



INDUCTION/MENTOR PROGRAM

PROTÉGÉ MEETING

MARCH 2023

The best part of teaching is
that it matters.

The hardest part of
teaching is that every
moment matters,
every day.





*TEACHING IS
INTELLECTUALLY
COMPLEX, DIFFICULT
AND DEMANDING WORK,
AT LEAST AS
COMPLICATED
AS NEUROSURGERY*

Jonathan D. Saphier, Ed.D.
Executive Director
Research for Better Teaching

**I WILL NOT YELL IN CLASS.
I WILL NOT THROW THINGS IN
CLASS. I WILL NOT
HAVE A TEMPER
TANTRUM. I WILL
ALWAYS BE GOOD,
BECAUSE I AM THE TEACHER.
I AM THE TEACHER.
I AM THE TEACHER...**

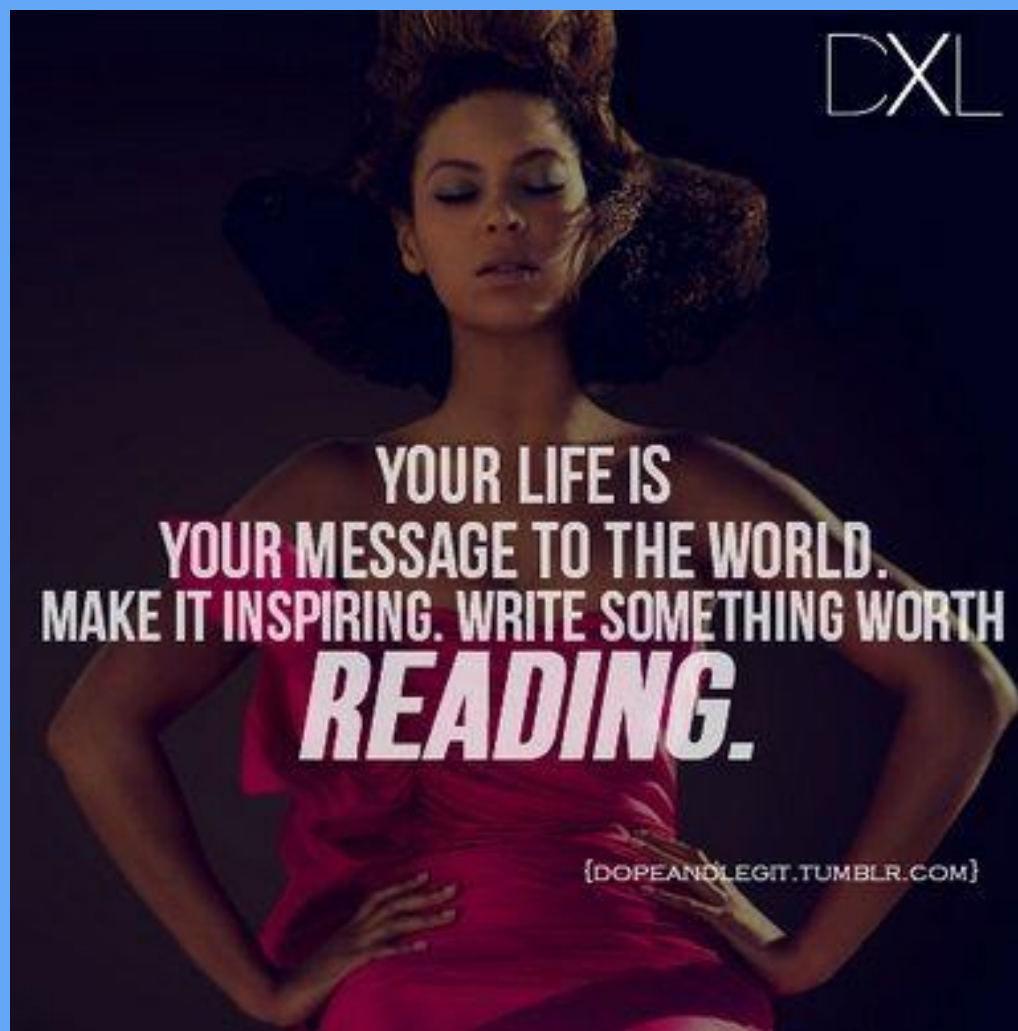


Who Has the Better Education Quote?



Or





YOUR LIFE IS
YOUR MESSAGE TO THE WORLD.
MAKE IT INSPIRING. WRITE SOMETHING WORTH
READING.

{DOPEANDLEGIT.TUMBLR.COM}



**YOU LEARN MORE IN FAILURE
THAN YOU EVER DO IN SUCCESS.**

-JAY Z

QUOTETHATTALK.TUMBLR.COM

In my
experience,
there is
NO SUCH THING
as luck.

- *Obi-Wan Kenobi*



"Do... or do not."
There is no try."



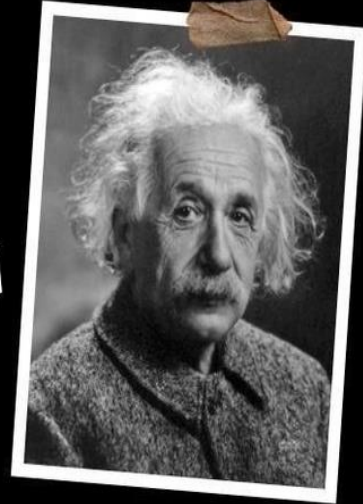
Who Has the Better Education Quote?



Or



**"Education is not
the learning of
facts, but the
training of the mind
to think."
-Albert Einstein**

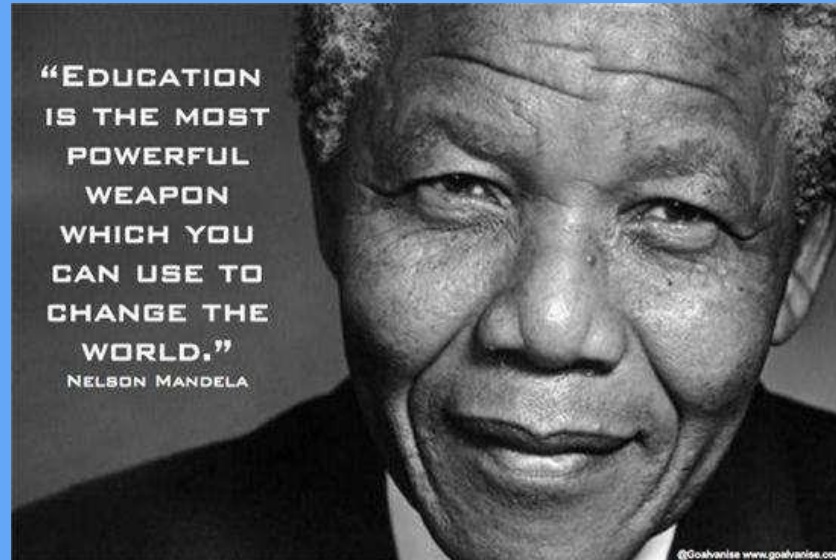


**INTELLIGENCE
+ CHARACTER
THAT
IS THE
GOAL
OF TRUE
EDUCATION.**

- DR. MARTIN LUTHER KING, JR.

