HEAD : HEART : GUT
the Brain... is wider than the Sky...
The brain is deeper than the sea.
A society's competitive advantage will come not from how well its schools teach the multiplication and periodic tables, but from how well they stimulate imagination and creativity.

-Albert Einstein
Community, Parents, Experts in their Fields of Study

Are all integral pieces of the school’s character, foundation, growth, and enable the students to self-discover, and to find out how to reach out and how to give back as well as how to enter the world with the gifts they would like to share.
Community:

- Interacting with the community provides students with the connection that instills traits of service, civic engagement, and an understanding that where they live truly matters.
- Through the work of the SEM, students will be engaged with different members and aspects of the community, based on their interest, learning styles, and preferred modes of expression.
- Learning about one’s town and all of its gifts. In addition, discovering its history, its potential, and its needs will be an enormous part of the students’/staff’s focus.
High-End Learning Defined

1. Each learner is UNIQUE
2. Learning is more effective when students ENJOY what they are doing
3. Learning is more enjoyable when CONTENT and PROCESS are learned within the context of a REAL WORLD PROBLEM
4. Focus on applications of knowledge and skills that result from STUDENT CONSTRUCTION OF MEANINGFULNESS
Thinking, Feeling and Doing...

*What Practicing Professionals do in the Delivery of Products and Services*

1. Receiving **opportunities** to apply their **interests**
2. Acquire advanced level understanding of knowledge
3. Developing **authentic products or services** for an **audience**
4. Developing **self-directed learning skills** in planning, problem finding/focusing, organization, resource utilization, time management, cooperation, decision making and self-evaluation
5. **Task commitment, self-confidence**, feelings of creative accomplishment, and **ability to interact with other students and adults**
Surround yourself with the dreamers and the doers, the believers and thinkers, but most of all, surround yourself with those who see greatness within you, even when you don't see it yourself.
The world needs dreamers and the world needs doers. But above all, the world needs dreamers who do.

— Sarah Ban Breathnach
Today, you will be discussing, thinking and sharing. The PowerPoint will be yours. For this one slide, grab A PEN or pencil...

Write down three words that you would use to describe your *classroom*.

Write down three words to describe your *students*.

Write down three words to describe how you *feel* about *teaching*.

Write down three words to describe *yourself* as a *teacher*.

Write down three words to describe *yourself* as a *person*.

Would you want to be a student in your classroom? Why or why not?
1. Develops talents in all children
2. Provides a broad range of advanced level enrichment experiences for all students
3. Provides advanced follow-up opportunities for young people based on their strengths and interests
The SEM focuses on enrichment for all students through high levels of engagement and the use of enjoyable and challenging learning experiences that are constructed around students’ interests, learning styles, and preferred modes of expression.
What is a Preferred Mode of Expression?

Preferred Mode of Expression is an engagement strategy where students are given the choice of different methods to express themselves (e.g., verbal responses, drawing, acting/movement.)
• **Next**, a teacher helps students evaluate which approach works best for them in particular contexts through discussions or administering a survey (e.g. discovering a student prefers verbal responses for reading and drawing a model for math).

• **After**, the teacher structures classroom activities with a list of options that reflect student expression preferences.

• As a result, students can apply their strengths and interests to demonstrate knowledge, increasing engagement and minimizing communication barriers (https://goalbookapp.com/toolkit/strategy/modes-of-expression).
Does that Sound familiar?
Why so Blue?

Many students in the public school system across the country struggle to stay focused, feel challenged, and stay out of trouble for various reasons in public schools including:

• twice exceptionality, boredom, not feeling inspired by curriculum content, family struggles, and underachievement as a result of varying factors including perfectionism, chronically under-challenging, slow-moving classroom experiences (Whitmore, 1986), or moving from a regular classroom to an appropriately challenging one (Krissman, 1989).

• Peer pressure to conform to “regular” norms, to “be like everyone else” (Diaz, 1998; Ford, 1992, 1996).

• Loneliness, isolation from classmates and the educational enterprise (Mandel & Marcus, 1988, 1955)

• Family dynamics (Neihart, et. al. 83).
Let’s pause for a moment and consider a very popular word in the educational world... Shall we?

**Differentiation**— What is it? Exactly? Anyone? Anyone?

Differentiation refers to a wide variety of teaching techniques and lesson adaptations that educators use to instruct a diverse group of students, with diverse learning needs, in the same course, classroom, or learning environment. Differentiation is commonly used in “heterogeneous grouping”—an educational strategy in which students of different abilities, learning needs, and levels of academic achievement are grouped together. In heterogeneously grouped classrooms, for example, teachers vary instructional strategies and use more flexibly designed lessons to engage student interests and address distinct learning needs—all of which may vary from student to student. The basic idea is that the primary educational objectives—making sure all students master essential knowledge, concepts, and skills—remain the same for every student, but teachers may use different instructional methods to help students meet those expectations ([https://www.edglossary.org/differentiation/](https://www.edglossary.org/differentiation/)).

What’s Missing? And can’t students in homogeneous groups need differentiation, as well? Uh-oh. Does it really have to be so difficult?
What is missing...

