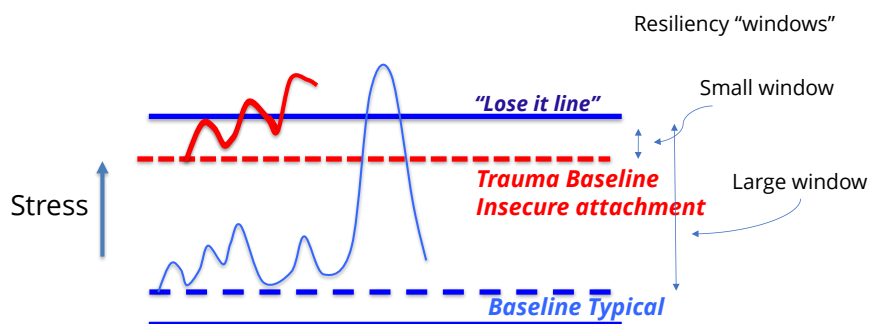


the classroom community. These are the same goals clearly articulated in Washington State's Teacher Principal Evaluation Program.³

Brain science now also provides information that is helpful for effective classroom leadership. Students (and educators) who are good at self-regulating can navigate the ups and downs of a typical school day in ways that are flexible, adaptive, creative, and appropriately responsive. Students who, for whatever reason, are less able to self-regulate will not be able to use their executive functions when the environment is more stressful. They "lose it" or "flip their lid." They are not making "bad choices", they are simply responding impulsively in a manner that is not socially useful. In those moments, it isn't that they *won't* behave. In the moment, they *can't*. The space that an individual has between their usual stress level and the stress level at which they "lose it" is called the *resiliency window*. Practices that help a student create a bigger resiliency window will also help students be more flexible, responsive, and appropriate. These include: regular routines, self-regulation practice, learning emotional language,



building relationships (student to student, student to adult), meaningful work (academic and classroom jobs), learning that mistakes are opportunities to learn, and how to repair or make amends for mistakes.

We can also reframe the concept of discipline to effectively engage young people and teach the social skills necessary to contribute in helpful ways. Jane Nelsen uses the following "Five Criteria for Positive Discipline".



³ In criteria 5, Fostering and Maintaining a Positive Learning Environment (2a, 2b, 2c, 2d) movement from proficient to distinguished is the movement from teacher directed success to student directed success.