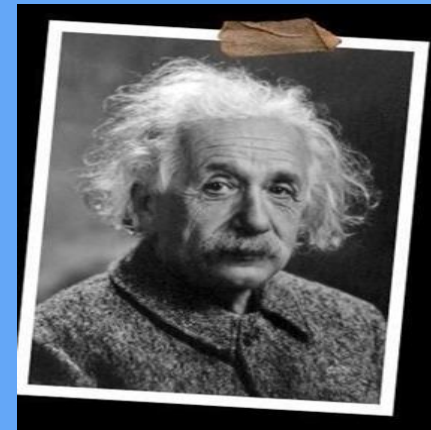
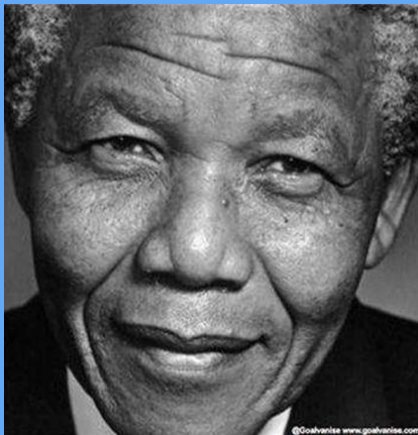


**"EDUCATION
IS THE MOST
POWERFUL
WEAPON
WHICH YOU
CAN USE TO
CHANGE THE
WORLD."
NELSON MANDELA**



@Goalvante www.goalvante.com

Create Your Own Teaching Quote to Share

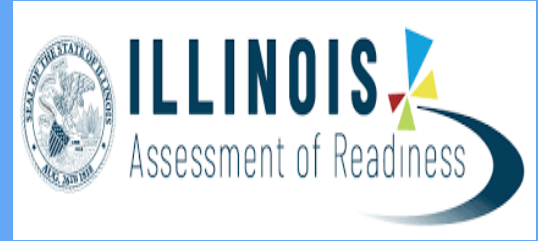


IMP Activities

- All activities due at the April Meeting
- Submit through TEAMS, or by email, or in written form
- Coordinator Activities - Observations, Walk-Throughs, and Stop-by



Illinois Assessment of Readiness Testing Notes & Other Insight



This Photo by Unknown Author is licensed under [CC BY-NC-ND](https://creativecommons.org/licenses/by-nc-nd/4.0/)

IAR Home page at <https://www.isbe.net/Pages/IAR.aspx>.

IAR test preparation at <https://il.digitalitemlibrary.com/home>.

IAR computer skills tutorial at <https://il.mypearsonsupport.com/>

Closing the Achievement Gap



Better Instruction

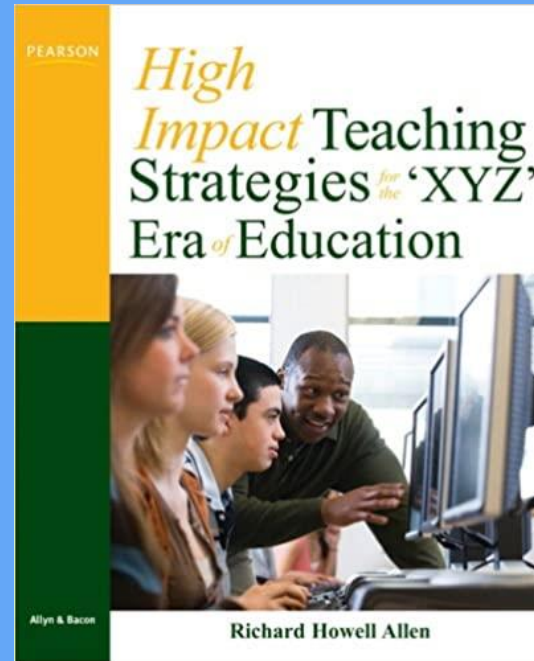
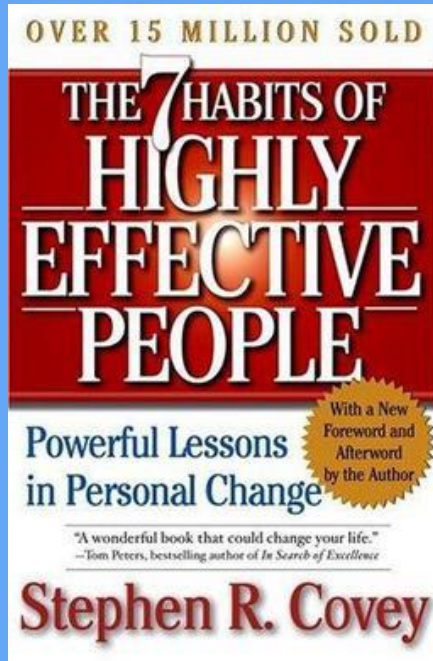
Strong Culture
(academic press)

