



# How to Reach the *(sometimes) Hard-to-Reach* Practical Classroom Strategies for Educators



 **AccuTrain**  
www.accutrain.com

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~~Plan A~~  
Plan B

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***The two most important days  
of your life are the day you  
are born, and the day you  
find out why.***



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## Topics

#DiscoverYourWhy!

- DRHO vs. SSDRO
- Relationships
- Discipline, Not Punishment
- Emotions & Feelings
- Our Mindset
- Cultural Competence & Responsiveness
- Implicit Bias
- What Motivates Students?



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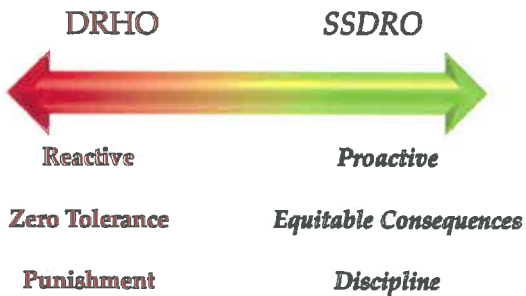
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## DRHO vs. SSDRO



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#DiscoverYourWhy!

*Teaching behavior as relentlessly as we teach reading or other academic content is the ultimate act of prevention, promise, and power underlying preventative interventions in America's schools.*

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#DiscoverYourWhy!

### When a child . . .

- does not know how to read - we Teach!
- does not know how to write - we Teach!
- does not know how to multiply - we Teach!
- does not know how to behave - we ~~Teach!~~

Reassign Suspend Expel Arrest

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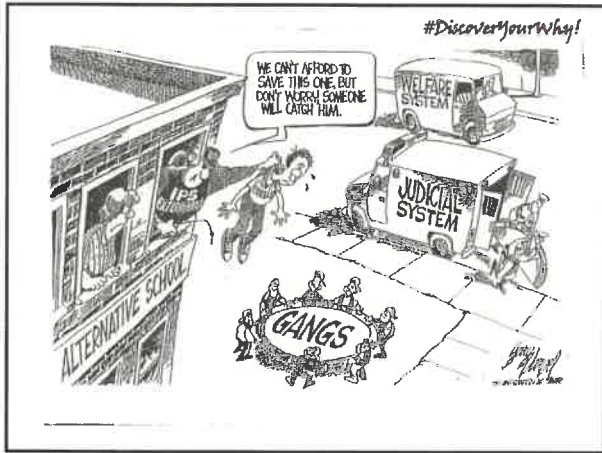
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#DiscoverYourWhy!



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## Positive Behavior Interventions & Support (PBIS)

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*Positive Behavior Interventions & Support (PBIS)*

An educational approach using a tiered system of supports for student learning & success. This includes:

- Tier 1 - School-Wide Climate & Culture
- Tier 2 - Targeted Group Interventions
- Tier 3 - Individualized Interventions



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*Positive Behavior Interventions & Support (PBIS)*



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*Positive Behavior Interventions & Support (PBIS)*



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## Positive Behavior Interventions & Support (PBIS)

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### What Is Culturally Responsive PBIS?

With CRPBIS, teachers . . .

- Use students' backgrounds, experiences, prior knowledge & learning styles to develop supports at each Tier.
- Recognize their own biases and reflect on behavioral expectations & interactions with their students.

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### Why Do We Want To Establish Culturally Responsive PBIS?

- Positive school-wide and classroom climates are critical to effective teaching and learning.
- Teachers who misinterpret behaviors of diverse students can wrongly assess them as defiant, disabled or in need of special education.



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*Interpreting behaviors through one cultural lens contributes to discipline disparity & excessive referrals to special education.*

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*How Do We Implement Culturally Responsive PBIS?*

- Respectfully ask students and families about their needs and preferences (*cultural humility*)
- Principals, staff and teachers must learn about the culture of families: daily routines, activities, families' priorities & expectations
- Principals, staff and teachers must develop rapport and caring RELATIONSHIPS with students and families

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*Relationships*

*#DiscoverYourWhy!*



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*Put the cart (test scores) before the horse (relationships).*



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*#DiscoverYourWhy!*

*No significant learning occurs without a significant relationship.*

*Show me a school where relationships do not exist, and I'll show you an underperforming school.*

*It is still incumbent upon you to take the initiative to learn about your students' lives outside of school, as it has direct implications for what they do inside of school.*

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#DiscoverYourWhy!

## Connect Through Relationships

Some educators have **IT**, that ability to create meaningful relationships that lead to a welcoming & equitable learning environment.

How do we reproduce **IT**, so other educators can recreate that learning environment?

How to get the **IT**-ability!!



Culturally Responsive Teaching For Significant Relationships – Sarah Edwards & Nancy A. Elick Ph.D

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#DiscoverYourWhy!

