When placed in a positive state, mood, or emotion, the brain is up to 31% more efficient compared to a negative mood.

One Motivation Tool:

Take time to destress with a constructive routine that prepares the brain for positivity. Student Driven.

What ideas can you use to “destress” and reframe the brain before the Learning Episode?

- Thorns and Roses (clear working memory)
- Deep Breathing
- Joke of the Day
- Meme of the Day
- Youtube of the Day
- Quote of the Day

Routines Can:
- Improve productivity
- Maximize attention and minimize distraction
- Minimize uncertainty
- Make space for better thinking (less cognitive load)
- Reduce draining of energy
What if you were asked to prove that your instruction, including assessment, is developmentally appropriate for young adolescents, or whatever age you teach - What would be your response?

One of the most motivating things a teacher can do for students is to teach in a developmentally responsive manner. Our expertise in the age group should manifest in every lesson.

**This We Believe:**

**Keys to Educating Young Adolescents** (AMLE, 2010)

- Developmental Responsiveness
- Challenging
- Empowering
- Equitable

**Essential Attributes for a Successful Middle Years Experience**

- Curriculum is challenging, exploratory, integrative, and relevant.
- Educators use multiple learning and teaching approaches.
- Varied and ongoing assessments advance learning as well as measure it.

**Characteristics of Successful Middle Level Schools**

**Curriculum, Instruction, and Assessment**

Educators value young adolescents and are prepared to teach them.

Students and teachers are engaged in active, purposeful learning.
Unique Needs of Young Adolescents

1. Structure and clear limits
2. Physical activity every single day
3. Frequent and meaningful experiences with fine and performing arts
4. Opportunities for self-definition
5. Safe and inviting emotional atmosphere
6. Experiences in with real competence
7. Meaningful participation in families, school, and communities
9. To belong

Great Resources for Developing Expertise on Young Adolescents

• AMLE conferences, institutes, and publications!
• www.amle.org – Research, updates, conferences
• Turning Points 2000
• This We Believe (AMLE)
• Teaching 10 to 14 Year-olds (Stevenson)
• www.middleweb.com
• RMLE On-line (AMLE), Edited by David C. Virtue, PhD
• National Forum to Accelerate Middle-Grades Reform -- http://middlegradesforum.org/

Also highly recommended:

1. Middle School Journal (AMLE)
2. AMLE Magazine
3. Slices of Life: Managing Dilemmas in Middle Grades Teaching (Mandzuk, Hasinoff)
4. Managing the Madness: A Practical Guide to Middle Grades Classrooms (Berckemer)
5. Everyone’s Invited! Interactive Strategies That Engage Young Adolescents (Spencer)
7. Middle School Matters (Fagell)
8. An International Look at Educating Young Adolescents (Mertens, Anfara, Jr., Roney)
Executive Function skills:

(Guare, Dawson, Guare, 2013, p. 15-17)

- response inhibition
- working memory
- emotional control
- flexibility
- sustained attention
- task initiation
- planning/prioritizing
- organization
- time management
- goal-directed persistence
- metacognition

Recommended Resources:

- Smart but Scattered: The Revolutionary “Executive Skills” Approach to Helping Kids Reach Their Potential by Peg Dawson and Richard Guare
- Smart but Scattered Teens: The “Executive Skills” Program for Helping Teens Reach Their Potential by Richard Guare, Peg Dawson, and Colin Guare
- Late, Lost, and Unprepared: A Parents’ Guide to Helping Children with Executive Functioning by Joyce Cooper-Kahn and Laurie Dietzel
- Promoting Executive Function in the Classroom (What Works for Special-Needs Learners) by Lynn Meltzer
- The National Center for Learning Disabilities (www.ncld.org)
- "Worth a Closer Look: Executive Function," Rick Wormeli, Middle Ground magazine (Now, AMLE Magazine), August 2013, Association for Middle Level Education

Recommended Resources for ADHD information:

- The Attention Deficit Disorder Association (www.add.org)
- http://www.helpguide.org/mental/adhd_add_signs_symptoms.htm
- National Resource Center on ADHD (http://www.help4adhd.org), which includes resources for the organization, CHADD (Children and Adults with Attention-Deficit/Hyperactivity Disorder)
Rick's Books that
Speak to Educating
Young Adolescents

- Meet Me in the Middle (Stenhouse)
- Day One and Beyond (Stenhouse)
- Differentiation: From Planning to Practice (Stenhouse)
- Fair Isn't Always Equal: Assessment and Grading in the Differentiated Classroom, 2nd Edition (Stenhouse)
- The Collected Writings (So Far) of Rick Wormeli: Crazy Good Stuff I Learned Along the Way (AMLE)
- Summarization in any Subject, 2nd Edition (ASCD)
- Middle School Matters (Written with Monte Selby, Debbie Silver, Kathy Hunt)
- Because You Teach (Written with Monte Selby, Debbie Silver, Kathy Hunt)

Stress is the physiological response to a perception of a lack of control over an adverse situation or person

✓**stress** (on/off)
  is healthy for us.

