

*Teaching and  
Engaging Students  
with Poverty  
in Mind*

**Eric Jensen**

**Thursday, October 13, 2016**



**Confederation of Oregon School Administrators**

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ERIC JENSEN

ENGAGING STUDENTS WITH **poverty** IN MIND

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TEACHING WITH **poverty** IN MIND

What Does It Mean to Teach and What Schools Can Do About It

PRACTICAL STRATEGIES FOR RAISING ACHIEVEMENT

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## Session Overview

**#1 - Brains Change**  
*(for the worse and for the better)*

**#2 - Achievement Factors**  
*(learn which factors really matter)*

**#3 - Our Next Steps**  
*(it's time for real change)*

### Common (and Effective) Paths

- ✓ Staff as Learners
- ✓ **Collaboration**
- ✓ Instructional Rigor
- ✓ **Relationships**
- ✓ Data Driven
- ✓ **Classroom Climate**
- ✓ Mindsets
- ✓ **Enriching school culture**

## Poverty is...

not a cul\_\_\_\_\_, but  
a **ch\_\_\_\_\_ condition**  
affecting the **mind, body**  
**and s\_\_** resulting from  
multiple adverse **r\_\_\_ f\_\_\_**.

From 2006 to 2015 was *the first time in U.S. history* that our economy went *10 years without a single year of 3% growth*. This *shatters the 80 yr. record of a four-year stretch, during the Great Depression from 1929–1933.*

### The New “Normal”

SOURCE: USDOC <http://www.bea.gov/national/index.html#gdp>

The “New Normal” is this: **51% of All Students in U.S. Public Schools are Poor**

National Average: 51%

PERCENT OF STUDENTS

- 0.0 - 38
- 38 - 42
- 42 - 47
- 51 AND ABOVE

Suits, S. (2015). “A New Majority.” Research by Southern Education Foundation.

Current Cohort of K-12 Students  
in U.S. (in Poverty) is 25 Million;  
This is the Next Generation (poor)



SOURCES: U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), "State Nonfiscal Survey of Public Elementary and Secondary Education," 1999-91 through 2011-12, National Elementary and Secondary Enrollment Projection Model, 1972 through 2023; Integrated Postsecondary Education Data System (IPEDS), "Fall Enrollment Survey" (IPEDS-EF-90-99), and IPEDS Spring 2001 through Spring 2013, Enrollment component and Sultis, S. (2015). "A New Majority." Research by Southern Education Foundation. Accessed at: <http://www.southerneducation.org/Our-Strategies/Research-and-Publications/New-Majority-Diverse-Majority-Report-Series/A-New-Majority-2015-Update-Low-Income-Students-Now>

What do you already know about the  
effects of poverty on your students?



### Poverty Quiz (true or false)

1. Poor people value education about the same as middle class.
2. Most poor are lazy and lack ambition.
3. If you gave the poor money, everything would change.
4. The parents must do more for our kids to learn better.
5. Our schools *already* do their part; it's now *up to the kids* to do more.

Gorski, P. (2010). The myth of the "culture of poverty". In K. Finsterbusch (Ed.), *Annual editions: Social problems*. Boston, MA: McGraw-Hill.

### Bottom Line

- Kids from poverty are often different
- Brains adapt to suboptimal conditions
- But, brains can and do change everyday
- You can facilitate that change
- Students can change if you change first
- You'll have to let go of every single excuse you've ever heard of
- You can ensure your kids graduate
- Today, you'll find out how to do it

Brains  
Can  
Change  
for the  
Better or  
for the  
Worse

Premise

#1

### 3 Common Differences

(in students from low SES  
vs. kids from higher SES)

**Acute/Chronic Stress**

Cognitive Skills

Emotional Support

- ✓ **Stress** (on/off) is healthy for us!
- ✓ **Distress** (chronic) is toxic to our brain and body!
- ✓ **Reality:** Poor children are exposed to: 1) more intense and longer lasting stressors and 2) have fewer coping skills than their higher SES counterparts.



Evans, G.W., Kim P. (2007) Childhood poverty and health: cumulative risk exposure and stress dysregulation.

### Chronic Stress Effects... T or F?

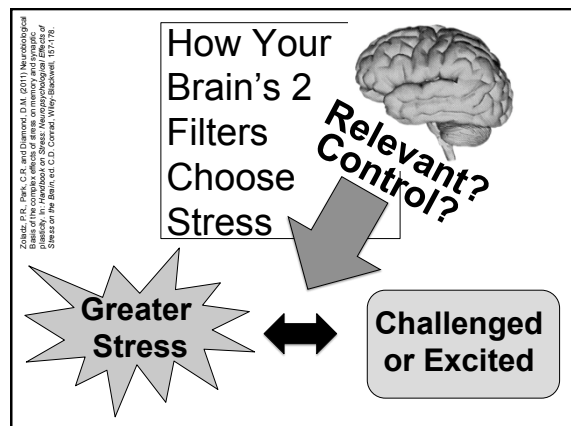
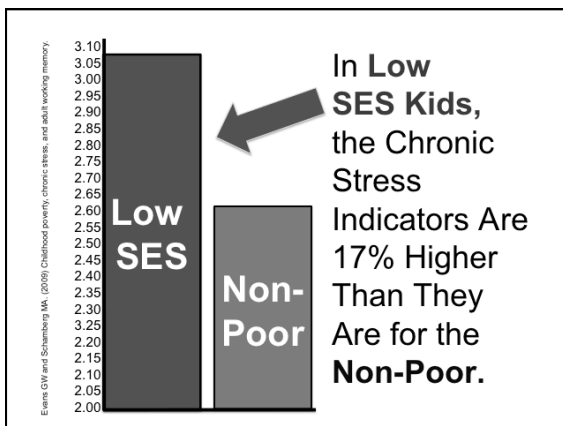
1. Are much worse in the poor (T or F) (Evans GW, Kim P. 2012)
2. Fosters emotional issues (T or F) (Burgess et al. 1995)
3. Can suppress IQ & reading scores (T or F) (Delaney-Black, et al. 2002)
4. Memory losses (T or F) (Lupien, et al. 2001)
5. Causes neuron death (T or F) (De Bellis, et al. 2001)
6. Fosters inappropriate attachments (T or F) (Schore, A. 2002)

**Allostasis** occurs when we re-set our brain's thermostat (our "set point") for metabolic functions

McEwen (2012) The End of Stress As We Know It.