## Be a “Popular” Teacher

Teachers become “popular” when they establish meaningful relationships by:

- treating students with respect;
- not talking down to, or lecturing students;
- offering **POSITIVE** reinforcement;
- listening;
- **PASIVY** & smiling.



5 Tips for Better Relationships With Your Students  
Dana Foley

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#DiscoverYourWhy!

## Know Your Students

### As Individuals

- discover & discuss students’ out-of-school interests;
- when we show interest in our students, they begin to view us less as one of “them” and more as someone who genuinely cares.



5 Tips for Better Relationships With Your Students  
Dana Foley

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#DiscoverYourWhy!

## Protect Students' Self-Esteem

Despite the façade, students are fragile & emotional beings with many insecurities.

Acceptance by peers is key to their self-esteem; so, some students may "go down swinging" in order to save face in front of their friends.

Many of our male students seem *hard-to-reach* because of the *mask they live in* due to society's archaic definition of what it means to be a man.

5 Tips for Better Relationships With Your Students  
Diane Foley

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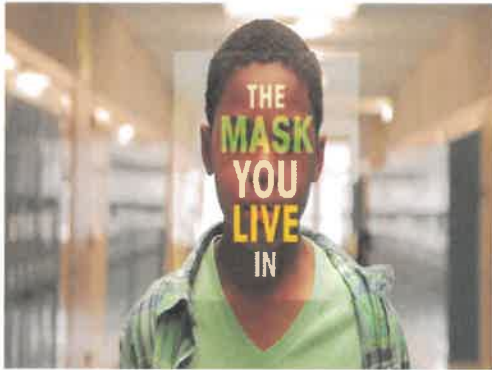
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#DiscoverYourWhy!



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#DiscoverYourWhy!

## Listen to Students

Students like to feel valued and want to have some "say" about what goes on in class and/or school.



Listening to students contribute to:

- rich, two-way dialogue;
- trust and respect between students & educators;
- an environment that fosters teaching & learning.

5 Tips for Better Relationships With Your Students  
Diane Foley

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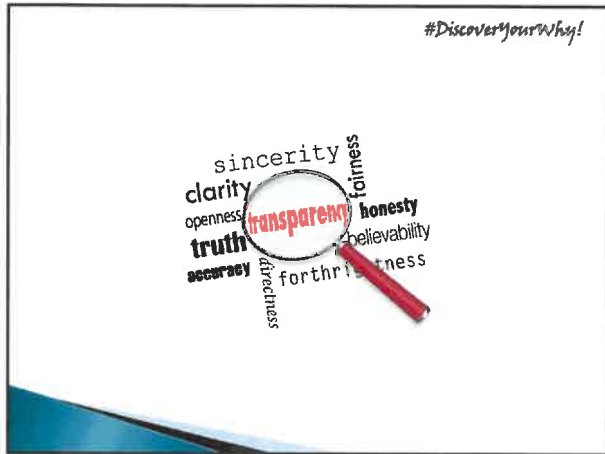
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#DiscoverYourWhy!

## Be Transparent

Share some of the **GOOD**, the **BAD** and the **UGLY** about our past.

Discuss our own failures, to show students that we fail and so can they . . .

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#DiscoverYourWhy!

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#DiscoverYourWhy!

**Failure Should Be Our  
Teacher,  
Not Our *Undertaker*.**



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#DiscoverYourWhy!

**Failure Is Delay,  
Not *Defeat*.**



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#DiscoverYourWhy!

**Failure Is A Detour,  
Not A *Dead End*.**



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*#DiscoverYourWhy!*

## *Discipline, Not Punishment*



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*#DiscoverYourWhy!*

## *Discipline, Not Punishment*

**Punishment . . .**

- inflicts discomfort, disapproval, and humiliation.
- causes student to focus anger on an unfair adult, and not on learning to be responsible.
- creates a final consequence with the adult acting as *judge, jury and executioner*.
- leaves student feeling emotionally abandoned.



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*#DiscoverYourWhy!*

## *Discipline, Not Punishment*

**Discipline . . .**

- teaches students how to self-regulate and deal intelligently with their emotions & feelings.
- teaches students to learn from their mistakes and find better ways to problem solve in the future.

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#DiscoverYourWhy!

## Discipline, Not Punishment

Discipline . . .

- teaches students how to self-regulate and deal intelligently with their emotions & feelings.
- teaches students to learn from their decisions and find better ways to problem solve in the future.
- creates open & meaningful dialogue between students and teacher.



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#DiscoverYourWhy!

## Emotions & Feelings



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#DiscoverYourWhy!

