

Create an Environment that Engages, Affirms, and Excites All Learners



NC NTSP 2016 Fall Institute

Presenters



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Three Elements of Today's Session



TEACHER IDENTITY

Who you are

TEACHER LANGUAGE

What you say

TEACHER ACTIONS

What you do

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Teacher Identity



- Self-identity/self-awareness is the first step
- Our own identities (background, culture, personality traits, learning styles) impact how we relate to and engage our students
- Before we build relationships with students and create engaging and affirming lessons, we must do some self-reflecting
- This helps eliminate bias and miscommunication and helps us to establish environments that are responsive to the needs of all students

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Teacher Identity



- We have multiple identities and they all contribute to our educator lens
- These identities are not static. They change and consequently impact who we are and how we view others. Constantly self-reflect
- Lack of self-awareness and lack of others identities cause miscommunication which might be viewed as lack of respect or interest; this impacts our relationships with students, parents, and community

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What You Say- Choosing Words, Choosing Worlds



“...the language we choose in our teaching changes the worlds children inhabit now and those they will build in the future.”

-Peter Johnston, *Opening Minds*, p. 7



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Implications of Different Teacher Comments


Johnston, 2004, p. 6

Teacher Comment	“That group, get back to work or you’ll be staying in at lunch.”	“When you are loud like that, it interferes with the other discussion groups and I feel frustrated.”	“This is not like you. What is the problem you have encountered? Okay, how can you solve it?”
Question Answered by Comment			
What are we doing here?			
Who are we?			
How do we relate to one another?			
How do we relate to what we are studying?		[no implication]	[no implication]

Engaging & Exciting



“Children with a strong belief in their own agency work harder, focus their attention better, are more interested in their studies, and are less likely to give up when they encounter difficulties than children with a weaker sense of agency.”

Skinner, Zimmerman, Gembeck, and Connell 1998.

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Engaging & Exciting



Teacher Language

Purpose

“How did you figure that out?”

“What can you do?”

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Affirming



“Drawing children’s attention to their successes and showing them how their decisions and strategic actions were responsible for them increases children’s perceptions of their ability and the effectiveness of their focused efforts.”

Peter Johnston, *Choice Words*, p. 39

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Affirming	
	
Teacher Language	Purpose
“What are you doing as a writer today?”	
“I see you know how to spell the beginning of that word.”	
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Feedback	
	
Process Oriented	Person Oriented
“You tried really hard.”	“I’m disappointed in you.”
“You found a good way to do it; could you think of other ways that would also work?”	“You’re very good at this.”
With your table group, discuss which type of feedback you think would be most beneficial for students. Why?	
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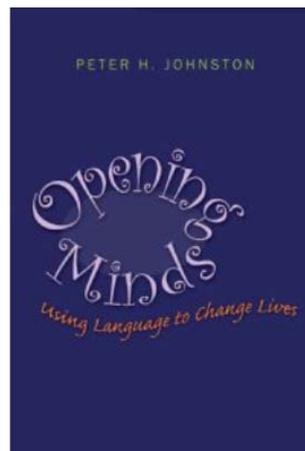
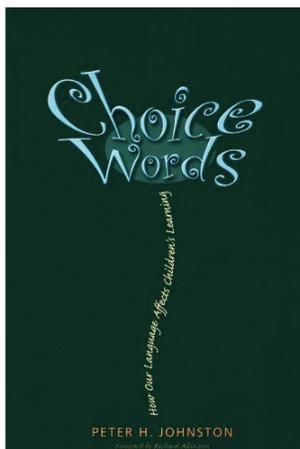


Process/Effort Oriented Feedback

Person Oriented	NEW Process/Effort Oriented
“You are an excellent artist.”	“I notice that you used lots of detail in this part of your picture. How can you use this strategy in the rest of your art?”
“You’re a very good girl.”	
“I am so proud of you!”	
“I’m disappointed in you.”	
“You spelled that word wrong.”	
With your table group, brainstorm process/effort oriented feedback for each of the examples above. Why would your feedback be more beneficial for the student?	

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Resources



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Teacher Actions - What You Do



None of us got where we are solely by pulling ourselves up by our bootstraps. We got here because somebody – a parent, a teacher, an Ivy League crony or a few nuns – bent down and helped us pick up our boots.

Thurgood Marshall



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PERTS Learning Mindsets



GROWTH MINDSET: The belief that intelligence can be developed

BELONGING: The belief that one is respected and valued by teachers and peers, and fits in culturally in one's learning environment

PURPOSE AND RELEVANCE: The belief that one's schoolwork is valuable because it is personally relevant and/or connected to a larger purpose

www.mindsetkit.org

From What We Know About Learning Mindsets from Scientific Research, Mindset Scholars Network, July 2015.

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Affirmation



- Good Things (from Capturing Kids Hearts)
- [My Favorite No](#)
- Shout Outs



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Engage & Excite



- Open-Ended Warm Ups

Closed-Ended

What are the causes of World War I?

Open-Ended

Why do people fight?

Now create your own content-specific open-ended warm up question.

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Engage & Excite



- Goal setting and check-ins
- Relevance Conversations – asking “why” and allowing students to do so
- Choice – assignment/product type, grouping, even lighting

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Inclusive Closers



<p>Triangle – Square - Circle</p> <p>▲ What <i>three important points</i> have you learned?</p> <p>■ What is something that <i>squared</i> or agreed with your thinking?</p> <p>● What is something still <i>circling</i> in your head?</p>	<p>3-2-1</p> <p><u>3</u> things I learned in class: 1. 2. 3.</p> <p><u>2</u> questions I still have: 1. 2.</p> <p><u>1</u> comment about class today: 1.</p>
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****The 3 Ws****

- 1) WHAT?
- 2) SO WHAT?
- 1) NOW WHAT?

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Shout Outs!





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