### Two Paths of Maladaptive Response to Chronic or Acute Stress in Your Students

NORMALLY vs. DISTRESS RESPONSES (Cortisol Activations)



The Stress We Experience Is Our Reaction To a Perceived Loss of Control Over an Adverse Situation

Increase the control and our stress goes down

Decrease the control and our stress goes up

Effects of Chronic Stress on Your Students Include:

- Greater impulsivity (blurts, talking back, less reflection, more scattered)
- Confusion with AD/HD symptoms (poor memory, impulsivity & achronica)
- Might be either angry or argumentative
- Apathy: less effort put out in class and seemingly disinterested in achievement

*Manage Your Brain Better*

- Take Action (do something!)
- Write it Down for Later
- 1 Week Rule
- Redirect Your Attention
- Burn off Energy (play/exercise)
- Reframe the Experience
- Let it Go / Meditation / Hug

Greater Student Control

- ✓ Give choice (then “sell” the choices; who, when, where, how, etc.)
- ✓ Encourage input (voice, vision, 1-on-1 time, suggestion box or ask for it!)
- ✓ Provide leadership (team, class, project or group leader or job roles)
- ✓ Student self-assessment control

(Vegan, Luciano, Dajurak, L., Galambos, Nancy L., Keahn, Harvey J., Luchman, Margie E (2015).)

Relationships Can Lower Stress; How Well Do You Connect?

Of all the things researchers have discovered about the value of quality relationships, one of the most surprising is that they are strong mediators of stress. *Good relationships diffuse stress and make your life easier.*

Miller-Lewis LR, Sawyer AC, Searle AK, Maiteny MN, Sawyer MG, Lynch JW. (2014) Student-teacher relationship trajectories and mental health problems in young children. BMC Psychol. 12, 27.

✓ *Making Changes*

*Here's how you help more students graduate:*

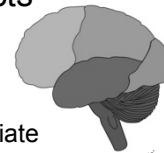
- 1) relationship-building
- 2) giving students more control
- 3) teach stronger coping skills
- 4) learn stress managing skills
- 5) develop effective PLCs

**How are kids from low SES different than those from middle or upper class SES?**

Acute/Chronic Stress  
**Cognitive Skills**  
 Emotional Support

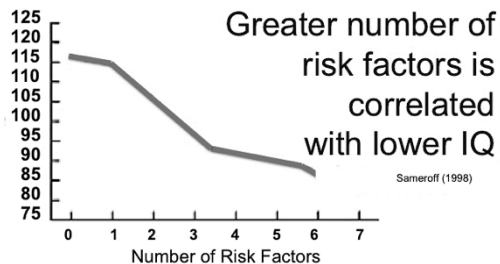
### Understanding the Effects of Poverty on Thinking

- Researchers from Harvard and Princeton found that pressing financial worries had an immediate impact on the ability to perform well on cognitive tests.
- In experiments **using induced money worries**, the drop in cognitive function was comparable to **a 13 point dip in IQ**. Worrying about survival consumes excess “cognitive bandwidth”, researchers said.



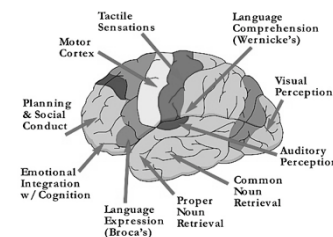
Shah AK, Mulvaney S, Shafir E. (2012) Some consequences of having too little. Science 326: 108-5.

### Can Environment Influence IQ?



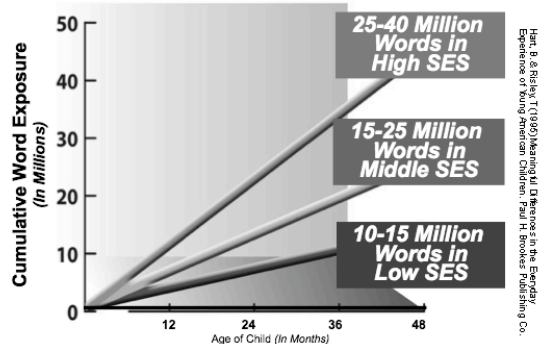
### Brains of Lower SES are Different than those from Higher SES

Areas include those responsible for working memory, impulse regulation, visuospatial, language and cognitive conflict



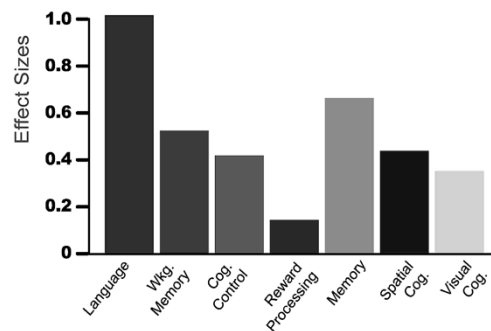
Noble KG, Norman MF, Farah MJ (2005) Neurocognitive correlates of socioeconomic status in kindergarten children. Dev Sci Jan;8(1):74-87

### First Four Years of Language Exposure and Low SES



### Cognitive Functions

How are the brains from poverty different?