***A person who feels appreciated will always do more than what is expected.***

***The more socially intelligent you are, the happier, more robust and more enjoyable your relationships will be.***

***Emotional intelligence begins to develop in the earliest years - all the small exchanges children have with their parents, teachers, and with each other carry emotional messages.***

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*I've learned that people will forget what you said, people will forget what you did, but people will never forget how you made them feel.*

**Dr. Maya Angelou**

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#DiscoverYourWhy!

## Why are Emotions & Feelings Important?



Emotions matter: Yale Center for Emotional Intelligence

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## Emotions & Feelings

**Emotionally intelligent students are better prepared to manage their emotional lives.**



Develop an emotional awareness of our students' needs and possible **traumatic** experiences.

Emotions matter: Yale Center for Emotional Intelligence

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# Learn to Control Our Emotions, or Our Emotions Will Control Us.

Executive editor: Mike Center for Emotional Intelligence

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## Emotions & Feelings

Emotions & Feelings matter for all of us, but especially for school-aged children.

How students feel impacts their learning, how they relate to others, and their ability to make wise decisions.

**Emotional Intelligence**, the ability to monitor our own emotions (and that of others), in order to:

- ▶ discriminate between different emotions;
- ▶ label those emotions appropriately; and
- ▶ use that emotional information to guide our thoughts & behavior.

Emotionally intelligent students tend to be more empathic and able to build positive relationships, which resolve conflicts and improve school climate.

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## Set *Your* Climate



*Thermometer* or *Thermostat*

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## Thermometer

- Reflects the temperature or climate of a room.
- Reports the temperature or climate in the room.



Ready, Ready, Are You A Thermometer or Thermostat Leader?

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## Thermometer

Thermometer leaders . . .

- react to their surroundings.
- lose their "cool", become irritable, or impatient, and ultimately, destroy the climate.
- do not inspire trust and commitment with students, rather they erode it.



Ready, Ready, Are You A Thermometer or Thermostat Leader?

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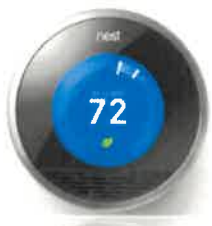
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## Thermostat

- Regulates the temperature or climate in a room.
- Sets the desired temperature or climate, and actively works to maintain it.
- Monitors the room, and if the temperature or climate gets too HOT or too COLD, it knows what to do in order to correct the situation.



Ready, Ready, Are You A Thermometer or Thermostat Leader?

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# Thermostat

Thermostat leaders . . .

- have a pulse on the morale, productivity, and stress level of their students.
- “cool” things down by acting as a calming influence with students.
- listen to their students and provide direction & support.
- have the mindset necessary to produce an equitable & welcoming learning environment.



Randy Conley, Are You A Thermostat or Thermostat Leader?

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# Our Mindset

#DiscoverYourWhy!



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**Deficit thinking results in educational practices that deter some students from receiving an equal and equitable education** (Ladson-Billings, 2007).

**The single most important factor in the academic achievement of minority students is the explicit rejection of deficit thinking by the school-based administrator** (Wagstaff & Fusarelli, 1999).

**A transformative leader is rooted in moral and ethical values . . . their approach enhances equity, social change and quality of life for students who are marginalized**

(Austin & Austin, 2000; Shields, 2010).

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***Our mindset can make everything possible or make everything impossible.***



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#DiscoverYourWhy!

### ***Our Mindset***

***Students who are suspended just once are...***

- 3 times more likely to have contact with the juvenile justice system.
- 5 times more likely to drop out of school; &
- 6 times more likely to repeat a grade.



The Achievement Gap and Discipline Gap: Two sides of the Same Coin?

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#DiscoverYourWhy!

### ***Our Mindset***

***Because . . .***

- 1.2 million African-American students were suspended in a single academic year.
- African-American students are suspended more than three (3) times the rate of Caucasian students.

***Criminalized Discipline:*** punitive-based measures like suspension, expulsion, or referral to law enforcement.

***Medicalized Discipline:*** solution-based measures like medical attention and/or psychological intervention.



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## Our Mindset #DiscoverYourWhy!

Violations by black and brown students are viewed as conditions that warrant **Criminalized Discipline**.

Violations by white students are viewed as conditions that warrant **Medicalized Discipline**.

**School-to-Prison Pipeline** - a system that pushes minority students out of school & into the criminal justice system.



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*School-to-Prison Pipeline*

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## #DiscoverYourWhy!

