

ERIC JENSEN

ENGAGING
STUDENTS WITH
poverty
IN MIND



PRACTICAL STRATEGIES
FOR RAISING ACHIEVEMENT



Confederation of Oregon School Administrators

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ERIC JENSEN

Teaching and Engaging Students *with* Poverty in Mind

ENGAGING STUDENTS WITH **poverty** IN MIND

PRACTICAL STRATEGIES FOR RAISING ACHIEVEMENT

eric@jensenlearning.com

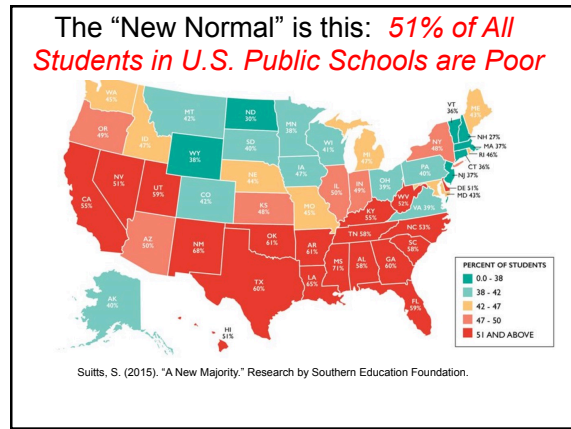
Session Overview

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

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

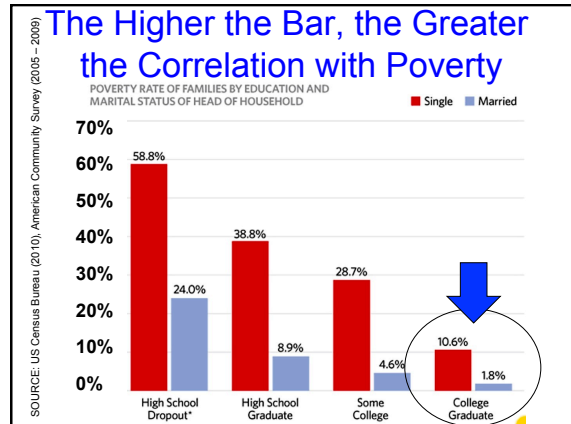
#3 - Working Together
(it's time for real change)

Poverty is...
not a cul_____, but
a *ch_____* condition
affecting the *mind, body*
and s_____ resulting from
multiple adverse *r_____ f_____*.



*Lower Poverty in Our Lifetime?
Here are Top 3 Correlations*

- Federal/State Policies**
economic/social/institutional racism
- Marriage Rates**
having children > age 20
- H.S. Graduation**
better college/career readiness



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-96-99) 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>

Administrator Heads Up

1. **Your follow up**, with your staff, is the single biggest step you can take to help your staff grow
2. This means give them **the time to develop** their changed lesson plans
3. It also means supporting PLCs or **visiting the classrooms** and giving quality feedback

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.

Comparing % Odds of Graduation for Poor vs. Non-Poor (Nationally)

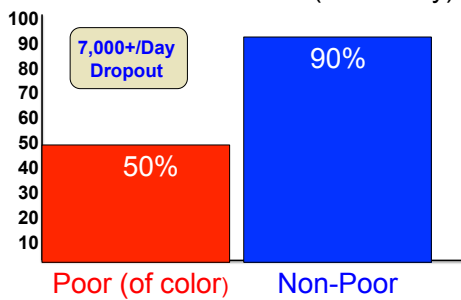


Figure & Lathan, 2009; Pearson & Kumpster, 2008; "New Year's Resolutions for Education Reform," U.S. Department of Education, *Opportunity: From Dropout to College*, Study of Education Achievement Initiative, 19-20

My Gaudy Goal:

100% graduate from high school "job ready" or "college ready"



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

How Teaching Students from Poverty is Different

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)
(Schoore, 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

Healthy Brain Stress Response

Repeated "Hits"

Trauma

Physiological Response

Activity Recovery

NORMAL vs. DISTRESS RESPONSES (Cortisol Activations)

Prolonged Response

Inadequate Response

Hypervigilance; the "In Your Face" stress reactivity disorder

SPECT Scans courtesy Dr. Amen

Under High Stress, Brains Engage in Bottom-Up Decision-Making for a More Reflexive Strategy

"What were you thinking?"

Amsten AF. (2010) Stress signaling pathways that impair prefrontal cortex structure and function

Significant Underactivity in the Brain!

To Succeed, The Teaching Must Be MUCH, MUCH Better!

