

Educator Spotlights:



Shout out to Mr. Bunch, Mr. DeGrezia, Ms. Haggins, Ms. Kaplan, Ms. Lopez, and Mr. McCoy for representing Eagle Brooklyn in the Eagle Network professional development on Tuesday, November 7th. They showcased lessons and best practices around intellectual engagement and assessment. Thank you all for showing the network what Eagle Brooklyn is all about!



Upcoming Events

- 11/13- College Now Field Trip
- 11/13- Varsity Basketball Scrimmage @ 5:30
- 11/13-11/17- Eagle Interims: Math, History, & Science
- 11/13-11/25- Eagle Book Fair in B22
- 11/13 & 11/21 No Town Hall or No Turkey Bowl
- 11/15- Road to Turkey Bowl Finals- No UJIMA/TOWN HALL
- 11/15- Varsity Basketball Scrimmage @5:30
- 11/22- 10th Annual Turkey Bowl & Eagle Thanksgiving
- Eagle Store is now open until 11/17. Contact Mr. Pursoo for more info
- Pick up order forms from Ms. Erica for 10th year Celebration Jackets (see Ms. Thomas for info)

Hot Topics in Education

Excerpt from *When Educators Act In Ways That Foster Student Misbehavior*

“Misbehavior is a form of communication,” says consultant Eric Toshalis “When we feel vulnerable, misunderstood, humiliated, or betrayed, we’re inclined to act out.” So when students misbehave, Toshalis urges us to consider the *context*. “[W]e need to admit the possibility that we sometimes create circumstances in our classrooms that provoke student misbehavior. Admitting this doesn’t absolve students of responsibility for their actions, nor does it make us bad educators if we make a mistake here or there. He addresses five problematic practices:

- *Highlighting ability differences* – Some common teacher actions draw attention to hierarchies: grouping students based on “ability”; not asking higher-order questions of low-achieving students, and never posting their work; cold-calling students to embarrass them and produce compliance; and praising students for intelligence rather than effort. “All these approaches broadcast to students that some are smart, whereas others are, well, not,” says Toshalis. “They compel students to look for ways to avoid situations where they might be labeled ‘the dumb one’... Research has shown that when educators reduce or eliminate experiences that highlight ability differences, student misbehavior tends to decrease.”

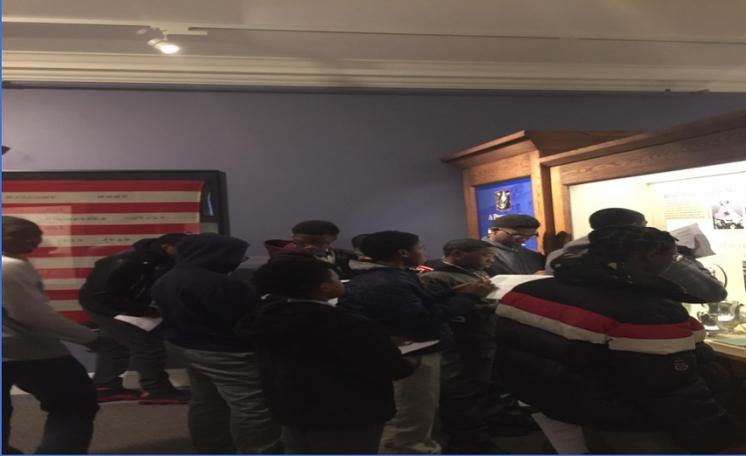
- *Promoting a performance-goal orientation*. Grading homework and classroom assignments attaches high stakes to practice work with which students will naturally have some difficulty. Teachers’ well-intentioned goal is to assess progress and motivate students to work hard, but the message is that it’s about performance, not learning. “Because it’s the answer that matters, not the learning, they will often ask to be spoon-fed the answer rather than try to figure something out on their own,” says Toshalis. The solution is formative assessments for practice work and proficiency-based grading that fosters a mastery-goal orientation.

- *Establishing vague norms* – BE RESPECTFUL is a common rule/admonition posted on classroom walls. “The ambiguity of an expectation like ‘be respectful,’ coupled with its inevitable arbitrary enforcement, will often provoke misbehavior in students...” That’s because students’ definition of “respect” and good behavior may be very different from the teacher’s. Schools need to involve students and families in defining what is meant by respectful, caring, kind, polite, appropriate, and mindful, generate examples and counter-examples, and “frequently revisit and revise whatever behavioral norms you decide on as the year progresses. This invites students into a democratic process that will inspire more expansive ways of taking care of one another. It will also make students want to adhere to the norms rather than subvert them.”

- *Letting students choose their seats* – The rationale is empowering students and helping them feel less dominated. Open seating opens the floodgates to peer segregation, off-task chatting, and then having to move disruptive students. The “in crowd” loudly advocates for choosing seats, but teachers should see their classroom from the vantage point of the marginalized. *Assign seats!* Toshalis advises, guaranteeing students a place that is always theirs, and then mix things up quarterly to foster heterogeneity and intercultural collaboration.

- *Using tired, old scripts* – “Do as I say, not as I do,” “Rules are rules,” “Because I said so,” and “Well, life is unfair.” When we say things like this in response to student pushback, says Toshalis, we’re telling students “that their experience of school (or of us) is invalid, that their insights or critiques are unwelcome, and that their resistance is pointless.” This, too, provokes misbehavior.

Scholar Spotlights



Mr. Foehr's freshman U.S. History class took a trip to Sagamore Hill in Long Island. Sagamore Hill was the home of former president Theodore Roosevelt and was known as the "Summer White House." The scholars received much praise from the Sagamore Hill staff regarding their behavior and engagement with the site.

Mr. Payton's junior AP ELA class went to the Brooklyn Academy of Music's production of the classic William Shakespeare play "A Midsummer Night's Dream."



Congratulations to the junior varsity Eagle football team and coaching staff for their hard work this year. They finished this season with a 4-5 record.

Congratulations to the varsity Eagle football team and coaching staff on their first-round playoff win this Saturday. They defeated Thomas Jefferson 27-0. They play Eagle III (Queens) this Sunday in Queens!

