Infusing the Schoolwide Enrichment Model: Head, Heart, Gut

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Strand Block A: 10am – 12pm, Tuesday, July 9 – Friday, July 12
Five minutes of mindfulness
“Art is a human act, a generous contribution, something that might not work, and it is intended to change the recipient for the better, often causing a connection to happen.” Seth Godin
The process can be through any medium: writing, speaking, building software, constructing a bridge, communication, leading, drawing, painting, singing. The change or “art” can be anything: starting a blog about a social issue important to you, writing a book, creating a new action figure, building a piece of software, starting a company, rallying a group of people.

It requires only a few things: you want to create a change and connect on a human level, you don’t know exactly where to start, you are frightened by this uncertainty, and then, you do it anyway. – Seth Godin
What Lies Beneath the Intellect and How Can That Be Used to Help Us to Grow?

1. This strand is intended for those who want to best meet the needs of their students by using their own gifts and talents as educators, parents, and community members.

2. This strand fashions an opportunity to use your gifts to foster and create a space where performance outcomes, vicarious experiences, verbal persuasion, and physiological feedback strengthen the self-efficacy of students (Bandura, 1977).

3. The SEM is the vehicle to provide tools and resources to every student, teacher, parent, school, and community. This underlying, influential force of self-efficacy creates belief in one’s ability to be successful; that belief propels those who invest in the SEM into reaching their potential.

4. Nurturing and creative classrooms provide safe spaces for teachers and students to establish self-efficacy. These encouraging spaces allow for students to take risks to find new answers. What follows allows for students and teachers to recognize their own gifts, the gifts of others, and to collaborate to use these gifts for new knowledge, awareness, and Type III production.

5. Self-efficacy encourages an open, well-fertilized plot of soil that provides a great start for every child in the classroom to dig more deeply into what he or she can do with interest and ultimately, ownership of self, ideas, and personal creations.
Joseph Renzulli asks:


SOCIAL CAPITAL IS DEFINED AS “a set of intangible assets that address the collective needs and problems of other individuals and communities at large” – Joe Renzulli (Hébert, 45).
The Houndstooth Theory (Renzulli 2003)

“In what is now popularly known as the three-ring conception of giftedness (above average but not necessarily superior ability, creativity, and task commitment) I embedded the three rings in a houndstooth background that represents the interactions between personality and environment. These factors aid in the development of three clusters of traits that represent gifted behaviors. What I recognized but did not emphasize at the time was that a scientific examination of a more focused set of background components is necessary for us to understand the sources of gifted behaviors and, more importantly, the ways in which people transform their gifted assets into constructed action” – Joe Renzulli (Hébert, 46).
<table>
<thead>
<tr>
<th><strong>Joseph Renzulli’s Socially Constructive Intelligence</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Optimism:</strong> A quality that incorporates cognitive, emotional, and motivational components and reflects a belief that the future holds promise</td>
</tr>
<tr>
<td><em>Subcomponents: hope, positive feelings from hard work</em></td>
</tr>
<tr>
<td><strong>Courage:</strong> The ability to face challenges or danger while overcoming physical, psychological, and/or moral fears</td>
</tr>
<tr>
<td><em>Subcomponents: psychological/intellectual independence, moral conviction</em></td>
</tr>
<tr>
<td><strong>Romance with a Topic/Discipline:</strong> When an individual falls in love with a topic or discipline, a true romance evolves. The passion for the big ideas helps to propel the individual in his or her quest for understanding.</td>
</tr>
<tr>
<td><em>Subcomponents: absorption, passion</em></td>
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<tr>
<td><strong>Sensitivity to Human Concerns:</strong> The ability to understand another's affective experience and to sensitively communicate understanding through one's action. This sensitivity is characterized by altruism and empathy.</td>
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<tr>
<td><em>Subcomponents: insight, empathy</em></td>
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<td><strong>Physical and Mental Energy:</strong> The amount of energy an individual is able to invest toward achieving one’s goals.</td>
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<tr>
<td><em>Subcomponents: charisma, curiosity</em></td>
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<tr>
<td><strong>Vision/Sense of Destiny:</strong> This quality may be described as a variety of intercorrelated constructs including internal locus of control, motivation, volition, and self-efficacy. When an individual has a vision or sense of destiny about the future such an image serves to stimulate and direct one’s behavior.</td>
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<tr>
<td><em>Subcomponents: sense of power to change things, sense of direction, pursuit of goals.</em></td>
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Determining Efficacy Judgments

Performance Outcomes
"Positive and negative experiences can influence the ability of an individual to perform a given task. If one has performed well at a task previously, he or she is more likely to feel competent and perform well at a similarly associated task" (Bandura, 1977).