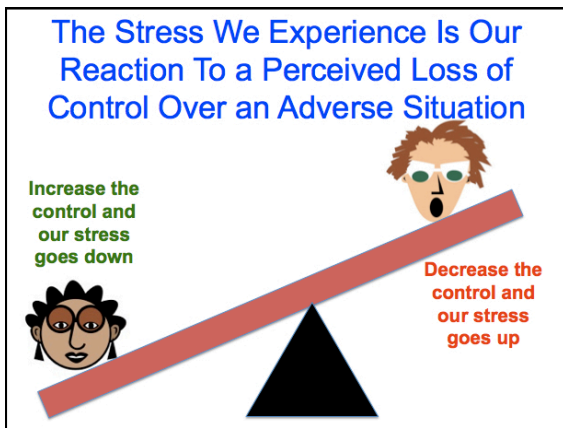
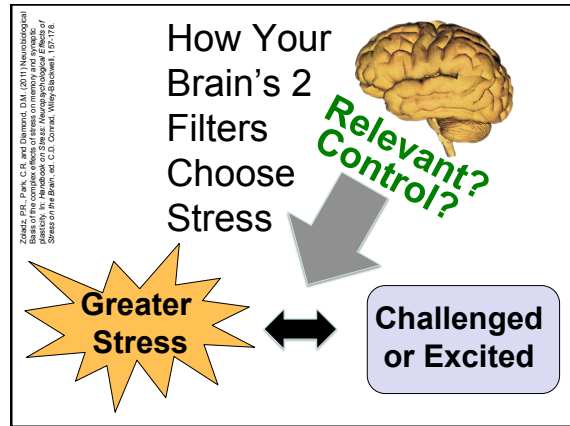
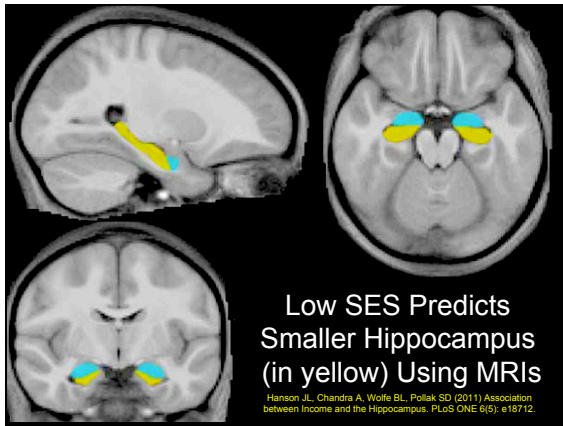
SPECT Scans courtesy Dr. Amen

In **Low SES** Kids, the Chronic Stress Indicators Are 17% Higher Than They Are for the **Non-Poor**.

Low SES

Non-Poor

Eaves GW and Schaberg M. (2006) Childhood poverty, chronic stress, and adult working memory



- SUMMARY: The Effects of Chronic Stress on Students**
- Confusion with AD/HD symptoms (memory, impulsivity & achronica)
 - Might be either angry or detached
 - Academic underperformance
 - Inappropriate classroom behaviors
 - Less effort put out in class

- 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
- (Nagesh Lakshmi, Gayatri L. Gollamudi, Nancy L. Kavan, Nancy J. Lachman, Margie E. 2015.)

Relationships Can Lower Stress; How Well Do You Connect?

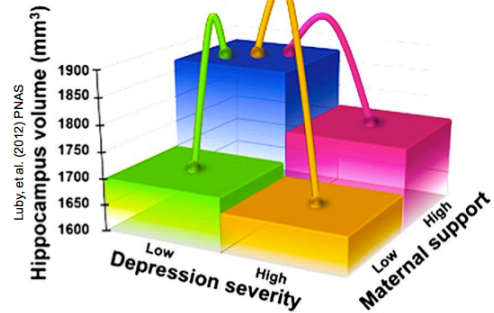
Of all the things researchers have discovered about the value of quality relationships, one of the most surprising is that they are strong



mediators of stress. *Good relationships diffuse stress and make your life easier.*

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

Stronger Relationships & Support Predict Larger Hippocampus



✓ Making Changes

Here's how you help more students graduate:

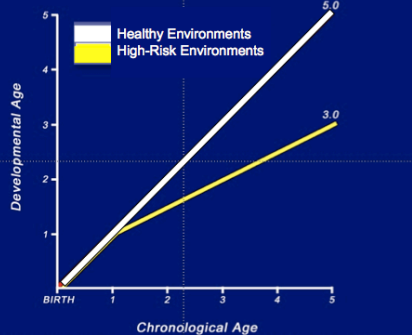
- 1) relationship-building
- 2) giving students more control
- 3) teach stronger coping skills
- 4) learn stress managing skills
- 5) develop effective PLCs

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

Acute/Chronic Stress
Cognitive Skills
 Emotional Support

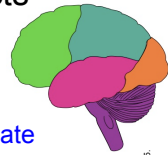
The Impact of Early Environments on Children's Developmental Competence

Pungello et al. (2010) Early educational intervention, early cumulative risk, and the early home environment as predictors of young adult outcomes within a high-risk.



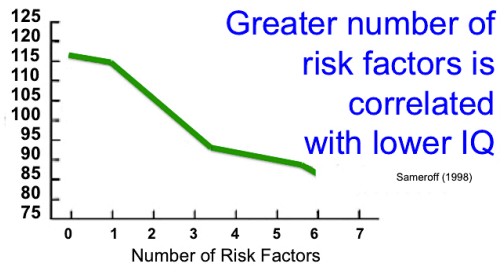
Understanding the Effects of Poverty on Thinking

- 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, Malhotra S, Shafir E. (2012) Some consequences of thinking too little. Science 336(6045):6.

Can Environment Influence IQ?