Lower Class Size

More Personalized

Academic Rigor

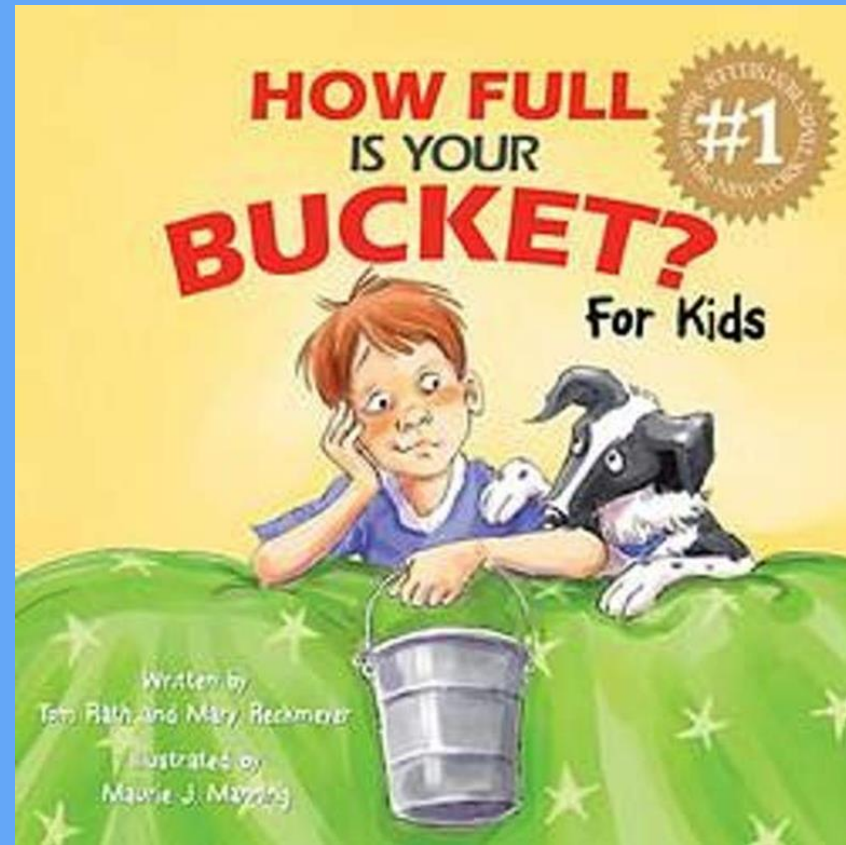
Classroom Management



X - Using the negative is confusing and may send the wrong message

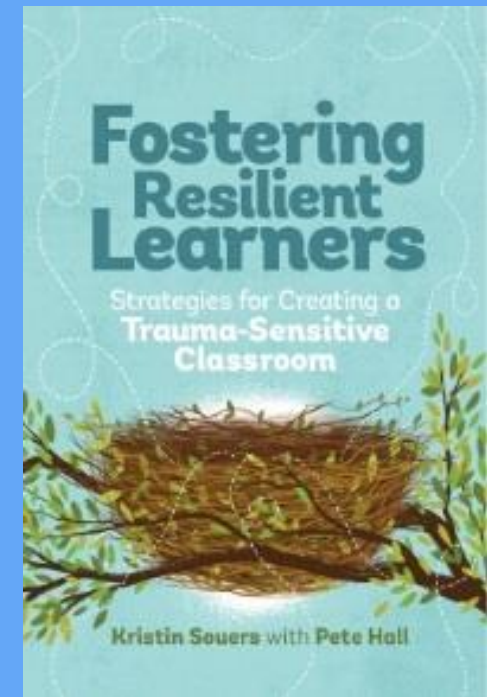
Emotional
Bank Accounts

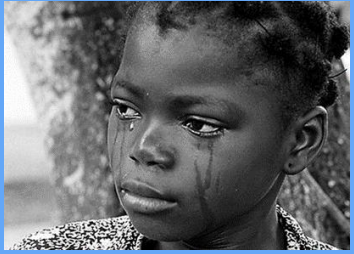
Classroom Management



<https://www.youtube.com/watch?v=mWe6Z3zFwoA>

ACEs: Adverse Childhood Experiences and the Elementary School Classroom



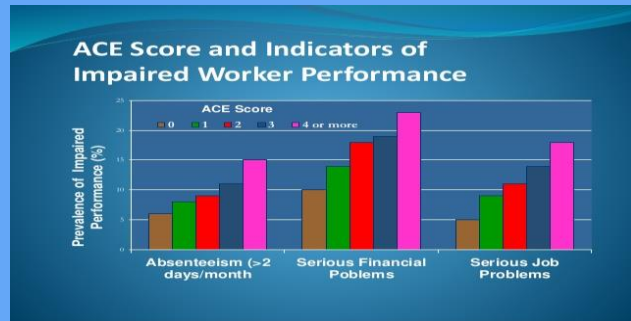


ACEs – Adverse Childhood Experiences

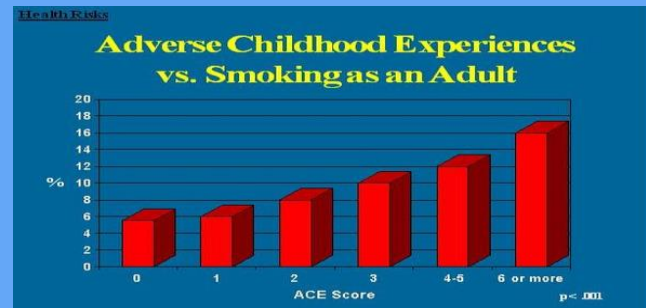


- Substance abuse in the home
- Parental separation or divorce
- Mental illness in the home
- Witness to domestic violence
- Suicidal household member
- Death of parent or loved one
- Parental incarceration
- Experience of abuse
- Criminal behavior in the home
- Terminal or chronic illness of a family member
- Military deployment of a family member
- Exposure to natural disasters
- War exposure
- Homelessness
- Extensive bullying by others

