

Extending our Understanding & Practice of Effective Differentiation

A Virtual Panhellenic Seminar on
Differentiated Instruction
Feb. 2, 2024



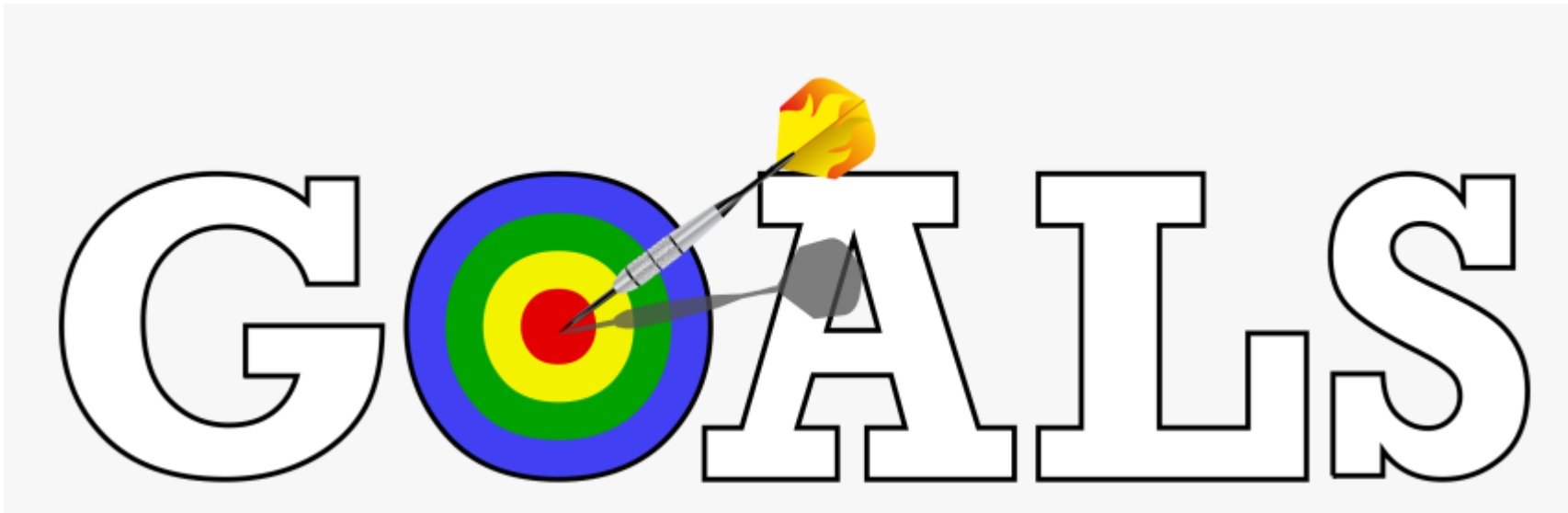
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University of Virginia School of Education
& Human Development



Welcome



- To offer perspectives on differentiation that we seldom consider—and aim for even less often,
- To explore the idea of “a differentiation state of mind” and how it impacts teaching & learning,
- To consider “Teaching Up” as a powerful approach to extending the reach of all learners.

Who's in your class(es)?

very independent—or very dependent

difficulty paying attention &/or sitting still

mature--& immature for their age

have significant gaps in math &/or reading

varied cultures

learn at different rates

see themselves as average

home has significant negatives

work well beyond grade expectations

have emotional challenges

rejected by peers, teased or bullied

need support in learning the classroom language

talk A LOT—or almost none

march to a different drummer



Consider this...

Classrooms are places where variance has become the norm. There are fewer classes where all students are of the same ethnicity, achievement, socio-economic background, and the same age working with an age-appropriate curriculum. Thus, differentiation needs to be the major principle in all teaching and excellent teaching thus encompasses the key principles & practices of differentiation.

Adapted slightly from John Hattie (2023). Epilogue: A Set of Challenges for Differentiated Instruction. In *DI Around the World* edited by V. Letzel & M. Pozas. Munster, Germany: Waxmann.



**Part 1:
What does
Differentiation
Mean...Really**



因材施教

Chanoch et Ha Naar
Al Pi Darcho

King Solomon

חנך הנער על פי דרכו

“Educate the child
according
To his way”

”خاطبوا الناس على

قدر عقولهم”

* حديث شريف
عن محمد بن عبد الصلابة والسلام

Differentiation looks eyeball to eyeball with the reality that kids differ and that the most effective teachers do whatever it takes to hook the whole range of kids on learning.

It is a way of thinking about the classroom with the goals of honoring each student's learning needs and maximizing each student's learning capacity while developing a solid community of learners.

Differentiation is shaking up the classroom so there are more ways for students to take in new ideas, make sense of them, and express what they have learned.

Differentiation is planning for the unpredictability of the classroom.

Differentiation is respectful teaching.

Differentiation is teachers seeking to see kids first and teaching based on what they learn.

Differentiation is teaching to ensure the support necessary for equity of access to excellent learning opportunities for each student.

A Few “Informal” Definitions of Differentiation

"Differentiation is making sure that the right students get the right learning tasks at the right time. Once you have a sense of what each student holds as 'given' or 'known' and what he or she needs in order to learn, differentiation is no longer an option; it is an obvious response."