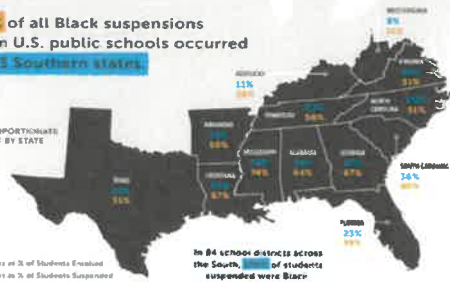
BLACK STUDENT SUSPENSION RATES IN THE AMERICAN SOUTH

BASED ON A REPORT BY DOUGLAS J. SOUTH AND DAVID R. HOFFER

55% of all Black suspensions from U.S. public schools occurred in 13 Southern states

DISPROPORTIONATE IMPACT BY STATE

● Blacks as % of Students Enrolled  
● Blacks as % of Students Suspended



In 84 school districts across the South, 25% of students suspended were Black

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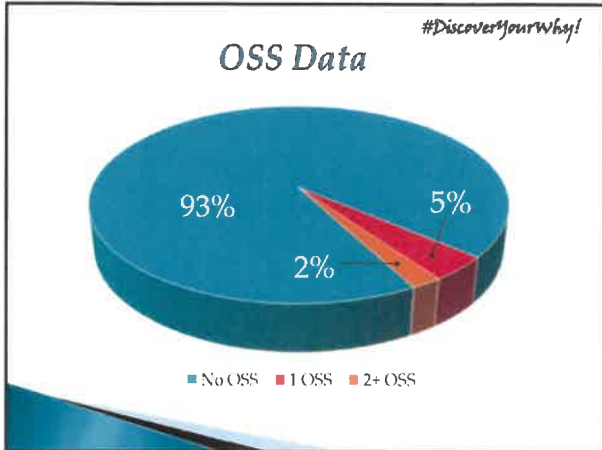
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*#DiscoverYourWhy!*

### Our Mindset

*Because . . .*

- 1.2 million African-American students were suspended in a single academic year.
- African-American students are suspended more than three (3) times the rate of Caucasian students.
- “D-Code” offenses are the most subjective; yet the most common cause of suspensions, & the only code that shows a significant disparity.

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*#DiscoverYourWhy!*

### Consider & Ask

**Relationship with Students**

- Do I know them?

**Environment for Learning**

- Do I provide a learning environment of excellence?

**Compassion for Students**

- Do I care about them?

**Attitude toward Students**

- Do I believe in them?

Principal Baruti K. Kambé, Closing The Attitude Gap

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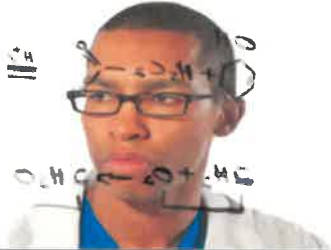
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***A major obstacle in reaching & teaching the Hard-to-Reach or disadvantaged student, is the "soft bigotry of low expectations."***



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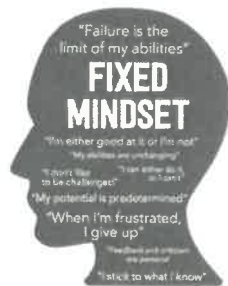
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### *Our Mindset*

#DiscoverYourWhy!



Hope Dealer



Energy Vampire

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***To achieve excellence, one must want to be good enough, bad enough.***

***If you change the way you look at things, the things you look at change.***

***Excellence is not an exception; it is a prevailing attitude.***

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## Competing Mindsets

- *Blind vs. Aware*
- *Equality vs. Equity*
- *A-Contextual vs. Socio-Cultural*
- *Categorical vs. Inter-Sectional*
- *Deficit vs. Asset*

*The Choice Is Yours*

A Framework of Student Mindsets & Competencies—Blind & Aware

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## *Blind vs. Aware*

### Blind Mindset

- Acknowledging the ethnic background of students might offend others.



- Educators blindly operate without considering how ethnically diverse students experience school.

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## *Blind vs. Aware*

### Aware Mindset

- It is important to understand how the background of students & teachers influences teaching & learning.
- Educators are able to understand the educational journey from multiple & varied perspectives.



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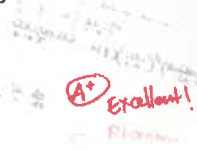
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## Equality vs. Equity

### Equality Mindset

- Academic achievement is not related to broader social realities or societal arrangements.
- Educators do not consider ways that a system disadvantages some, while privileging others.



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## Equality vs. Equity



"What's the matter?  
It's the same distance!"

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## Equality vs. Equity

### Equity Mindset

- Academic achievement must be viewed in relation to broader social realities.
- Educators consider larger issues in society to help address low student academic performance.



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## ***A-Contextual vs. Socio-Cultural***

### **A-Contextual Mindset**

- Educators do not need to understand parents or the community in order to educate children.



- Educators miss opportunities to build partnerships and make lessons meaningful for students.