The child’s knowledge of how differentiation works best for him or her. If the child is not invested in the differentiation or its possibilities, the child is separate, and removed from his or her own success. The ownership of learning is denied or, the student may feel that the manner in which he or she best learns is inadequate in comparison to his or her peers.

The key then, becomes the student’s ownership and understanding of his/her learning experience.
Engaging student interest and letting students own their learning
This Ownership is:

Self-efficacy

According to Albert Bandura, self-efficacy is "the belief in one’s capabilities to organize and execute the courses of action required to manage prospective situations." In other words, self-efficacy is a person’s belief in his or her ability to succeed in a particular situation. Bandura described these beliefs as determinants of how people think, behave, and feel.
Consider your students, the Power of the SEM, and differentiation in a different “light”.

**STRONG SELF-EFFICACY**

- View challenging problems as tasks to be mastered
- Develop deeper interest in the activities in which they participate
- Form a stronger sense of commitment to their interests and activities
- Recover quickly from setbacks and disappointments

**WEAK SELF-EFFICACY**

- Avoid challenging tasks
- Believe that difficult tasks and situations are beyond their capabilities
- Focus on personal failings and negative outcomes
- Quickly lose confidence in personal abilities
Now consider building on strengths, such as student learning styles

- **The Seven Learning Styles**
- **Visual (spatial):** You prefer using pictures, images, and spatial understanding.
- **Aural (auditory-musical):** You prefer using sound and music.
- **Verbal (linguistic):** You prefer using words, both in speech and writing.
- **Physical (kinesthetic):** You prefer using your body, hands and sense of touch.
- **Logical (mathematical):** You prefer using logic, reasoning and systems.
- **Social (interpersonal):** You prefer to learn in groups or with other people.
- **Solitary (intrapersonal):** You prefer to work alone and use self-study.
What about your students from this past year?

**HERE ARE THE LEARNING STYLES**

- **The Seven Learning Styles**
  - **Visual (spatial):** You prefer using pictures, images, and spatial understanding.
  - **Aural (auditory-musical):** You prefer using sound and music.
  - **Verbal (linguistic):** You prefer using words, both in speech and writing.
  - **Physical (kinesthetic):** You prefer using your body, hands and sense of touch.
  - **Logical (mathematical):** You prefer using logic, reasoning and systems.
  - **Social (interpersonal):** You prefer to learn in groups or with other people.
  - **Solitary (intrapersonal):** You prefer to work alone and use self-study.

**WRITE DOWN SOME STUDENT NAMES THAT CONNECT TO THESE STYLES**

- **The Seven Learning Styles**
  - **Visual**
  - **Aural**
  - **Verbal**
  - **Physical**
  - **Logical**
  - **Social**
  - **Solitary**
So that’s awesome that we figured out that there are all of these cool learning styles, but what about standardized tests, and students having to perform at a certain level so that they can move on to the next grade?
The Pretend Classroom...

• What’s really happening in your classroom?
• What are students really thinking?
• What are they truly learning?
• Are they challenging themselves?
• Are they engaged?
• Are they thinking about the world, their place in it, and how they can access the tools to take them there?
• Or are they waiting to leave, or to take the next test, or to “pass the course,” or to do their homework for another class, or, or, or, or...
Technique is what teachers use until the real teacher arrives... (Parker J. Palmer)

We Teach Who We Are
Teaching Beyond Technique

Good teaching cannot be reduced to technique: good teaching comes from the identity and integrity of the teacher.
Teaching and True Self

Identity

Always Evolving

Integrity

Without Perfection
When Teachers Lose Heart

What does it mean to be Vulnerable?
Listening to the Teacher Within

In a culture of objectification and technique we often confuse authority with power, but the two are not the same. Power works from the outside in, but authority works from the inside out. We are mistaken when we seek “authority” outside ourselves, in sources ranging from the subtle skills of group process to that less-than-subtle method of social control called grading...Authority is granted to people who are perceived as “authoring” their own words, their own actions, their own lives, rather than playing a scripted role at great remove from their own hearts.
Institutions and the Human Heart

As important as methods may be, the most practical thing we can achieve in any kind of work is insight into what is happening inside us as we do it. The more familiar we are with our inner terrain, the more sure-footed our teaching-and living-becomes.
Where does this leave us:  Where does this leave you?
Change the thought process

1. Teachers are seen as and understood to be gifts in the classroom.
2. Each teacher’s gifts are different.

Working together in small teams, brainstorm and elaborate on your gifts. Focus on the following:

Head: What are your intellectual gifts? This is a broad and open question. Consider your intellect and how you express yourself in your classroom and in what you teach.

Heart: What are the gifts that you bring that are specifically related to your students, parents, and community members? How, when, and where do you see those gifts interacting with your curriculum. This is infusion at its best.

Gut: This is your courage and your willingness to step out of your comfort zone. It is also an expression of your creativity. Your curriculum, infused and shaped by student interest and talent opens the doors for all of your students. That framework of curriculum provides opportunities for student investigation, ownership, and presentation of knowledge and creation.