Vicarious Experiences
"People can develop high or low self-efficacy vicariously through other people’s performances. A person can watch another perform and then compare their own competence with the other individual’s competence" (Bandura, 1977).

Verbal Persuasion
"Self-efficacy is influenced by encouragement and discouragement pertaining to an individual’s performance or ability to perform" (Redmond, 2010).

Physiological Feedback
"People experience sensations from their body and how they perceive this emotional arousal influences their beliefs of efficacy" (Bandura, 1977).
Take a deep breath
Let's start with YOU
No, I'm not kidding
This strand is intended for those who want to best meet the needs of their students by using their own gifts and talents as educators, parents, and community members.
BRAINSTORM!!!!!!!!!!!!

By the way, are they potatoes, or peanuts?
Simple, simple, simple... and fun... and RELEASING... and perhaps slightly terrifying... and did anyone say there is a difference between simple and easy?

1. Form a group, or, if you would prefer, work on your own.
2. Grab a BIG piece of paper. You might need more than one.
3. Make four columns.
4. The first column is: what I love about teaching.
5. The second column is: what I struggle with/what is not my favorite/what I don’t really like/what I have come to dislike/what I would rather not do/ or, if you need to go there, what I hate/detest/loathe/dislike/abhor about teaching. The words are yours.
6. The third column is: what I am super successful at in being a teacher/counselor/parent/administrator.
7. The fourth column is: what I am not super successful at in being a teacher/counselor/parent/administrator.
Let’s take a few minutes to take a look at what you have discovered.

Is what you wrote surprising?

Is what you wrote true?

How do you feel about what you wrote?

Do you believe it?

Would you like to change any of it?

Let’s talk it out.
Bandura’s Instrument
Teacher Self-Efficacy Scale
What is self-efficacy? And why is it so important for teachers and for students to have it? Why would it be important for teachers to be able to demonstrate self-efficacy within their classrooms?
SELF-EFFICACY is One’s Judgement of One’s Capabilities to do Something
Determining Efficacy Judgments

**Performance Outcomes**

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**Self-Efficacy**

**Verbal Persuasion**

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**Physiological Feedback**

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What about self-esteem and self-concept?

Self-esteem is one’s judgement of **self worth**

Self-concept is judgement about **one’s attributes**

Self-efficacy is one’s judgement of one’s capability to do something.

In order to succeed, people need a sense of self-efficacy, to struggle together with resilience to meet the inevitable obstacles and inequities of life.

— Albert Bandura —
Performance Outcomes

• According to Bandura, performance outcomes or past experiences, are the most important source of self-efficacy. Positive and negative experiences can influence the ability of an individual to perform a given task.
• If one has performed well at a task previously, he or she is more likely to feel competent and perform well at a similarly associated task (Bandura, 1977).
  • **Positive example**: If an individual performed well in a previous job assignment, then they are more likely to feel confident and have high self-efficacy in performing the task when their manager assigns them a similar task. The individual's self-efficacy will be high in that particular area, and since he or she has a high self-efficacy, he or she is more likely to try harder and complete the task with much better results.
  • **Negative example**: If an individual experiences a failure, they will most likely experience a reduction in self-efficacy. However, if these failures are later overcome by conviction, it can serve to increase self-motivated persistence when the situation is viewed as an achievable challenge (Bandura, 1977).
Vicarious Experiences

People can develop high or low self-efficacy vicariously through other people’s performances. A person can watch someone in a similar position perform, and then compare his own competence with the other individual’s competence (Bandura, 1977).

- If a person sees someone similar to them succeed, it can increase their self-efficacy. However, the opposite is also true; seeing someone similar fail can lower self-efficacy.
  - Increase in self-efficacy example: Mentoring programs, where one individual is paired with someone on a similar career path who will be successful at raising the individual’s self-efficacy beliefs. This is even further strengthened if both have a similar skill set, so a person can see first-hand what they may achieve.
  - Decrease in self-efficacy example: Smoking cessation program, where, if individuals witness several people fail to quit, they may worry about their own chances of success, leading to low self-efficacy for quitting, or a weight-loss program where others do not achieve the results they were hoping.
Verbal Persuasion

According to Redmond (2010), self-efficacy is also influenced by encouragement and discouragement pertaining to an individual’s performance or ability to perform.

• Positive example: A manager telling an employee: “You can do it. I have confidence in you.” Using verbal persuasion in a positive light generally leads individuals to put forth more effort; therefore, they have a greater chance at succeeding.

• Negative example: A manager saying to an employee, “This is unacceptable! I thought you could handle this project” can lead to doubts about oneself resulting in lower chances of success.

