Welcome!

Please review your Collaborative Mentor-to-Mentor Feedback Form from our March Forum.

Did you take your “Next Steps?”

Check in with folks at your table . . .
You were asked to consider ...

What is the Mindset of Effective Educators?
“What are the characteristics of the mindset of educators who are most effective in nurturing motivation, engagement, and resilience in students?”


Educators' Beliefs and Practices: The Mindset of Effective Educators

A consideration of the mindset of students who are motivated, engaged, and resilient provokes several other questions, including two listed earlier. What are the characteristics of the mindset of educators who are most effective in nurturing motivation, engagement, and resilience in students? What specific strategies, interventions, or practices can teachers with positive mindsets develop and implement to nurture motivation, engagement, and resilience in their classrooms?

It is essential for educators to appreciate that the assumptions they hold for themselves and their students, often unstated, have profound influence in determining effective teaching practices. The quality of relationships with students and the positive or negative climate that is created in the classroom and school building. It is also essential that teachers discourse and examine the mindsets of effective, motivated learners and consider how to nurture this mindset in the classroom.

The following are assumptions and beliefs held by educators about students that appear most likely to engender in practices that nurture student motivation, engagement, and resilience (Goldstein & Brooks, 2007):

1. To appreciate that they have a lifelong impact on students, including on their sense of hope and resilience.
2. To believe that the level of motivation and learning that occurs in the classroom and the behavior exhibited by students has as much, if not more, to do with the influence of teachers than what students might bring into the situation.
3. To believe that all students yearn to be successful and if a student is not learning, educators must ask how they can adopt their teaching style and instructional material to meet student needs.
4. To believe that attending to the social-emotional needs of students is not an “extra-curriculum” that draws time away from teaching academic subjects, but rather a significant feature of effective teaching that enriches learning.
5. To recognize that if educators are to relate effectively to students, they must be empathic, always attempting to perceive the world through the eyes of the student and considering the ways in which students view them.
6. To appreciate that the foundation for successful learning and a safe and secure classroom climate is the relationship that teachers forge with students.
7. To recognize that students will be more motivated to learn and more engaged in the classroom when they feel a sense of ownership or autonomy for their own education.
8. To understand that one of the main functions of an educator is to be a disciplinarian in the true sense of the word, namely, to perceive discipline as a teaching process rather than as a process of intimidation and humiliation. Disciplinary practices should reinforce self-discipline, which is a critical behavior associated with resilience.
9. To realize that one of the greatest obstacles to learning is the fear of making mistakes and feeling embarrassed or humiliated and to take active steps to minimize this fear.
10. To subscribe to a strength-based model, which includes identifying and reinforcing each student’s “island of competence.”
11. To develop and maintain positive, respectful relationships with colleagues and parents.
TABLE TALK

ASSUMPTIONS and BELIEFS held by Educators about Students

Which items on the list resonate most with you? Why?

Which ones pose a challenge for you? Why?
As mentors . . .

How can we nurture these assumptions and beliefs in our Interns?


Educators' Beliefs and Practices: The Mindset of Effective Educators

A consideration of the mindset of students who are motivated, engaged, and resilient reveals several other questions, including two listed earlier: What are the characteristics of the mindset of educators who are most effective in nurturing motivation, engagement, and resilience in students? What specific strategies or interventions can teachers with positive mindsets develop and implement to nurture motivation, engagement, and resilience in their classrooms?

It is essential for educators to appreciate that the assumptions they hold for themselves and their students, often unspoken, have profound influence in determining effective teaching practices, the quality of relationships with students, and the positive or negative climate that is created in the classroom and school building. It is also essential that teachers discuss and examine the mindsets of effective, motivated learners and consider how to nurture this mindset in the classroom.

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Phases of First-Year Teacher

Phases of first-year teachers' attitude toward teaching

- Anticipation
- Survival
- Disillusionment
- Reflection
- Rejuvenation

AUG SEP OCT NOV DEC JAN FEB MAR APR MAY JUNE JULY
My Year on the Learning Curve

FOR ME:
Responsiveness – Listening – Communication
Consistency – Reliability – Changes
Open Mind – Surprises – Weirdness
Priorities (Triage) – Time – Forgiveness
Consistently Impressed by the Work
Commitment to Teacher Leadership
as the Key to the Future of our Profession

FOR YOU:
Patience
Feedback
Stability – Changes
More Patience
(Final Results of Re-applications
and New Mentor Applications)
Leadership – Commitment
Remarkable Work
Design Your Own Teacher-Powered School

School Mission: to nurture student motivation, engagement, and resilience.

What are some Interview Questions (3–5 questions) that you would ask a potential new teacher in order to determine if that applicant holds the assumptions and beliefs that fit this school’s mission?

In Groups of 3 or 4:
Design Your Own Teacher-Powered School

School Mission: to nurture student motivation, engagement, and resilience.

Be prepared to explain:
• Why is this question important for ensuring your teachers have the “assumptions and beliefs” to nurture engagement?
• What are some answers you would hope to hear?

