

EXCEPTIONAL CHILDREN CONFERENCE



Greensboro, North Carolina

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Eleanor Renee Rodriguez, Ph.D.



We Learn By

Doing – actively involved

Observing

Listening

Laughing

Assessing

Reflecting – need for transfer

D

O

V

E



WHAT DOES IT LOOK LIKE?



ASSET BASED INSTRUCTION

- Focus on Students Assets
- Identify three students that have been the most challenging for you, what the challenges were and why.
 - 1
 - 2
 - 3



ASSET BASED INSTRUCTION COMPONENTS

- ◉ Recognition
- ◉ Acknowledgement
- ◉ Utilization
- ◉ Enhancement



Some Principles from Research on the Human Brain

1. "Wholes taught before parts are recalled better. Our mind recalls best with context, a global understanding, and complete pictures to remember." (Jensen, p.110)

2. "The brain seeks patterns—it is designed to perceive and generate patterns. The patterns give context to information that otherwise would be dismissed as meaningless..." (Jensen, p.95 and Caine and Caine, p.89)

3. **Novelty and Attention**
"...provide a rich balance of novelty and ritual. Novelty ensures attentional bias, and ritual ensures that there are predictable structures for low stress."
..."The old notion about attention was get it and keep it. Today, you can have students' attention 20-40-percent of the time and get terrific results. We know how to get attention: use contrast. In fact, nearly everything that is novel will garner attention; the contrast alone is enough." (Jensen, pgs. 50-51)

4. **The brain is a social brain.** "We have a brain-based drive to belong to a group and to relate to others. Hence educators need to support and consolidate social relationships and a sense of community." Caine and Caine, p.125)

5. **We know that the arts can provide enrichment.** "Singing is good stimulation for the brain. Music researcher M. Kalmar found that music has many positive school correlates. ...the experimental group had better abstract conceptual thinking, stronger motor development, coordination, creativity, and verbal abilities." (Jensen, p.38)

6. **Movement and Learning**
"Today's brain, mind, and body research established significant links between movement and learning. Educators ought to be purposeful about integrating movement activities into everyday learning." (Jensen, p.88)

7. **Emotions and Attention**
Emotions drive attention and create meaning, and you can't get more related to learning than that. (Jensen, p.72) Emotions and cognition cannot be separated. Emotions are crucial to memory because they facilitate the storage and recall of information." (Caine and Caine, p.82)

References: Eric Jensen, *Teaching with the Brain in Mind*. ASCD publishers. Caine R.N. and G. Caine, *Making Connections: Teaching and the Human Brain*. Addison Wesley publishers.

Nine Recurring African American Cultural Themes

1. Spirituality pervades the traditional African and African American ethos. It is based on the belief that all elements in the universe are of one substance (Spirit) and that all matter, animate or inanimate are merely different manifestations of the Godforce (Spirit).

2. Resilience is the conscious need to bounce back from disappointment and disaster and to have the tools of humor and joy to renew life's energy. Resilience is related to verve. Verve is desire for creative extemporaneousness—a sense of utter antipathy for the mundane and monotonous, the ability to focus on and handle several issues at once. The idea of transformation (the process of becoming better) is informed by two distinct yet interrelated ideas, verve and resilience.

3. Humanism describes the African view of the whole world as vitalistic (alive) and this vitalism is grounded in a sense of goodness.

4. Communalism denotes awareness of the interdependence of people. One acts in accordance with the notion that the duty to one's family and social group is more important than individual privileges and rights.

5. Orality and Verbal Expressiveness refers to the special importance attached to knowledge that is passed on through word of mouth and the cultivation of oral virtuosity.

6. Realness refers to the need to face life the way it is without pretense. It is manifested by frankness of manner, casualness in social transactions, a contempt for artificiality and falseness in human conduct, and an aversion to formality and standardization.

7. Personal Style and Uniqueness refers to the cultivation of a unique or distinctive personality or essence and putting one's own brand on an activity. It implies approaching life as if it were an artistic endeavor.

8. Emotional Vitality expresses a sense of aliveness, animation, and openness conveyed in the language, oral literature, song, dance, body language, folk poetry, and expressive thought.