—Lorna Earl (2003). *Assessment as Learning*.

Differentiated instruction is a way of taking into account the needs and wants of others without either relinquishing our own needs and wants or dominating and controlling the other person. In that way, differentiated instruction is more than just a method of teaching. It is a way of being human.

—John Stroup, University of Virginia Graduate Student

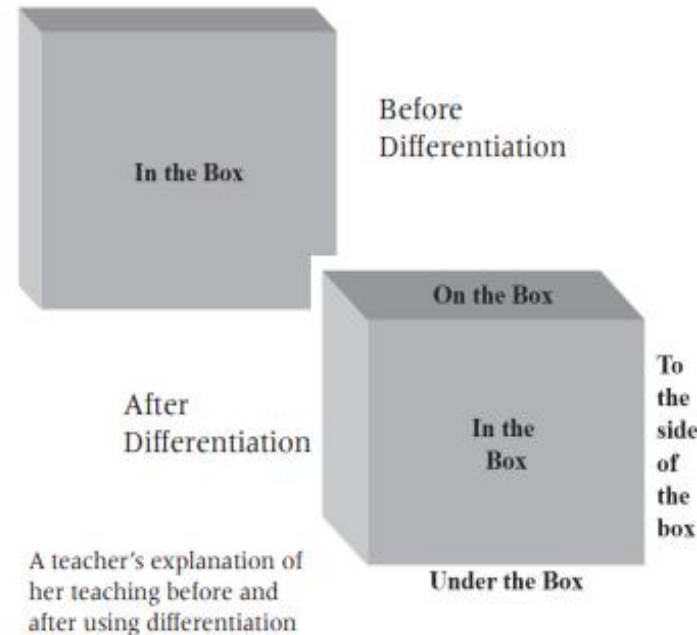
I think of differentiation in terms of taking into account each individual's unique development, talents, strengths, and interests; becoming aware of each individual's distinct and unique characteristics; and then tailoring educational practice to account for these differences.

—Elliott Seif author of *Teaching for Lifelong Learning*

Differentiation is **teaching** so that "typical" students; students with disabilities; students who are gifted; and students from a range of cultural, ethnic, and language groups can **learn together, well.**

Not just inclusion, but inclusive teaching.

Peterson & Hitte (2005). *Inclusive teaching: Creating effective schools for all learners*. Allyn & Bacon



A Few More Definitions of Differentiation

Differentiation is helping students find different paths through the same woods.



The Common Sense of Differentiation

Ensuring an “invitational” learning environment that actively supports each student in the work of learning (growth mindset, connections, community)

Absolute clarity about a powerful learning destination (KUDs, engagement, understanding),

Persistently knowing where students are in relation to the destination all along the way (formative assessment for and as instruction),

Adjusting teaching to make sure each student arrives at the destination and, when possible, moves beyond it (addressing readiness, interest, learning profile),

Effective leadership & management of flexible classroom routines.