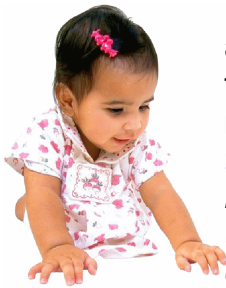
The difference in the amount of parental conversations with kids in families on welfare versus professional families is:

- a) double
- b) triple
- c) four fold
- d) ten-fold



Hart and Risley (1995)

Language Influences Cognition

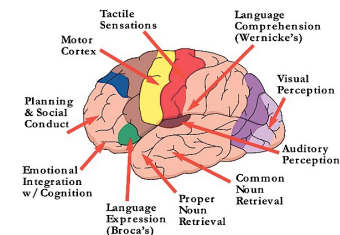


Toddlers from middle and upper income families actually used more words *in talking to their parents* than *low SES mothers used in talking to their own children.*

(Bracey, 2006)

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

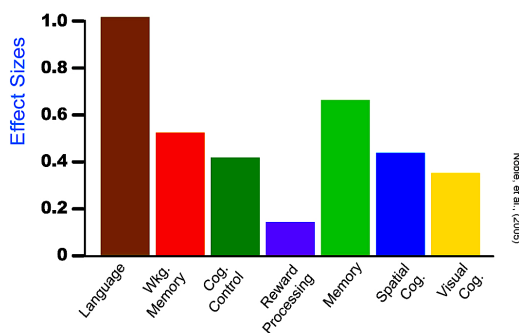
Areas include those responsible for working memory, impulse regulation, visuospatial, language and cognitive conflict



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

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)

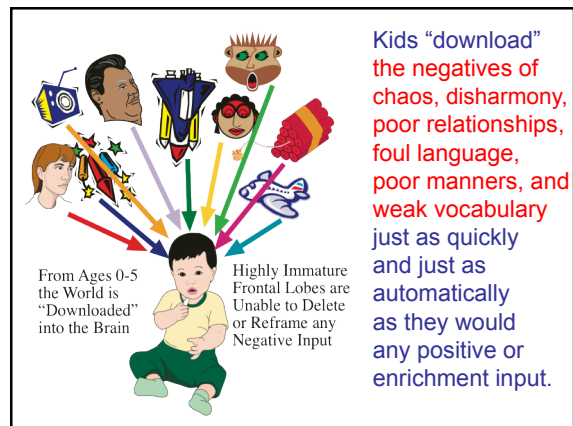
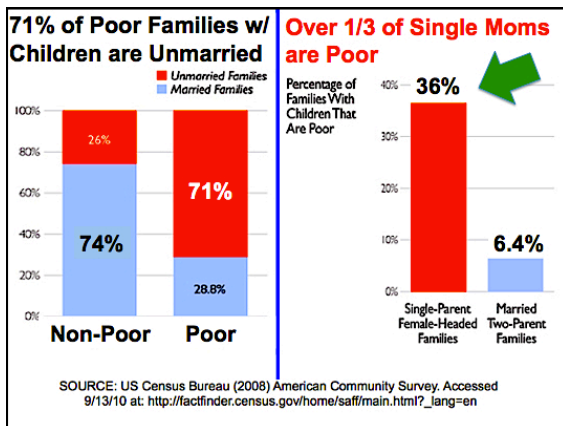
✓ Making Changes

Here's how you can help more students graduate:

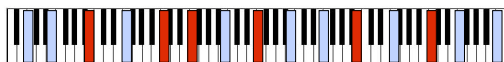
- 1) Boost reading
- 2) Teach & vocabulary daily
- 3) Build thinking & memory

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

Acute/Chronic Stress
Cognitive Skills
Emotional Support



If Options for Healthy Emotions Were Represented by a Keyboard, Many Use Fewer Keys (like those in red)



TAUGHT:

- ◇ Humility
- ◇ Forgiveness
- ◇ Empathy
- ◇ Optimism

HARD-WIRED

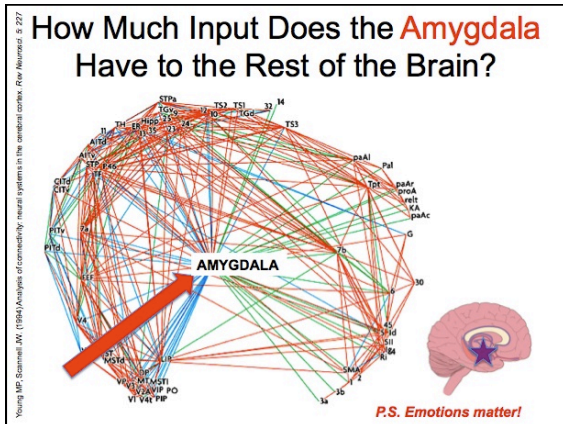
- ✓ Sadness
- ✓ Joy
- ✓ Disgust
- ✓ Anger
- ✓ Surprise
- ✓ Fear + 11

TAUGHT:

- ◇ Sympathy
- ◇ Patience
- ◇ Gratitude
- ◇ Compassion

Ekman, P. (1999). "Basic Emotions". In Dalgleish, T. Power, M. Handbook of Cognition and Emotion. Sussex, UK: John Wiley & Sons



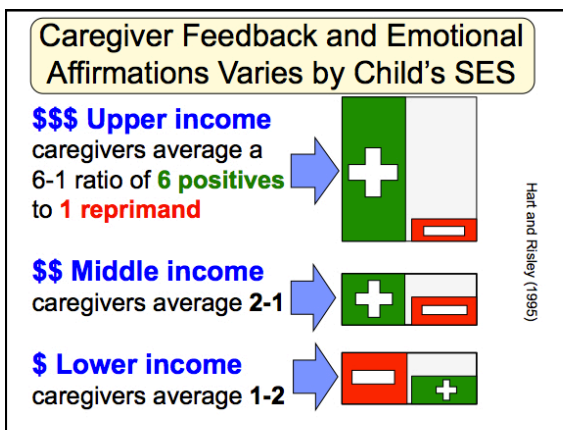


Fight, Flight or Freeze?

