### Positive Personal Relationships

**How do I foster and sustain strong and supportive personal relationships?**

1. **Feeling Known**
   - Student Names
   - Meet and Greet
   - Student Profiles
   - Student Names
   - Student Check-ins
   - Student Voice and Choice

2. **Creating Group Cohesion**
   - Grouping Formats
   - Tools and Resources
   - Getting Attention
   - Starting Class
   - Ending Class
   - Clear Instructions

3. **Organizing the Learning Environment**
   - Visual Postings
   - Tools and Resources
   - Furniture Arrangement
   - Clear Instructions

4. **Foundational Procedures**
   - Representing to Learn
   - Representing to Learn
   - Representing to Learn

5. **Rigorous, Meaningful Learning Tasks**
   - Value-added feedback
   - Personal Check-ins
   - Student Profile Data
   - Meet and Greet
   - Student Names

6. **Learning Protocols**
   - Whole Group Discussion
   - Turn and Talk
   - Activators
   - Text Protocols
   - Whole Group Discussion

### Organizing the Learning Environment

**How do I purposefully organize my learning environment to support academic engagement?**

1. **Getting Attention**
   - Visuals
   - Student Voice and Choice

2. **Ending Class**
   - Tools and Resources
   - Furniture Arrangement
   - Clear Instructions

3. **Starting Class**
   - Visuals
   - Student Voice and Choice

4. **Clear Instructions**
   - Whole Group Discussion
   - Turn and Talk
   - Activators
   - Text Protocols

5. **Representing to Learn**
   - Whole Group Discussion
   - Turn and Talk
   - Activators
   - Text Protocols

6. **Whole Group Discussion**
   - Whole Group Discussion
   - Turn and Talk
   - Activators
   - Text Protocols

### Rigorous, Meaningful Learning Tasks

**How do I ramp up engagement in order to increase academic achievement?**

1. **Representing to Learn**
   - Whole Group Discussion
   - Turn and Talk
   - Activators
   - Text Protocols

2. **Whole Group Discussion**
   - Whole Group Discussion
   - Turn and Talk
   - Activators
   - Text Protocols

3. **Turn and Talk**
   - Whole Group Discussion
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   - Text Protocols

4. **Activators**
   - Whole Group Discussion
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   - Text Protocols

5. **Text Protocols**
   - Whole Group Discussion
   - Turn and Talk
   - Activators
   - Text Protocols

6. **Clear Instructions**
   - Whole Group Discussion
   - Turn and Talk
   - Activators
   - Text Protocols

### Learning Protocols

**What learning protocols and strategies will support learning and student engagement?**

1. **Text Protocols**
   - Whole Group Discussion
   - Turn and Talk
   - Activators
   - Text Protocols

2. **Activators**
   - Whole Group Discussion
   - Turn and Talk
   - Activators
   - Text Protocols

3. **Turn and Talk**
   - Whole Group Discussion
   - Turn and Talk
   - Activators
   - Text Protocols

4. **Whole Group Discussion**
   - Whole Group Discussion
   - Turn and Talk
   - Activators
   - Text Protocols

5. **Clear Instructions**
   - Whole Group Discussion
   - Turn and Talk
   - Activators
   - Text Protocols

6. **Representing to Learn**
   - Whole Group Discussion
   - Turn and Talk
   - Activators
   - Text Protocols

### Foundational Procedures

**What foundational procedures will support learning and student engagement?**

1. **Student Voice and Choice**
   - Whole Group Discussion
   - Turn and Talk
   - Activators
   - Text Protocols

2. **Activators**
   - Whole Group Discussion
   - Turn and Talk
   - Activators
   - Text Protocols

3. **Turn and Talk**
   - Whole Group Discussion
   - Turn and Talk
   - Activators
   - Text Protocols

4. **Whole Group Discussion**
   - Whole Group Discussion
   - Turn and Talk
   - Activators
   - Text Protocols

5. **Clear Instructions**
   - Whole Group Discussion
   - Turn and Talk
   - Activators
   - Text Protocols

6. **Representing to Learn**
   - Whole Group Discussion
   - Turn and Talk
   - Activators
   - Text Protocols
### Academic Support

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### Restorative and Accountable Discipline and Behavior Support

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**How do I target my academic practices and strategies to meet the range of learners in my classroom?**

**How do I plan for, respond to, and manage behavior concerns and intervene in high-impact situations?**