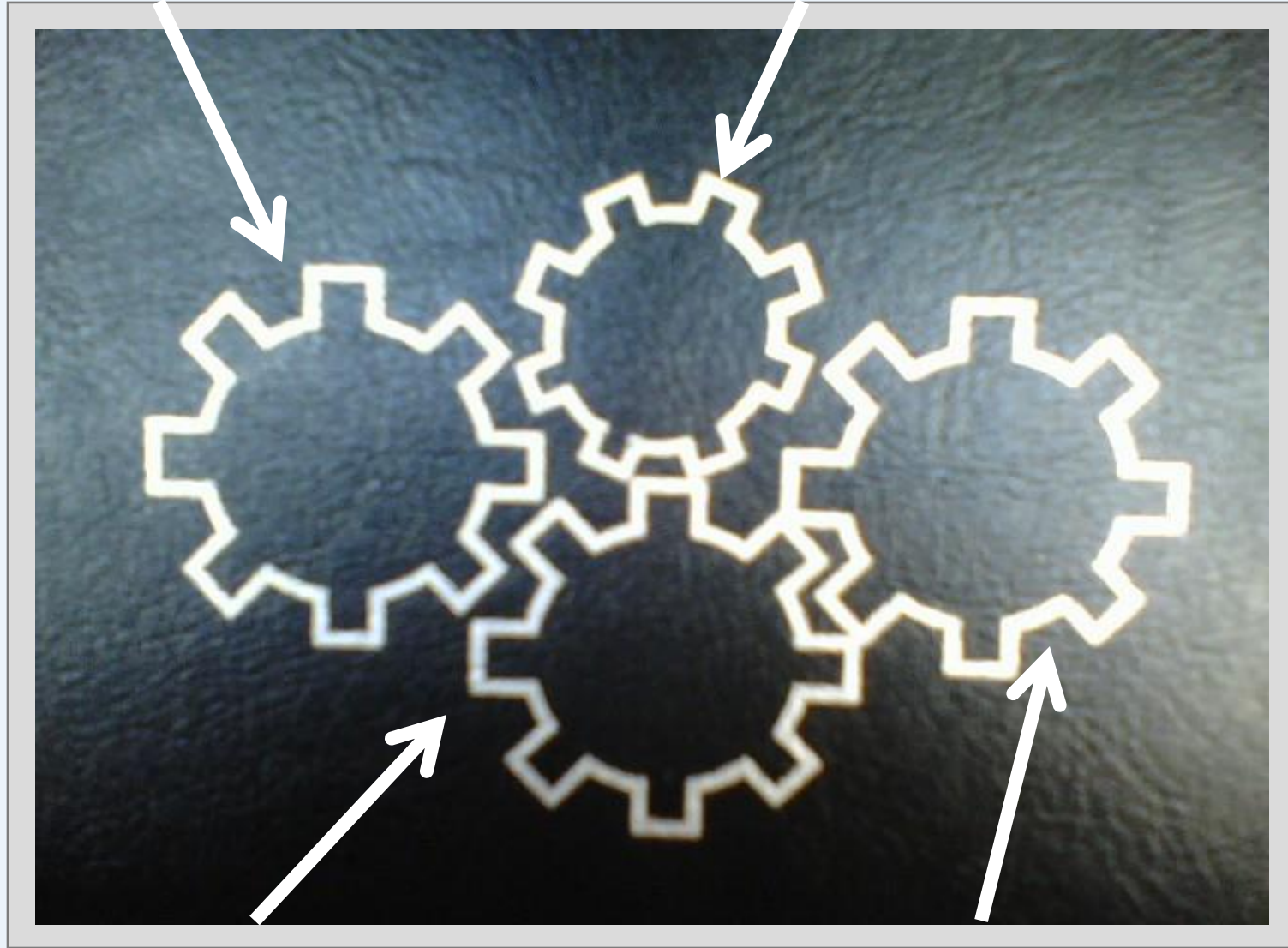


Environment

Curriculum

Leadership & Management

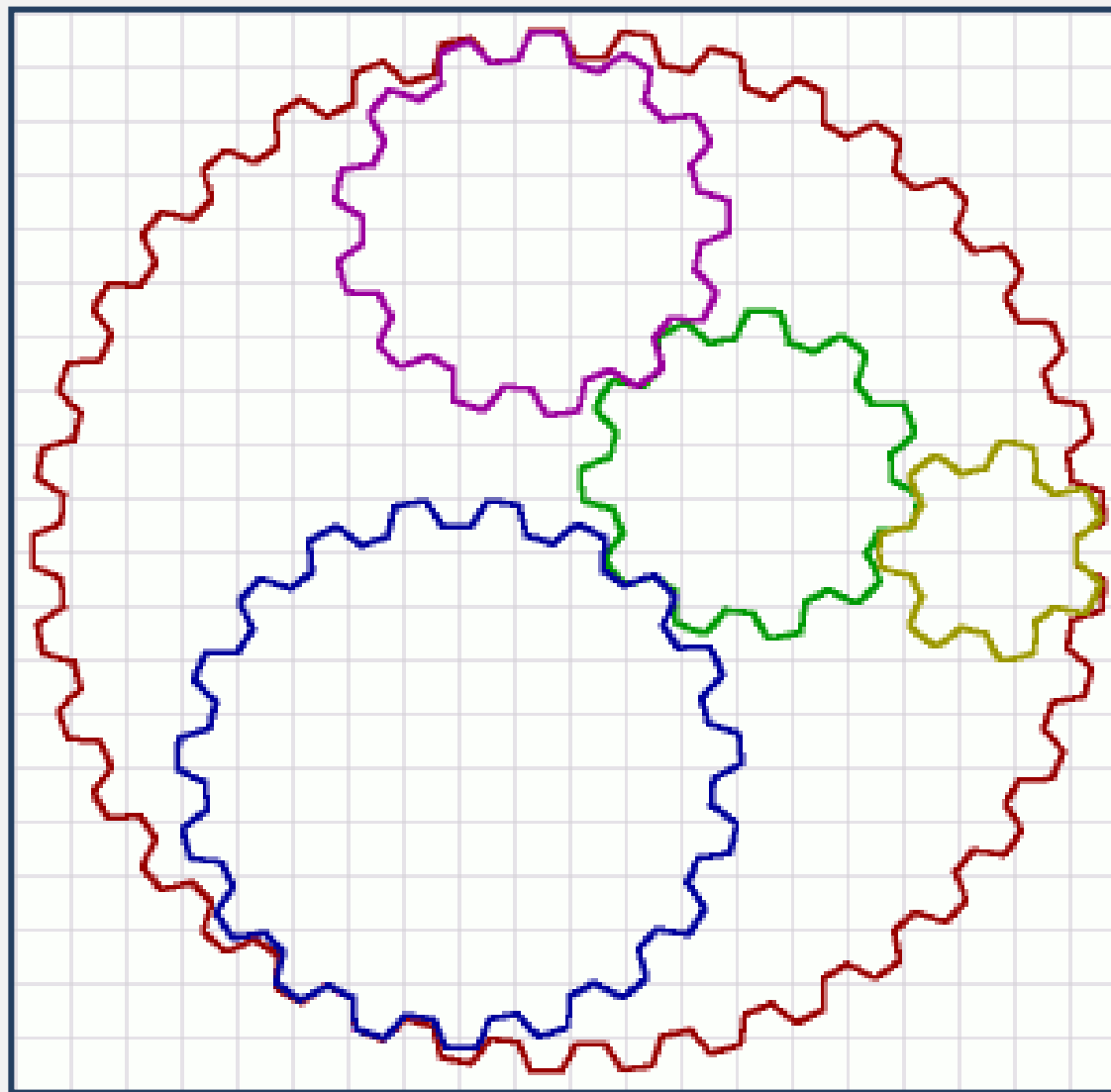
Leadership & Management



Instruction

Assessment

THE HALLMARK OF EFFECTIVE TEACHING



Environment, Curriculum, Assessment, Instruction & Leadership/Management Working Together

The Aim of Differentiation

Differentiation asks us to use each classroom element:

- environment:
- curriculum,
- assessment,
- instruction, and
- leadership of students/ management of classroom routines

in the most positive and productive ways possible to support *each* learner in maximizing his/her academic, intellectual, affective, and social capacity.