**SUMMARY:** The Effects of Cognitive Under-stimulation

- ✓ Lack of vocabulary for school success
- ✓ Poor mood regulation (anger/apathy)
- ✓ Sub-grade level in language and memory
- ✓ Weaker executive functions (impulsivity, working memory, processing, sequencing and locus of control)

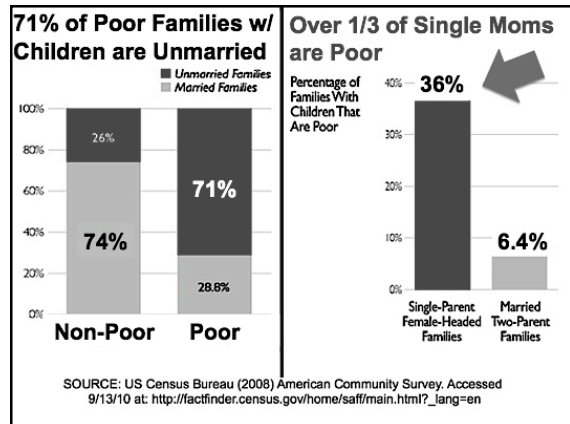
✓ **Making Changes**

*Here's how you can help more students graduate:*

- 1) Boost reading
- 2) Teach & vocabulary daily
- 3) Build thinking & memory

**How are kids from low SES different than those from middle or upper class SES?**

Acute/Chronic Stress  
Cognitive Skills  
Emotional Support



From Ages 0-5 the World is "Downloaded" into the Brain

Highly Immature Frontal Lobes are Unable to Delete or Reframe any Negative Input

Kids "download" the negatives of chaos, disharmony, poor relationships, foul language, poor manners, and weak vocabulary just as quickly and just as automatically as they would any positive or enrichment input.

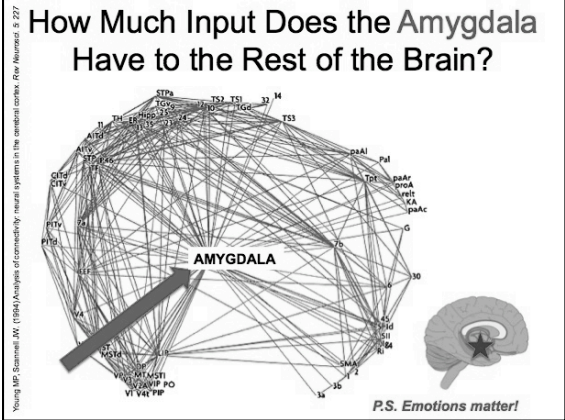
**Stop Assuming that Your Students Already Know How to Behave; Most Don't Know! Teach the Blue Box Skills Daily**



- |                                                                                                                                           |                                                                                                                                                         |                                                                                                                                            |
|-------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------|
| <p>TAUGHT:</p> <ul style="list-style-type: none"> <li>◇ Humility</li> <li>◇ Forgiveness</li> <li>◇ Empathy</li> <li>◇ Optimism</li> </ul> | <p><b>HARD-WIRED</b></p> <ul style="list-style-type: none"> <li>✓ Sadness</li> <li>✓ Joy</li> <li>✓ Disgust</li> <li>✓ Anger</li> <li>✓ Fear</li> </ul> | <p>TAUGHT:</p> <ul style="list-style-type: none"> <li>◇ Sympathy</li> <li>◇ Patience</li> <li>◇ Gratitude</li> <li>◇ Compassion</li> </ul> |
|-------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------|

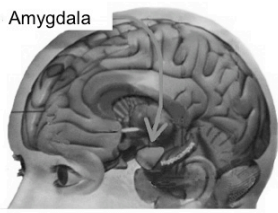
Ekman, P (2016). What 149 Scientists Who Study Emotion Agree About. Perspectives on Psychological Science 11, 31-34



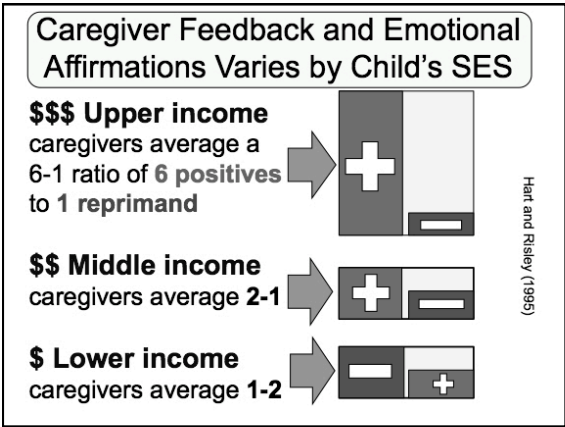


### Fight, Flight or Freeze?

Once the amygdala is activated in class, it takes *at least 30 – 90 minutes* to calm down for quality learning.

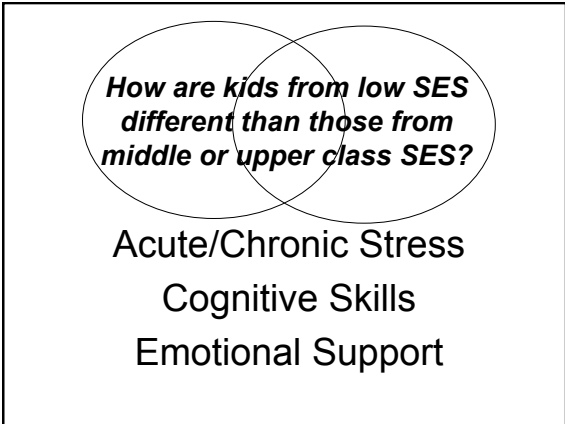


Threats, insults, put-downs and sarcasm activate the amygdala



- ### **SUMMARY:** The Effects of Less Emotional Support
- ✓ Fewer hours of attunement leading to a narrow range of emotional responses
  - ✓ Far fewer experiences with quality emotional punctuation that shape appropriate behaviors
  - ✓ Less trust in adult relationships
  - ✓ More classroom misbehaviors

- ### ✓ Making Changes
- Here's how you help more students graduate:
- 1) relationship-building
  - 2) teach emotional responses
  - 3) foster positive emotions daily



## Session Overview

- #1 - Brains Change**  
*(for the worse and for the better)*
- #2 - Achievement Factors**  
*(learn which factors really matter)*
- #3 - Our Next Steps**  
*(it's time for real change)*

### 2 FREE Gifts: You Get My Best 5 Minute Follow-up Ever!

1. Go to: [www.jensenlearning.com/survey](http://www.jensenlearning.com/survey)
2. Complete 2 minute survey
3. You get 2 FREE gifts as instant downloads ☺
  - ✓ "10 Best Student Achievement Boosters" AND
  - ✓ "How to Get 1% Better Every Week of the School Year in Just 3 minutes"