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

Amygdala

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) use 3 - 1 ratios (+ to -)

Session Overview

- #1 - Brains Change**
(for the worse and for the better)
- #2 - Achievement Factors**
(learn which factors really matter)
- #3 - Working Together**
(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
2. Complete 2 minute survey
3. Once completed, you'll receive 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?

30-40% Genes **30% Gene/Environment Interaction** **30-40% Environment**

What Actually Changes in Our Brains?

neurogenesis
cell size
cell connectivity
new cell survival
gene expression

neural plasticity

chemical levels
activity distribution
blood flow
glucose metabolism
neural growth factors

Peter Huttenlocher. (2002) Neural Plasticity

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

A Children with no remediation

Normal reading children while rhyming

Dyslexic reading children while rhyming before remediation

B Dyslexic children increases after remediation

Aylward, et al. (2003). Instructional treatment associated with changes in brain activation in children with dyslexia. Neurology 61, 212-219.

LSAT Test Prep Changes Brain Connectivity in Students

Connections

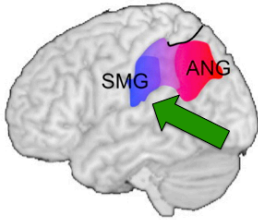
- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 8
- 9
- 10

Anatomical Group

- PFC
- Str
- Parietal
- Mob

Mackey AP, Miller Singley AT, Bunge SA. (2013). Intensive reasoning training alters patterns of brain connectivity at rest. J Neurosci. 33, 4796-803.

Evidence of Anatomical Traces of Vocabulary Acquisition in the Typical Adolescent Brain



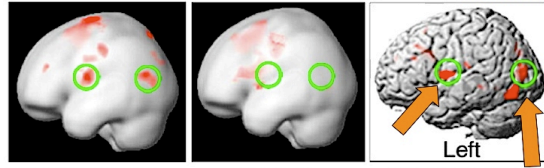
Vocabulary instruction and test scores are correlated with increased gray matter density

Lee H, Devlin JT, Shakeshaft C, Stewart LH, Brennan A, Glensman J, Pitcher K, Crinion J, Mechelli A, Frackowiak RS, Green DW, Price CJ. (2007) Anatomical traces of vocabulary acquisition in the adolescent brain. *J Neurosci.* Jan31;27(5):1184-9

Reading Program Changes Activation of Specific Brain Areas

Brain Areas Critical For Reading

Temple, et al., 2003

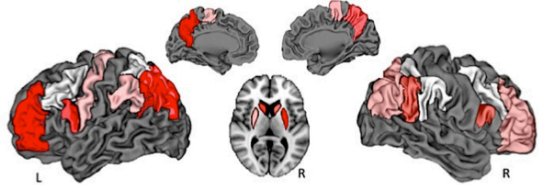
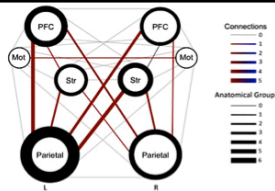


Healthy Reader

Dyslexia

After Retraining

LSAT Test Prep Changes Brain Connectivity in Students



Mackey AP, Miller Singley AT, Bunge SA (2013). Intensive reasoning training alters patterns of brain connectivity at rest. *J Neurosci.* 33, 4796-803.

DNA is NOT Your Destiny!

Sometimes the apple DOES fall far from the tree!

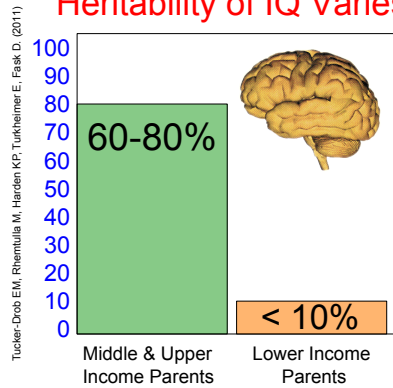


Can an Enriching Change in Everyday Environment Raise IQ in Low SES Students?

+19.5 IQ in Best cases
+13.9 overall
Baseline (<86 IQ)

65 low SES children were adopted between 4 and 6 years of age, all with an IQ <86 before adoption. After eight years, the average overall IQ gain was 13.9 points, and the gain was as high as 19.5 points in some children. Duyme et al. (1999).

Heritability of IQ Varies



What is an Effect Size?

Effect size is a standardized measure of the *relative size of the gain (or loss)* of an intervention.

0.00 or less = Negative effect

0.00 – 0.20 = Mild, unclear effects

0.20 – 0.40 = Small-moderate effects

0.40 – 0.60 = Moderate-Strong

0.60 – 2.00 = Strong to Extreme

Coe, R. (2002). "It's the Effect Size, Stupid. What effect size is and why it is important." Paper presented at the Annual Conference of the British Educational Research Association, University of Exeter, England, 09/12-14/02.