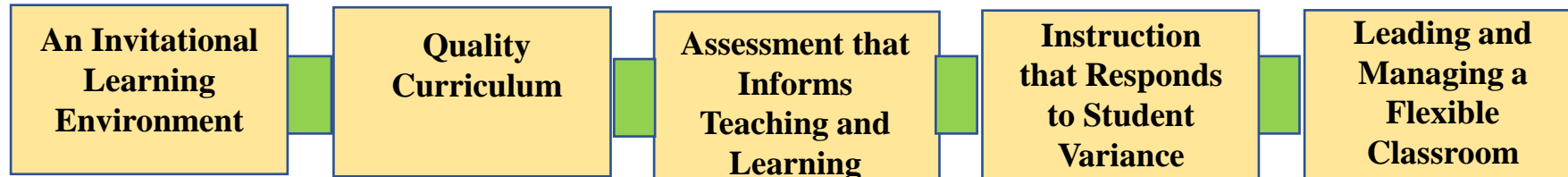


Differentiation

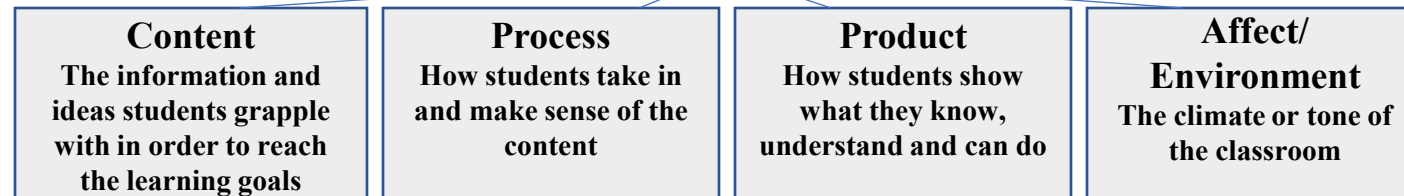
is a teacher's **proactive** response to learner needs

shaped by **mindset**

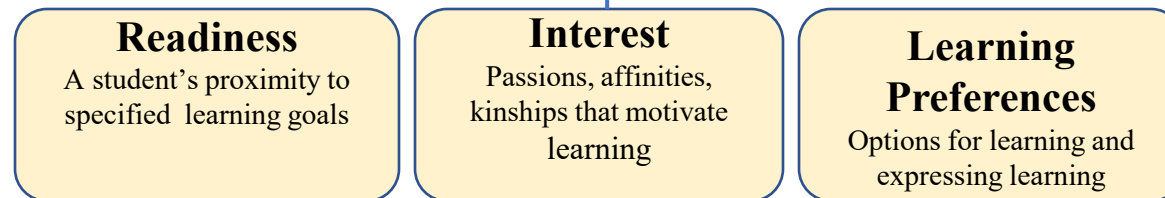
and guided by general principles of differentiation