✓**distress** (chronic)
  is toxic to our brain and body
**Chronic Stress Effects. Did you know...**

1. **Chronic stress affects motivation.**  

2. **Being in close contact with stressed people increases your stress levels.**  
   **(Bains, 2018)**

3. **Stress impairs self control.**  
   **(Maier, et al, 2015)**

4. **Stress impairs memory.**  
   **(Yuen et al, 2012)**

5. **The hippocampus (the part of the brain that processes memory) is smaller in those with chronic stress.**  
   **(Kim, et al, 2015)***

6. **Dwelling on stressful events increases inflammation in the body.**  

7. **The amygdala part of the brain that modulates the fear response, is highly activated during times of stress.**  

Once the amygdala (the emotional control center of the brain), is activated it can take 30-90 minutes after the event in order to calm, gain control, and refocus in order to learn!  

*Dr. Paul Whalen*
Bottom Line:
Chronic stress can greatly affect motivation and the desire to learn.

Operating Premise:
There is no such thing as laziness.

When it comes to cognitive perseverance, carrot and stick approaches don’t work. Avoid them.
Three Elements In Intrinsic Motivation:

- Autonomy -- the ability to choose what and how tasks are completed
- Mastery -- the process of becoming adept at an activity
- Purpose -- the desire to improve the world.

-- Daniel H. Pink
Drive: The Surprising Truth about What Motivates Us
2009

Self-Determination Theory (Deci and Ryan, 1985)

Innate Need to Grow:
1. Competence and mastery of skills
2. Connection and relatedness and a sense of belonging
3. Autonomy -- sense of control over their goals and behavior

3 Premises on Motivation

1. We can control and coerce someone to do something, but we can’t motivate anyone to do anything they don’t already want to do.

2. Motivation is only doing to the best of our ability what we are already capable of doing. (Rick Lavoie, F.A.T. City Workshop: How Difficult Can This Be? PBS Video)

3. Motivation is not something we do to students, it is something we create with them.

BOTTOM LINE: Motivation comes from within the individual, NOT something done to another.
Dopamine = neurotransmitter in brain
AKA: Motivational Neurotransmitter

True or False about Dopamine & Motivation

1. T or F – Motivation is linked to dopamine release. (Flagel et al, 2011) (Molina-Luna et al, 2009)

2. T or F – Research indicates that reward motivation promotes memory formation via dopamine release in the hippocampus prior to learning. (Adcock, Thangavel, Whitfield-Gabriele, Knutson, & Gabrieli, 2006)

3. T or F – Formative feedback can lead to increases in intrinsic motivation to attend class and improve overall student positive emotions. (Lam, Cheng, Yang, 2017)

4. T or F – Too much extrinsic reinforcement in the form of praise can reduce a student’s intrinsic desire to learn. Honest, constructive feedback can improve motivation. (Deci, Koestner, and Ryan, 2001)

5. T or F – There is much research about how teachers can influence the level of dopamine in their students (how certain instructional activities influence the level of dopamine release). (Tokuhama-Espinosa, 2018)

Dopamine: POWERFUL Neurotransmitter

1. Trigger from environment
2. Dopamine takes the mesolimbic pathway (middle of the brain) and branches to cerebral cortex (most powerful reward pathway).
3. When this increased amount of dopamine reaches the nucleus accumbens, it triggers feedback for predicting rewards.
4. Message: The brain recognizes that something important, valuable, and worth a reward is about to happen: ANTICIPATION
5. It is the main brain chemical released when we are seeking, anticipating, and being motivated.

Reluctance vs. Motivational
Dopamine – Intrinsic Motivation – Take Action

❖ There is a direct link among intrinsic motivation, dopamine release and the positive affective state of mind reflecting an energized appetite for “wanting.” Goal Setting

❖ With each step of success toward the goal, one should celebrate and point out the step of success which can dump some dopamine in the brain (Di Domenico & Ryan, 2017).

❖ Dopamine is an addictively good reward for the brain, so it’s definitely worth it to take the valuable time to visualize your life with the accomplished goal in place and how it will affect you and others.

Dopamine

Is a powerful, learning neurotransmitter. When released:
• It increases focus and productivity of executive function in frontal lobes
• It encourages us to act, either in achieving something good or to avoid something not-so-good
• It’s short-term
• During risk-taking, it’s in great amounts

1. The brain can be trained to feed off bursts of dopamine sparked by accomplishment (rewarding experiences):
   • Little incremental goals (focused on one thing at a time)
   • Accomplishing tasks is a reward
   • Positive, constructive feedback (from self and others)
   • Progress through series of goals to accomplish the BIG one!