What Research Tells Us About the Effects of 3 Factors on Student Achievement

- ❖ **The average effect size of SES is 0.57-0.76**
(Ranking of 32nd out of 138 factors, Hattie, 2009) and Wenglinsky, 2002)
- ❖ **The average effect size of a teacher is 0.98.**
(Wenglinsky, 2002. Education Policy Archives Analysis)
- ❖ **Teacher effect size is even greater at a Title 1 school**


SES
0.57-0.76

Teacher
0.98

Title 1 Effects
+ 1.4
to
+ 3.7
Greater

Math = +1.4-1.7 and Reading = +1.6-3.7, Konstantopoulos, (Nye & Hedges, 2004)

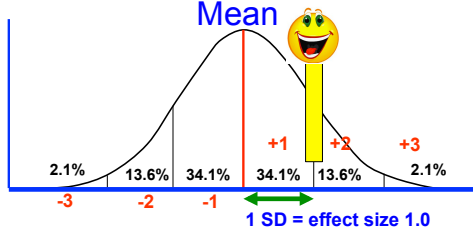
Hanushek, E. (2000). The Economics of School Quality. German Economic Review 6(3): 289-298



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)."


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



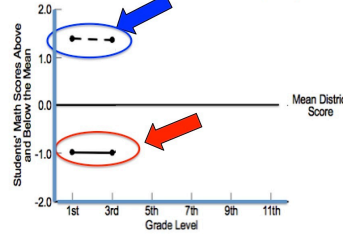
The mean is the average; an effect size of 1.0 = 34 point percentile change in scores

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.

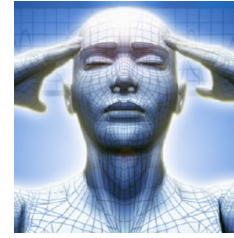
How Much do Teachers Matter?



Recent research suggests approximately **50-60%** of the variation in the performance of students comes from their school experience with the remaining being due to genes, student background, homelife or random influences.

Cuttance, P. (1998) International handbook of educational change. Quality assurance reviews as a catalyst for school improvement in Australia, eds Hargreaves A, Lieberman A, Fullan M, Hopkins D (Kluwer, Dordrecht, Netherlands), Part 2, pp 1135-1162. Text passage from pp. 1158-1159.

Visualize This School...



- 100% of kids are on free & reduced lunch.
- 96% begin with reading skills *below grade level*.
- The neighborhoods are so dangerous, parents requested extra security for the student's transit.
- 100% of the kids are in the highest known risk population in the country for dropping out.

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%

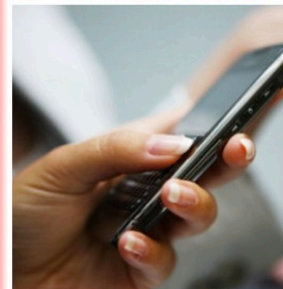


Talking Points So Far

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(learn which factors really matter)
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(it's time for real change)

Eric Jensen's FREE Monthly Achievement Newsletter



Bonus booklet:
Top 10 Brain-Based Teaching Strategies

Text ASAP:

**Eric
to
96000**

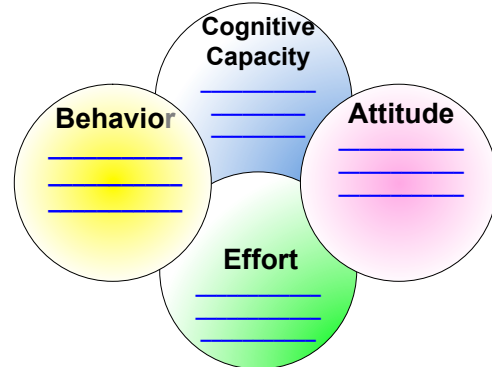
Free Brain-Based Monthly Newsletter



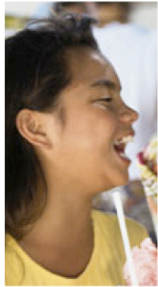
New research, with practical applications, every month. No charge.

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

These 4 “BACE” Traits are Teachable!

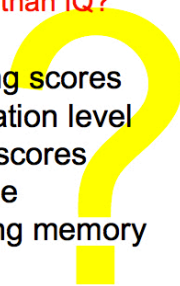


Which Factor, (When Tested at Age 5) is a Far Greater Predictor of Student Success at Age 11 than IQ?



Alloway, T.P. & Alloway, R. G. (2010)

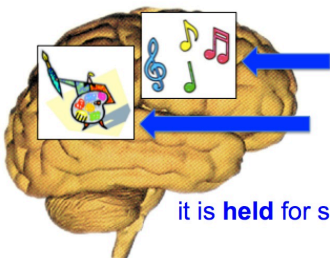
- a) reading scores
- b) motivation level
- c) math scores
- d) attitude
- e) working memory



What Skills Matter Most for the Student’s Academic Success?

- ✓ Processing
- ✓ Attentional focus
- ✓ Locus of control
- ✓ Memory (working)
- ✓ Prioritization
- ✓ Ordering / sequencing
- ✓ Deferred gratification

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

- ✓ 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

Ludwin, M., Meier, B., Sandel, C. (2008) Stress effects on working memory.

