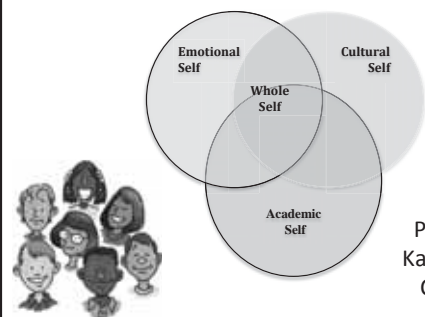


Creating an Emotionally, Culturally and Academically, Safe Classroom



Presented by
Kathleen Kryza,
CIO, Infinite
Horizons



STAND AND SHARE: Who's Here Today?



Please Stand if...

- You are an elementary teacher
- A middle or high school teacher.
- Educational administrator
- Affiliated with a college or university
- Psychologist, therapist or other counseling specialist.
- Parent
- Other
- You were here at my pre-conference session

Teaching is a serving relationship with others that inspires their growth and makes the world a better place.
THANK TEACHERS, FOR INSPIRING ME!!




Create an Inspiring Classroom




www.inspiringlearners.com


My Teaching Journey




Secondary
and
Elementary
Classroom
Teacher




Special
Education




Talent
Development



Multicultural
Learners





Juvenile
Delinquents



Teacher of Teachers
Teacher Researcher

My Intention:

To open the heart, nourish the mind,
and inspire the spirits of learners and teachers.





Theory Into Reality

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2012

Trust Is Key

- Research by Robert Marzano (2008) states simply and elegantly that “in many ways the quality and quantity of **trust** in the classroom is the key to everything that happens inside its walls.”




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Routines & Procedures


- Sound of Coming Together
- Chat Chums






Let's practice...

- Decide Chat Chum A and Chat Chum B . . .
- Knee to Knee
Eye to Eye
- What is the Number One thing Forbes magazine says kids coming out of our schools are NOT prepared to do?






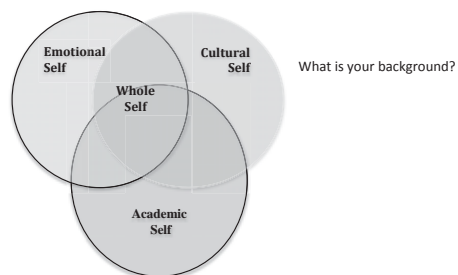
This is a Risk-taking,
Mistake Making
Classroom

Creating a Safe Classroom Requires US to have the courage to be vulnerable...

- "If we want to grow as teachers -- we must do something alien to academic culture: we must talk to each other about our inner lives -- risky stuff in a profession that fears the personal and seeks safety in the technical, the distant, the abstract."
- Parker J. Palmer, *The Courage to Teach: Exploring the Inner Landscape of a Teacher's Life*



How Does Our Emotional, Cultural and Academic Background Impact Our Teaching Journey?



My Cultural, Emotional and Academic Self



Culturally
First Generation American



Academically
Good student



Socially-
Emotionally
Krazy Krvza!



Life Mentors and Healing



Finding My Calling

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Let's practice...

- Decide Chat Chum A and Chat Chum B . . .
- Knee to Knee
Eye to Eye
- Share what you feel comfortable sharing about your social-emotional, cultural and academic background. How does it impact your teaching journey?



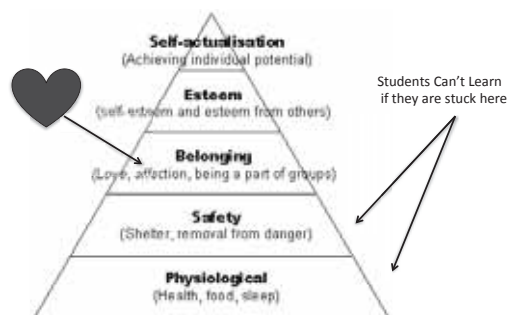
Creating a Safe Classroom Requires US to have the courage to be vulnerable...

- “As I teach, I project the condition of my soul onto my students, my subject, and our way of being together.”