2. Other POSSIBLE Dopamine Releasing Triggers:
   • Successful problem solving
   • Positive, deeper learning, group experiences (communicating the good and bad results with a team)
   • Laughter, fun, anticipation
   • Switching from analyzing to being creative
   • Challenge
   • Questions of interest posed
   • Did it! (Checklist)
   • When protein is eaten
   • Movement!!!! Exercise!!!!
   • Enhancing Working Memory Strategies
   • Brain Breaks [S-M-N-A-P-S] – To avoid depletion of neurotransmitters in the synapse. CHUNK-CHEW

Triggers of Dopamine
We Can Alter Dopamine Release
High Power Dopamine Releasers:

• Making Predictions and Wanting to Know if Correct or Incorrect

• Achieving Challenges – making sense out of something, achieving goals, etc.

Bottom Line: The brain seeks the pleasure that rewards accurate predictions (choices or answers not definitely known yet but given opportunities to explore).

Dr. Judy Willis – Neuroscientist and Educator

Anticipation Guides

For free templates for every grade level:

What’s the Greatest Motivator to Humans in a Workplace?

a) Recognition for good work?
b) Incentives for work well done?
c) Management support?
d) Interpersonal support (other staff)?
e) Clear, achievable goals?
f) Making progress?

Goal-Setting Techniques for Distance Learning

1. WIIFM Reminder for the next day ("What’s In It For Me?")
2. Checklists coupled with a Schedule (set baby-step goals with time commitments if students need this type of structure)
3. Students share their plan for the Learning Task with others and you
4. Project Management Page
5. Encourage students to create a celebration for when finished: Work hard from ___ to ___ and then…
6. Ensure there is a strong WHY to the Learning Task
7. Student must be able to visualize the end result of their Learning Task (begin with end in mind)

<table>
<thead>
<tr>
<th>Time</th>
<th>What we will do</th>
<th>Follow-up/What handback next?</th>
</tr>
</thead>
<tbody>
<tr>
<td>9:00 AM</td>
<td>Have a plan - check off a couple of tasks you’re finished and complete</td>
<td></td>
</tr>
<tr>
<td>9:30 AM</td>
<td>Share your plan with classmates</td>
<td></td>
</tr>
<tr>
<td>10:00 AM</td>
<td>Some type of movement (jumping jacks, run down the hallway, run up and down stairs,</td>
<td></td>
</tr>
<tr>
<td>10:30 AM</td>
<td>Share your Learning Target</td>
<td></td>
</tr>
<tr>
<td>10:45 AM</td>
<td>Learning Task Goal:</td>
<td></td>
</tr>
<tr>
<td>11:00 AM</td>
<td>Check Your Learning Task</td>
<td></td>
</tr>
<tr>
<td>11:15 AM</td>
<td>Share your learning task and plan for continuing feedback with your Task Team</td>
<td></td>
</tr>
<tr>
<td>11:30 AM</td>
<td>Share your Reflection Schedule with us (before small steps with big changes)</td>
<td></td>
</tr>
</tbody>
</table>

Date: ___________ Will Do: ___________
The “Buy-In” Neurotransmitter

Acetylcholine is released within the brain when there is buy-in from the individual.

---

Post a WIIFM for the Next Day or Week

WIIFM?
1. Tomorrow we will be learning:
2. It’s important because:
3. _______________ (student name) will be sharing a Cool Tool Moment:
4. The Learning Task might have the following Criteria for Success:
5. Some questions we will explore (bring your own too):
6. BYOI: Bring your own ideas to contribute to this learning

---
Potential Criteria For Weekly Writing Prompt

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Student</th>
<th>Peer</th>
<th>Choose</th>
<th>Teacher</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Question is answered thoroughly (accurate, clear answer)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. The writing is organized (introduction, middle, and conclusion; sequential)</td>
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<td></td>
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</tr>
<tr>
<td>3. The answer has at least 3 text-based or note-based references to support it (sourced accurately, truly support answer)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Reader can visualize the answer to this prompt (details are present, word choice is vivid)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. At least 3 vocabulary words are used to explain the answer (underline) Tier 2 or 3</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Conventions (spelling, grammar, usage, punctuation, capitalization, etc.)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Feedback & Differentiation Opportunities

Make Every Goal Transparent.

✓ Provide lots of examples of the final product for every standard, and include almost-examples so they can see the difference.

✓ Provide students with ample experience critiquing others’ products and attempts at the learning goals. Create their internal editor!

✓ And just as importantly, develop a system to visibly see growth over time, progression toward goals.

1. Cultivate a caring, kind, empathetic relationships with your students daily (phone calls, texting, snapchat, any other platform that you use). Personal not academic concerns.

2. Connecting and collaborating with others (create teams or partnerships within your classroom so they check on one another; accountability partners; coach one another; support one another) switch the teams.

3. Prime the Learning Experience so they want to engage in the learning task, are clear about what success looks like, and believe they can do it well.

4. Ensure that Learning Tasks are high on: relevance, choice, voice, creativity, an “act of creation,”... AKA student agency.

