

Teaching Children of Promise:

Joys and Challenges of Urban Education



Children of Promise.....

"at-risk"

- Socioeconomic issues
- Language issues
- Cultural issues
- Physical issues
- Educational experience issues
- Homelessness
- Migrant worker issues
- Mobility issues
- Parental/familial support issues
- Children with adult responsibilities



Ruby Payne – Framework for Understanding Poverty

- ❑ Poverty occurs in all races.
- ❑ Generational poverty and situational poverty are different.
- ❑ Schools and businesses operate from middle class norms and use the hidden rules of the middle class.
- ❑ An individual brings with him/her the hidden rules of the class in which he/she was raised.
- ❑ For our students to be successful, we must understand their hidden rules and teach them the rules that will make them successful at school and at work.
- ❑ Two things that help children move out of poverty are education and relationships.

Students who are engaged exhibit three characteristics:

- ❑ They are attracted to their work
- ❑ They persist in their work despite challenges and obstacles
- ❑ They take visible delight in accomplishing their work.

Phil Schlechty



Motivation is the....



Brown & Langer on Motivation, 1990



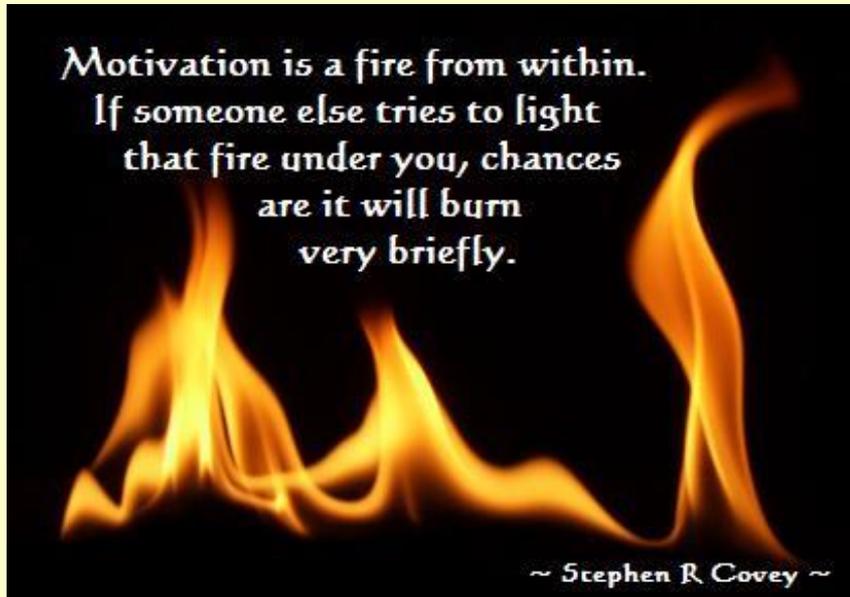
The need to be good at something, to achieve, is a driving force for most people.

- Intelligence accounts for about .45 of variance related to school grades;
- **motivation accounts for about .35** of the variance;
- and the remaining variance is related to prior learning

Extrinsic vs. Intrinsic Motivation



Extrinsic vs. Intrinsic Motivation

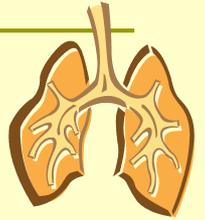


Dr William Glasser's *Basic Needs*

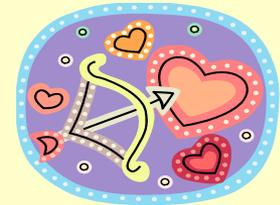
				
<i>Love & Belonging</i>	Power	FUN	Survival	<i>Freedom</i>
<ul style="list-style-type: none"> ✓ belonging ✓ being loved ✓ being respected ✓ friendship ✓ sharing ✓ cooperation 	<ul style="list-style-type: none"> ✓ recognition ✓ success ✓ importance ✓ achievement ✓ skills 	<ul style="list-style-type: none"> ✓ enjoyment ✓ laughter ✓ learning ✓ change 	<ul style="list-style-type: none"> ✓ health ✓ relaxation ✓ sexual activity ✓ food ✓ warmth 	<ul style="list-style-type: none"> ✓ choices ✓ independence ✓ freedom from ✓ freedom to

William Glasser – Basic Needs

□ **Survival** or physiological – The things we need to keep our body functioning



□ **Love and belonging** – To feel that others care about us and that we are wanted (RELATIONSHIPS)



□ **Power or recognition** – To feel that others respect our ideas and look up to us



□ **Freedom**– That we are able to make choices



□ **Fun** - That we are able to do things that we enjoy



Think about....