Teachers can differentiate through



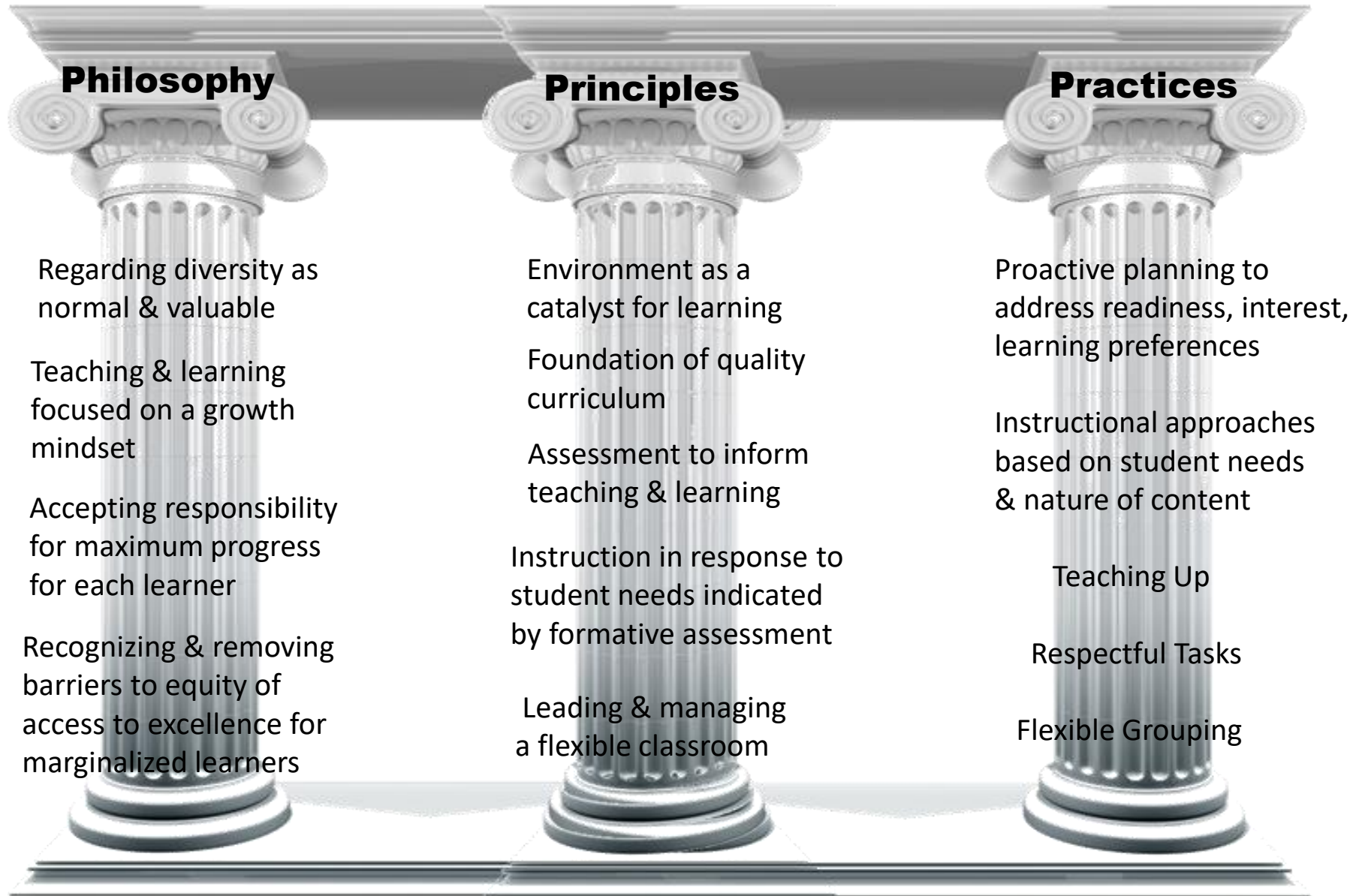
according to student's



Through a variety of instructional strategies such as

Varied Learning Materials...Learning/Interest Centers ..Learning Stations...RAFTS.....HyperDocs...Menus...Playlists...Flexible Time Options...
Scaffolded Reading/Writing.....Learning Preferences...Tiered Assignments...Learning Contracts....Think-Tac-Toes...Choice of Learning Activities...Varied
Working Arrangements...Apps for Readiness, Language, &/or Expression options...Independent Inquiries...Product Options.....Small Group Instruction....Use of
Home Language to Support Learning...Multiple Modes of Teaching & Learning, etc..

Three Pillars of Effective Differentiation



Differentiation is NOT...

- Creating tracks or streams of students so we can “teach them where they are”— (*schoolwide* ability grouping),
 - Bluebirds, Buzzards, and Wombats in general education classrooms--thinking about students as low, average, & high (ability grouping *within* a classroom),
 - An add-on to teaching,
 - Mostly for students with identified learning needs,
- Mostly for students identified as advanced/gifted,
- Assigning extra work to learners who are advanced,
- “Dumbing down” the curriculum for students with learning challenges,
- A lesson plan for each learner,
- A set of instructional strategies,
- Incompatible with standards/goals/learning intentions.

What Differentiation is—or SHOULD be

- Understanding that human beings are individuals & learn individually,
- Based on our current best understanding of research from psychology, pedagogy, and neuroscience.
- Planning with “THE” student in mind vs. only/mostly the “STUDENTS,”
- Attentive to each student’s academic/intellectual, affective, and social development,
- Learner-centered,--attempting to see the classroom through the eyes of a student,
- Respectful teaching,
- Responsive teaching
- Often subtle,
- A way of being in a classroom,
- A means of ensuring equity of access to excellent learning opportunities for every learner in a school/class
- A skillset teachers learn by studying students, systematically trying different approaches over time, reflecting on what works most effectively for whom and why, and building on those insights.



**Part 2:
A Differentiation
State of Mind**

A Differentiation Mindset

I believe every one of my students has the capacity to succeed with complex work .

They differ in many ways that matter significantly in their learning.