In Groups of 3 or 4:
1. **Strengthening Student Engagement**  
   (practicing peer coaching skills to help interns reflect and develop strategies that genuinely engage kids),

2. **Igniting and Sustaining our Passion for Teaching**  
   (and passing that torch to our interns), and

3. **Building Cultural Competence**  
   (addressing issues of diversity and poverty, and building our interns’ capacity to develop culturally responsive teaching practices).
Our Essential Questions

How might we deepen our understanding of Student Engagement and use the Framework for Teaching to help teachers strengthen Student Engagement in classrooms?

How might we use peer coaching skills and “learning-focused conversations” to help teachers strengthen Student Engagement?

How might we use probing questions and feedback to extend thinking, frame expectations, and set goals with teachers to encourage Student Engagement (or any other aspect of teaching practice)?
Today’s Essential Questions

How can we nurture the “Mindset” of our new teachers (and our other colleagues and ourselves) to encourage Student Engagement?

What are some of the most consistent obstacles to Student Engagement for our new teachers (and our other colleagues and ourselves), and how can we support our colleagues to address these obstacles?
Categories of Engagement Obstacles

• Planning and Preparation of Lessons
• Classroom Environment Issues
• Specific Instructional Decisions/Skills: communication, questioning, student grouping, selection of materials, content, pacing, assessment
• School environment/school culture/school leadership/school or district policies
• Availability of Resources, Facilities
• The Students and their Families
Cultural competence is the ability to successfully teach students who come from cultures other than our own. It entails developing certain personal and inter-personal awareness and sensitivities, developing certain bodies of cultural knowledge, and mastering a set of skills that, taken together, underlie effective cross-cultural teaching. (Diller, J.V. and Moule, J., 2005)
Dr. Jeff Duncan-Andrade

“Note to Educators: Hope Required When Growing Roses in Concrete”

One-third of urban youth show symptoms of Post Traumatic Stress Disorder
(2 times the rate of returning soldiers)
PTSD: Post Traumatic Stress “Disorder”

Common symptoms

- Depression
- Attention problems
- Intrusive thoughts about traumatic event
- Flashbacks
- Disrupted sleep
- Extreme anxiety
- Hyper-vigilance
- Heightened startle response
Allostatic Load
(Bruce McEwen and Teresa Seeman, 2009)
Toxic Stress = Accumulation of multiple negative stressors without the resources to cope
This is not my slide . . .

WTF?!?
We’re screwed!
Impact of Caring Adults

• 1:1 Correlation . . . Caring Adult reduces levels of stress
• Caring and Connectedness = protective factors against high risk behaviors.
• Supportive, responsive relationships with caring adults as early in life as possible can prevent or reverse the damaging effects of toxic stress response.
• “One factor [that helps children beat the odds turns out to be the presence in children’s lives of a charismatic adult—a person with whom they can identify and from whom they gather strength. And in a surprising number of cases, that person turns out to be a teacher.” (Segal, 1988, p. 3)
Hope – “The overall perception that one’s goals can be met.”

- **Material Hope**
- **Socratic Hope**
- **Audacious Hope**

vs. “Hokey Hope”
Hope – “The overall perception that one's goals can be met.”

• Material Hope
• Socratic Hope
• Audacious Hope

“The unexamined life is not worth living.” – Socrates
“The examined life if painful.” – Malcolm X
“...pedagogy of indignation!” – Paolo Freire
“all great undertakings are risky, and, as they say, what is worth while is always difficult” – Socrates
Hope — “The overall perception that one’s goals can be met.”

- Material Hope
- Socratic Hope
- **Audacious Hope**

“Students don’t care what you know until they know that you care.”

“willed not learning”

Creative
Subversive
Vulnerable - Take Risks
Love
What do new teachers need to understand in order to effectively engage students in the context of our urban, high-poverty district?

How might we encourage new teachers to be “purveyors of hope” (“HOPE DEALERS”)?

How might we as mentors reinforce caring, respect, and empathy over judgment, anger, or apathy?
Until 5:30 and during Dinner
(Please hand in one or two/table after we eat.)

### Mentor Forum Brainstorm – PART TWO:
Helping Interns Overcome Social-Emotional Obstacles to Engagement

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We need our colleagues to have a “mindset” that will allow them to “purvey Hope.”
How do we prepare new teachers in this context?

The idea that hope alone will transform the world, and action undertaken in that kind of naiveté, is an excellent route to hopelessness, pessimism, and fatalism. But the attempt to do without hope, in the struggle to improve the world, as if that struggle could be reduced to calculated acts alone, or a purely scientific approach, is a frivolous illusion. (Freire, 1997, p. 8)
Iconoclasts

https://youtu.be/1l43cYi3iJI?t=5m33s 5:35-7:53
To ask us why we turn from bad to worse is to ignore from whence we came. . . .
You see you wouldn't ask why the rose that grew from the concrete had damaged petals.
On the contrary, we would all celebrate its tenacity.
We would all love its will to reach the sun.
Well, we are the rose - this is the concrete – and these are my damaged petals.
Don't ask me why, . . . , ask me how!
--Tupac Shakur
Was this session engaging?

Please complete the evaluation survey you will receive in your email.

https://www.surveymonkey.com/s/965CNSP