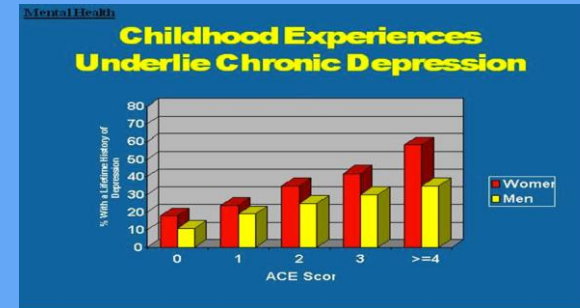
ACEs and Adults



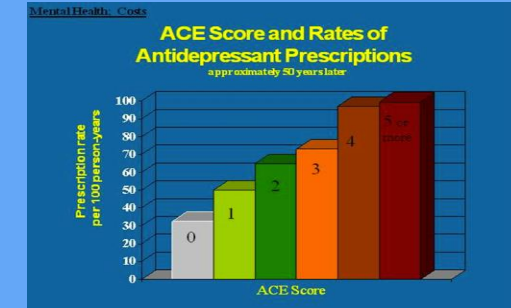
www.slideshare.net



acestoohigh.com



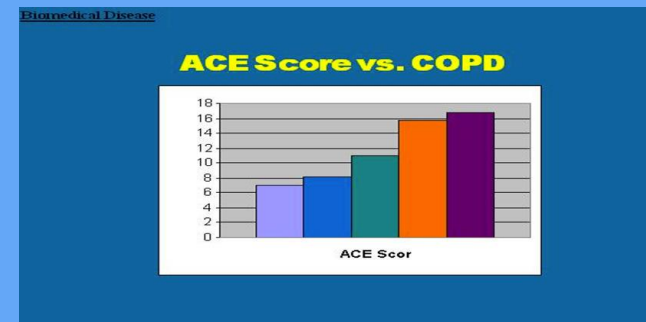
acestoohigh.com



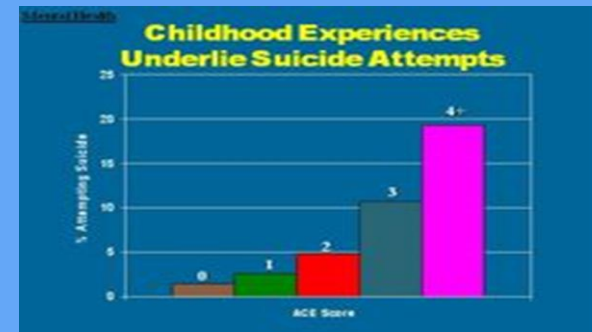
acestoohigh.com



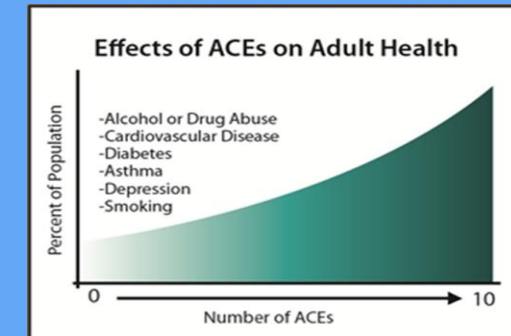
acestoohigh.com



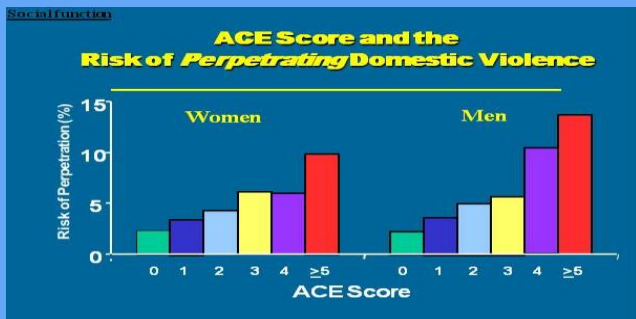
childhoodtraumarecovery.com



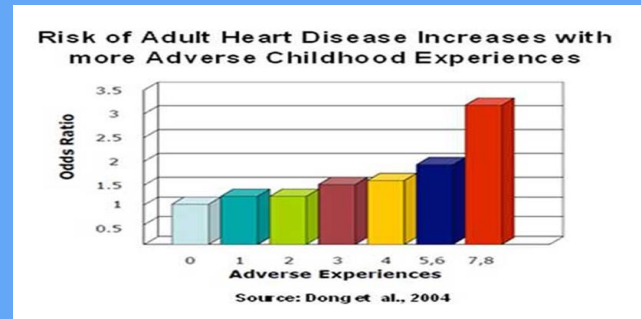
www.pinterest.com



www.setinc.org



acestoohigh.com



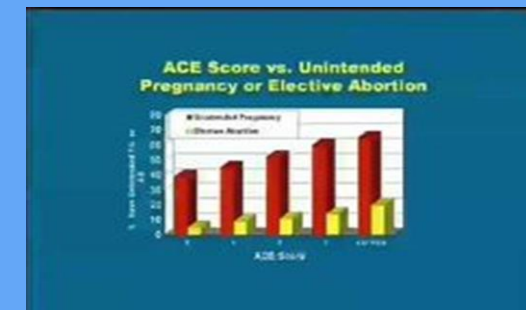
www.huffingtonpost.com

Probability of Outcomes

Given 100 American Adults

33 No ACEs	51 1-3 ACEs	16 4-8 ACEs
WITH 0 ACEs 1 in 16 smokes	WITH 3 ACEs 1 in 9 smokes	WITH 7+ ACEs 1 in 6 smokes
1 in 69 are alcoholic	1 in 9 are alcoholic	1 in 6 are alcoholic
1 in 480 uses IV drugs	1 in 43 uses IV drugs	1 in 30 use IV drugs
1 in 14 has heart disease	1 in 7 has heart disease	1 in 6 has heart disease
1 in 96 attempts suicide	1 in 10 attempts suicide	1 in 5 attempts suicide

www.iowaaces360.org

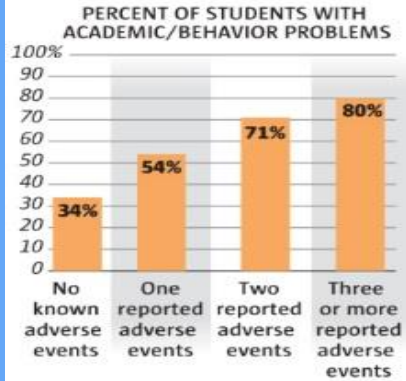


www.pinterest.com

ACEs and School

When ACEs rise, academics fall

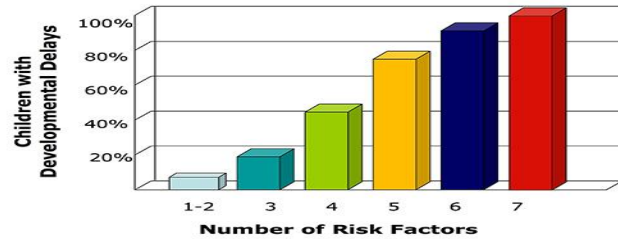
A study of 2,100 elementary schoolchildren in Spokane makes clear the relationship between Adverse Childhood Experiences and problems in school.



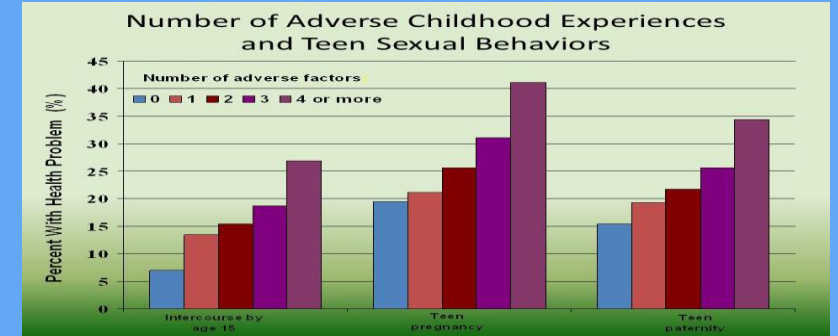
Source: Washington State University Area Health Project
MARK NOWLIN / THE SEATTLE TIMES

www.seattletimes.com

Significant Adversity Impairs Development in the First Three Years



developingchild.harvard.edu



slideplayer.com

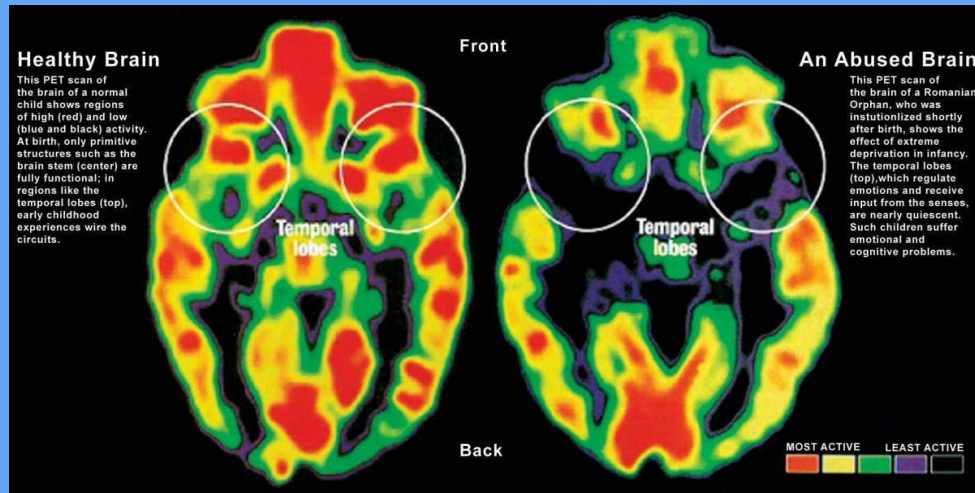
The numbers show the number of times a student with ACEs was more likely to have an issue.

	Attendance	Behavior	Coursework	Health
Zero ACEs	1.0	1.0	1.0	1.0
1 ACE	2.2	2.4	1.5	2.3
2 ACEs	2.6	4.3	2.5	2.4
3+ ACEs	4.9	6.1	2.9	3.9

Ex: A student with two ACEs was 4.3 times more likely than was a student with zero ACEs to have a behavior issue

Ex: A group of 100 students with zero ACEs would have 10 students with behavior issues. A group of 100 students who have two ACEs would have 43 students with behavior issues

ACEs and the Brain



www.naccchildlawblog.org



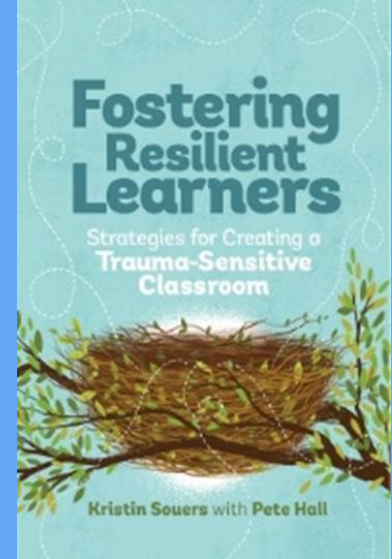
What does it look like in the classroom?