9. Musicality/Rhythm demonstrates the connectedness of movement, music, dance, percussiveness, and rhythm, personified through the musical beat. Also implied is a rhythmic orientation toward life. Rhythm, the fundamental principle of human behavior, reigns as the basic ingredient of African American expressiveness.

Boykin (1979, 1994), Nobles (1986a, 1990), Karenga (1986), Pasteur and Toldson (1982), Akbar (1976), Mbiti (1970, Asante (1987), Richards (1990), Dixon (1976), and White (1984

Touching the Spirit © Utilizing Culture in the Achievement of Educational Excellence for African American and Other Students

African and African American Teaching and Learning Patterns

Ritual
(Affirmations/performances)

Rhythm
(In music, speech and movement)

Recitation
(Oral performance/memorization)

Repetition
(To enhance meaningfulness)

Relationships
(Relationships of love, respect, and belonging)
(Recognizing ties between humans and nature)
(Scientific study of patterns in nature and the phenomenal world)
(Making connections between school work and students' life experiences)

Used Within a Context of Nine Supportive Practices

- 1) Expectations of Excellence
- 2) Continual Search for Patterns
- 3) Insistence on Working Toward Mastery
- 4) Teacher Modeling of Skills and Processes
- 5) Intensive Direct Instruction and Practice
- 6) Study of African Deep Thought
- 7) Focus on Discourse, Inquiry, and Creative and Symbolic Thinking
- 8) Using Knowledge for Social Criticism and Community Action
- 9) In-Depth Study and Performance of African and African American Culture

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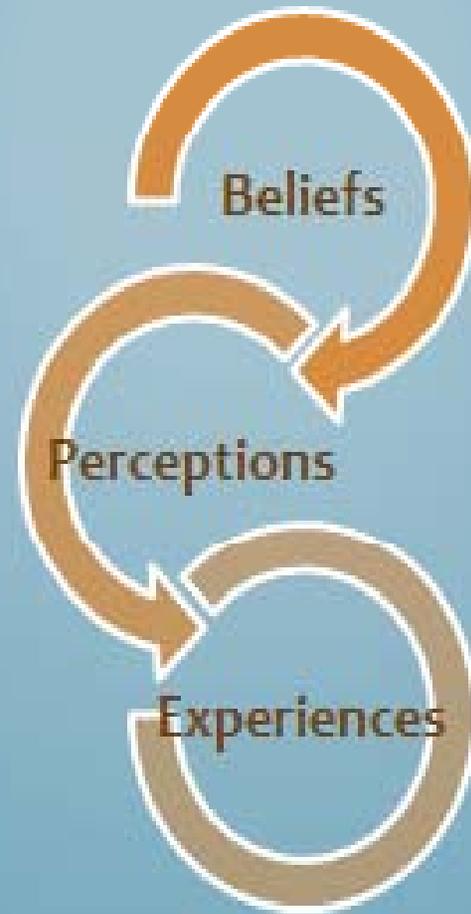
RELATIONSHIPS



“My teacher
thought I was
smarter than I
was; so I was!”

Quote from a 6 year old
(Anonymous)





TESA

Teacher Expectations - Student Achievement

- Equitable Distribution
- Affirm / Correct
- Proximity
- Individual Help
- Praise
- Courtesy
- Latency

- Reasons for Praise
- Personal Interest and Compliments
- Delving
- Listening
- Touching
- High-level Questions
- Accepting Feelings

A

Strand

Response
Opportunities

B

Strand

Feedback

C

Strand

Personal
Regard



SAMPLE ACTIVITIES



- ◉ Student Intervention
- ◉ Non-confidential small group session
- ◉ Participating on Committees (RtL, 504, etc.)
- ◉ Teacher Consultation
- ◉ Referrals to outside agencies
- ◉ Staff development training, whole group instruction, committee meetings
- ◉ Collaborations with all stakeholders



- ◉ Diversity and Cultural development
- ◉ Serving as a resource for staff, parents, community
- ◉ Systemic plans to meet with students on needs (organization skills, study habits, etc)
- ◉ Collaborating with teachers in PLC's about students
- ◉ 4-year plan, and selecting courses for the upcoming school year
- ◉ Social skills groups
- ◉ Co-Teaching Collaboratively with Teachers



KEY WORD NOTES

❖ .