5. Practice the Instructional Cha-Chas: Chunk-Chew-Check-Change

6. Enticement Factors help

   Let’s briefly look at each of these...

1. 4/13/2020
The amount of risk someone takes in the workplace is directly proportional to his sense of strong relationship with the person in charge.

Model reliability. Goodwin and Miller: 2013 study demonstrating that adult experimenters who followed through on promises positively affected children's resilience. Children whose experimenters did not keep their promises were less resilient than the other group. Actions speak louder than words.

- *Education Leadership, ASCD, September 2013, p. 75*

**Positive Connections Research**

**TIME COMMITMENT:**
- 2 minutes a day
- 10 days in a row

**COMMUNICATION COMMITMENT:**
- Have a personal conversation with that student that is about anything he/she is interested in that is G-Rated.

85% improvement in that one student's behavior AND found that behavior of all other students in that class improved too!

Build Positive Relationships with Your Students – it lowers stress and changes the effects!

Of all the things researchers have discovered about the value of quality relationships, one of the most surprising is that they are strong mediators of stress.

*Good relationships diffuse stress and make your life easier.*

Characteristics of Motivational Classrooms
*(Rick Lavoie, The Motivation Breakthrough, 2007)*

1. Relevance
2. Control
3. Balance of Support and Challenge
4. Social Interaction
5. Safety and Security

Motivational Forces (Needs):

<table>
<thead>
<tr>
<th>To Belong</th>
<th>To be Acknowledged</th>
</tr>
</thead>
<tbody>
<tr>
<td>To be Independent</td>
<td>To Control</td>
</tr>
<tr>
<td>To be Important</td>
<td>To Assert</td>
</tr>
<tr>
<td>To Know</td>
<td></td>
</tr>
</tbody>
</table>

Suggested Article in AMLE Magazine:

Getting to Know Our Students:
A successful school year starts—and continues—with knowing well the students we serve
(By Rick Wormeli)

www.amle.org/BrowsebyTopic/WhatsNew/WNDet/TabId/270/ArtMID/888/ArticleID/1063/Getting-to-Know-Our-Students.aspx

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Check In with Them as Much As Possible

https://www.courageouschristianfather.com/daily-quarantined-questions/?utm_source=rss&utm_medium=rss&utm_campaign=daily-quarantined-questions#axzz6IxjTVJtx

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Ways to Connect Remotely

• Texting
• Phone Calls
• Emails
• Postcards
• Facebook Private Group
• SnapChat
• Instagram
• Google HangOuts
• Electronic Platforms: Seesaw, Canvas, Zoom, Google Meet, Flipgrid, Schoology
Priming means we show students:

1) What they will get out of the experience (the objectives)
2) What they will encounter as they go through the experience (itinerary, structure)

Prime the brain prior to asking students to do any learning experience.

Creating Background Where There is None

• Tell the story of the Code of Hammurabi before discussing the Magna Carta.
• Before studying the detailed rules of baseball, play baseball.
• Before reading about how microscopes work, play with microscopes.
• Before reading the Gettysburg Address, inform students that Lincoln was dedicating a cemetery.

• Before reading a book about a military campaign or a murder mystery with references to chess, play Chess with a student in front of the class, or teach them the basic rules, get enough boards, and ask the class to play.

• In math, we might remind students of previous patterns as they learn new ones. Before teaching students factorization, we ask them to review what they know about prime numbers.

• In English class, ask students, “How is this story’s protagonist moving in a different direction than the last story’s protagonist?”

• In science, ask students, “We’ve seen how photosynthesis reduces carbon dioxide to sugars and oxidizes water into oxygen, so what do you think the reverse of this process called, ‘respiration,’ does?”
The student’s rough draft:

Red blood cells carry oxygen and nutrients around the body. They are small and indented in the middle, like little Cheerios. There are 5 million per cc of blood. There is no nucleus in mature red blood cells. They are formed in the bone marrow and spleen.

T-List or T-Chart: Wilson’s 14 Points

<table>
<thead>
<tr>
<th>Main Ideas</th>
<th>Details/Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reasons President Wilson Designed the Plan for Peace</td>
<td>1.</td>
</tr>
<tr>
<td>Three Immediate Effects on U.S. Allies</td>
<td>1.</td>
</tr>
<tr>
<td>Three Structures/Protocols created by the Plans</td>
<td>1.</td>
</tr>
</tbody>
</table>
Cornell Note-Taking Format

Reduce
(Summarize in short phrases or essential questions next to each block of notes.)

Record
Write your notes on this side.

Review — Summarize (paragraph-style) your points or responses to the questions. Reflect and comment on what you learned.

Somebody Wanted But So
[Fiction]

Somebody (characters)...

wanted (plot-motivation)....

but (conflict)....

so (resolution)....