Parker J. Palmer, *The Courage to Teach: Exploring the Inner Landscape of a Teacher's Life*



Maslow Was Right On!



What is your mindset . . .



- About Your Students?
 - Fixed mindset message: “You have permanent traits and I’m judging them.”
 - Growth mindset message: “You are a developing person and I am interested in your development”...

Do **Our** Fixed Mindsets Impact Students?

www.twicegifted.net

- When Thomas Edison was a boy, his teachers told him he was too stupid to learn anything
- Albert Einstein had problems with simple math calculations (He also had delayed speech and reading)
- Winston Churchill failed the sixth grade
- Verner Von Braun, developer of the Saturn Rocket, flunked 9th grade algebra
- Isaac Newton did poorly in grade school
- Leo Tolstoy flunked out of college

Kryza, Ducan, Stephens 2009
www.inspiringlearners.com

Instead of asking, "What's WRONG
with Kids Today?"



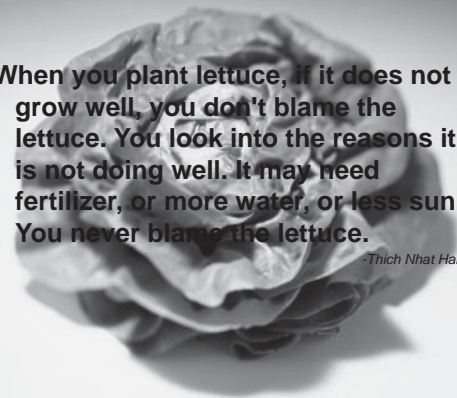
Be Joyfully Curious!!!



BIG IDEA

When you plant lettuce, if it does not
grow well, you don't blame the
lettuce. You look into the reasons it
is not doing well. It may need
fertilizer, or more water, or less sun.
You never blame the lettuce.

-Thich Nhat Hanh



- “All instruction is culturally responsive. The question is: to which culture is it currently oriented?” - Gloria Ladson-Billings



5 Ways to Create a Culturally Responsive Classroom *from the National Equity Project*

- Understand your own cultural identity, and its consequences.
- Commit to knowing your students well — academically, socially, and emotionally.
- No matter the subject matter, build on your students' life experiences
- Create a classroom learning community
- Hold high academic standards and expectations for all of your students



Active Planning for Student Differences: **Know Your Students as People**



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From the Kids...

- Get closer to students. You really don't know us.
- Not just first day – “what's your name and your favorite color.” Some don't even know our names.
- We need a friendly environment
- More personalized, relevant, useful learning
- Not enough grouping
- We don't know how our learning brains work in school – it's always been that way. Teachers do surveys at the beginning and don't do anything with that information.



Kristen Walsh:
Knowing students as people first

How Does She...

1. Communicate that her class will be a **safe** learning place?
2. Honor the **unique** qualities, differences and diversity of the students?
3. Establish a **message** for the learning in the classroom?

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Chat Chums



&



What can you do with your students on the first days of school to let them know you and get to know them?

STOP AND TALK: Talk helps cement learning

Active Planning for Student Differences: Know Your Students as Learners



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Collecting Data to Differentiate

Information to Gather	How to gather data
Readiness	Assessments (via quiz, quick write, mapping, etc.), grades, test scores, experiential background, kid watching
Personal Interests	Personal interest, surveys, letters, discussions, demonstrations, content specific inventories
Learning Profile <ul style="list-style-type: none"> ► Input styles ► Output styles ► Learning Preferences 	Learning style surveys Multiple intelligences, Sternberg's intelligences, Environment preference surveys

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Managing Data

So many styles, inventories, intelligences, modes... What's a teacher to do?!



Make it Manageable!