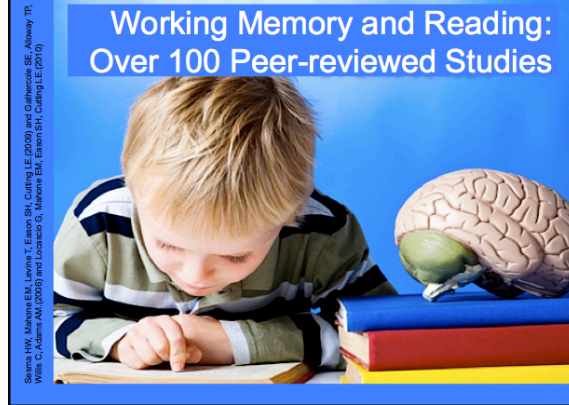
Meta-Analysis on Working Memory Effect Sizes

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



Ayl, Barchewitz M, Duncan GJ, Jiang JSM (2015) Psychology Bull. Rev. 2015.

Working Memory and Reading: Over 100 Peer-reviewed Studies



Serra HW, Malone EM, Levine T, Eisner SH, Collins LE (2010) and Gathercole SF, Alloway TP, Willis C, Adams AM (2009) and Lozano G, Malone EM, Eisen SH, Collins LE (2010)

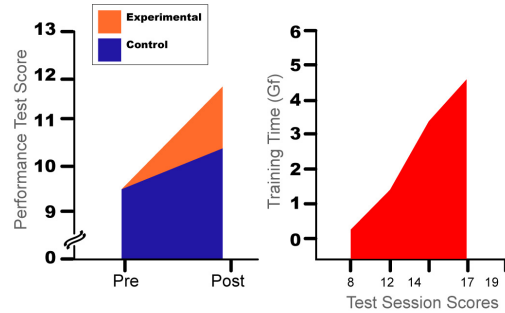
Working Memory and Math Correlation? Over 100 Studies

Studies have demonstrated that working memory is a “launchpad” and top predictor in mathematics achievement in primary school age children.



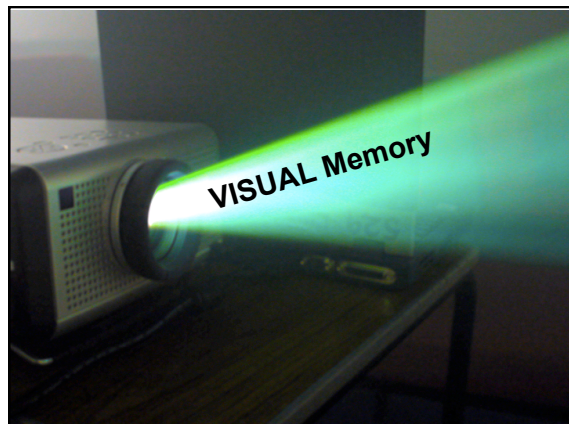
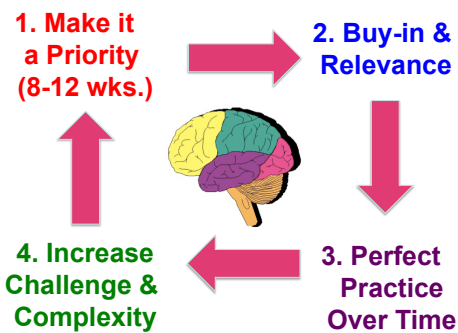
Passolunghi, MC, et al. (2008)

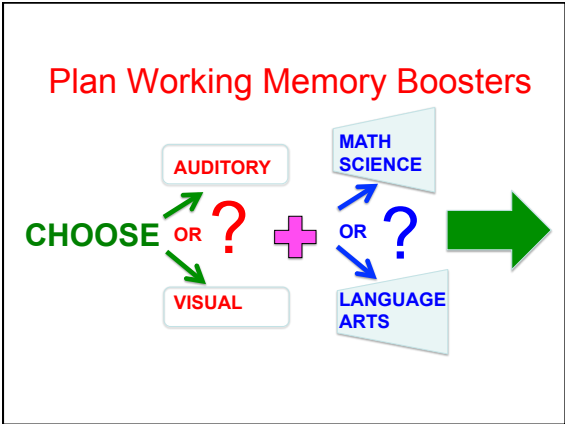
Working Memory Training Shows Gains in Fluid Intelligence



Jiang JSM, Barchewitz M, Johnson J et al (2008)

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 1987), (D. Vestal et al., 1979) and (Stall 1994).

Strategies


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

- ### 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.

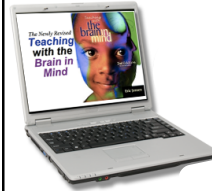
- ### How the “Buy-in” of Curiosity Influences Learning & Memory
- Gaber et al., (2014) States of Curiosity Modulate Hippocampus-Dependent Learning via the Dopaminergic Circuit. *Neuron*, in press.
- ✓ It enables our brain’s resources needed to learn (brain chemistry & systems)
 - ✓ It activates the brain’s reward system (which signals something pleasurable)
 - ✓ It increases activity in hippocampus (which activates new explicit learning)
- 

Strategies for Building **Auditory** Language Arts Working Memory

- ✓ Math: do cal _____
- ✓ **G**_____ (e.g. Simon Says)
- ✓ Add-on stories (1st person "I went to the mall and bought a ____." Next person, repeat previous person's purchase, then add an item "I went to the mall and bought a ____ and a ____." Continue adding to the string of items.