Flight	Fight	Freeze
<ul style="list-style-type: none"> • Withdrawing • Fleeing the classroom • Skipping school • Daydreaming • Sleeping • Avoiding others • Hiding or Wandering • Becoming disengaged 	<ul style="list-style-type: none"> • Acting out • Behaving aggressively • Acting silly • Exhibiting defiance • Being hyperactive • Arguing • Screaming/yelling 	<ul style="list-style-type: none"> • Exhibiting numbness • Refusing to answer • Refusing to get needs met • Giving a blank look • Feeling unable to move or act



Building Relationships

1. Wear concrete shoes
2. Watch out for tornados and stay out of Oz
3. When in doubt, close your mouth, and take a breath
4. It's not about you
5. Being available
6. Finding open windows
7. Giving grace



Classroom Strategies

Building Relationships

Interest Inventories

- Use to learn more about your students and strengthen your personal interaction with them
- Utilize I.I. in curriculum and lesson planning to heighten student interest and motivation

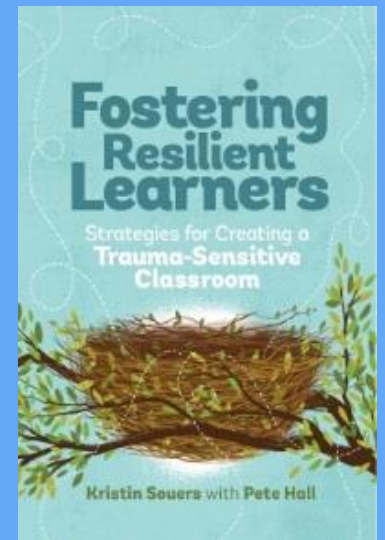


Classroom Strategies

Building Relationships

A Conference Protocol

- 1) Listen
- 2) Reassure
- 3) Validate
- 4) Respond
- 5) Repair
- 6) Resolve



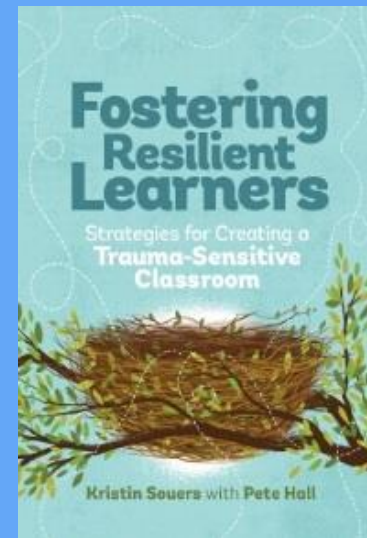
Classroom Strategies

Building Relationships

A Conference Protocol



1. Listen - paraphrase, ask clarifying questions
2. Reassure - the person's perspective is important
3. Validate - understanding to the person's emotional state
4. Respond - explain your perspective of the situation
5. Repair - compliment or apology
6. Resolve - create ways to move the relationship forward



Classroom Strategies

1. Listen
2. Reassure
3. Validate
4. Respond
5. Repair
6. Resolve

Time to Practice:

A Conference Protocol



A. The students in Mr. Long’s class are usually pretty quiet with the exception of Marcus, who blurts out comments constantly during instruction. Other students are entertained and get off task. Today Marcus is again talking and causing a disruption. Mr. Long says to him, “Please Marcus, you are doing it again. Do not shout out your questions, please raise your hand or type in the chat.” Marcus replies, “I know Mr. Long, but I just can’t help it.” Continue the conversation between Marcus and Mr. Long.

B. This morning, as class began, several students were talking after the bell about things that were not related to the lesson. Mr. Rich sees Sarah and reminds her of the rule, “Sarah, no talking after the bell has rung. Get to work.” Sarah sarcastically yells, “I’m not the only doing it.” She is obviously upset by his accusation. Continue the conversation between Sarah and Mr. Rich.

Classroom Strategies

Building Relationships

The 2 X 10 Strategy

The 2×10 strategy is simple: spend 2 minutes per day for 10 days in a row talking with an at-risk student about anything she or he wants to talk about. There's no mystery to the reasoning here, of course—the strategy builds a rapport and relationship between teacher and student, and lets the child see that you genuinely care about him or her as a person.

OFFICE HOURS

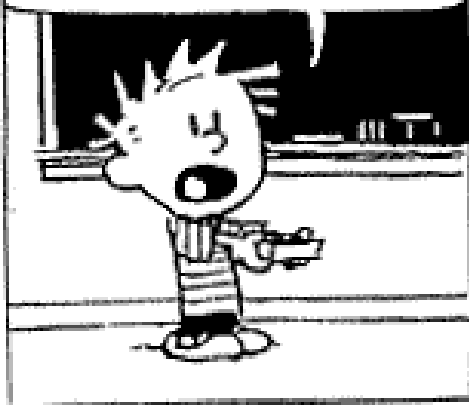




CALVIN AND HOBBES

By Bill Watterson

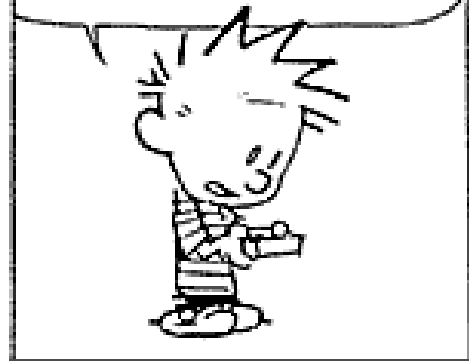
TODAY FOR SHOW AND TELL I'VE BROUGHT A TINY MARVEL OF NATURE: A SINGLE SNOWFLAKE.



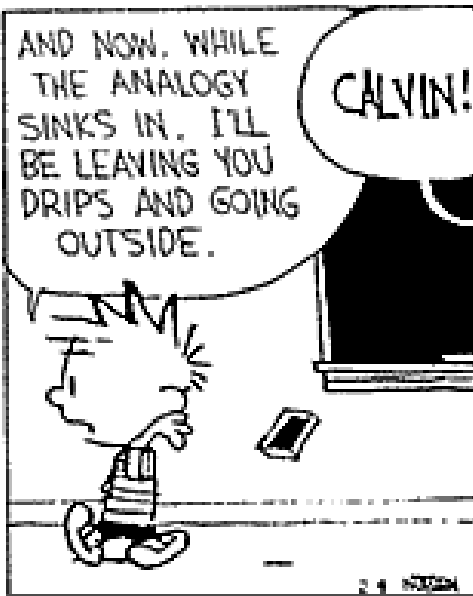
I THINK WE MIGHT ALL LEARN A LESSON FROM HOW THIS UTTERLY UNIQUE AND EXQUISITE CRYSTAL...



