4102:521e) to get ideas on how you can have students track their progress towards reaching the class vision and accompanying goals. The resource is designed for a mid-year “reboot” for data, but you can definitely browse and use all 13 resources now to create a strong start! |
| **Individual celebrations/incentives for students: (shout outs, awards, reward trips, notes home, etc)** |
| **Class-wide celebrations/incentives for students: (points, etc.)**   * See this resource for more explicit guidance on creating a classroom management system, including a class point system and rewards. |
| **How will you build “I can”?**   * Visit [this page](http://teachingasleadership.org/invest-students-their-families/convince-students-they-can-succeed-i-1#howto) at Teaching As Leadership for very concrete examples on how to build students’ “I Can” in class. * Visit [this page](http://www.tfanet.org/net/myportal/tfanet/resourcelists/detail?id=3d4c2ef2-22e8-4ee1-875a-90be976088b3#tab=1&playlistId=3d4c2ef2-22e8-4ee1-875a-90be976088b3) on TFAnet for Staff Picks on malleable intelligence that includes PowerPoints and articles. |