❖ .

❖ .

❖ .

❖ .

❖ .

LOVE IT

OR

LIST THEM



WORD WINDOW



REFLECTIONS



LONG-TERM & SHORT-TERM PLANS OF ACTION



EXIT TICKET



RODRIGUEZ & ASSOCIATES

Eleanor Renee Rodriguez, Ph.D.

PO BOX 7782

Norfolk VA 23509

Office: 757-628-6550

Email: 12renee16@gmail.com

www.eleanorreeneerodriguez.com



Of course we know *SHIFT* happens! We also know if we keep doing the same ol' stuff, we are going to keep getting the same ol' stuff. In an effort to meet the needs of all youngsters, we have to be adaptable to change. Change requires shift. We must rethink schools dramatically to help students from diverse backgrounds link to new information. Bring the excitement of teaching and learning to a new level by using what transformed classrooms are using.

SHIFT HAPPENS

Transformed Classroom! **classroom . . .**

Traditional

Active student involvement	Passive students
Adaptable to change	Status quo
Activate prior knowledge	Every day a brand new day
Alternative assessments	Fill in the _____ and True/False
Bilingual	Monolingual
Can (ability)	Can't (dis-ability)
Culturally relevant curriculum	One size fits all
Cross-age peer tutoring	The blind leading the blind
Constructivist/learner centered	Teacher centered
Cooperative	Competitive
Equity	Equality
Encourage exploration and investigation	Find the right answer
Facilitator	Lecturer
Focus on how are you smart (quality)	Focus on how smart are you (quantity)
Heterogeneous groupings	Homogeneous groupings
Higher Order Thinking Skills	Students gathering information/memorizing
Internal motivation/discipline	External motivation/punishment & rewards
Label activities	Label students
Model appropriate behavior	Don't do as I do, do as I say do
Prevention/Intervention	Remediation
Promoting School/Home Partnerships	Notes home and quarterly meetings
Process focus	Product focus
Self, peer and teacher evaluations	Red pen - teacher property!
Thematic interdisciplinary teaching	Clear lines of demarcation between subjects
Teach children the subject	Teach the subject to the children
Teachers work together	4X4 (walls) and a door
Technology variety	Paper, pencil, sometimes pen
Understanding by design	Understanding by accident
Writing fluency	Writing correctness
Who, What, So What, Now What ...	Who, What, When, Where, Why and How
"Educating Everybody's Children"	All children Can Learn, but . .

The key to improving success for all children is modifying the means used, not changing or lowering the intended results.

By: Eleanor Renee Rodriguez, Ph.D.,

Co-Author: "What Is It About Me You Can't Teach?" and "Valuing Diversity in the School System"
shifthappens1@aol.com

757-628-6550 (office) or 757-628-6551 (fax)

"The local name with global reach"

***Bridging the Gap:
What is it About Me You Can't Teach?***

**Presented by Eleanor Renee Rodriguez, Ph.D. , Co- Author
*What is it About Me You Can't Teach?***

Chapter 1. Outlines the characteristics of the urban learner and details the unique instructional needs necessary to overcome the students' instructional needs.

Chapter 2. Re-examines the data on teaching tactics that enable teachers to put "high expectation" words into instructional practice. Special attention is paid to the importance of Teacher Expectation Student Achievement (TESA) practices that are viewed as basic tools necessary for every urban teachers classroom.

Chapter 3. Takes note of how the teacher's intention to develop each student's thinking skills and apply those skills to subject matter balances with the teacher's ability to gain strong student engagement or "reciprocity". Identifies important strategies that engage students and maintain reciprocity throughout a lesson.

Chapter 4. Targets the mediation of "meaning", an essential characteristic required in every lesson. Discusses the importance of prior knowledge and the design of lessons which help students construct meaning.

Chapter 5. Explains the importance of mediation for "transcendence" in which the teacher enables students to form generalizations and draw conclusions about the facts they are learning. Show how reciprocal teaching is an effective tool for providing students with the "learning to learn" skills needed to bridge concepts one to another.

Chapter 6. Provides insights into the mediation for "self-regulation" that helps students learn how to take control and responsibility for their own learning behaviors. Outlines the tools

in Feuerstein's Instrumental Enrichment (FIE) programs for older students (STANDARD) and young students (BASIC) which help teachers mediate "self-regulation" more successfully with low-performing students.