### What Determines Our Destiny?



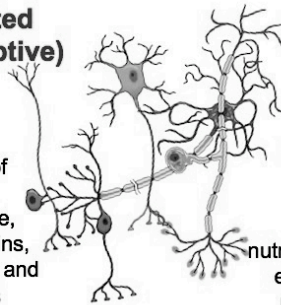
### Neuroplasticity = Brain Changes

#### Unassisted (maladaptive)

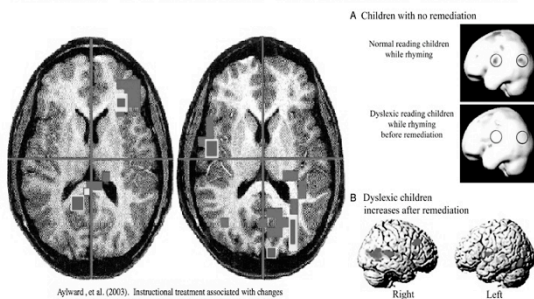
Trauma, brain disorders, addictions of all types, aging, abuse, neglect, toxins, malnutrition and medications

#### Intentional (adaptive)

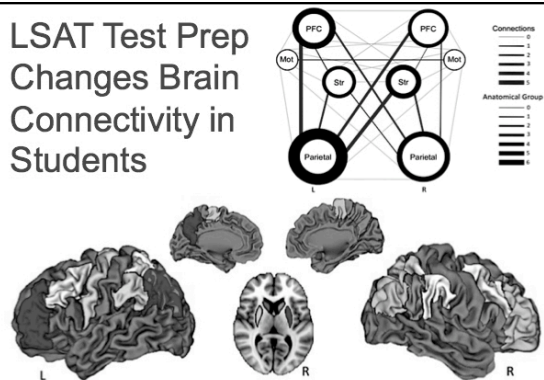
Cognitive training, pharmacology, skills training, non-invasive stimulation, nutrition, exercise, enrichment and neurofeedback

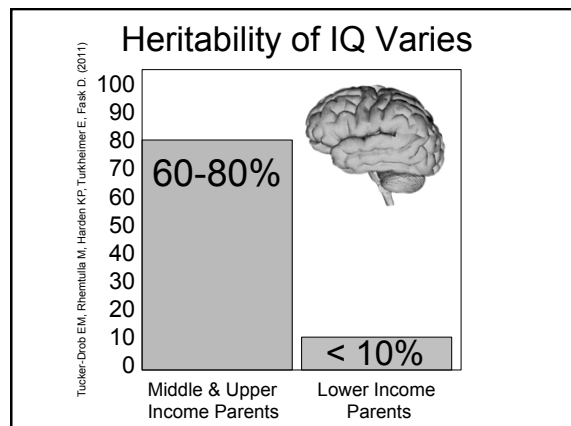
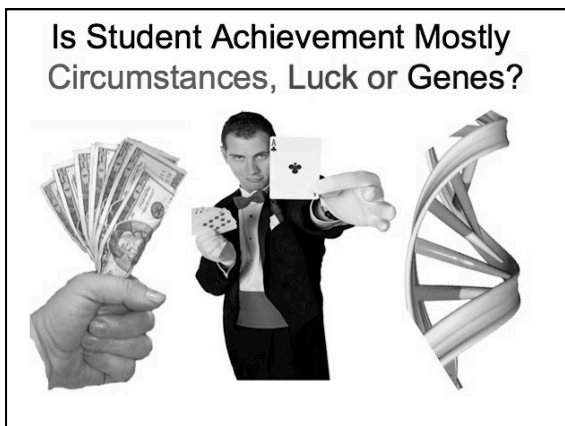
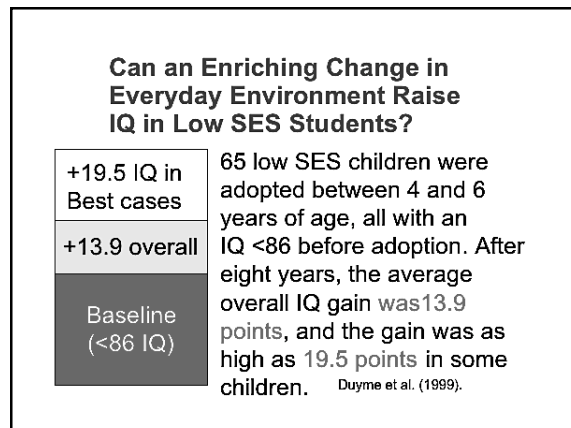
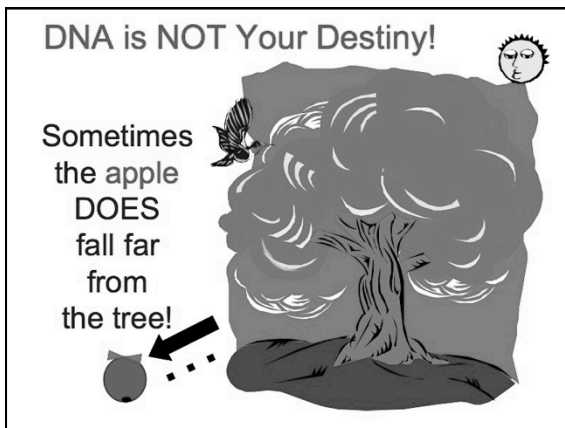
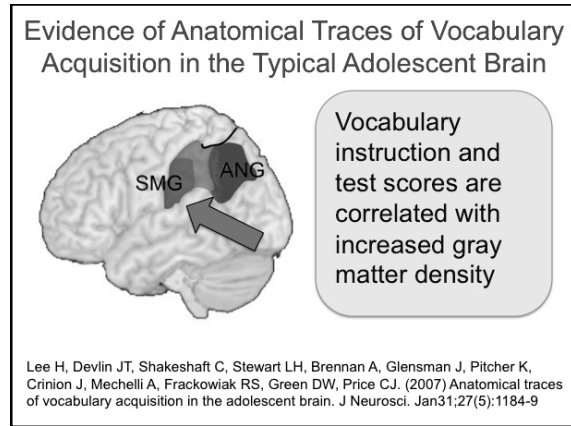
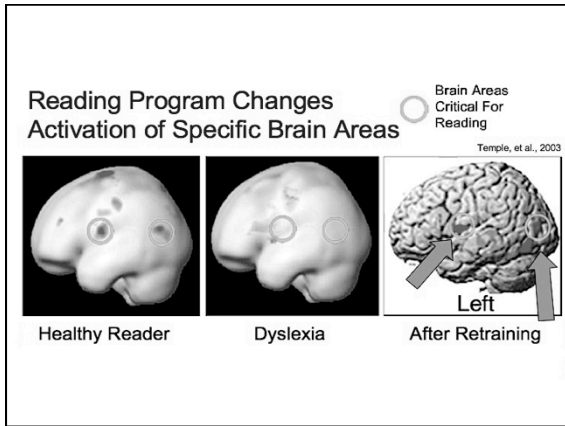