Elliott J, Gathercole SE, Alloway TP, Holmes, J, Kirkwood H (2010), "An Evaluation of a Classroom-Based Intervention to Help Overcome Working Memory Difficulties and Improve Long-Term Academic Achievement." *Journal of Cognitive Education and Psychology*, 9, 227-250.

Research-Based Options Build Attention and Working Memory



K-12: www.junglememory.com
OR www.C8Schools.com for programs

Example of Smart Technology Able to Help Students Read

Use Reading Assistant®

This software uses a headset microphone to be an interactive reading tutor. **Students preview and read the text silently, then they listen to a model reading demonstration.** After answering guided reading questions, students read the text aloud and get feedback to keep growing.



Go to: <http://www.scilearn.com/products/reading-assistant>

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."

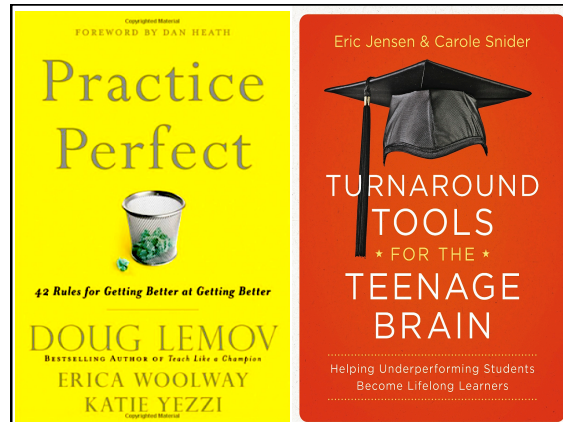
Dr. Tracy Alloway,
Journal of Experimental Child Psychology, 2012

- 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



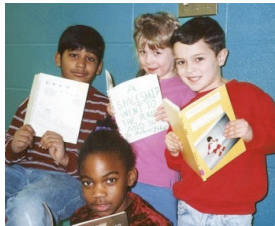
SUMMARY: Executive Functions are Teachable

- ✓ 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



BOOST HOPE & OPTIMISM

these factors boost effort



5 Great Climate Builders

- ✓ **Hope, Voice & Affirmation** fuels the pursuit of dreams and reinforces the good
- ✓ **Relationships** to connect & empathize
- ✓ **Mindset of Growth** is the learner's belief that he/she can change and grow
- ✓ **Feedback** to foster effort and growth
- ✓ **Engagement** for active, relevant learning

Hoy WK, Tarter CJ, Hoy AW (2008). 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, 75-88. PLUS Rand KS. (2009). Hope and optimism: latent structures and influences on grade expectancy and academic performance. J Pers. 77, 231-60. Hatte, JA, & 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



The Impact of Relationship Building on Student Achievement

✓ Invest in Relationships (0.72) at all levels (continuously) because students who like you *will work harder in class*

Hattie, JA (2009) Visible Teaching Routledge, UK

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 1st 30 days

RAISE STUDENT EXPECTATIONS



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.

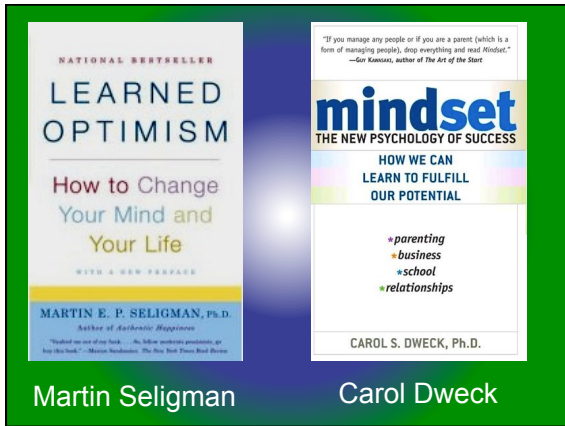
Raise the bar until you gasp for air! Set goals of 100% and stop being afraid to fail.



See: D. Marsh, B. A. Ball, M. Hattie, A. W. Richardson, A. J. Mehta, M. J. N. Scott, S. Shapka, K. Y. Lee, & W. D. Klem at the Annual Conference of the British Educational Research Association, University of Exeter, England

Teach Optimism and the Growth Mindset (if you don't, who will?)





Martin Seligman

Carol Dweck

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?


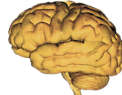


Fixed Mindset: What is it?

- ✓ 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
- ✓ 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_____

BETTER FEEDBACK

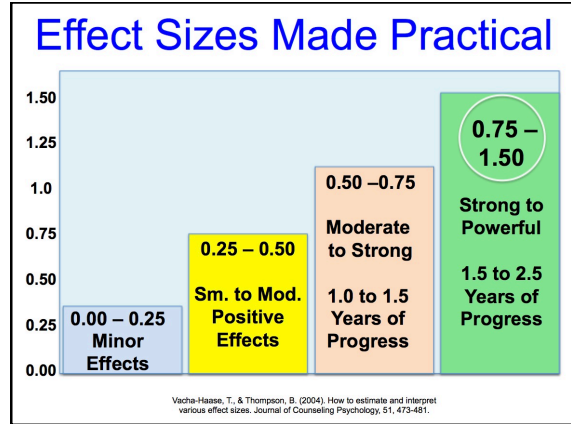


DANGER **STOP Using “Comfort” Comments to Your Students**

“Bless your heart; at least you’re trying.”
 “Not everyone is cut out for this.”
 “Plenty of others struggle with this, too.”
 “You have other strengths.”
 “I was terrible at this too.”