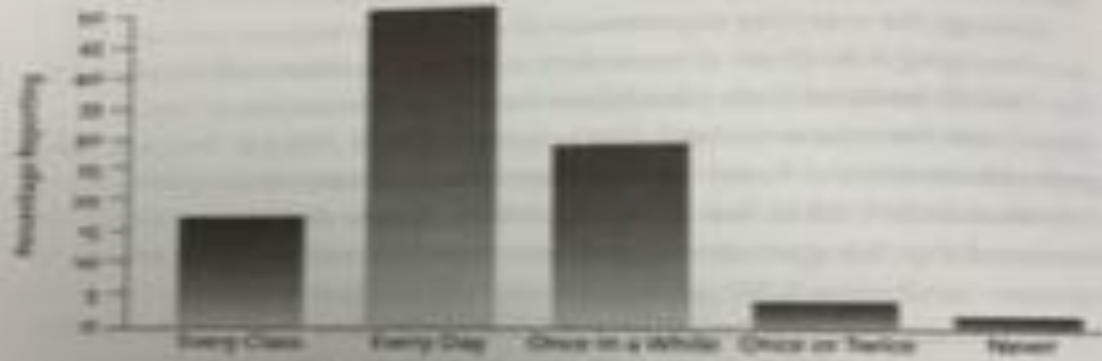
...TURNS INTO AN ORDINARY, BORING MOLECULE OF WATER, JUST LIKE EVERY OTHER ONE, WHEN YOU BRING IT IN THE CLASSROOM.



AND NOW, WHILE THE ANALOGY SINKS IN, I'LL BE LEAVING YOU DRIPS AND GOING OUTSIDE.



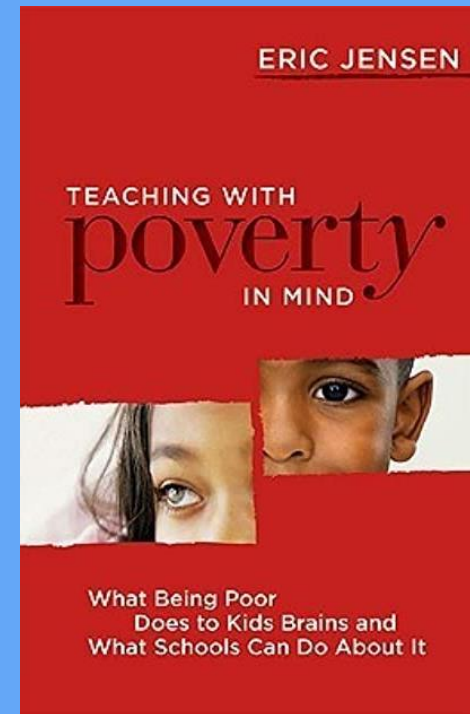
5.2 How Often Are Students Bored?



This bar graph depicts student responses to the question "Have you ever been bored in high school?"

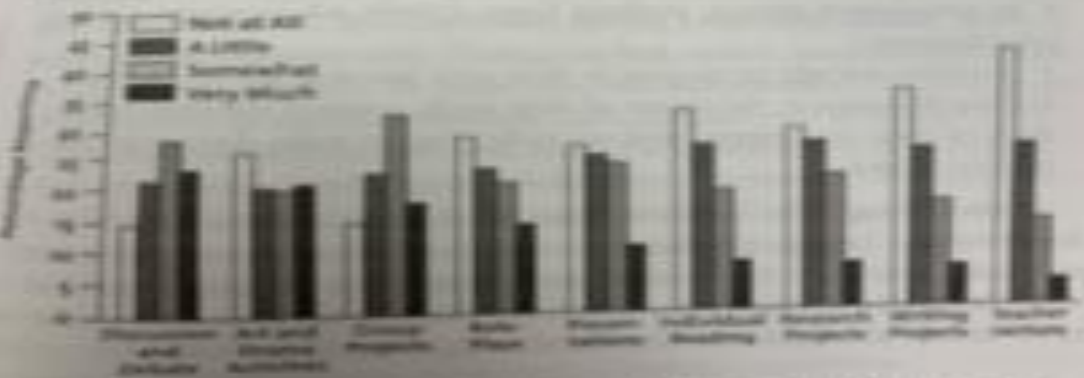
Source: Adapted from *Voices of Students on Engagement: A Report on the 2008 High School Survey of Student Engagement*, by E. Tucker-McIntyre, 2009, Bloomington, IN: Center for Evaluation and Educational Policy, Indiana University.

Engagement



p. 135-136

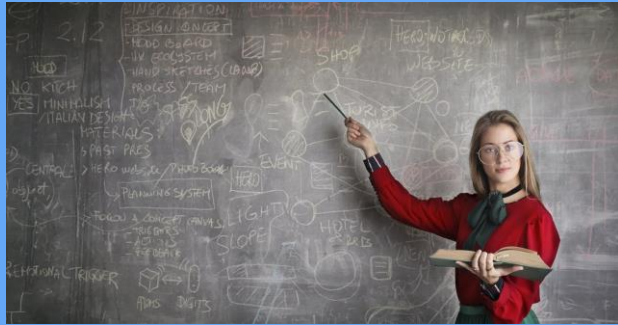
5.3 What Do Students Enjoy Most?



Source: Adapted from *Voices of Students on Engagement: A Report on the 2008 High School Survey of Student Engagement*, by E. Tucker-McIntyre, 2009, Bloomington, IN: Center for Evaluation and Educational Policy, Indiana University.



Remembering Your Favorite Teacher



Charlotte Describes Student Engagement as

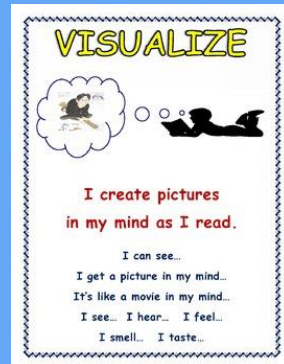
Engagement

Writing

Discussing



Organizing Visualizing



A screenshot of a web browser displaying a student page. The browser address bar shows "aam.govst.edu/projects/mhurst/student.htm". The page header includes the logo for "Governors State University" and "Student Page". The main heading is "The Assassination of President John F. Kennedy". Below this, there are "Student tasks" and a list of five numbered tasks. On the left side of the page, there are navigation buttons for "Students", "Teachers", "Image Table", and "Home". At the bottom of the page, there is a footer with the text "Governor State University - An Adventure of the American Mind" and the date "December 4, 2004".

<http://aam.govst.edu/projects/mhurst/student.htm>

Engagement

Whole Brain Teaching

First developed in 1999, Whole Brain Teaching promotes a high-energy, hyper-focused method where teachers use game-like challenges, key words, and motivational methods, while eliciting continuous spoken responses from their students to keep them fully engaged every minute



<https://www.youtube.com/watch?v=XroJtR9gQc8>

Engagement

Ask Yourself: Are Students Engaged?



Robert J. Marzano

1. Do I provide a safe, caring, energetic environment?
2. Do I make things interesting?
3. Do I demonstrate why the content is important?
4. Do I help students realize that personal effort is the key to success?

Engagement

Watching a video

Discussion skills

<https://www.district148.net/mentor/imp-teacher-resources>



Self-Esteem: Internal Source

"I'm already learning to see myself better, it's what's on the inside that makes you beautiful on the outside."
Lynn

GOAL

To understand that the ultimate source of healthy self-esteem is internal rather than external.

OBJECTIVES

Activity 1: Share Information (5 minutes)

- To draw students in and help them focus their attention on the learning process.

Activity 2: Define Internal Source (5 minutes)

- To understand the Internal Source dimension of self-esteem.