### Smart Teaching Changes Brains



### LSAT Test Prep Changes Brain Connectivity in Students





# Title 1 Effect Sizes

Unless students make 1.5+ years of academic progress for every school year, they may drop out.

**0.00 or less = Negative effect**  
**0.00 – 0.20 = Mild, unclear effects**  
**0.20 – 0.50 = Small-noticeable effects**  
**0.50 – 0.75 = Mod. Effects (1.0-1.50)**  
**0.75 – 2.00 = Strong Effects (1.50+)**

Olejnik, S., & Algina, J. (2000). Measures of effect size for comparative studies: Applications, interpretations, and limitations. *Contemporary Educational Psychology*, 25, 241-286.

# What Research Tells Us About the Effects of Two Factors on Student Achievement

- ❖ **The ave. effect size of low SES is 0.29 – 0.76 (0.57 ave.)**  
(p. 61 from: Hattie, 2009, Ranking of 327 out of 138 factors and Sirin, 2005, pp. 438 on 101, 167 students: RIM sample)
- ❖ **The effect size of teachers varies from 0.32 – 3.70 (0.50 ave.)**  
(Wenglinsky, 2002, Education Policy Archives Analysis) and Korstakopoulos, Nye & Hedges, 2008, "effect is greatest at high SES schools" (e.g. Math = +1.6-1.7 & Reading = +1.6-3.7)
- ❖ **Which is Greater?**

# Does Strong Teaching Matter?

*"If a student had a good teacher (one standard deviation of quality above the mean AYP) as opposed to an average teacher for five years in a row, the increased learning would be sufficient to close entirely the average gap between a typical low-income student and a higher-income student (i.e. one not on free or reduced lunch)."*

Hanushek, E. (2000). The Economics of School Quality. *German Economic Review* 6(3): 289-286

# What Would it Take for You to Close the Poverty Gap at School?

The mean is the average; an effect size of 1.0 = 34 point percentile change in scores

# A Secondary Teacher

WH was a 6-7th gr. Middle School English teacher at a Title 1 school in New Orleans (av. income is \$15k/yr. in her zip code). Her students scored above both the district and state mean and they averaged 3+ years of growth per school year.

# Which Group of Kids Are the "Low Kids"?

**Two Groups of Students in 1st-3rd Grade, Each Group Over 1 Full SD From the Mean**

Ferguson, R.F., (1997). Evidence that schools can narrow the black-white test score gap.

What % Of Graduating Seniors at This All Male Public Urban High School in Chicago Attend College?

- a) 44%
- b) 67%
- c) 78%
- d) 85%
- e) 100%



## MINDSET:

Teachers are the Single Greatest Difference-Maker



### Talking Points So Far

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#### #1 - Brains Change

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*(learn which factors really matter)*

#### #3 - Our Next Steps

*(it's time for real change)*

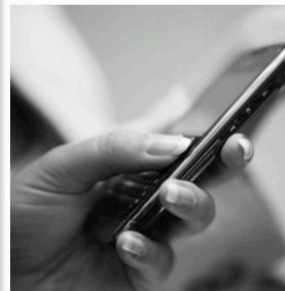
### Free Brain-Based Monthly Newsletter



New research, with practical applications, every month. No charge.

*Simply leave me your name and home email address on any piece of paper.*

### Eric Jensen's FREE Monthly Achievement Newsletter

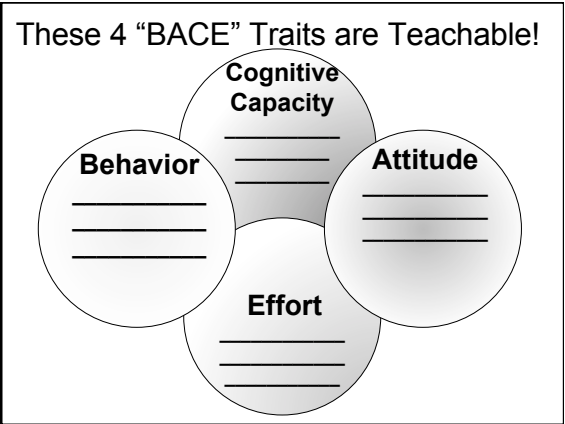


Bonus booklet:  
Top 10 Brain-Based Teaching Strategies


Text ASAP:

**Eric  
to  
96000**

**How Do the Teachers with High Scoring Students Teach Every Day?**



Which School Based Factor  
*(when tested at age 5)* is a Greater Predictor of Academic Success than IQ?



- a) Reading scores
- b) Motivation level
- c) Math scores
- d) Positive attitude
- e) Working memory

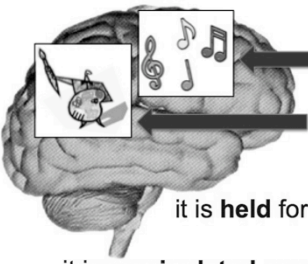
© 2011, 2009 by Linda Ward Beech, Scholastic Teaching Resources. All rights reserved. 101031

- What Skills Matter Most for the Student’s Academic Success?
- ✓ Processing
  - ✓ Attentional focus
  - ✓ Locus of control
  - ✓ Memory (working)
  - ✓ Prioritization
  - ✓ Ordering / sequencing
  - ✓ Deferred gratification

**BUILD  
COGNITIVE  
CAPACITY**



What is in Our Working Memory?