Something Happened And Then
[Non-fiction]

Something (independent variable)...

happened (change in that independent variable)....

and (effect on the dependent variable)....

then (conclusion)....
Common Analogous Relationships

- Antonyms
- Synonyms
- Age
- Time
- Part : Whole
- Whole : Part
- Tool : Its Action
- Tool user : Tool
- Tool : Object it's used With
- Worker : Product he creates
- Category : Example
- Effect : Cause
- Cause : Effect
- Increasing Intensity
- Decreasing Intensity
- Person : Closely related adjective
- Person : Least related adjective
- Math relationship
- Effect : cause
- Action : Thing Acted Upon
- Action : Subject Performing the Action
- Object or Place : Its User
- Object : Specific attribute of the object
- Male : Female
- Symbol : What it means
- Classification/case : Example
- Noun : Closely related adjective
- Elements Used : Product created
- Attribute : Person or object
- Object : Where it's located
- Lack : (Such as drought/water – one thing lacks the other)

Moving Content into Long-term Memory

Students have to do both,

AccessSense-Making

ProcessMeaning-Making

Meaning Matters ☺

An English professor wrote the words, “A woman without her man is nothing,” on the blackboard and directed the students to punctuate it correctly. The men wrote: “A woman, without her man, is nothing,” while the women wrote, “A woman: without her, man is nothing.”

“Let’s eat, Dad!”
“Let’s eat Dad.”

(Punctuation saves lives.)
1. Kellen plays with the microscope, trying out all of its parts, then reads an article about how microscopes work and answers eight comprehension questions about its content.

2. Kellen reads the article about how microscopes work, answers eight comprehension questions about its content, then plays with the microscope, trying out all of its parts.

Perception

- What do you see?
- What number do you see?
- What letter do you see?

Perception is when we bring meaning to the information we receive, and it depends on prior knowledge and what we expect to see. (Wolfe, 2010)

Are we teaching so that students perceive, or just to present curriculum and leave it up to the student to perceive it?

Journalistic vs. Encyclopedic Writing

“"The breathing of Benbow’s pit is deafening, like up-close jet engines mixed with a cosmic belch. Each new breath from the volcano heaves the air so violently my ears pop in the changing pressure – then the temperature momentarily soars. Somewhere not too far below, red-hot, pumpkin size globs of ejected lava are flying through the air.”

— National Geographic, November 2000, p. 54
“A volcano is a vent in the Earth from which molten rock (magma) and gas erupt. The molten rock that erupts from the volcano (lava) forms a hill or mountain around the vent. Lava may flow out as viscous liquid, or it may explode from the vent as solid or liquid particles...”

-- Global Encyclopedia, Vol. 19 T-U, p. 627

With hocked gems financing him,
Our hero bravely defied all scornful laughter
That tried to prevent his scheme.
Your eyes deceive, he had said;
An egg, not a table
Correctly typifies this unexplored planet.
Now three sturdy sisters sought proof,
Forging along sometimes through calm vastness
Yet more often over turbulent peaks and valleys.
Days became weeks,
As many doubters spread
Fearful rumors about the edge.
At last from nowhere
Welcome winged creatures appeared
Signifying momentous success.

-- Dooling and Lachman (1971) pp. 216-222
1. Cultivate a caring, kind, empathetic relationships with your students daily (phone calls, texting, snapchat, any other platform that you use). Personal not academic concerns.

2. Connecting and collaborating with others (create teams or partnerships within your classroom so they check on one another; accountability partners; coach one another; support one another; switch the teams).

3. Prime the Learning Experience so they want to engage in the learning task, are clear about what success looks like, and believe they can do it well.

4. Ensure that Learning Tasks are high on: relevance, choice, voice, creativity, an “act of creation,” ... AKA student agency.

5. Practice the Instructional Cha-Chas: Chunk-Chew-Check-Change

6. Enticement Factors help

Let’s briefly look at each of these...

---

Research

The 4 BIG Questions to Change The Reluctance – Opening the RAS (Reticular Activating System)
(Marzano & Pickering, 2011)

1. How do I feel? (attention)
2. Am I interested? (attention)
3. Is this important? (engaged)
4. Can I do this? (engaged)

---

THE GOAL: Student Agency

• It’s when students take ownership and responsibility for what they have done and learned.
• When students take an active role in their education rather than having school done to them.
• It’s when students have a voice in their learning and make choices.

---
To Improve Intrinsic Motivation within the Learning Tasks, make sure they include:

- A goal (what is the Learning Target? Ensure the Learning Task is evidence of this goal accomplishment)
- Criteria for Success for the Learning Task (ask student to help you design) (they might design their own if this is an independent project)
- Relevance or meaning-making (What does this have to do with me? How will I use this information now and in future?)
- Excitement, challenge, a sense of "I Wonder..", etc.
- Based on their interests, ideas, opinions, who they are – choice and voice
- A sense of control (decreases stress, increases autonomy) – they create the steps, the plan, the goals to reach it, how they will go about it, etc.
- An identified and growing repertoire of specific tools and processes students can use to achieve their goals.