• Also, the level of credibility directly influences the effectiveness of verbal persuasion; where there is more credibility, there will be a greater influence. In the example above, a pep talk by a manager who has an established, respectable position would have a stronger influence than that of a newly hired manager. Although verbal persuasion is also likely to be a weaker source of self-efficacy beliefs than performance outcomes, it is widely used because of its ease and ready availability (Redmond, 2010).
Physiological Feedback (emotional arousal):

- People experience sensations from their body and how they perceive this emotional arousal influences their beliefs of efficacy (Bandura, 1977). Some examples of physiological feedback are: giving a speech in front of a large group of people, making a presentation to an important client, taking an exam, etc. All of these tasks can cause agitation, anxiety, sweaty palms, and/or a racing heart (Redmond, 2010). Although this source is the least influential of the four, it is important to note that if one is more at ease with the task at hand they will feel more capable and have higher beliefs of self-efficacy.
People experience sensations from their body and how they perceive this emotional arousal influences their beliefs of efficacy. Self-efficacy is also influenced by encouragement and discouragement pertaining to an individual's performance or ability to perform. Positive and negative experiences can influence the ability of an individual to perform a given task. People can develop high or low self-efficacy vicariously through other people's performances. A person can watch someone in a similar position perform and compare his own competence with the other individual's competence.
Bandura’s Instrument Teacher Self-Efficacy Scale

This questionnaire is designed to help us gain a better understanding of the kinds of things that create difficulties for teachers in their school activities.

They are based on:

1) Efficacy to Influence Decision Making;
2) Efficacy to Influence School Resources;
3) Instructional Self-Efficacy; 4) Disciplinary Self-Efficacy;
5) Efficacy to Enlist Parental Involvement;
6) Efficacy to Enlist Community Involvement;
7) Efficacy to Create a Positive School Climate
EFFICACY TO INFULENCE DECISION MAKING

1. How much can you influence the decisions that are made in your school?

   1  2  3  4  5  6  7  8  9
   Nothing  Very Little  Some influence  Quite a Bit  A Great Deal

2. How much can you express your view freely on important school matters?

   1  2  3  4  5  6  7  8  9
   Nothing  Very Little  Some influence  Quite a Bit  A Great Deal
EFFICACY TO INFLUENCE SCHOOL RESOURCES

How much can you do to get the instructional materials and equipment you need?

1 2 3 4 5 6 7 8 9

Nothing  Very Little  Some influence  Quite a Bit  A Great Deal
Let’s Give A Shorter Version of this Teacher Self-Efficacy Scale a Try

Freie Universität Berlin Abteilung für Gesundheitspsychologie Berlin, Germany: health@zedat.fu-berlin.de
So, what did we discover? About our own self-efficacy in the classroom?

What helps us, and what hinders us from strengthening our self-efficacy=our belief that we are capable? Does this have an affect on our students? Talk to each other for 5.
DAY #2

2. This strand fashions an opportunity to use your gifts to foster and create a space where performance outcomes, vicarious experiences, verbal persuasion, and physiological feedback strengthen the self-efficacy of students (Bandura, 1977).

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5 minutes of mindfulness
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LET'S DISCUSS DIFFERENTIATION IN RELATION TO SELF-EFFICACY.
Differentiation is...

“Diagnosing the readiness level of each student and customizing instruction so every individual experiences continuous learning.”  
(Bertie Kingore)

“Teachers at work refining the art of teaching”  
(Bertie Kingore)

“A teacher’s response to a learner’s needs”  
(Carol Ann Tomlinson)

What is differentiation?

Would anyone add anything to these definitions?
Differentiation is for the student. For real, authentic, long-lasting learning to take place, students need to BE a part of this differentiation process. Differentiation is not something that happens TO them. Differentiation is something in which they invest themselves. That does not mean that teachers are not a part of that powerful and individual process, but it DOES MEAN THAT THE STUDENTS ARE THE RECIPIENTS AND THE FOUNDERS OF THEIR OWN INTERESTS, LEARNING STYLES, AND PREFERRED MODES OF EXPRESSION.
Why might these two ways of looking at differentiation have an impact on how the students: Act, Think, Perform, Feel, and Relate to One Another?
What is the most important thing to a student? Do you know?

Wait a second.

How many students do you have...

And for how many students are you supposed to differentiate?

Are they retaining the information or taking any part in this differentiation?

What if the manner in which you are differentiating changes?