**The content is...**  
**sounds**, called a “phonological loop”  
**OR**  
**pictures**, or visual-spatial “sketchpad”  
**AND**  
it is **held** for seconds or moments  
**AND**  
it is **manipulated** or processed by our brain

## Working Memory

Luethi M., Meier B., Sand C. (2008) Stress effects on working memory.

- ✓ The driver of cognition
- ✓ It is required for every higher order thinking process
- ✓ Students in poverty have weaker working memory
- ✓ Is teachable and you can do it

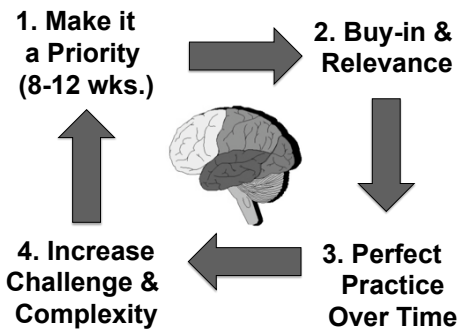
## Meta-Analysis on Working Memory Effect Sizes

- **Elementary effect size = 1.41**
- **Secondary effect size = 0.72 – 1.18**



Aut. Besenbacher M., Gessner C., Jäger M. (2016) 'Practice Effect Size: 2016'

## How Do You Build This Skill?



## Temporary “Workarounds” for NOT Teaching Working Memory

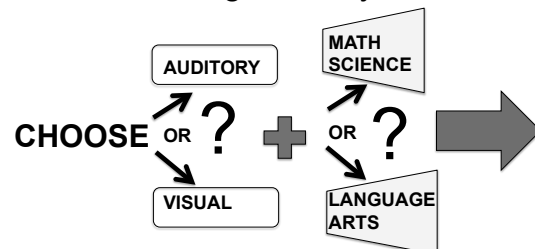
1. Notes
2. Pause
3. Chunk
4. Prime
5. Do a quick, fun physical **activity**

(Bower 1997), (D. Voss et al. 1979) and (Stark 1994).

# Strategies

*Heads-up!* Here’s what you personally can do to improve student achievement...

## Plan Working Memory Boosters



## Key Brain-Changing Factors

- Buy-in
- Meaningful Goals/Evidence of Learning
- Interdependency
- Quick Initial Learning Curve
- Increasing Challenge & Complexity
- Quality Feedback
- Apply 10-14 Min/day.3-5x/Wk. for 8-12 Wks.

## Buy-In Strategies

### K-5 STUDENTS:

The “bigger kid” challenge, fun, teacher enthusiasm, curiosity, be gross, friendship-maker and mystery.

### GRADE 6-12 STUDENTS:

Be edgy/risky, use peer pressure, create a big challenge, embed student interests, stair-step the activity or work with friends.

## Example of Smart Technology Able to Help Students Read

### Use FastForward®

This software builds cognitive skills like memory, attention and processing speed to build brain areas for better reading. It can also remediate the underlying difficulties that keep struggling readers and English language learners from making progress. Raise one grade level in 8-12 weeks. Check it out now at:



<http://www.scilearn.com/products/fast-forward>

## Neuroplasticity is Remapping the Brain. Here are the Rules for Skill-Building:

1. Students absolutely must b\_\_\_\_\_ - i\_\_ to it.
2. Skill must be coher\_\_\_\_\_ to the student with increasing chal\_\_\_\_\_ and comp\_\_\_\_\_.
3. Their brains need error-c\_\_\_\_\_.
4. Students need \_\_\_\_ min./day, 3-5/wk./2mos.
5. Once they get it right, they still need pr\_\_\_\_\_.
6. Skill-building can be strengthened in which subject areas? \_\_\_\_\_

## WM Lesson Planner

1. Content to use is planned
2. Objectives created
3. Evidence of learning listed
4. Buy-in established to use as “hook”
5. Interdependency created
6. Feedback set up
7. Rules of the activity & goals stated
8. Activity begins
9. Ending progress assessed
10. Debrief the learning

## Predictors of Student Success

“I have spent over a decade leading several major projects to understand the link between brain function and education.

\_\_\_\_\_ is the #1 predictor of learning success.”

Dr. Tracy Alloway,  
Journal of Experimental Child Psychology, 2012

- a) Attitude
- b) IQ
- c) Effort
- d) Vocabulary
- e) Working Memory
- f) Prior Year's Grades
- g) Class Behaviors
- h) SES of Parents
- i) Motivation





**SUMMARY:** Executive Functions are Teachable

- ✓ Brains physically change every day
- ✓ Working memory is teachable as both sounds or pictures
- ✓ There are long-term strategies that build attentional focus
- ✓ Short term workarounds include buy-in with peer-driven goals

Guess the % of Students That Graduate From *This* Public School and Go on to Attend College

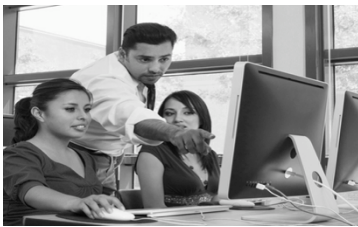
% from Poverty = 100%

% Hispanic = 59%

% African American, Asian and Anglo = 31%

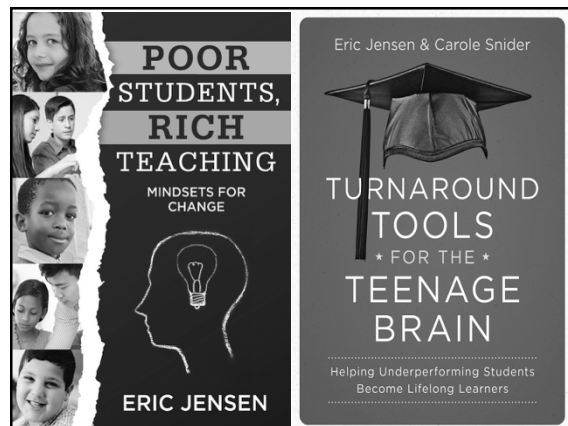


You Pick an Answer...