Quaglia Student Voice Survey
2015-2016 (www.quagliainstitute.org)

- 48,185 students in Grades 6-12
- 12,157 students in Grades 3-5
- 249 schools across 14 states

Research found:
❖ 52% of students said their teachers make an effort to get to know them.
❖ 43% believe their teachers care about their problems and feelings.
❖ When students have a voice, they become 7X more academically motivated.

How Do We Encourage Student Voice?

- Be ready to listen to them and expect to learn something from them (intentional, mindset).
- Make an authentic and intentional effort to learn from what they are saying – plan processing points, discussions, and sharing times throughout every lesson.
- Give opportunities for students to form opinions, share their questions and concerns.
- Take action with their words, concerns and questions.
- Ensure they have ownership in their school and classroom; empower them – roles, jobs, committees for improvement, projects they start with passions, community service, solution-oriented decision making, etc.
How can Voice and Choice be Incorporated into Learning Tasks in Distant Learning?

- Let them choose the topic of interest and blend with your ELA standards.
- Let them choose a favored technology to use to investigate and express their learning as long as it clearly represents evidence of the standard.
- Help them build and maintain a portfolio of work over time, including reflections on each piece.
- Let them choose the product to show what they know with your subject standards.
- Let them help design the Criteria for Success for the project or learning task.
- Let them moderate online discussions, curate Google docs and similar artifacts.
- Give them experiences that help them find and try on different "voices" as they explore this side of themselves, allowing them to change their voice if they feel what they are doing isn't genuine or a little too personal.

Give weekly proof that you know them as individuals and honor what they bring to learning's table.

- Let them co-teach, or actually teach the full lesson or vocabulary terms to classmates (with your facilitation, of course).
- Let them choose their preferred homework assignment from menu of options.
- Build a cause meaningful to students into the curriculum—something for which they’d like to advocate in their own lives or communities.
- Provide an audience for student demonstrations of learning other than you, the teacher, or students’ parents.
- Let them choose a contemporary novel for your novel studies on its own or as a companion text for the assigned reading.
- Ask them to connect with a professional in the field in the subject area of your course and look at how content is applied.
- Let them start out processing, demonstrating learning one way, and have the option to go a different direction if they get a better idea while working.

Active Creators, NOT Passive Consumers!

Embrace the fact that "[l]earning is fundamentally an act of creation, not consumption of information."

-- Sharon L. Bowman, Professional Trainer
The Instructional Cha-Cha’s

- **CHUNK IT** Teach a bit
- **CHEW IT** Think about it
- **CHECK IT** Do they know
- **CHANGE IT** Watch them grow
Chunk It!

• **Present content in small chunks** to introduce students to the knowledge and skills required in the standard. Use different methodologies and materials to meet the needs of all learners.
  - Video clips
  - Short interactive presentation
  - Investigative activity
  - Teacher-led demonstrations
  - Reading
  - Visuals: Artful Thinking
  - Interactive technology

When You Teach: Limit Content Input!

<table>
<thead>
<tr>
<th>Time Range</th>
<th>Length</th>
</tr>
</thead>
<tbody>
<tr>
<td>K-5</td>
<td>4-8 minutes</td>
</tr>
<tr>
<td>6-8</td>
<td>6-10 minutes</td>
</tr>
<tr>
<td>9-12</td>
<td>8-12 minutes</td>
</tr>
</tbody>
</table>

Variables to Consider with Time on Task

**Within Students**
- Prior background knowledge
- Processing speed
- Memory skills (short- term, long- term and working memory)
- Metabolic state of students (energy level, emotional stress level, physical health, etc.)

**Within Lesson Plans**
- Simplicity of the content versus the complexity of the content
- Volume of content per minute
- New versus familiar content
- Relevancy and interest

Thank you to Dr. Eric Jensen
Chew it! AKA: Learning Task

- Provide opportunities for students to process the information by actively engaging them in the content. Make sure the processing activities are aligned with the cognitive demand of the standard (e.g., evaluate, interpret, analyze, synthesize, etc.).

  - Graphic Organizers
  - Cooperative learning structures (get creative)
  - Interactive games
  - Writing
  - Projects (self-created)
  - Presentations with technology tools
  - Finding similarities and differences
  - Designing Questions while reading/learning
  - Summarizing in a Zillion ways...

CIRCADIAN RHYTHMS
The Psychological / Cognitive Cycle

Learning Chunks: Chunk-Chew
Learning Is . . .
NOT in the presentation of the content but rather during the processing of the content.

Bottom Line: Longer-lasting, deeper learning occurs when we "interact" with the content and with others.