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## ***A-Contextual vs. Socio-Cultural***

### **Socio-Cultural Mindset**

- Educators know that what happens outside of school is directly related to the learning experiences inside of school.
- Educators seek to build bridges between the school and the community in order to make content meaningful & relevant.



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## ***Categorical vs. Inter-Sectional***

### **Categorical Mindset**

- It is easy to predict a student's academic performance once we know a little about their background.
- Educators primarily think of ethnic origin or socio-economic class, as "cultures" that impact academic achievement.



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## *Categorical vs. Inter-Sectional*

### Inter-Sectional Mindset

- Each student is complex, with a mixture of many types & layers of different cultures & influences.
- Focus on how students may resist certain educators, but not education in broad sense.



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## *Deficit vs. Asset*

### Deficit Mindset

- All students must conform to traditional school culture & teaching approaches.
- Students who do not conform are excessively referred for disciplinary action and/or ExEd.



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## *Deficit vs. Asset*

### Asset Mindset

- Successful teachers find ways to draw on students' home culture & language assets.



- Reduces the number of students from marginalized groups, who are referred for disciplinary actions and/or ExEd.

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***Educational Malpractice***



***I Sued The School System***

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***“Disparity in achievement mirrors the disparity in discipline . . . because we disproportionately punish the kids with the greatest need.”***

***Dr. Pedro Noguera***

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***Cultural Competence & Responsiveness***



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Is it important to be **culturally competent**, and to acknowledge, respect and value the cultural backgrounds of our students?

Submitted by Mike & Our Students

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**What Does It Mean To Be Culturally Competent?**

- Cultural Competence addresses the *Principles of Trust, Respect for Diversity, Equity, Fairness, and Social Justice.*



- Culture is the fundamental **building block** of our students' identity.
- Cultural Identity is **essential** to our students' sense of **WHO** they are and **WHERE** they belong in society.

Submitted by Mike & Our Students

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**What Does It Mean To Be Culturally Competent?**

Cultural Competence is more than being . . .

- respectful of the different cultures in our class and community.
- knowledgeable of the cultural differences, customs and values of those different from our own.

Cultural Competence is . . .

- being aware of our own view of the world.
- developing positive attitudes about different cultures.
- developing skills for communicating & interacting across cultures.

Submitted by Mike & Our Students

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**How Leaders Can Improve Their Schools' Cultural Competence**

Cultural competence is **NOT** about tolerance.

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**How Leaders Can Improve Their Schools' Cultural Competence**

Cultural competence **IS** about **INCLUSION**.

- We come to school with a sense of who **WE** are and how **WE** see the world.
- It creates "blind spots" that causes us to make assumptions about our students, our families, and our communities.
- Challenge our *assumptions*.

*What if you*  
**CHALLENGE**  
*your assumptions?*

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## ***Blind Spots: Challenge Assumptions***



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### **How Leaders Can Improve Their Schools' Cultural Competence**

Ask yourself the following questions:

- Do I listen to a diverse group of voices when making decisions about our school/classroom?
- Do I consider how policies negatively impact students and/or families from historically marginalized groups?
- Does my school staff reflect the diversity of our students and the surrounding community?



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Darkness cannot drive out darkness; only light can do that.  
Hate cannot drive out hate; only love can do that.

THE REV. DR. MARTIN LUTHER KING, JR.



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### How Leaders Can Improve Their Schools' Cultural Competence

- This is the heart of cultural competence.
- It is not enough to be tolerant of the diversity in our school community.
- It is not enough to be accepting of the wide range of diverse contributions of our students.
- We must truly EMBRACE DIVERSITY.
- We teach our students and colleagues to embrace, respect, and value the contributions of our diverse school environment.



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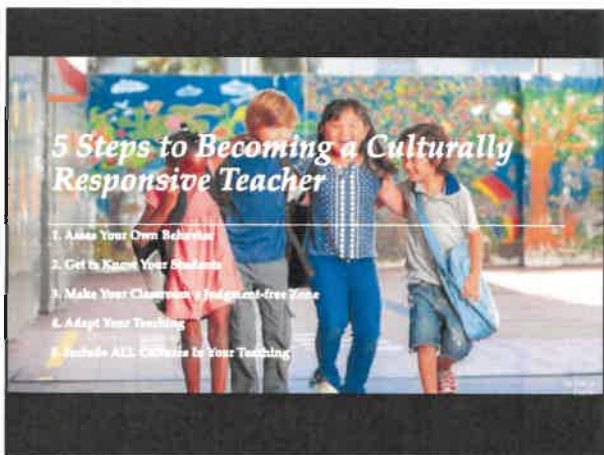
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## 1. Assess Your Own Behavior

- Our attitude(s) and behavior(s) are influenced by our own culture, so be careful of ethnocentrism.
- The belief that our own culture is superior and should be the standard for all cultures.