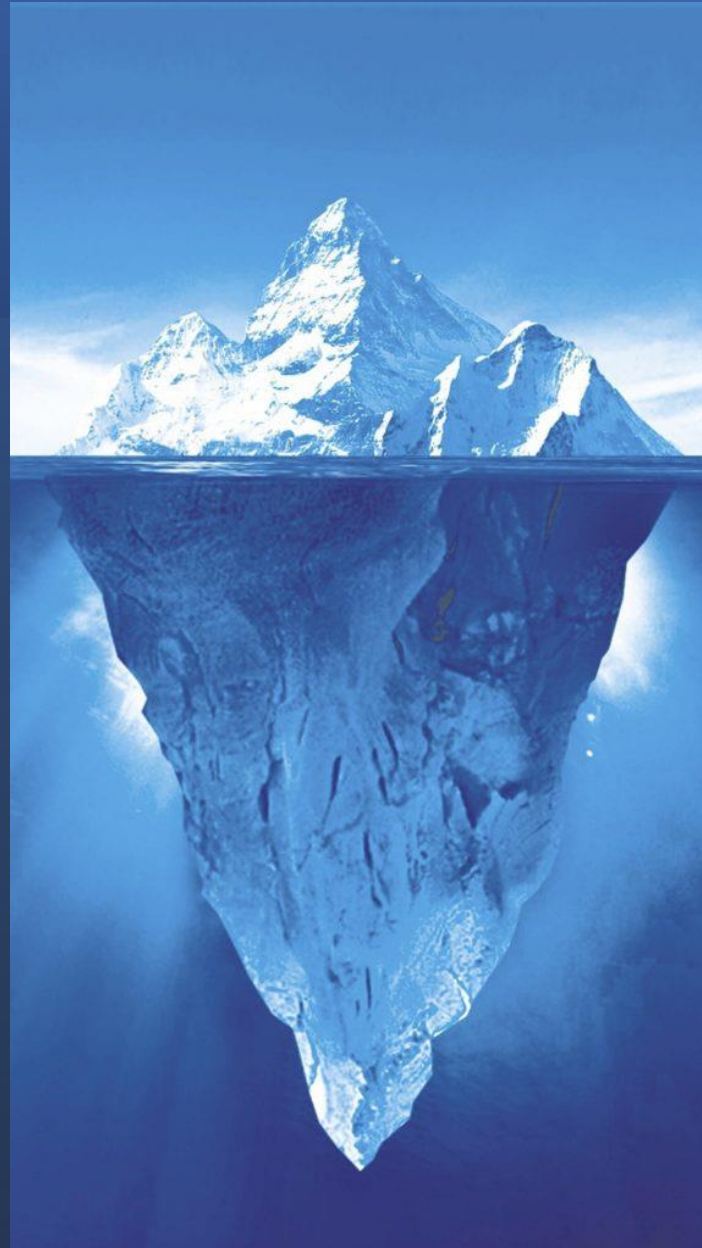
I can't teach "the class" as though they were one learner and assume they can succeed.

To know their individual strengths and needs, I will be a persistent student of each of them, understanding them better every day so I can respond to their varied needs more effectively every day.

I don't yet know how to do that fully, but I can and will learn, step by step—just as I ask my students to take their own next steps every day.



Learner-centeredness
requires us to teach
teach with an iceberg
orientation...



Every learner in our
care displays for us
only a glimpse at
who they can be,
what they can do.

The majority of their
possibilities lie below
the surface.

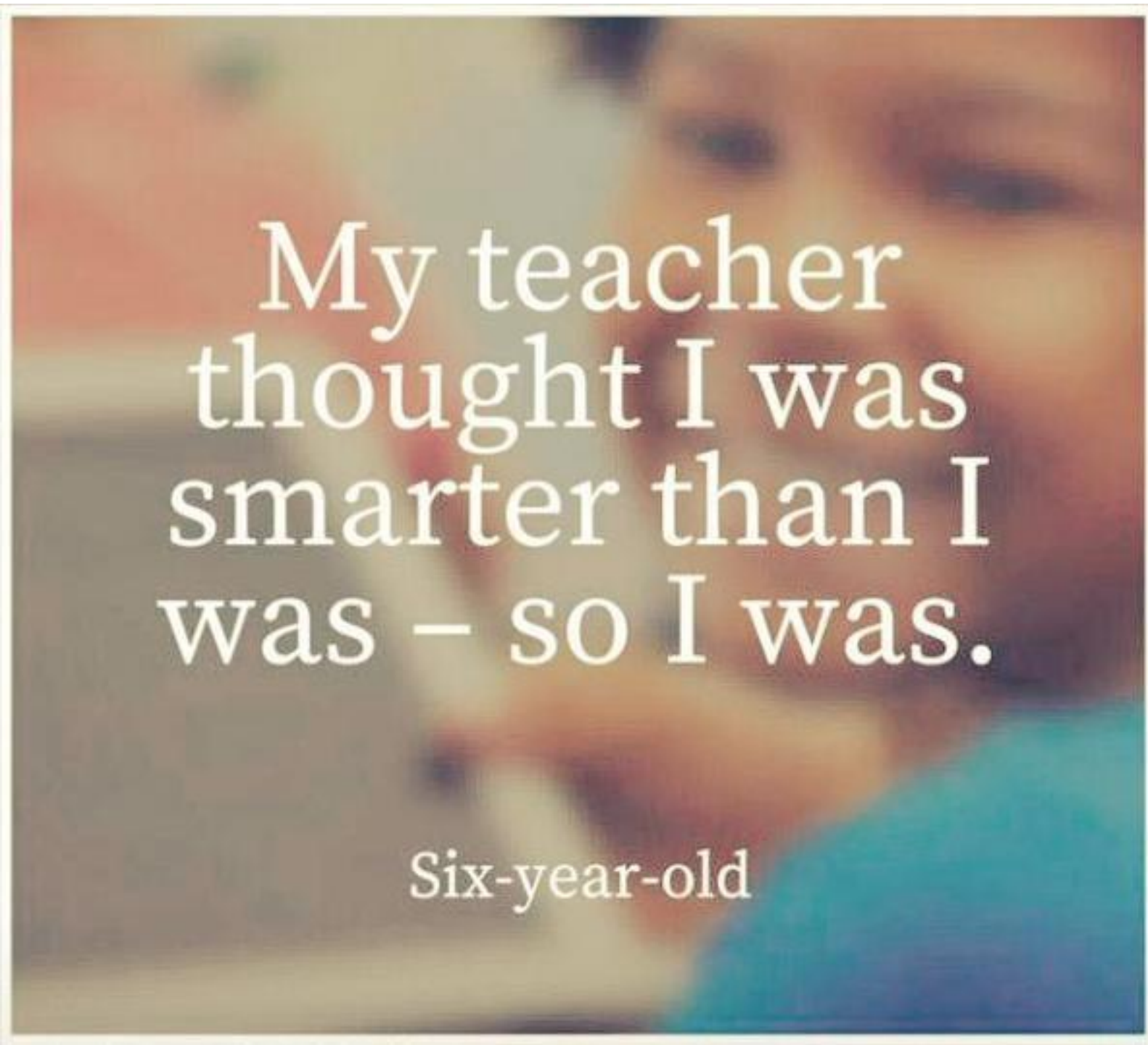
Great teachers teach
to lift hidden strengths
Into view,