- 4x6 cards
- Class chart
- Class graph
- Database



Focused Observation

Student	Work Habits	Learning Profiles and Strengths	Learning Challenges	I can honor his/her learning needs by trying:
Macie	Keeps to herself	Is focused, seems comfortable with own thoughts	Loves art, self-smart, needs strengths recognized in order to feel part of a group	Grouping her with others who are weaker in art; allowing her strengths to be an integral part of the project
Humer	Is full of energy; bounces around	Enthusiastic. Loves learning	Full of ideas but lacks confidence in them and focus to implement them, shifts focus often	A framework for focusing his ideas.
Jonah	Gets frustrated with "menial" tasks	Finishes work quickly, and thoroughly	Perceptive boy, confident in his abilities, does not communicate reason for his frustrations	Tiering assignments to challenge him more; teach him strategies for challenging himself

Alicia's MI Class Chart

Art Smart	Drawing, seeing picture, charts, graphs	Jacob, Samantha, Cameron
Word Smart	Reading, writing, speaking to class	Lewis, Jenner, Lindsay
Math Smart	Working with numbers, playing logic games	Valerie, Mark, Robbie,

Using Data to Inform Instruction

Class Chart

Name	Learning Styles	Student Comments
Tyler	Listening, Manipulating	Keep science the same
Melissa	Listening	
Brittany	Speaking, Reading	Challenge her
	Listening, Manipulating	Hands-on
Kyle	Listening, Manipulating	More hands-on
Chelsea	Speaking, Visualizing	
Helena	Visualizing	Challenge her
Frederick	Visualizing	Challenge him
Nicole	Listening	
Emily	Writing, Manipulating	Science is tough, go over test questions
Alexandra	Manipulating	Likes science, doesn't need extra challenges
Anthony	Listening, Visualizing	Has fun in science, more discussions
Jayson	Reading, Manipulating	Doesn't really like science
Matthew	Listening, Manipulating	More hands-on
Yuriy	Listening	Likes science, works well with partners
Megan	Manipulating	Likes science, more hands-on
Ashley	Manipulating	Type vs. write, doesn't like standing in front

Using Data to Inform Instruction: Tally Marks Tell a Story

How Do You Like To Learn?

1. I study how others do it. ☐ Yes ☐ No

2. I am able to ignore the noise of other people talking while I am working. ☐ Yes ☐ No

3. I like to work on a table or desk. ☐ Yes ☐ No

4. I like to work on the floor. ☐ Yes ☐ No

5. I work hard for success. ☐ Yes ☐ No

6. I work hard for my parent or teacher. ☐ Yes ☐ No

7. I will work on an assignment until it is completed. ☐ Yes ☐ No

8. Sometimes I get distracted with my work and do not finish it. ☐ Yes ☐ No

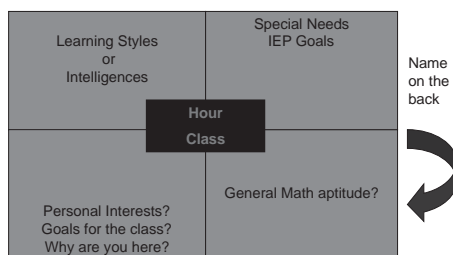
9. When my teacher gives an assignment, I like to have exact steps on how to complete it. ☐ Yes ☐ No

10. When my teacher gives an assignment, I like to create my own steps on how to complete it. ☐ Yes ☐ No

Alicia's Class Database

Name	Learning Style	Process Styles	Output Style	MI	Interests
a	visual	random	posters	spatial	computers
b	visual	concrete	performance	interpersonal	hanging out
c	visual	random	tests	spatial	work
d	auditory	concrete	essays	linguistic	music
e	kinesthetic	concrete	posters	spatial	soccer
f	visual	concrete	tests	linguistic	DI
g	kinesthetic	random	tests	interpersonal	basketball
h	kinesthetic	concrete	essays	linguistic	music
i	visual	random	performance	kinesthetic	writing

Sharing Student Information



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Works in Progress



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Make a Plan

- **When** will I **INTENTIONALLY** gather data about my students as learners?
 - What data will I gather?
 - How will I manage the data?
- How can we work together to share information about students?
- How will we **transparently** teach my students to know who they are as learners?



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What Kids Are Saying...