What if you don’t take into consideration the fact that a student is 2e, or has an extraordinary obsession with turtles, or rocks that are found in Indonesia? What if you have a student who REALLY, REALLY wants to learn about volcanoes in social studies and has actually (finally) shown interest in something, but it’s not in the curriculum?
What is the most important thing to a student?

Do you know?

• Do you know what the student’s interests are?

• Do you know what the student’s preferred mode of learning is (or is there more than one?)

• Do you know what the student’s preferred mode of expression is?

Does the student know?

• Does the student know what his/her interests are?

• Does the student know how he or she prefers to learn?

• Does the student know how he or she prefers to express what he or she has learned?
Now we are talking about one child at a time. That is differentiation. And it is not scary at all. Because the child will be on the team to differentiate for him, or herself.
Each child comes to you,

• With a personality
• With ideas
• With history
• With personal traits
• With thoughts that have begun to percolate before they even have a chance to be spoken.
They also come to you with,

- History
- Culture
- Family background that can include love, joy, abundance, pain, sorrow, and scarcity, and everything in between.
- Some have friends. Some are alone.
- Some can read, write – and I am talking about all grade levels – and some cannot.
What’s missing is:
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.

So what’s missing? And can WHAT IS missing really make a difference?

The key then becomes the student’s ownership and understanding of his or her learning experience.
That door must be opened by the student because no one can see, learn, or feel the way that he or she can.
So Let’s Pause For Just a Minute
And consider our students and differentiation, again.

Thoughts? Discussion? Questions?
What is an interest and is it important?

- Consider what you teach, and then, consider INFUSION of the enrichment triad. (Type I, Type II, Type III)

- Infusion occurs on so many levels:
  - Within your class, planned into what you are teaching
  - Spontaneously, as something that occurs that can be infused into the class that day
  - Spontaneously, as something a student or students are interested in pursuing; this can be in one class, or cross-curricular.
  - Planned, across more than one curriculum – enabling students to understand that “subjects” don’t occur in isolation, but rather, move in and out of one another in life experiences, as well as in work situations.
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 is a Preferred Mode of Expression?

• An engagement strategy where students can choose different methods of expression (e.g. writing, verbal, drawing, acting/movement.)

• A teacher/facilitator works with students to determine what is the best way(s)/favorite way(s) to express themselves through discussion, brainstorming as a group, or Dr. Joseph Renzulli’s MyWay:

• The teacher/facilitator can create classroom activities that include a list of options reflecting student expression styles.

• Students are the owners of what they create.
Enjoyment → Engagement → Enthusiasm for Learning
This is one form of differentiation. The Bell Curve.

We don’t know where these students are from, how they feel, what they care about, and what they can do, other than the curriculum.

There is no student name, interest, preferred mode of expression, or learning style.

The Bell Curve, still used today, is surrounded by controversy.
Opportunities
Resources
Encouragement
Let’s plan a lesson
Consider something that you would like to facilitate in your classroom
Let’s create a class
Pick a group

• Plan a lesson – you have 15 minutes to plan a lesson.
• The lesson can be serious, funny, filled with joy, very intense, but it is also going to be one dimensional.
• At first.

• Create a class – 15 minutes
• Think about all of the students you have encountered.
• Use the forms that I have provided for you that express social and emotional characteristics of gifted and talented students and Gifted Learners.
• Create a class of students who will need to be differentiated.
If a Student is surrounded by:

- Enjoyment, Engagement, and Enthusiasm for Learning
- Opportunities, Resources, and Encouragement provided by the teacher/facilitator
- AND
- The student knows his or her personal interests and they are respected and valued as well as
- His or her learning styles

WHAT DO WE GET? Pick a word
Now. Work together, in small groups, or in a large group – your choice!

• Differentiate the lesson according to the students that you have.
• Remember that the students who you have differentiated also understand their gifts and talents, as well as some of the things that they struggle with.
• Consider, and be ready to discuss how the class would be different if you did not differentiate the lesson for these students.
• Be prepared to present – this is going to be so much fun!!!!!
Why NOT? Put it into language your colleagues will understand.

These students look like chaos, but are they?
Tomorrow

SUPRISE!

Dude. Not yet.
We are "THIS CLOSE" to it being Friday!
We Have Guests

I have asked you to consider yourselves, and your students.
You didn’t think I would leave you hanging with this slide, did you?
Tomorrow, Thursday, I am bringing in some new ideas, and some thoughts that were created by Joe.

Jeanne

Rita
I have a job for you...
Bring, with you, your most challenging student.

No, you don’t have to go and pick him or her up. I am sure that you have some great memories to share...
Right now,

- Let’s spend some time brainstorming.
- First -
Add a Slide Title - 3
Add a Slide Title - 4
Add a Slide Title - 5