

Quiet-Friendly Comment Guide

KNOW YOUR STRENGTHS/LEADING FROM THE INSIDE OUT

How do students draw upon their strengths in the classroom?

- Mahatma is deliberate in his thoughts/actions and doesn't rush to make judgements.
- Alessandra is very attentive to details, which serves her well in long-term projects.
- Rosa forms meaningful relationships and is a sought-after partner in class.
- Abraham is a very reflective and self-aware learner.
- Stephanie is an excellent problem solver who thinks deeply before making a decision.
- Aston likes to try multiple strategies and is able to persevere in his work.
- Hannah is an innovative thinker who thrives during independent tasks.
- In his caring and understated way, Harry sets the tone for the class by combining seriousness of purpose, generosity of spirit, and a great sense of humor.
- Jason reflects deeply and processes his ideas before sharing; he leads by modeling this thoughtful approach to classroom participation.
- When Rosa takes time to speak slowly and offer thoughtful reflections, she empowers other students to do the same.
- Isabelle's classmates are drawn to her emotional maturity and calm demeanor.
- When Serena says something, everyone listens because they know she has chosen her words with care.
- John has developed a reputation for fairness amongst his peers as they know he will consider all points of view and not just side with his friends.
- Martha's ability to follow through makes her a sought-after leader for projects.

RESPECTING DIFFERENCES

How do students interact with and support their classmates?

- Albert is mindful of the ways in which his classmates react to one another during classroom discussions.
- Amir is kind and compassionate. He always listens to other's ideas and attempts to include his classmates in activities.
- Hillary has mastered the art of disagreeing respectfully--she never interrupts when a classmate is talking and remains calm during heated debates.
- Although Eva would prefer to spend each recess alone with Cindy, she understands that Cindy often needs to be with a larger group.



MANAGING ENERGY/QUIET SPACES

What strategies do students employ to manage their energy throughout the day?

- Cary can often be found with a book during recess, using this time to recharge for afternoon classroom activities.
- Joe relishes time in the quiet corner of our classroom, playing a board game with his best buddy.
- Jane prefers to start on her homework during recess, allowing her some time to quietly regroup before the afternoon.
- Though Ari is in high demand to join her friends during recess, she often chooses to draw by herself so that she can participate more fully in the rest of the day's activities.

TIME TO THINK

How do students use time in class to process ideas?

- Stephen uses think time to carefully consider multiple ideas and weigh options before speaking.
- Shruti takes time to process content at a deeper level, and her written responses reflect that extra time.
- Nicole is an insightful student who thinks deeply and thoughtfully before responding.
- Mark's thoughtful reflection leads him to take careful steps when tackling problems.
- Matt takes time to access prior knowledge and apply it to new learning experiences, allowing him to make deep connections.
- Lisa reflects on her own understanding and tries different approaches before asking for help.
- Declan weighs options carefully, bringing depth and consideration into problem solving.
- Rachel takes full advantage of thinking and planning time, often writing her thoughts down before discussions begin.

**GROUP WORK**

How do students draw upon their strengths to work with their classmates?

- Susan appreciates time to brainstorm quietly before sharing ideas with her group.
- Lowry is very thoughtful and uses this ability to deepen her classmates' understanding during small group work.
- During group work, Colleen listens well to peers and ensures that everyone has a chance to speak.
- Ahnisa works well in the role of . . . (mediator, recorder, etc).
- Jack asks relevant questions that extend his group's understanding.

LONG RUNWAY

How do students prepare for classroom activities?

- When Emma has “dress rehearsals” for a speaking up in class, she can truly shine.
- Ben comes to speak with me occasionally during our mutual free period. He asks thoughtful questions that indicate that he is thoroughly engaged with the topics we're studying.
- Joe and I have meaningful dialogues about his writing through the comments and questions posted on his Google docs.
- When Priya has a chance to see our topics of study for the week, she is able to prepare fully for discussions and share her ideas confidently.
- Avery uses planning time effectively to unleash many creative ideas.

DEEP LISTENING

How do students show engagement in the classroom?

- While Chloe doesn't always offer answers to questions in class, I can see that she is engaged and understanding concepts through her body language and written responses.
- Jack is an active listener: he captures ideas, asks questions, and restates issues to confirm understanding.
- Maya always looks at the speaker and often indicates her reactions by nodding or shaking her head, so I know she is fully engaged during our discussions.
- Brad welcomes feedback and accepts comments with a positive attitude.
- After listening to someone else, Ellen Claire tries to make sure she understands the comments by restating that person's ideas or asking a question.
- Ethan has made a conscious effort to look at the person who is speaking instead of focusing on finding a passage in his book or writing notes.

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