- "I comprehended material better when it was taught in my learning style."—Raeann,
- "Doing a variety of activities makes everyone's projects more creative...I could use these [learning] styles to help me in college."—Chad
- "I discovered that it's easier for me to learn when I'm active in the class."—Alexis
- "Art smart [Vocab Pictionary] helped me the most because I work better visually...[the multiple intelligence survey] showed me how I learn best."—Victor
- "I don't have the best memory, and when I could put the word with a picture or action, it helped. I remembered the vocab words better when we did Charades and Pictionary. It also made the class fun."—Caylynn
- "Vocab charades and talking about [the work] helped me. When I was absent and didn't get to participate, my grades showed it and decreased."—Courtney



LET'S TAKE A BRAIN BREAKS (Or Syn-Naps!)



The brain needs time to process!

- **Stretch**
- Cross Laterals
- Walk and Talk
- Energizers



ILS: Restores depleted or overloaded neurotransmitters. If you are co-teaching, this is a great activity for the learning specialist to lead teach in the classroom

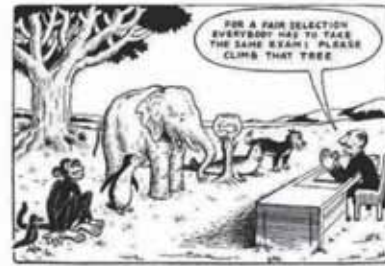
Active Planning for Student Differences:



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Create a "Fair is Not Same" Classroom



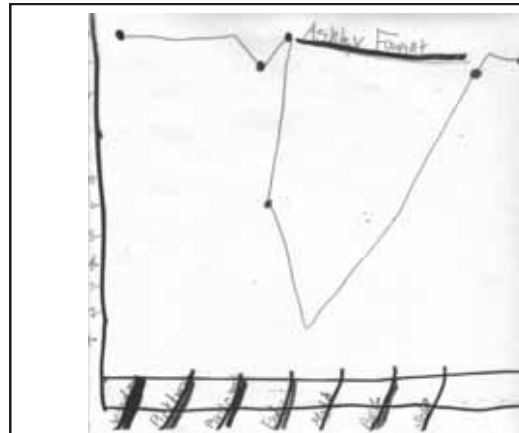
Our Education System

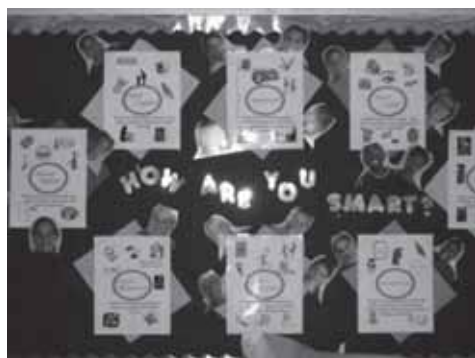
SET THE TONE FOR A SAFE LEARNING PLACE

Fair is not everybody getting the same thing...
fair is everybody getting what they need to be successful!



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Classroom Theme Ideas

- We are Family
- We are a Mixed Garden of Learners – Let's Grow Together
- United We Stand, Divided We Fall
- A Community that Learns Together, Makes a Better World Together



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#3 Set the Tone in Your Room

- Help Students Understand that Sameness is not Fairness through analogies such as:



