

## Teacher Expectations

Best practices suggest that the power of positive modeling is an important force in shaping student behavior. The staff at Riverside Brookfield believe that students access their learning through positive relationships with their teachers and recognize the key to being an outstanding school is focusing on the student-parent-teacher triad in order to promote and encourage learning.

### Our Goals for your child are....

*to provide an engaged learning classroom with clearly stated expectations, to be readily available for student questions and assistance, and to teach students the social-emotional skills required for them to advocate for their learning needs and to resolve conflicts and challenges that inevitably occur in all social situations.*

### What does this look like?

- \* Ensuring a fair and safe environment for learning
- \* Presenting clear and concise course outlines with student academic expectations and standards
- \* Communicating classroom behavioral expectations in a direct, concrete manner
- \* Providing flexible opportunities for additional student help
- \* Teaching skills such as goal setting, problem-solving, and negotiation
- \* Teaching Executive Functioning skills and strategies that have been verified through research to improve student outcomes and achievement.



## Academic Resource Assistance

Teachers are available throughout the day in order to provide academic assistance for students seeking to maximize their potential. Students in all grades and of all ability levels are encouraged to take full responsibility for their learning and to advocate for themselves when they need assistance.

**WHILE AT SCHOOL**, students can meet with a teacher outside of the class period if arranged ahead of time. Encourage your student to ask for extra help! All your child needs to do is ask!

**WHILE AT HOME**, suggest that your child go to the school's website to email a teacher for clarification on assignments and for supplemental materials.

**GROWTH MINDSET** - Dr. Carol Dweck in her book Mindset: The New Psychology of Success warns us to avoid praising children for being smart when they do well. Instead praise them for working hard to learn. Send a firm message to your student that, while you know each year in school grows progressively more challenging, you also know that regardless of the difficulty of the material they will encounter, they have the potential to work hard in order to expand their skills and knowledge. Talking to students this way has been proven to reinforce the "growth mindset" that helps people achieve success.

### DOES YOUR STUDENT FEEL HOPEFUL?

"Hope—the ideas and energy we have for the future. Hope drives attendance, credits earned, and GPA of high school students. Hope predicts GPA and retention in college, and hope scores are more robust predictors of college success than are high school GPA, SAT, and ACT scores."

*- The Gallup Student Poll National Report, conducted with America's Promise Alliance, 2009*

### Riverside Brookfield High School

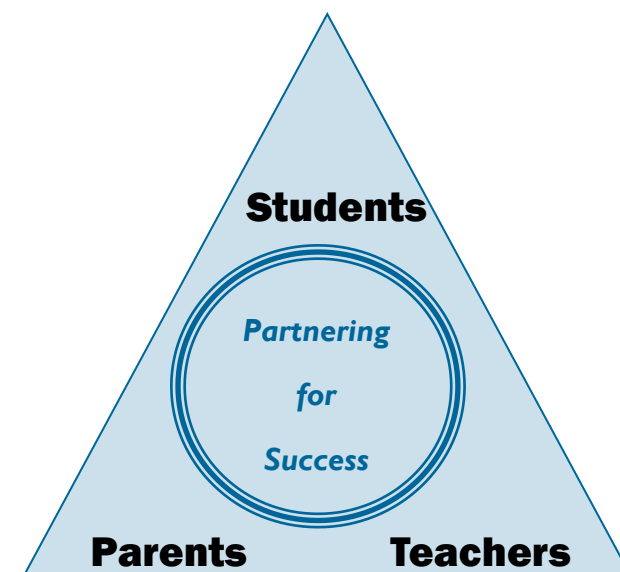
160 Ridgewood Road  
Riverside, IL 60546

**708-442-7500**

Check out the school's website [www.rbhs208.net](http://www.rbhs208.net) for contact information on teachers, counselors, social workers, and administrators. Use the website to learn more about the Skyward student management system and programs such as Executive Functioning and social-emotional learning.

## STEPS TO SUCCESS

### Riverside Brookfield High School's Guide to Maximizing Student Responsibility for Learning



## Student Study Habits

As students, you have an outstanding faculty and staff who are dedicated to your success. In the event that you are having difficulty in class, take a look at what you can do to improve your situation. Check all boxes that apply to you:

### Attendance

- ☐ Do you come to class regularly? Have you missed fewer than 3 or 4 days of class this quarter?
- ☐ Do you connect with your teacher to obtain make-up work?

### In-Class Behaviors:

- ☐ Do you take notes? Are they complete and organized?
- ☐ Are you engaged in your classes? Do you raise your hand, ask questions, and offer responses?
- ☐ Do you write your homework clearly in your Assignment Notebook/Student Handbook?
- ☐ Are you following the Executive Functioning strategies for organizing your materials?

### Out-of-Class Behaviors:

- ☐ Is homework completed on time?
- ☐ Did you invest quality time studying for tests? Did you prepare 2 to 3 days in advance and follow the study guide?

### Seeking Assistance:

- ☐ Have you gone to your teacher for academic assistance outside of your class period?
- ☐ Do you study with your classmates or in a study group? Or have you used an NHS student tutor?

Checking off all of the boxes above demonstrates your ability to strive for academic excellence. Any boxes left unchecked indicates an area in which you could work toward improvement. After you have completed this questionnaire and reviewed your study habits, bring this pamphlet to your classroom teacher for additional help.

## Parent Tools

As parents, you play a vital role in your child's education. In order to increase independence and self-advocacy skills in your child, take some time and investigate the availability of resources at Riverside Brookfield High School.

1. Examine your child's responses to the "Student Study Habits" questionnaire at left. Discuss and help the student understand the following concepts:
  - \* Explain how being on time and in class on a regular basis is important.
  - \* Discuss that learning and retaining knowledge occurs when students participate, take notes, complete homework, ask questions and offer opinions. This is an engaged learner!
  - \* Point out how important it is to prepare for quizzes and tests in advance.
  - \* If your student is experiencing an interpersonal problem with a teacher, talk through their perceptions and direct them to set up a meeting to resolve the issues. Refer to the conflict resolution skills and negotiation skills they have been taught.
  - \* Role play with your student how the teacher meeting could go. Allow them to practice how to identify their needs and how to brainstorm potential solutions.
2. Discuss time management with your child.
  - \* Class load
  - \* Extra curricular activities
  - \* Outside/after school employment
  - \* Socializing in person or electronically
3. Learn about the Executive Functioning strategies that all students are taught at RBHS so that you can reinforce them at home.

## Parent Communications

When parents encounter a problem with their child's academics, the summary checklist below can help bring about a quick and productive resolution. To help your child be successful....

**Step One:** Check all that apply. Attempt a strategy you haven't yet tried.

- ☐ Have you reviewed with your child his/her responses to the Student Questionnaire?
- ☐ Are you checking your child's assignment notebook and monitoring homework daily?
- ☐ Have you and your child looked at the teachers' grade books in Skyward?
- ☐ Have you encouraged your child to meet with the teacher and role played with him/her on how the conversation might go?
- ☐ Have you reviewed conflict resolution skills with your child?
- ☐ Have you directed your child to seek out academic assistance during study hall, lunch, or outside of the school day?
- ☐ Have you talked about healthy choices with your child?
- ☐ Does your child hold a balanced schedule that allows time for extra-curricular activities and after-school responsibilities?
- ☐ Have you contacted the counselor, social worker, or dean for assistance?

**Step Two:** What to do when the above strategies haven't worked to solve the problem.

Taking all of this information into account, set up an appointment for you and your child to meet with the teacher to further problem-solve in order to best ensure your child's continued success.