And always with a firm
conviction that so much
more promise will yet
rise above the water line.



[Teaching Channel](#)





My teacher
thought I was
smarter than I
was – so I was.

Six-year-old

**To teach for excellence is
to see excellence where
it does not yet exist,**

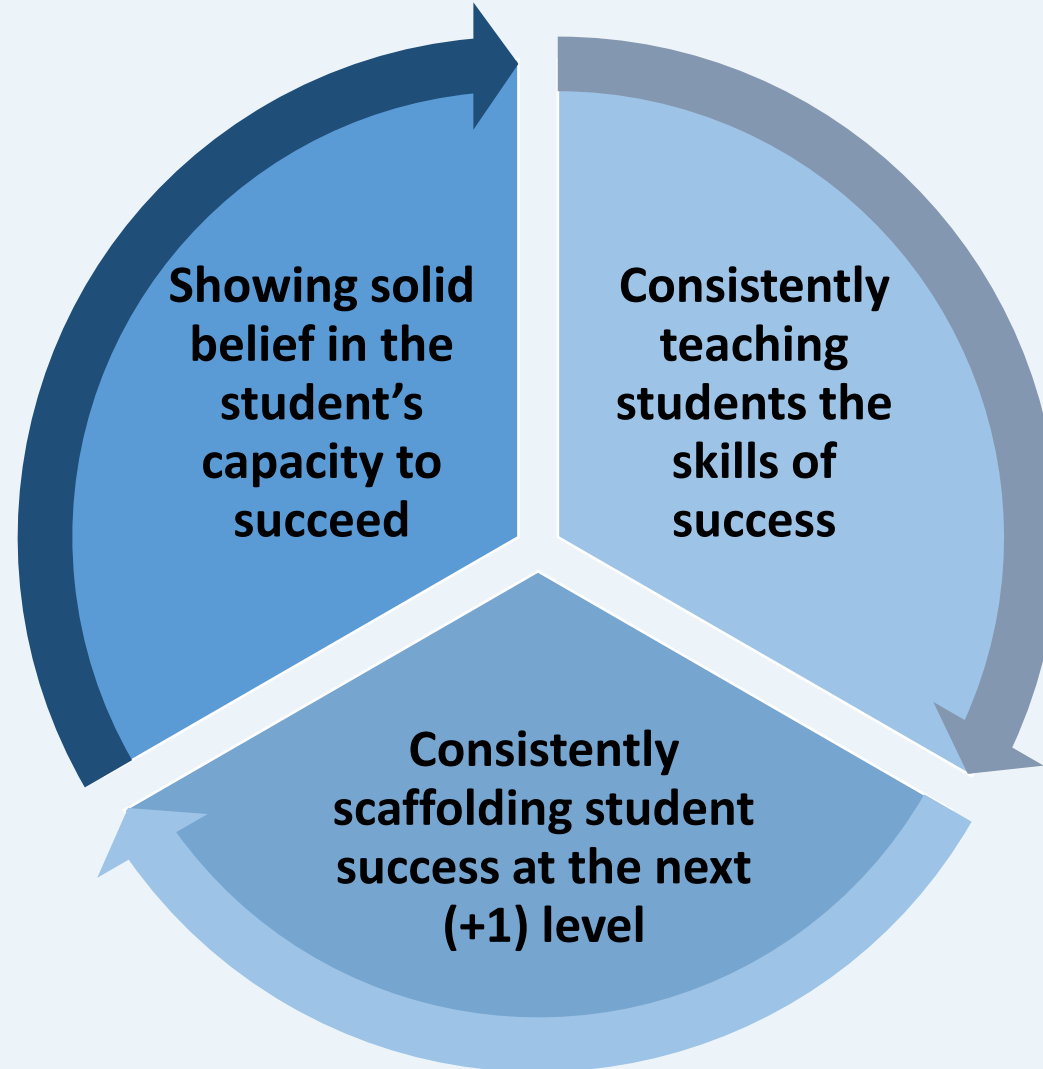
**Then to teach the learner to
believe in his or her own
capacity to achieve excellence,**