Coaching

Doctors



Other? _____

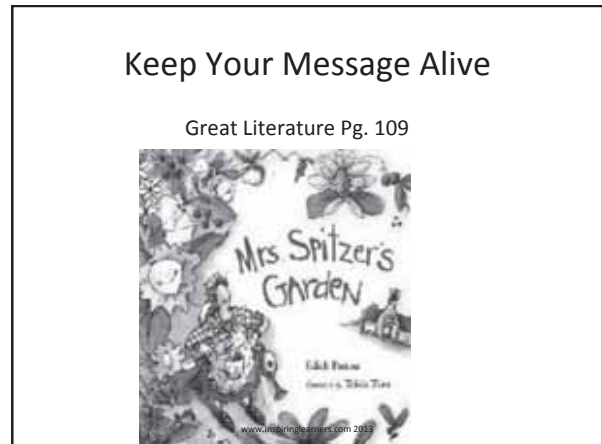
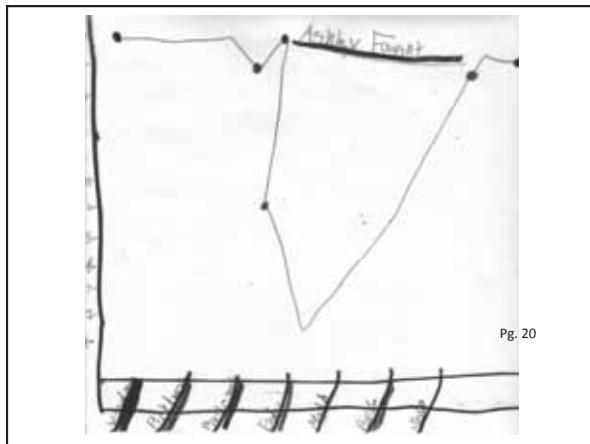
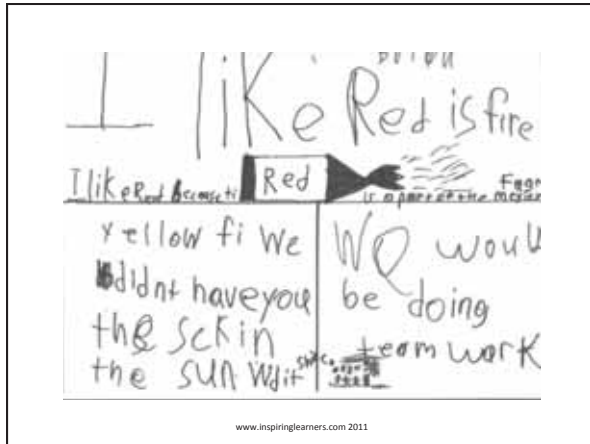
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Story: Crayon Box that Talked



- Discuss with the students what "different" means and what "same" means. Write their ideas on the board or chart.
- Read "The Crayon Box That Talked." Ask the kids to think about what color crayon they would be and why they would be that color. What would they say?
- After reading the story, have a few students share what color they would be and why and what would they say to the other crayons in the box.
- Talk about personal space issues. How is sharing a box with other crayons like sharing space lying on the reading rug or sitting down at circle time? What is teamwork and why is it important?
- Hand out black sheets of construction paper and pieces of colored chalk. Have the students draw the crayon they would be. Spray the drawing with hairspray to keep it from smearing.
- Tie to messages in your classroom

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Keep Your Message Alive



My flower is like me because I am bright, brilliant, Intelligent, beautiful, kind, caring, and Loving.

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www.inspiringlearners.com 2013

You Plan It!

- What will you do to teach that *fair is not same* in your classroom?
- *Students graphing themselves*
- *Analogy*
- *Bulletin Board*
- *Classroom Theme*
- *Literature*



Community Vision



- Keeping the community alive.
 - Revisit your theme at the end of the day or at least once a week
 - Celebrate when the community actions support what you stand for.
 - Put student strengths into action in keeping the community thriving.

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You ARE a Marvel!



Each second we live in a new and unique moment of the universe, a moment that will never be again.

...And what do we teach our children? We teach them that two times two makes four, and that Paris is the capitol of France.

You ARE a Marvel!



When will we also teach them what they are?

We should say to each of them: Do you know what you are? You are a marvel. You are unique. In all the years that have passed, there never was another child like you.

Your legs, your arms, your clever fingers, the way you move.

You ARE a Marvel!



You may become a Shakespeare, a Michaelangelo, a Beethoven. You have the capacity for anything. Yes, you are a marvel. And when you grow up, can you then harm another who is like you, a marvel?

You must work, we must all work, to make the world worthy of it's children.

-- Pablo Casals

**I'm Glad We're ALL
Different, Aren't You?**



**Stay
Connected**