"[W]hen information comes to mind easily and feels fluent, it’s easy to forget. In other words, just because we learn something quickly and easily does not guarantee we’ll remember it… Retrieval practice makes learning effortful and challenging. Because retrieving information requires mental effort, we often think we are doing poorly if we can’t remember something. We may feel like progress is slow, but that’s when our best learning takes place…. [R]ecalling an answer to a science question improves learning to a greater extent than looking up the answer in a textbook. And having to actually recall and write down an answer to a flashcard improves learning more than thinking that you know the answer and flipping the card over prematurely. Struggling to learn — through the act of “practicing” what you know and recalling information — is much more effective than simply re-reading…"

- www.retrievalpractice.org
Both of these are particularly helpful when adding retrieval practice, spacing, interleaving, and long-term learning strategies to our instructional practice.

Check It!

• Check for understanding by using formative assessments that align to the cognitive demand in the standard.
  • Projects with self-made checkpoints
  • Exit tickets at end of mini lesson
  • Self-assessments using Criteria for Success
  • Mini conferences
  • Electronic Tools
  • Peer Feedback

John Hattie’s Research

<table>
<thead>
<tr>
<th>Effect Size</th>
<th>1.44</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Self-Reported Grades</td>
<td></td>
</tr>
<tr>
<td>Assessment-Capable Learners</td>
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<tr>
<td>Student Self-Assessment</td>
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<tr>
<td>Student Expectations</td>
<td></td>
</tr>
<tr>
<td>Student Visible Learners</td>
<td></td>
</tr>
</tbody>
</table>
Self-Assessment Improves Students’…

Student Self-Assessment

• Students gather information about their own learning.
• Students reflect on that learning (based on an outcome for the day).
• Students determine the personal progress in knowledge, skills, processes, or attitudes toward that outcome.
• Students start with confidence and efficacy so there is accurate and meaningful goal setting to assess.

• GOAL: Leading students to a greater awareness and understanding of himself or herself as a learner with the outcome.

(Ministry of Education, 2002, p. 3; Ross, 2006)

CHANGE Instruction

• Use formative assessment data to analyze student mastery of skills and knowledge and determine if changes need to be made in the instruction.
  • Pacing (accelerate/decelerate instruction)
  • Grouping (interests/learning styles/heterogeneous/homogeneous)
  • Support (pre-teaching/reteaching)
  • Scaffolding
  • Strategies
  • Feedback

This is the heart of differentiation.

96

97

98
We can learn without grades, but we can’t learn without descriptive feedback.

Sine qua non
Literally: “Without which, not.” Put another way: “Without this, nothing.”

Two Questions to Ask Students:
• What are you supposed to be learning?
• Where are you in relation to that goal?

When providing descriptive feedback that builds perseverance,
...comment on decisions made and their impact, NOT quality of work.
“In the end, it all comes down to the relationship between the teacher and the student. To give effective feedback, the teacher needs to know the student – understand what feedback the student needs right now.

And to receive feedback in a meaningful way, the student needs to trust the teacher – to believe the teacher knows what he/she is talking about and has the student’s best interest at heart. Without this trust, the student is unlikely to invest the time and effort needed to absorb and use the feedback.”

(Dylan Wiliam, 2016)

The Four Steps: Instructional Cha-Chas

1. **Chunk** it, we teach a bit.
2. **Chew** it, they think about it.
3. **Check** it, to see if they know.
4. **Change** it, to watch them grow!

Where to Get Started?

**Download FREE**

FREE 4 Page Summary for Teachers: Instructional Cha-Chas

**Where to Get Started?**

Download FREE the Special 4 page summary at:

www.maximizelearninginc.com
Email: leann@maximizelearninginc.com
Enticement Elements include:
- Anticipation
- Foreshadow
- Suspense
- Curiosity
- Situational Interest
- Gentle Competition (Games)
- Personal Voice

Plagiarize in front of students…

…and get caught!
Students love to argue, so use it to power their instruction and increase engagement -- 

-- but give them the tools to do it well.

Logical Fallacies

- Ad Hominem (Argument To The Man) -- Attacking the person instead of attacking his argument. For example, "Von Daniken’s books about ancient astronauts are worthless because he is a convicted forger and embezzler." (Which is true, but that’s not why they’re worthless.) Or, attack the speaker’s sincerity: "How can you argue for vegetarianism when you wear leather shoes?"

- Straw Man (Fallacy of Extension) -- Attacking an exaggerated or caricatured version of your opponent’s position. Example: "Senator Jones says that we should not fund the attack submarine program. I disagree entirely. I can’t understand why he wants to leave us defenseless like that."

- Argument From Adverse Consequences -- Saying an opponent must be wrong, because if he is right, then bad things would ensue. "My home in Florida is six inches above sea level. Therefore I am certain that global warming will not make the oceans rise by one foot."
• Special Pleading (Stacking The Deck) — Using the arguments that support your position, but ignoring or even denying the arguments against.

• The Excluded Middle (False Dichotomy, Faulty Dilemma) — Assuming there are only two alternatives when in fact there are more.

• Short Term Versus Long Term — This is a particular case of the Excluded Middle. For example, “We must deal with crime on the streets before improving the schools.” (But why can’t we do some of both?)