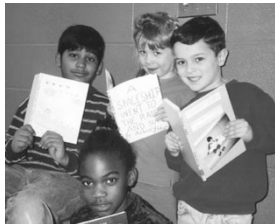
- a) 18%
- b) 29%
- c) 42%
- d) 77%
- e) 96%

“What % of the seniors of this 100% poverty school will go on to college?”



**BOOST HOPE & OPTIMISM**

these factors boost effort



3 Great Climate Builders

- ✓ **Hope, Optimism & Gratitude** fuels the pursuit of goals and reinforces positives
- ✓ **Mindset of Growth and Feedback** is the learner’s belief that he/she can change and grow with quality feedback to foster effort
- ✓ **Engagement** for active, relevant learning

Hoy WK, Tarter CJ, Hoy AW (2006). Academic optimism of schools: A force for student achievement. American Education Research Journal, Sept, 43(3), 425-446. PLUS Mangels JA, Butterfield B, Lamb J, Good C, Dweck CS. (2009) Why do beliefs about intelligence influence learning success? A social cognitive neuroscience model. Soc Cogn Affect Neurosci, 2, 75-86. PLUS Rand KL. (2009). Hope and optimism: talent structures and influences on grade expectancy and academic performance. J Pers. 77, 231-60. Hatte, J.A., & Timperley, H. (2007). The power of feedback. Review of Educational Research, 77, 81-112.

## Key Factors that Affirm Hope

1. Supportive Rel\_\_\_\_\_
2. Repeated Suc\_\_\_\_\_
3. Pos\_\_\_\_ R\_\_\_\_\_ models
4. Af\_\_\_\_\_ by Authorities
5. Setting and getting \_\_\_\_\_
6. Compelling personal vi\_\_\_\_\_
7. Perception that it's getting b\_\_\_\_\_
8. Faith and stories of those who've m\_\_\_\_ i\_\_\_\_
9. Having a vo\_\_\_\_\_ and sharing it
10. Do ser\_\_\_\_\_ wo\_\_\_\_\_ as a class

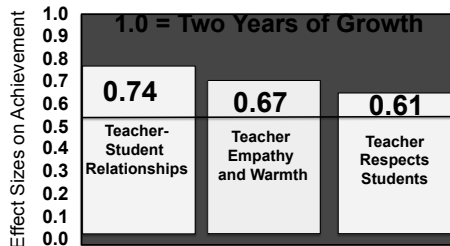


## BUILD RELATIONSHIPS

where they are most needed



## Students Perform Better When Teacher is Empathic, Fosters Relationships and is Supportive



Hattie, JA (2009) Visible Teaching, Routledge, UK  
 SAMPLE: Located 119 studies from 1,450 findings with 355,325 students from 2,439 schools.  
 SOURCE: Cornelius-White, J (2007) Learner-Centered Teacher-Student Relationships Are Effective: A Meta-Analysis. Review of Educational Research, 77,113-143. ALSO: Smith, Hattie, Baker & Bond (2008)

## FAST Relationship Builders

✓ Writing assignment #1  
 (from student to student)...  
 "What my peers don't know about my life away from school."

✓ Writing Assignment 2  
 (from student to teacher)...  
 "What I wish my teacher knew about me..."



## Fast-Track Relationship Builders to Jumpstart the Long-term Process

- ❑ **1 and Done**  
Do 1 favor or connection or show of empathy  
SO powerful, *students remember it well*
- ❑ **2' for 10**  
Invest 2 min./day for 10 consecutive days  
with a student most "needing" a connection
- ❑ **3 in 30**  
Discover 3 things (other than a name)  
about every student you have in 1<sup>st</sup> 30 days

**RAISE STUDENT  
EXPECTATIONS**



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 The Annual Conference of the British Educational Research Association, University of Exeter, England

## How Important are Expectations for Student Achievement?

Student expectations are **MASSIVE 1.44**.  
 Teacher expectations of student success are a staggering **1.03** effect size.

Raise the bar until you gasp for air! Set goals of 100% and stop being afraid to fail.



## Example of Student Dreamers

❖ Dylan Mahalingam (at age 9) founded a nonprofit w/ 24K global volunteers and speaks at the UN on kids issues.



❖ At age 4, Alexandra 'Alex' Scott started Alex's Lemonade Stand Foundation which raised over \$1M for cancer research.



❖ Katie Stagliano, (at age 12) founded Katie's Krops which grows and donates 1000s of pounds of fresh vegetables to the homeless.



## Use Classroom Jobs to Build Hope

List Existing Jobs

New Jobs

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

## College Costs Have Dropped

Still Think Money is an Issue for your Students?



How about a Tuition-Free, Accredited, Non-Profit, Online University?



### Fixed Mindset: What is it?

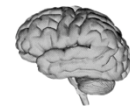
- ✓ I am stuck the way I am now
- ✓ IQ is a fixed, permanent trait
- ✓ Looking smart is important
- ✓ Effort is negative and shows I do not "have it"

### Growth Mindset: What is it?

- ✓ I can grow and change the way I am now
- ✓ IQ is malleable and it can be developed
- ✓ Being a lifelong learner is important to me
- ✓ Effort is a positive, since it shows my commitment and passion



*How Each Mindset Responds to:*



**Fixed/Stuck**

**Growth**

Av\_\_\_\_\_

< Challenges >

Em\_\_\_\_\_

G\_\_ up easily

< Obstacles >

Per\_\_\_\_\_

N\_\_ justified

< Effort >

A "m\_\_t"

D\_\_\_\_\_ it

< Criticism >

U\_\_\_\_\_ it

Threa\_\_\_\_\_

< Others' Success >

Ins\_\_\_\_\_



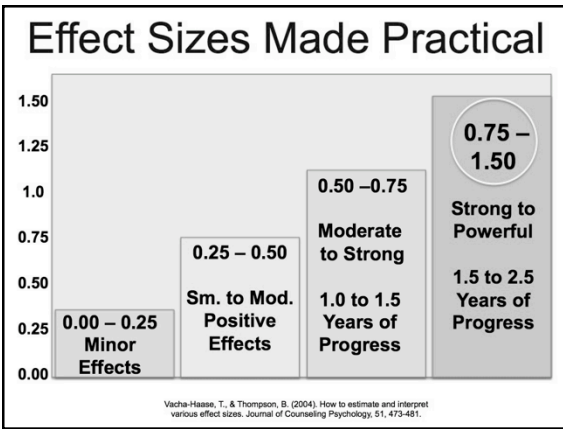
Which of these two have a greater effect on student achievement?

