

Responding to your students with Teacher Sensitivity



2017 Fall Institute

Presenters



Christina Bush, UNC Region, crbush@northcarolina.edu

Jackie Hoskins, UNCG Region, jdcaldw3@uncg.edu

April Shackleford, ECU Region, shackleforda@ecu.edu

Session Outcomes...



Participants will use knowledge of students to inform teaching and learning

Participants will actively engage students in learning

Participants will use assessment to inform next steps for instruction

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So far...



How do you feel?



1. How they feel about the knowledge of they have acquired of their students?
2. How they believe students are responding to classroom environment and content/instruction?
3. How they are managing and monitoring student learning?

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Strategy 1



Summary Statement

Participants will

- reflect on the three Emoji Responses
- create one summary statement using the Emoji Responses.

Sentence Frame

Overall, I feel _____ because _____.

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Strategy 2



Carousel Thinking

Participants will

- Engage in music and movement
- Expand and connect with more partners in order to share with more participants

(The Goal is to make connections and expand knowledge through collaborative efforts)

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Getting Started

Show AND Tell

(Read it – Think about it- Discuss it – Write it – Show it)

Participants will

- select a number.
- silently read the corresponding *Movement Activity* from the handout.
- brainstorm a disengagement signal(s) that is consistently observed in their classroom, discuss it with table partners, Jot thoughts on sticky notes.
- create a Headline for the Movement Activity (using sentence strips)

**Make sure your activity involves movement*

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Brain Based Learning

Environments Shape Our Brain

- physical
- academic
- emotional
- social

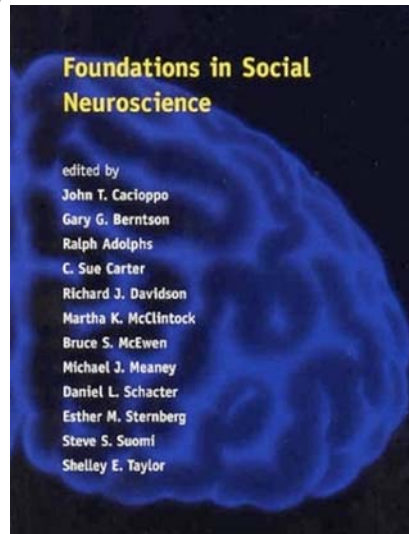


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Brain Based Learning



The effects of social environments on our brains is well established and supported by research



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Brain Based Learning



Social Conditions Influence Us

- Stress levels
- Cognition
- Mood and affect
- Status
- Immune systems
- Self-concept
- Brain Development



Chronic or acute exposure to these effects may create significant brain changes (Cacioppo et al. 2001).

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Sensitivity to Social Conditions



If She Only Knew Me



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Strategy 3



Social Conditions Summary Statement

Participants will

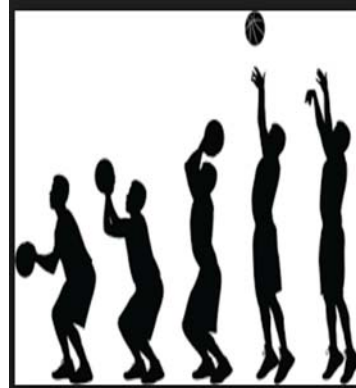
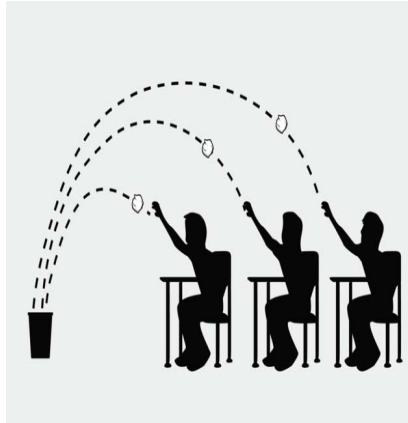
- . Discuss a social condition in small groups
- . Create one summary statement describing the impact a social condition has on learners, learning environments, or learning outcomes.

Sentence Frame

If she/he only knew_____.

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Responding to Student Learning



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Mind and Body Connection



Our body influences our brain
and our brain influences our
body. But they are far more
connected than that.

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Strategy 4 - Describe, Interpret, Anticipate



Proposition	Describe	Interpret	Anticipate
1-Teachers Use Knowledge of students to inform teaching and learning	Describe what they know about their students	Interpret how this knowledge is considered in planning content/instruction	Anticipate challenges or look-fors in student learning

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Brain Based Learning



Show AND Tell


(Read it – Think about it- Discuss it – Write it – Show it)

- . Listen for your number
- . Describe signs of disengagement
- . Tell about your Movement Activity
- . ACT it OUT!!!

**Make sure your activity involves movement*

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Describe, Interpret, Anticipate



Proposition	Describe	Interpret	Anticipate
	Describe the content they teach incorporated with a recent learning task/activity	Interpret how this knowledge is considered in instructional delivery	Anticipate challenges or look for in student learning during a learning segment
2 – <i>Teachers know the subjects they teach and how to teach those subjects to students.</i>			

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Brain Based Learning



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Describe, Interpret, Anticipate



Proposition	Describe	Interpret	Anticipate
	Describe students' response to the learning task/activity	Interpret what this means about student learning and why it is important	Anticipate next steps for the whole group/small group/individual students
<p><i>3- Teachers Are Responsible for Managing and Monitoring Student Learning.</i></p>			

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Brain Based Learning



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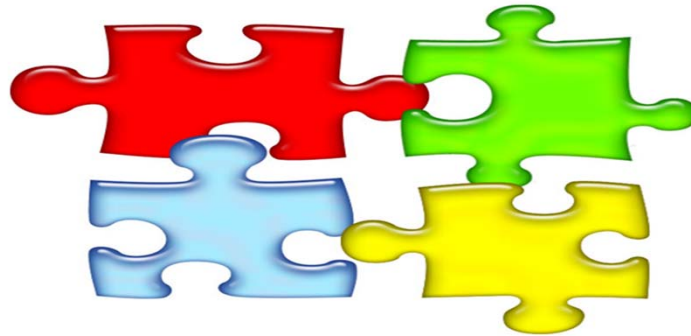
**Make sure your activity involves movement*

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Putting It Altogether



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Putting It Altogether

- Participants will silently read over *Movement Activities* handout
- Participants will identify a *Movement Activity* to respond to a disengagement signal that is consistently observed in their classroom

**Make sure your activity involves movement*

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Closing and Debrief

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