Chapter 7. Discusses the importance of using MLE and FIE to build the underlying feeling of competency that students need to learn well. Identifies behaviors of students who feel incompetent with and the importance of academic success as the basis for mediation of the feeling of competence.

Chapter 8. Shows the connection of the mediation of sharing behavior with the use of informal and formal cooperation as a pre-eminent strategy for developing sharing behavior in the classroom and the home.

Chapter 9. Connects MLE with Gardner's Theory of Multiple Intelligence to illuminate the need for teachers to individuate student learning. Outlines how teachers can structure lessons so that the "locus of control" for learning grows strong in all students. Shows teachers how to differentiate instruction so that students are the ones who personalize learning experiences to align with their own needs.

Chapter 10. Highlights the need for students to frame and pursue their own learning goals. Provides a variety of instructional strategies that enable teachers to mediate goal planning and assessment.

Chapter 11. Details what the mediator does and avoids doing to create challenge for all students as they build their skills and their competence. Focuses on "The Three Story Intellect" as a model for setting increasingly challenging lessons in various content areas

Chapter 12. Self-change calls for teachers to eliminate labels that categorize students and lock all put-downs out of the classroom. This is the first step in enabling student self-talk about their own capabilities and move to positive reflection and self-assessment that guides them to change their own behavior without need of teacher mediation. Strategies are provided to facilitate positive self-assessments that will lead to improvements in learning.

Chapter 13. Notes the task of transforming classroom instruction from teacher-talk and low-expectations methods to student centered mediation requires a change in teacher belief. For this transformation, teachers will benefit most from a comprehensive professional development program that includes intensive coaching and follow-up.

Rodriguez and Associates
Eleanor Renee Rodriguez, Ph.D.
P.O. Box 7782
Norfolk, VA 23509
757-628-6550
Shifthappens1@aol.com
www.rodriгуezeducates.com

The local name with global reach

Hold Your Applause

Eleanor Rodriguez

Eleanor Renee Rodriguez (*shifthappens1@aol.com*) is a consultant and coauthor of *What is it About Me You Can't Teach? An Instructional Guide for the Urban Educator*.

Too many students, particularly Black males, either do not graduate from high school at all or do not graduate ready for postsecondary education.

We can, whenever and wherever we choose, successfully teach all children whose schooling is of interest to us. We already know more than we need in order to do this. Whether we do it must finally depend upon how we feel about the fact we haven't so far. —Dr. Ron Edmonds

“Please hold your applause until the end,” has been heard numerous times before the names of graduating seniors are read. The statement is usually followed by someone yelling, “that’s my baby” or “that’s my boy” or the sound of a forbidden horn or noisemaker. All too often, the applauding came too soon.

More students than ever before are entering community colleges and universities unprepared. College freshmen need remedial English and math before they are able to register for credit work. The parents and relatives who applauded at a high school graduation are arranging to pay tuition for something that supposedly was already paid for with tax dollars—their share of the free public education from grades 1–12.

All students should have an opportunity to learn and have access to a rigorous and high-quality education. *Yes We Can: The 2010 Schott 50 State Report on Black Males and Education* (Schott Foundation, 2010) presents a state-by-state analysis of the graduation rates of African American boys around the United States, and it revealed dismal results. In a nutshell, the report shows that the overall graduation rate (2007–08 cohort) for Black males in the U.S. was only 47%, and half of the 50 states have graduation rates for Black and White males that are below the national averages. **[AU: is my inclusion of White males OK? I think it’s telling as well. Go for it]** If you have not seen your state’s results, take a moment to review them. They will easily refresh your sense of urgency.

The only bright side of that report is that we can assume that 50% of the remaining students **[AU: or all of the 50+% who graduate? All of the 50+% of the black males who graduate]** can be described as potential college students. Parents and educators must prepare them to stay in college after they get that far.

The bottom line is that student readiness will not change until we change the distribution of resources, address equity and access issues, and ensure that there are high-quality teachers for all students. Certainly, there are incremental steps that can be taken in the meantime to provide an education for the kinds of students we have, not the kinds of students we used to have.