• Fallacy Of The General Rule — Assuming that something true in general is true in every possible case. For example, “All chairs have four legs.” Except that rocking chairs don’t have any legs.

• Argument To The Future — Arguing that evidence will someday be discovered which will (then) support your point.

• Poisoning The Wells — Discrediting the sources used by your opponent.

• Appeal To Pity (Appeal to Sympathy, The Galileo Argument) — For example, “Scientists scoffed at Copernicus and Galileo; they laughed at Edison, Tesla and Marconi; they won’t give my ideas a fair hearing either. But time will be the judge. I can wait; I am patient; sooner or later science will be forced to admit that all matter is built, not of atoms, but of tiny capsules of TIME.”

• Begging The Question (Assuming The Answer, Tautology) — Reasoning in a circle. The thing to be proved is used as one of your assumptions. For example: “We must have a death penalty to discourage violent crime”. (This assumes it discourages crime.)

• Argument From False Authority — A strange variation on Argument From Authority. For example, the TV commercial which starts “I’m not a doctor, but I play one on TV.” Just what are we supposed to conclude?

• Appeal To Authority — “Albert Einstein was extremely impressed with this theory.” (But a statement made by someone long-dead could be out of date. Or perhaps Einstein was just being polite.)

• Misquote a real authority. Chevy Chase: “Yes, I said that, but I was singing a song written by someone else at the time.”

• Bad Analogy — Claiming that two situations are highly similar, when they aren’t. For example, “The solar system reminds me of an atom, with planets orbiting the sun like electrons orbiting the nucleus. We know that electrons can jump from orbit to orbit; so we must look to ancient records for sightings of planets jumping from orbit to orbit also.”

• False Cause — Assuming that because two things happened, the first one caused the second one. (Sequence is not causation.) For example, “Before women got the vote, there were no nuclear weapons.” Or, “Every time my brother Bill accompanies me to Fenway Park, the Red Sox are sure to lose.” We confuse correlation and causation — Earthquakes in the Andes were correlated with the closest approaches of the planet Uranus. Therefore, Uranus must have caused them. (But Jupiter is nearer than Uranus, and more massive too.)
• Appeal To Widespread Belief (Bandwagon Argument, Peer Pressure) -- The claim, as evidence for an idea, that many people believe it, or used to believe it. In the 1800's there was a widespread belief that bloodletting cured sickness. All of these people were not just wrong, but horribly wrong, because in fact it made people sicker. Clearly, the popularity of an idea is no guarantee that it's right.

• Fallacy Of Composition -- Assuming that a whole has the same simplicity as its constituent parts. Example: "Atoms are colorless. Cats are made of atoms, so cats are colorless."

• Fallacy Of Division -- Assuming that what is true of the whole is true of each constituent part. For example, human beings are made of atoms, and human beings are conscious, so atoms must be conscious.

• Argument By Half Truth (Suppressed Evidence) -- A book on the Bermuda Triangle might tell us that the yacht Connemara IV was found drifting crewless, southeast of Bermuda, on September 26, 1955. None of these books mention that the yacht had been directly in the path of Hurricane Iona, with 180 mph winds and 40-foot waves.

• Argument By Generalization -- Drawing a broad conclusion from a small number of perhaps unrepresentative cases. For example, "They say 1 out of every 5 people is Chinese. How is this possible? I know hundreds of people, and none of them is Chinese." So, by generalization, there aren't any Chinese anywhere.

• Non Sequitur -- Something that just does not follow. For example, "Tens of thousands of Americans have seen lights in the night sky which they could not identify. The existence of life on other planets is fast becoming certainty!"

• Argument By Prestigious Jargon -- Using big complicated words so that you will seem to be an expert. Why do people use "utilize" when they could utilize "use"?

• Argument By Gibberish (Bafflement) -- An invented vocabulary helps the effect. Perfectly ordinary words can be used to baffle. For example, "Each autonomous individual emerges holographically within egoless ontological consciousness as a non-dimensional geometric point within the transcendental thought-wave matrix."

• Euphemism -- The use of words that sound better. The lab rat wasn't killed, it was sacrificed.

• Least Plausible Hypothesis -- Example: "I left a saucer of milk outside overnight. In the morning, the milk was gone. Clearly, my yard was visited by fairies."
To dive deeply into logical fallacies, visit these Websites:

- www.theskepticsguide.org/resources/logical-fallacies
- utminers.utep.edu/omwilliams/on/ENGL1311/fallacies.htm

Great Resources to Support Your Learning

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10 Roots of Resilience:
• Realistic optimism
• Facing fear
• Moral compass
• Social support
• Resilient role models
• Physical fitness
• Brainfitness
• Cognitive and emotional flexibility
• Meaning and purpose

It takes 37 muscles to frown and 22 muscles to smile. Smiling conserves energy!

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Average child laughs 400 times a day; average adult laughs 15 times a day!
For more resources and conversation:

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