### Open Your Mind

- Shift your mindset to one that is culturally inclusive and open minded.
- This a key step in building positive and respectful relationships with families from diverse cultural backgrounds.

Shelby Clark

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## 2. Get to Know Your Students



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## Get To Know Your Students' Story



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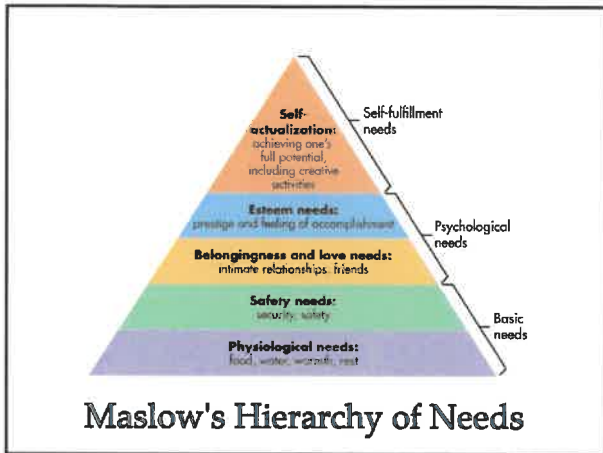
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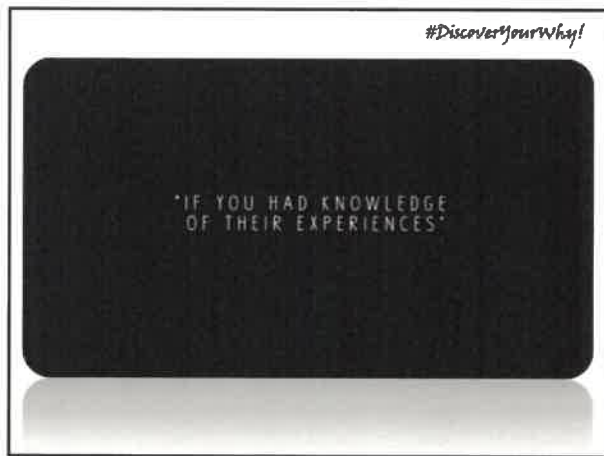
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**3. Make Your Classroom a Judgment-free Zone**

**MY UNBIASED OPINION**

Students must be able to look at situations regarding culture with an unbiased opinion and be comfortable having uncomfortable conversations.

Jelly Daily

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### 3. Make Your Classroom a Judgment-free Zone

Students must be able to look at situations regarding culture with an unbiased opinion and be comfortable having uncomfortable conversations.

Edgy Daily

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### 3. Make Your Classroom a Judgment-free Zone

Encourage students to ask questions and disrupt the status quo.

Edgy Daily

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### 3. Make Your Classroom a Judgment-free Zone

Teach your students to value each other's differences and make critical thinking the norm.

Edgy Daily

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## 4. Adapt Your Teaching

- Culturally responsive teaching is student-focused.
- Differentiate your instruction to consider all students' backgrounds & learning styles.



Judy Dandy

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**I hear and I forget. I see  
and I remember. I do  
and I understand.**

Confucius



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## 4. Adapt Your Teaching

- Make learning as interactive and hands-on as possible.



Judy Dandy

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## 4. Adapt Your Teaching

- Make learning as interactive and hands-on as possible.
- Interactive and hands-on learning is fun for students, it requires active listening, and provides a greater chance for memory retention.



Wally Dandy

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## 5. Include ALL Cultures In Your Teaching

- Choose content that reflects the different cultures of your students.
- Students are more engaged in learning when the lessons are relevant to their OWN experiences and cultures.



Wally Dandy

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## Culturally Responsive Teaching



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## *Cognitive Dissonance*



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## *Cognitive Dissonance*



Cognitive Dissonance is the internal *tug-of-war* we feel when our beliefs and/or values contradict our actions.

The tug-of-war is usually dealt with rationalization, denial, and minimization.

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*"It is useless to attempt to reason a man out of a thing he was never reasoned into." - Jonathan Swift*

*"But I think that no matter how smart, people usually see what they're already looking for, that's all." - Veronica Roth*

*"The eye sees only what the mind is prepared to comprehend." - Robertson Davies*

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## *Implicit Bias*



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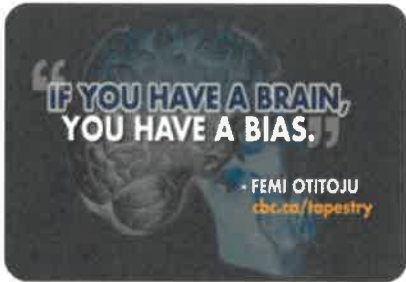
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### *What is Implicit Bias?*

- Attitudes and/or beliefs about the things we SEE that affect our understanding, actions & decisions.