Challenges

We educators must prepare students for what they will learn next by teaching them how to think. We do not have access to what they will need to know, even two years from now, because of the rapid pace of technological changes today. We do know that the current job market will require more students to participate in postsecondary education for even entry-level positions. Fewer students will be exempt from the experience.

College readiness must be embedded into the curriculum. It must be designed backward—starting from the goal and designing from there. Check to see how far your state is from adopting a curriculum with college readiness indicators embedded in the high school requirements. Check college admissions requirements and your high school graduation requirements for discrepancies or a gap.

We need to know what college readiness looks like and be able to observe it in the classroom. All educators must ask themselves, Have we prepared students well, or are we exacerbating the problem by distributing certificates of attendance and minimum competency instead of high school diplomas?

The challenge is that although students may be the bravest and brightest in their graduating classes, they are not ready to recognize and utilize their own talents. Only after they arrive at college do they learn that in terms of expectations, achievement, and access, there is a big gap between high school and college.

Don't let the applauding come too soon.

Steps to Success

Historically, the phrase “each one teach one,” an African proverb, is used to refer to the idea of individuals being brave enough to teach others, regardless their position in life, to end illiteracy. “Each one teach one” ideas recognize that programs do not work, people do. People work the programs, and individually, all stakeholders must take responsibility, consistently, for at least one child (see the Blueprint for Action for the stakeholder groups, along with actions to be taken). Parents and community will have to play a more vital role, beyond celebrations, to improve the life chances of millions of children in the United States.

Incorporate an “each one teach one” philosophy and practice [AU: **Please briefly describe “each one teach one” see above response in bold**] into your school to monitor individual students' progress in middle level and high school. Don't wait until a student is accepted into college to determine potential deficits.

Prepare students for what they will need to learn next before they exit high school: teach students to think and to become internally motivated.

Look for ways to share what works. Keep in mind that for a program to work, the people involved have to work together. Collaboration among staff members, students, parents, the community, and colleges is ideal. Any program that will increase parental engagement is a step in the right direction.

Offer dual enrollment and college credit courses in high school so that students can get a feel for the college culture, system, and practices.

Help teachers identify those things that are enduring—things that are important for life. Then identify those things that students are required to know and be able to do according to state standards. Focus on both sets of components throughout the entire school year.

Teach financial literacy and time management: they are both needed for college. Students should learn to using a personal planner, a journal, or an electronic device before leaving high school.

Use projects, performances, and other active learning to increase depth of learning. Avoid fill-in-the-blank, multiple-choice, and true-false assessments.

Identify student deficits before graduation; use assessments that are built into the junior year at the latest. Some states have early assessment programs to reduce remediation rates for incoming college freshmen. Plan educational opportunities around students' assets in addition to focusing on deficits with the following four practices:

- **Recognize.** Educate yourself about asset-based learning and look for students' assets and strengths to build on as well as addressing their weaknesses.
- **Acknowledge.** Let students know that you recognize their strengths. Use inventories; surveys; and classroom, school, and community observations to help determine and share students' assets.
- **Utilize.** Find a way to use each student's asset in class (i.e., a student who loves basketball or football has an indirect understanding of measurement).
- **Enhance.** Find a way to make each student's assets stronger; help students recognize which habits of mind their assets engage.

For Reflection

Think about a student you know who is currently enrolled at a college or university but who is taking remedial classes. Did that student's high school make efforts to highlight his or her assets? Did the school help the student develop self reliance, self confidence, the ability to think and work independently, and the ability to transfer knowledge beyond where it was learned?

Look at your classroom floor plans. Are they teacher-centered, with desks in rows facing the front? As Edgar Dale reminds us, 70% of what we discuss with others, we learn (Rodriguez & Bellanca, 2005). There are mounds of evidence that collaboration is important to learning and teaching. Are there opportunities for students to work in collaborative or cooperative groups?

In the classroom, is the focus on the process or the product? Are students learning the answers or are they learning how to find the answers? Are the students thinking or simply gathering information?

In *Emotional Intelligence: Why It Can Matter More Than IQ* (1995, Bantam), Daniel Goleman offered proof that emotional growth matters. Development of the whole child involves cognitive, affective, and metacognitive growth. What is the focus in your school and how can you improve the remaining entities?

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