

## **Chapter 1**

Think about your classroom or campus. What is one behavior you are constantly correcting? How could you reset your expectations?

What can you do to reteach those expectations to students throughout the year?

If you knew you would have visitors in your class or on your campus, what would you address with your students before the visitors arrived? Why not tackle that now?

## **Chapter 2**

What are some ways you can engage some of the disconnected students in your classroom? What content do you teach that could be reworked into an engaging experience for students?

What are some of your personal interests that you could share with your class to engage disconnected or invisible students?

Like students, teachers don't learn by osmosis; they must be taught and allowed to learn and progress over time. Think about your own experience with compliance and student engagement. What do you wish you could go back and tell yourself at the beginning of this week? This year? Your career?

### **Chapter 3**

How do you share what you are learning as a professional?

What successes and failures could you share with them?

What systems and safeguards can you put into place to prevent future isolation from being so likely?

### **Chapter 4**

What would you love to change about your classroom? Your school? Your professional life?

What do you want students to know that is not in your content standards? List a few ideas for making that a reality. List a few people who would be great at helping you out with this.

Revisit your reflections on “Teaching Expectations” and “Hook Your Students.” What do you want to reimagine?

## **Chapter 5**

In what areas is fear driving your decision making?

What would you try if you knew you could not fail?

What whispers need to be shut down on your campus? What are the steps that you can take to help in that process? Write out a timeline for putting this change into practice. Tell someone about it who will hold you to it.

## **Chapter 6**

Everyday interactions are the foundation of campus culture. What are some small, everyday things that can ruin classroom or campus culture? When these show up in your classroom or on your campus, how do you counteract them?

How can you tell when students have meaningful relationships with their teachers? What are those little things that make the difference?

List some specific times during your school day when you want to be deliberate about pursuing everyday interactions. Who are some of the people you will look for? Take a minute to put these reminders on your calendar.

## **Chapter 7**

Write down five blog topics you feel you could write today.

- 1.
- 2.
- 3.
- 4.
- 5.

Write down your fears about sharing your learning. Come back to this in two months. Craft a blog post about how you are working through these obstacles.

Find an inspirational blog post that you really love and write about how you are going to live out the charge the author set forth. Commit to sharing the first post and your response with at least one teacher you work with daily.

## **Chapter 8**

Think of an issue or change to which you strenuously objected, aloud or otherwise, that ultimately turned out well. How did you come to see it differently? What helped you the most?

What's a practice, event, or policy at your school that you don't want to see changed? If you examine the reasons, what do you come up with?

**Chapter 9**

What do you think about the pace you are moving at right now? What is good about it? What might happen if you slowed down or sped up? What refuels you? Time with others? Time alone? An afternoon with your family? Going somewhere? Staying put?

What do you need to give yourself permission to include in your schedule—not as something separate from your work—but as an essential foundation to your work?

Who or what takes the hit when you hit your exhaustion point? What steps can you take to make sure you are not overextending yourself?