- Both favorable or unfavorable and happens without our awareness or intentional control.

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### *What is Implicit Bias?*

- Different from explicit bias, which is (used to be) deliberately concealed for political correctness.



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### ***What is Implicit Bias?***

Leads to discipline disparity & racial profiling . . .



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### ***What is Implicit Bias?***

Causes us to look for wrong-doers because they "fit a description" and overlook the next person because they do not.



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### ***What is Implicit Bias?***



Jim M. Cho

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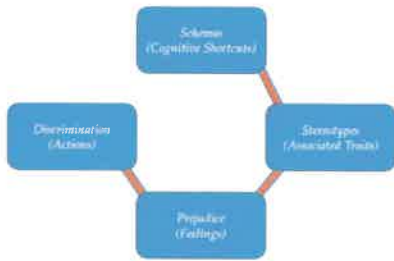
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## How Does Implicit Bias Occur?



From <http://www.implicitbias.org/>

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## Where Are You?



Dr. Ibram X. Kendi

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"As teachers of culturally diverse students, we need to educate ourselves about the realities of structural racialization in society and recognizing how colorblindness is just another a form of implicit bias."

- Zaretta Hammond in Education Week Teacher

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#DiscoverYourWhy!

# C.H.A.N.G.E.S.

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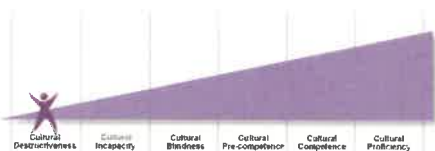
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## C.H.A.N.G.E.S.

**Cultural Competency is a Journey for All Educators**

- Cultural Competency Continuum vs. Diversity Training
- Obtain Knowledge of Cultural Competent Language
- Identify Your Social Construct
- Define or Not - Race, Gender & Culture



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## Cultural Competence Continuum

- Represents the various levels of cultural proficiency, from the least proficient to most proficient.
- Determines how effectively organizations and/or individuals interact within a culturally diverse environment.



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## Cultural Destructiveness

*See the Difference. Stomp it Out.*

- Use power/position to eliminate another's culture - people who are different are viewed as abnormal, weird, or dangerous.
- "When we redistrict, we can get rid of THAT neighborhood."
- "If we could get rid of the special needs students, our scores would improve."



College of District Support, Cultural Competency Lesson 4, 2016

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## Cultural Incapacity

*See the Difference. Make it Wrong.*

- Believe their culture is superior (*ethnocentrism*), and act in ways that enhances the inferiority of other cultures.
- Believe false & negative stereotypes about others.



- ▶ Poor students are less intelligent than affluent students.
- ▶ Single parents are inferior parents.
- Lower expectations or demonstrate bias because the student "lives in that part of town."

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## Cultural Blindness

*See the Differences. Act Like You Do Not.*

- Believes that color, ethnicity, poverty, gender, etc. do not matter.
- "Just don't recognize their religion. We don't want to offend."
- "I treat all my students alike; I don't see color in my classroom."



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## Cultural Pre-Competence

*See the Difference. Respond to it Inappropriately.*

- Recognize personal biases & inequitable practices when interacting with other cultural groups.
- Ask that events on cultural be led by those of that culture.
- "Make sure we do something for Black History month."



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## Cultural Competence

*See the Difference. Understand the Difference that Difference Makes.*

- Value diversity and understand that diverse views can be, and oftentimes are, deep & meaningful.
- Willing to change their behavior to meet the needs of others.
- "I think it is important to look at different topics through different lenses."



*How do you see your students?*

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## Cultural Proficiency

*See the Difference. Respond Positively. Engage & Adapt.*

- Respect culture; know about organizational culture; interact effectively in a variety of cultural groups.
- Believe in & use equitable teaching practices.
- "Thank you for calling the parents and explaining back-to-school night in Spanish."



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## C.H.A.N.G.E.S.

### Cultural Competency is a Journey for All Educators

- Cultural Competency Continuum vs. Diversity Training
- Obtain Knowledge of Culturally Competent Language
- Identify Your Social Construct
- Define or Not - Race, Gender & Culture

### Hierarchy of Privilege & Power Requires Reflection

- Understand the Manifestations of Privilege
- Acknowledge Privilege & Power in Schools
- Address the Manifestations of Power & Privilege
- Reflect on Authority & Legitimacy in the Context of Culture



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## C.H.A.N.G.E.S.

### Assessing the Impact of Bias in our Schools

- Identification of Implicit Bias
- Understand the Impact of Bias on the Brain
- Widen Your Interpretation Aperture
- Listen to and Learn from Others
- What Do I Do Now that I Know?