These are ALL Demotivating!

Baltes, Good & Swick, (2012) 7th ed. — Not everyone can be good at math; mathematics is an ability people have (and some people have it more than others).



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?”

Mazzoni, (1998) 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 Your Students Can Do to Boost Their Learning

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



My Goal Tracker Eric Jensen



- **Week 1 - Milestone:** 9/15 Vocab correct
Mission: 15 of 15 **Method:** Partner practice
- **Week 2 - Milestone:** 12/15 Vocab correct
Mission: 15 of 15 **Method:** Do homework
- **Week 3 - Milestone:** 14/15 on Vocab
Mission: 15 of 15 **Method:** draw pics & self test
- **Week 4 - Milestone:** 100% **Mission:** 15 of 15
Method: Stay the course & do what works!



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

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.

Kinesthetic Math Works 3X Better: Use Gestures!



(Cook, SW, et al., 2007)

Kids asked to physically gesture their math problems are nearly **three times** more likely than non-gesturers to remember what they’ve learned. In the study, **90% of students** who had learned algebraic concepts using gestures remembered them 3 weeks later vs. 33% of speech-only students. And 90% of students who had learned by gesture alone **with NO speech** at all recalled what they’d been taught.

The 7 min. Rule

Make this promise to your students this year:

“ 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.”

Let's brainstorm!

Strategies

Session Review

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



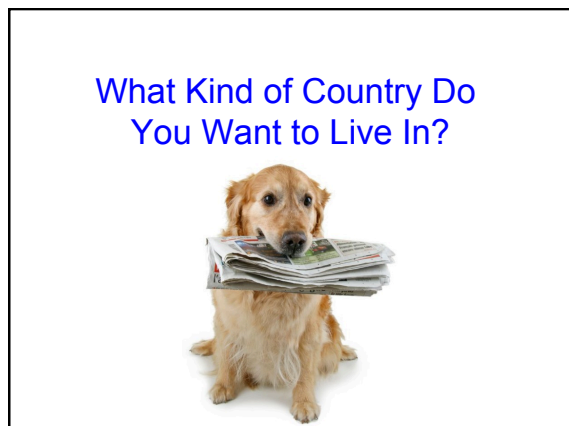
- ### How to Support Your Own Success
-
1. Create **weekly emails** to send to yourself in advance: www.futureme.org
 2. Plan a **better lesson** using the free site www.10minutelessonplans.com.
 3. Inspire yourself with **rewards you choose**. Go to www.stickk.com and create your own motivation.

MINDSET: "No Excuses" for Failure

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

- ### ✓ Making Changes
- Check the boxes below where you see an opportunity to help more students graduate:
- 1) Implement quick changes
 - 2) Collaborate on solutions
 - 3) Support your staff/colleagues

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



5 Mindsets for Success

- Mindset #1: Fierce Urgency**
(we're running out of time)
- Mindset #2: Empathy**
(not sympathy or indifference)
- Mindset #3: Brains are Designed to Change** (do you know how?)
- Mindset #4: Teachers** are the Single Greatest Difference-Maker
- Mindset #5: No Excuses** (at all)

DNA is NOT Your Destiny!

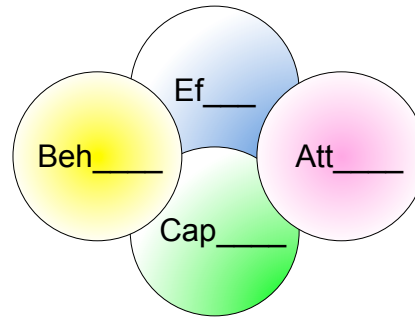
Sometimes
the apple
DOES
fall far
from
the tree!



New Vocabulary Words

a) Allostasis	Linking cause & effect
b) Emotional Keyboard	running your brain skills
c) Distress	reset stress thermostat
d) Attribution	high chronic stress
e) Executive functions	variety of expressions

How Can You Have Such a Large Effect on Achievement? These are Teachable!



Brains Can Change! Cognitive Skill Builders

- ✓ Vocabulary taught daily
- ✓ Teach subject-specific study skills
- ✓ Writing skills taught
- ✓ Teach reasoning skills
- ✓ Reading skills solid by 3rd grade
- ✓ Teach memory skills



Classroom Climate Builders

- ✓ **Hope** fuels the pursuit of dreams
- ✓ **Affirmation** reinforces the good
- ✓ **Relationships** to connect & empathize
- ✓ **Mindset of Growth** is the learner's belief that he/she can change and grow
- ✓ **Feedback** to foster effort and growth
- ✓ **Engagement:** 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, Lambi 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: latent 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.

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?

CONSISTENCY:

ARE THESE DAILY PRACTICES?

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

"Start where you are.
Use what you have.
Do what you can."



Arthur Ashe

My Next Step...

A – B – C

1. Agree on a clear, smart path
2. "Buy-in" from yourself
3. Commit to implementation

✓ 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) _____

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