- ❑ **Meaning** (linking to interests and prior experience)
- ❑ **Transfer** (linking to future usefulness)
- ❑ **Intrigue** (linking to the things that make them curious)
- ❑ **Humor** (linking to the things that make them laugh)
- ❑ **Interest Inventories** (You have to know your students to motivate them!)
- ❑ **Cooperative Learning** (linking group work to content)
- ❑ **Background Knowledge -** (Pictures, field trips, vocabulary, virtual field trips, video streaming)



Extrinsic vs. Intrinsic Motivation

BREAK-OUT ROOM

What extrinsic & intrinsic motivation techniques are you using or considering for your classroom?



Kimberly Oliver

2006 National Teacher of the Year



- ❑ “I really try to build relationships with my students and get to know them as individuals.”
- ❑ “If my students are excited about something, then I’ll include that in my lesson plan, just to engage them. If they have certain social skills they need to work on, I’ll include that too....”

Relationships Matter: How Do You Know Your Teacher Cares About You?

D. Stipek, Educational Leadership 9/06

Young children say:



Being Attentive – “She says hi to me when I come in the room.”



Being fair - “She makes sure I get a turn.”



Addressing their non-academic needs – “She saves a snack for me if I miss snack time.”

Adolescents say:



They treat them as individuals and express interest in their personal lives outside of school



They are honest, fair, and trusting





***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**



If a child hasn't learned,
we must assume that we
have not yet found the
right way to teach
him/her.



Source Unknown

□ FIN

Strong, Silver & Robinson

- Students who are engaged in their work are energized by four goals:



- **Success** (the need for mastery)

- **Curiosity** (the need for understanding)



- **Originality** (the need for self-expression)

- **Satisfying relationships** (the need for involvement with others)



The Power of Children's Literature

- ❑ **C**hildren are made readers on the laps of their parents. *(1994)*
~ Emilie Buchwald ~
- ❑ **W**hen I got [my] library card, that was when my life began.
~ Rita Mae Brown ~
- ❑ **T**here is no substitute for books in the life of a child. *(1952)*
~ Mary Ellen Chase ~



Motivation

Table Discussion Topics



- 1) **Building Relationships/Community**
(Glasser/Silver/Strong)
- 2) **Recognition/Respect/Success**(Glasser/Silver/Strong)
- 3) **Fun/Curiosity**(Glasser/Silver/Strong)
 - Each table will brainstorm practical ways to work toward meeting a specific need/goal.
 - We are thinking about specific ways to try to meet students' needs in these areas to facilitate motivation

MOTIVATION Topics

Glasser & Silver and Strong

- 1) **Building Relationships/Community**
(Glasser/Silver/Strong)
- 2) **Recognition/Respect/Success**
(Glasser/Silver/Strong)
- 3) **Fun/Curiosity** (Glasser/Silver/Strong)

If we want students to achieve optimally, they must be motivated.....

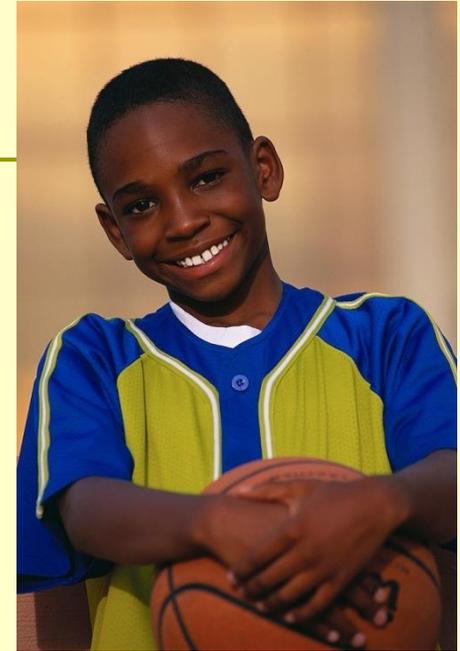
How do we work to see that these needs and goals are being met so that **our kids** are motivated and achieving?????



Listening to Urban Kids: School Reform and the Teachers They Want

by Bruce L. Wilson and H. Dickson Corbett, 2001

- ❑ The teacher “stayed on students” to complete assignments.
- ❑ The teacher was able to control student behavior without ignoring the lesson.
- ❑ The teacher went out of his/her way to help.
- ❑ The teacher explained things until the “light bulb went on” for the whole class.
- ❑ The teacher provided the students with a variety of activities through which to learn.
- ❑ The teacher understood students’ situations and factored that into their lessons.



Consider Differentiation

“What separates good from great teachers are those who can differentiate to meet individual needs of students!”