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## C.H.A.N.G.E.S.

### KNOWing Societal Factors that impact Students

- Understand that Poverty is not a Culture
- Recognizing the Structure of Opportunity
- Acknowledge Differences due to Deficits & Assets
- Recognize the Implicit Power of Media
- What Do I Do Now that I Know?



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## C.H.A.N.G.E.S.

### **K**Nowing Societal Factors that Impact Students

- Understand that Poverty is not a Culture
- Recognizing the Structure of Opportunity
- Acknowledge Differences due to Deficits & Assets
- Recognize the Implicit Power of Media
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## C.H.A.N.G.E.S.

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- Recognize the Implicit Power of Media
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## C.H.A.N.G.E.S.

### **G**aming the Cultural "Know-How" to defeat Deficit Mindset

- Validate Lived Experience: Recognize & Nurture Personal Resilience
- Recognize Deficit Dialogue
- Build on their Strengths "Become Strength-Finders"
- Use Deliberate Dialogue as a Critical Tool for Change
- Use Agency as a Tool for Balancing Power



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## C.H.A.N.G.E.S.

### Gamering the Cultural "Know-How" to defeat Deficit Mindset

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- Use Agency as a Tool for Balancing Power

### Engaging in Culturally Responsive Teaching Practices

- Recognize the Importance of Including
- Changing Consciousness about Student Motivation
- Know the Four Conditions Necessary for Culturally Responsive Teaching
- Working in Tandem with Families to Build & Strengthen Students Ability



Real World Issues



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## C.H.A.N.G.E.S.

### Gamering the Cultural "Know-How" to defeat Deficit Mindset

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- Know the Four Conditions Necessary for Culturally Responsive Teaching
- Working in Tandem with Families to Build & Strengthen Students Ability

### Strengthening Student Engagement is a Never-Ending Journey

- Identification of the Map for the Journey: Ethnographic Interviewing, Learning Style Assessment, Archetype Identification
- Identification of the Tools Needed to be Successful on the Journey: Differentiated Lessons, Culturally Relevant Tools & Material
- Identification of Progress on the Journey: Culturally Competent Practice Check-Ins & Look-For Sheets

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## What Motivates Students?



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## What Motivates Students?

The "Carrot-on-a-Stick" no longer motivates students to engage in meaningful work.



Students' motivation is not reward; but rather *Autonomy, Mastery & Purpose*.

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## What Motivates Students?

*Autonomy* gives students ownership to make some educational choices about the lesson's assessment.

- Provide students options for how they demonstrate learning & understanding.



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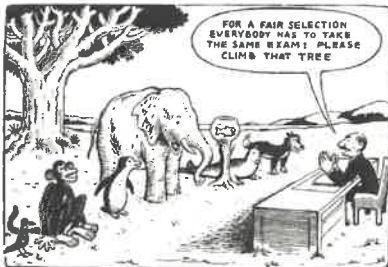
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### Our Educational System



*"Everybody is a genius. But if you judge a fish, by its ability to climb a tree, it will live its whole life believing that it is stupid."*

Albert Einstein

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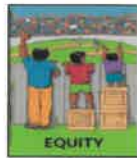
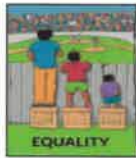
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## What Motivates Students?

**Mastery** means the student has a complete understanding of the lesson.

- Students must be able to demonstrate learning through a variety of assessments.
- Not every student will master the lesson at the same pace - **EQUITY** over equality.



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## What Motivates Students?

**Purpose** - Why do I have to do this? When am I ever going to use this? How is this going to help me?

- Educators must be *intentional* in showing students how the lesson *connects* to their current & future lives.
- **CONNECT** learning to *what matters* and/or to *what makes sense* to our hard-to-reach students (relate poetry to popular music, and history to social movements, etc.).



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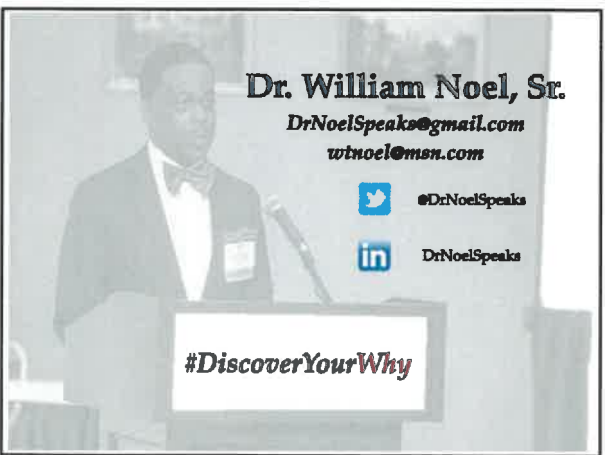
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