Activity 3: Movie (time varies)

- To increase understanding about the source of self-esteem.
- To dramatize that appearance does not define worth.

Activity 4: Discussion of Movie (10 minutes)

- To articulate the points perceived from the movie.
- To differentiate between internal and external self-esteem.

Excerpted from Personal & Social Responsibility
Constance Dembrowsky

51

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P.O. Box 880 • La Luz, NM 88337 www.iasd.com

Discussion Skills

"I learned more ways to communicate my ideas."
Jason

GOAL

To identify specific behaviors that make discussions more productive.

OBJECTIVES

Activity 1: Share Information (5 minutes)

- To draw students in and help them focus their attention on the learning process.

Activity 2: Astronaut Training Game (25 minutes)

- To identify the need to share ideas in order to do a task.
- To complete a team job on which players must cooperate.

Activity 3: Productive Discussion Behavior (5 minutes)

- To reflect on how information was shared in the game.
- To identify specific productive discussion behaviors.

Activity 4: Discussion Guidelines (5 minutes)

- To introduce discussion guidelines.
- To practice using discussion guidelines.

Excerpted from Personal & Social Responsibility
© Constance Dembrowsky

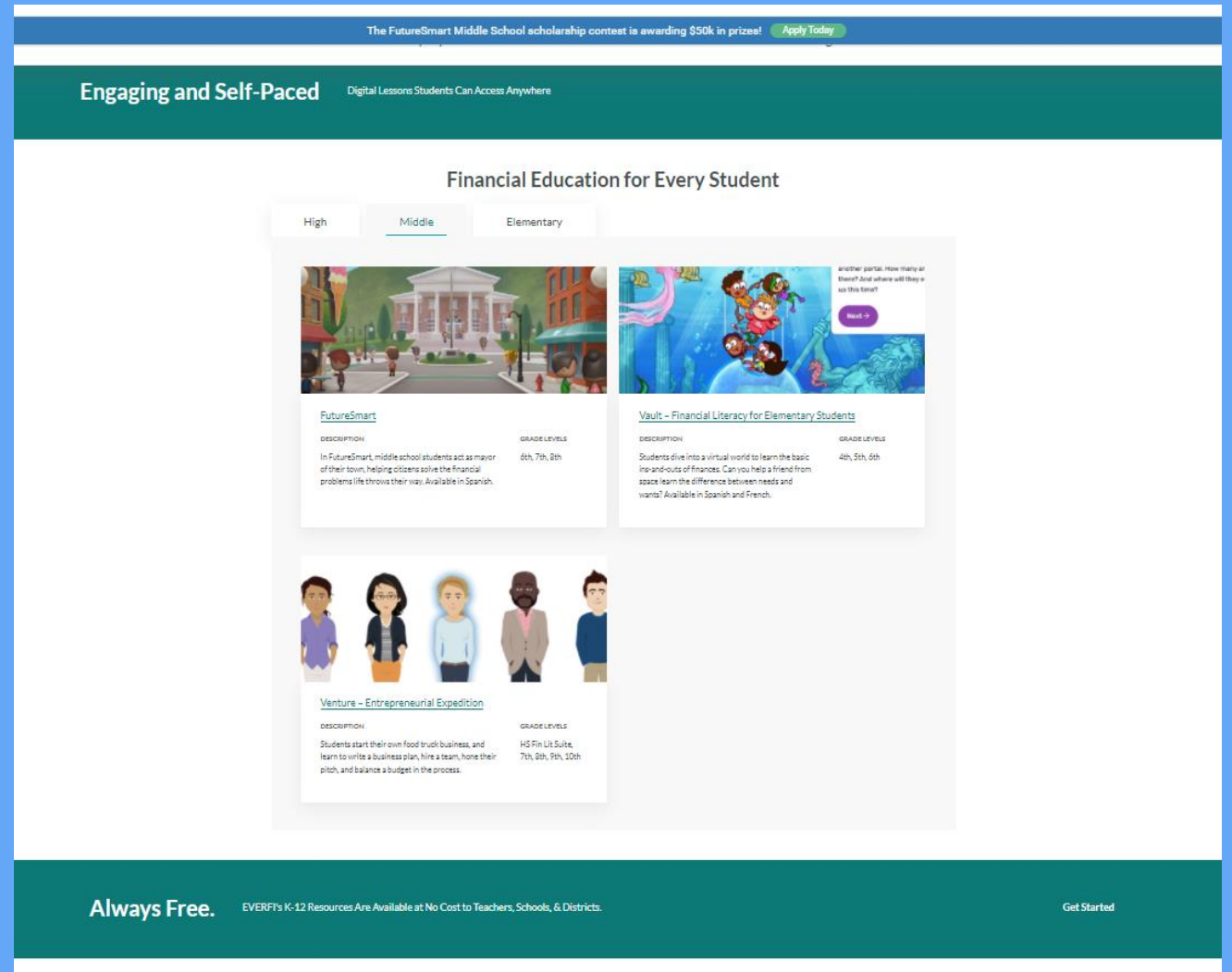
19

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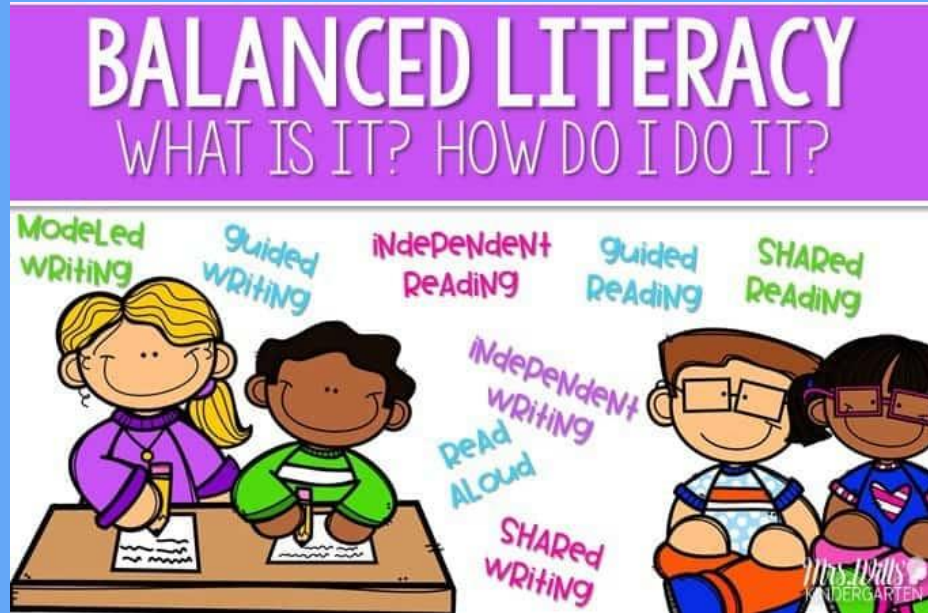
Engagement