1. “Good job.” \_\_\_\_\_
2. “I like that you refused to give up. That extra **effort** will help you succeed and you may get that job you wanted.” \_\_\_\_\_

**“S-E-A” Feedback = 0.74**

- ✓ **Strategy:**  
“Did I use (or switch to) the best strategy to succeed?”
- ✓ **Effort:**  
“Did I use enough effort?”
- ✓ **Attitude:**  
“Have I used positive self-talk and the growth mindset for this task?”

Mazzone, J. (1988). A Theory-Based Meta-Analysis of Research on Instruction.



**Attribution Says...**  
When you “attribute” cause and effect, the effect size is huge

- Link the behavior to **something you have done in the past**
- Link the behavior to **a probable future outcome**, so you have a strong reason for today’s effort

Dweck, C. S. (1986). *Self Theories: Their Role in Motivation, Personality, and Development*.

### Attribution Training: Linking Success to Particular Factor

High-performing teachers engage this key strategy. The effect size, within a specific area, is a huge 1.42 (over 2 year’s worth of progress).

Dweck, C. S. (1986). *Self Theories: Their Role in Motivation, Personality, and Development*.

## Add Attribution to "S-E-A" Feedback and Get 1.42

- "I loved how you tried many **strategies** on that problem until you got it. *That may help you get the job you want.*"
- "I like that you refused to give up. That extra **effort** may help you reach that goal of yours."
- "Before you began, you thought you could succeed. Bet that positive **attitude** helps you get the job interview you want."

## 3M Feedback = 1.13

- ✓ **Milestone:**  
"Where am I at right now?"
- ✓ **Mission:**  
"Where am I going?"
- ✓ **Method:**  
"What do I do next to reach my goal?"



William, D. & Thompson, M. (2007). "Integrating Assessment with Instruction: What will it take to Make it Work?" In The Future of Assessment: Shaping Teaching and Learning, edited by C.A. Dwyer. Mahwah, NJ: Lawrence Erlbaum Associates.

## What K-3 Students Can Do to Close their Learning Gaps

- ✓ Ask the teacher more
- ✓ Work closer with a neighbor to get help
- ✓ Draw it out or use objects to help learn it



## What 4<sup>th</sup> - 12<sup>th</sup> Graders Can Do to Boost their Learning

- ✓ Work closer with a study buddy
- ✓ Review work and talk it over
- ✓ Summarize the learning daily
- ✓ Preview learning before class
- ✓ Ask more Qs in class
- ✓ Create a mind map/graphic organizer of the content
- ✓ Ask teacher for specific help
- ✓ Look up difficult things
- ✓ Ask parents or go online

### SUMMARY:

#### Attitudes are Teachable

- ✓ Primary core attitudes are hope (optimism) and growth mindset
- ✓ Optimism says the future is bright
- ✓ Growth mindset says, "I can change"
- ✓ Focus on S-E-A (strategies, effort and attitude)
- ✓ You can embed attitudes every day

## ✓ Making Changes

Check the boxes where you are willing to change to help more students graduate:

- 1) Build hope & optimism
- 2) Better feedback
- 3) Teach growth mindset

# CONSISTENT ENGAGEMENT



## Why Student Engagement?

1. Out of all possible “states” (apathy, joy, suspicion, sadness, etc.), only a few support quality learning.
2. Kids are usually not very good at managing their own states in class.
3. The only way you’ll have enough time for your content is to manage your student states.
4. Better student states mean better behaviors, greater buy-in and more engagement from your learners. In fact, engagement is a top 10 factor for student achievement.

Let's brainstorm!

# Strategies

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Take the Challenge  
of the 7 min. Rule

***“ I can and will engage my students in **SOMETHING** every 7 minutes, every day of the school year. Boredom is **NOT** an option - **NOT** on my watch.”***

## Session Review

- #1 - Brains Change**  
*(for the worse and for the better)*
- #2 - Achievement Factors**  
*(learn which factors really matter)*
- #3 - Our Next Steps**  
*(it's time for real change)*

## MINDSET:

“No Excuses” for Failure



Anyone Can Blame Others and Point Fingers... even a 4 yr. old. can do that !

## Reality of Your Career

- Most teachers are caring and want to do a good job.
- But their home lives may be stressed with their own children, bills to pay, health issues, lack of a supportive partner at home and issues at work.
- When life is packed with stressors, many shrink with shame and guilt over *what they have not done*. They feel “less than” for not being at their best every day.



## Some Emotions Impair Your Health and Hurt Productivity

- ❖ Chronic **stress** impairs behavior change (play, hug, do yoga, eat well & meditate)
- ❖ **Guilt** over what you failed to do is TOXIC (forgive yourself; start each new day... FRESH)
- ❖ **Shame** for not being your best is TOXIC (be vulnerable with friends and share ☺)
- ❖ *Forgiveness may be our greatest trait (we are all imperfect... and in this together)*

## Transfer Time!

Take what you have learned and ask yourself how it might apply to your own job.



Which area of your work, in particular, can you apply this to and how would you do it?

## ✓ Review & Commit

Go back to earlier boxes you have checked and select one or two changes that, in retrospect, you are most willing to begin to help more students graduate:

- 1) \_\_\_\_\_
- 2) \_\_\_\_\_

## CONSISTENCY: ARE THESE DAILY PRACTICES?

EMPATHY • BUILD CAPACITY •  
HOPE • BUILD RELATIONSHIPS •  
CONSISTENT ENGAGEMENT  
• BETTER MINDSETS • RAISE •  
STUDENT EXPECTATIONS  
• BETTER FEEDBACK •

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  - “How to Get 1% Better Every Week of the School Year in Just 3 minutes”