Big Idea/ Topic
I Wish My Teacher Knew

Georgia Standards of Excellence Alignment
Health Standard 4: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

Teacher Keys Effectiveness System (TKES) Alignment
Standard 7 – Positive Learning Environment: The teacher provides a well-managed, safe, and orderly environment that is conducive to learning and encourages respect for all. Standard 10 - Communication: The teacher communicates effectively with students, parents or guardians, district and school personnel, and other stakeholders in ways that enhance student learning.

Instructional Design

Define Simply
I Wish My Teacher Knew is a strategy that gives students the opportunity to tell the teacher something about themselves. This learning plan will enhance instruction by allowing teachers to build a meaningful connection with students and allow students to feel connected to the learning environment.

Introduce students to I Wish My Teacher Knew activity by explaining they can either answer anonymously or add their name. This can be something related to academics or their personal life. Decide on a location for students to turn in their card, or this can be an exit activity. Give students thinking time and be available to help with questions.

Model/Demonstrate with Examples
Model an example for students of something I Wish My Students Knew about the teacher. This might be a great opportunity to let students get to know something non-academic about their teacher.
Practice in All Relevant Settings
This activity can be practiced throughout the year with different prompts. Examples may include:
“Someone important to me”
“My favorite place to be,”
“I feel happiest when I”

Monitor & Provide Positive Feedback and Reinforcement
Teachers can reinforce and normalize student sharing by praising students and letting them know how much the teacher wants to get to know them individually. By doing this, the teacher is communicating that students matter, not just for their academic performance, but who they are as an individual. Teachers are helping students feel valued and appreciated as individuals. For example, “Thank you class for being willing to share. I am looking forward to getting to know each of you throughout this year.”

Based on Data, Adjust Instruction & Reteach
Teachers should monitor how well they know their students. One strategy is to go through the class roster at any point throughout the year and mark the names of students whom the teacher does not know their interests or much beyond their academics. The teacher may decide to do another connection-building activity in response to this data, such as a dialogue circle. Additionally, if more focus is needed on a few students, the teacher can use the 2x10 method, which is to spend 2 minutes, 10 days in a row talking about anything the student wants to talk about. For some students, it may be helpful to ask them to run an errand with the teacher so they can walk and talk; this may help make the conversation more casual.

### Evidence of Student Success
- 80% or more of students will participate in the activity without verbal or nonverbal prompts from the teacher. This will build relationships that are positive and productive.

### Student Learning Supports
- This is a universal lesson plan and an effective practice used for struggling students in the Multi-Tiered System of Supports (MTSS) process.
- Some students may need additional support or scaffolding. Consider adapting for the individual needs of the student.
- This concept can be utilized as an online activity. Students can use the whiteboard or other digital options to write their message.

### Engaging Families
- Calling parents and asking them about their child will help build a relationship with families at the start of school and may give the teacher valuable information about their students. It is recommended to take detailed notes and keep them in a secure location for future reference.