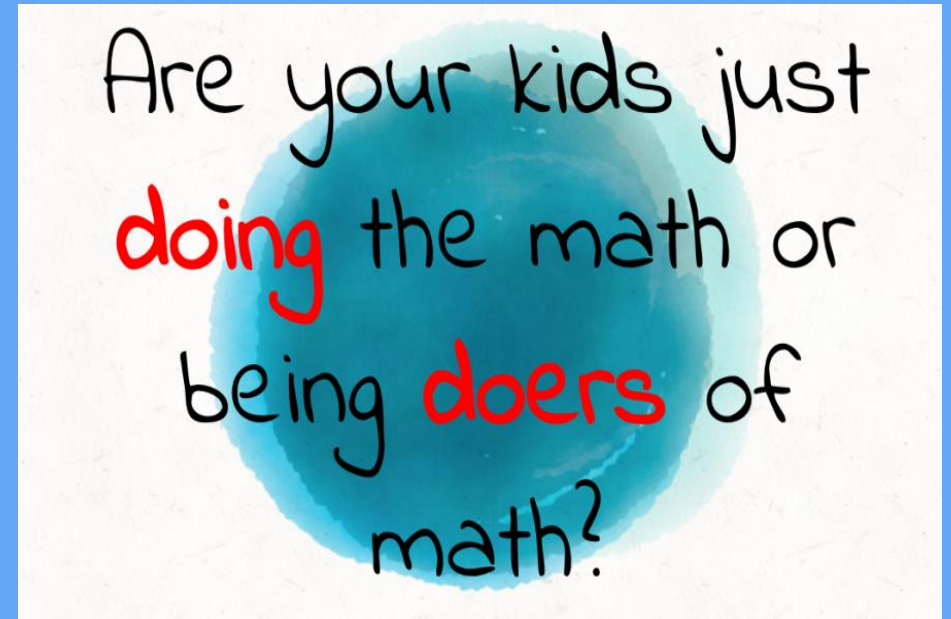
<https://everfi.com/k-12/financial-education/>



Refresher Courses



District 148 Balance Literacy
<https://youtu.be/jpdQuQGuzKA>



District 148 Balanced Math
<https://youtu.be/Yu1DXjBJSVg>

Showing Professionalism



<https://www.ascd.org/el/articles/a-letter-to-new-teachers>

Reminders

Parent/Teacher Conferences April 4th

- Preparation(form)
- see IMP website under “Monthly Meeting Resources”, “October”

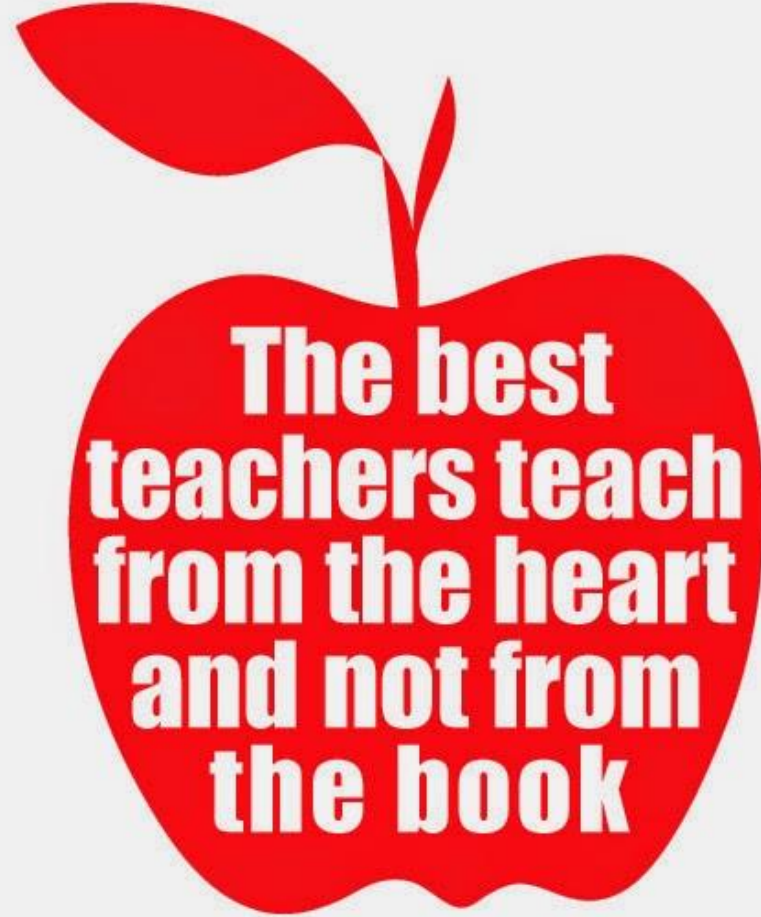


Spring Break

April 7th-16th

- Relaxation!





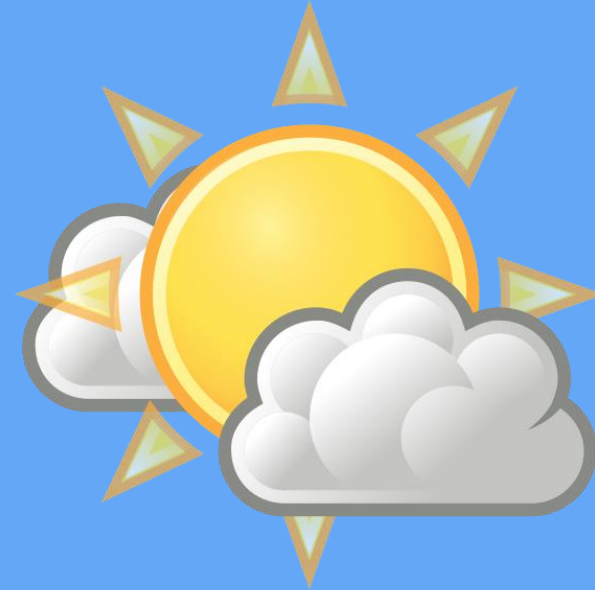
**Thank you
for being my teacher!**

So, how did we do?

Workshop Evaluation Forms

Professional Development Hour
Sheets

Timesheet

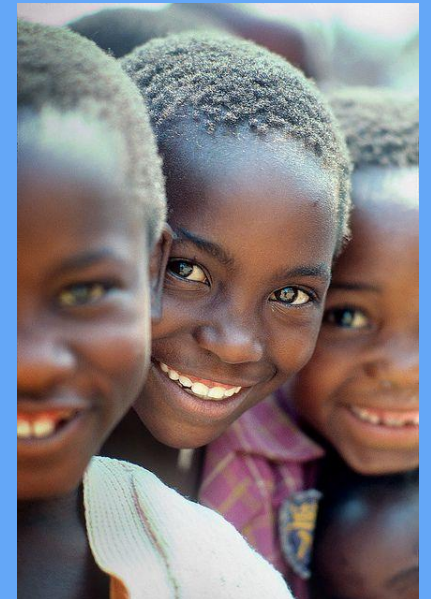




**Forever changed,
not forever damaged**



Students are resilient!





**ALWAYS PASS ON WHAT
YOU HAVE LEARNED**

- MASTER YODA

Sereni
Hobby
Library



**I'M HUNGRY FOR
KNOWLEDGE
THE WHOLE THING IS TO
LEARN EVERY DAY TO GET
BRIGHTER AND BRIGHTER**

JAY-Z



**Your eyes can deceive
you. Don't trust them.**

#28:BEYONCE



**“I EMBRACE MISTAKES
IT MAKES
WHO YOU ARE.”**

POPSTARSQUOTES.TUMBLR.COM