**Then to show the way one
step at a time, time after time,**

**Until the child longs for
excellence,**

**And that becomes who the
child is.**

3 Fundamental Elements of Teaching with a Growth Mindset



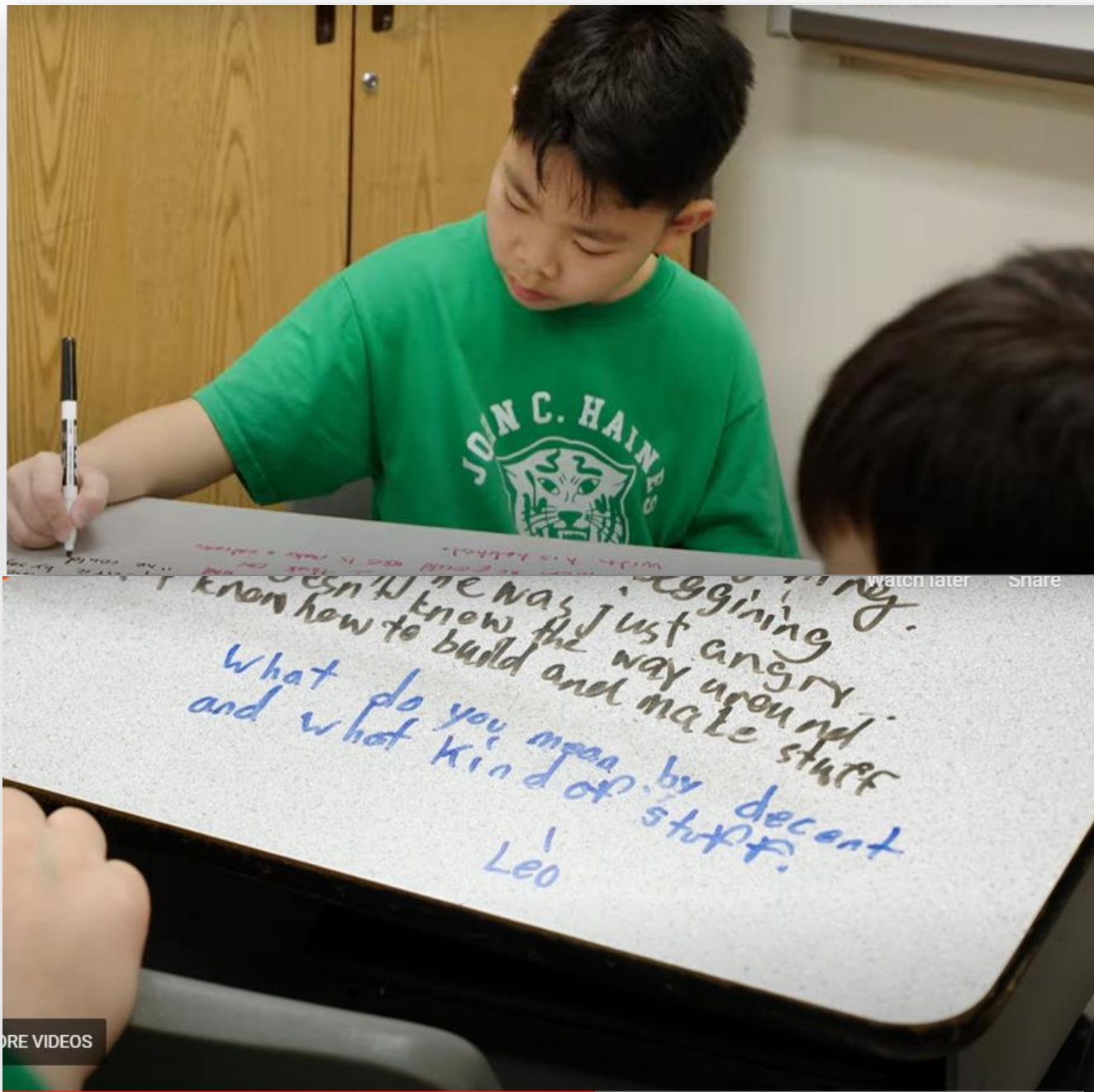
Do you know
which students
have not yet
learned these
skills of academic
success?

- Paying close attention to learning goals and success criteria as they work;
- Monitoring their own work in relation to the goals and criteria for quality work;
- Connecting new knowledge to things they already know as a means to making sense of the new content;
- Thinking analytically about their work;
- Asking productive questions when they do not understand something;
- Developing a repertoire of strategies for moving forward with their work when they are stuck;
- Being mindful how they learn, study, and create quality products;
- Reflecting on the attitudes and habits of mind they bring to their schoolwork;
- Appreciating and learning from mistakes;
- Tolerating ambiguity in the process of learning.

Successful differentiation has much to do with teaching students the skills of working together collaboratively, maximizing variance among students to assist all students to learn robustly.

Adapted from John Hattie (2023). Epilog: A set of challenges for differentiated instruction. In Letzel-Alt, V., & Pozas, M. (Eds.). *Differentiated instruction around the world: A global perspective insight*. P. 285.





Respond, Reflect, Review: Using Assessment AS Learning

Is this an example of formative assessment or summative assessment?
(Why do you answer as you do?)

In what ways does this approach benefit student learning? (Try for at least 3 benefits.)

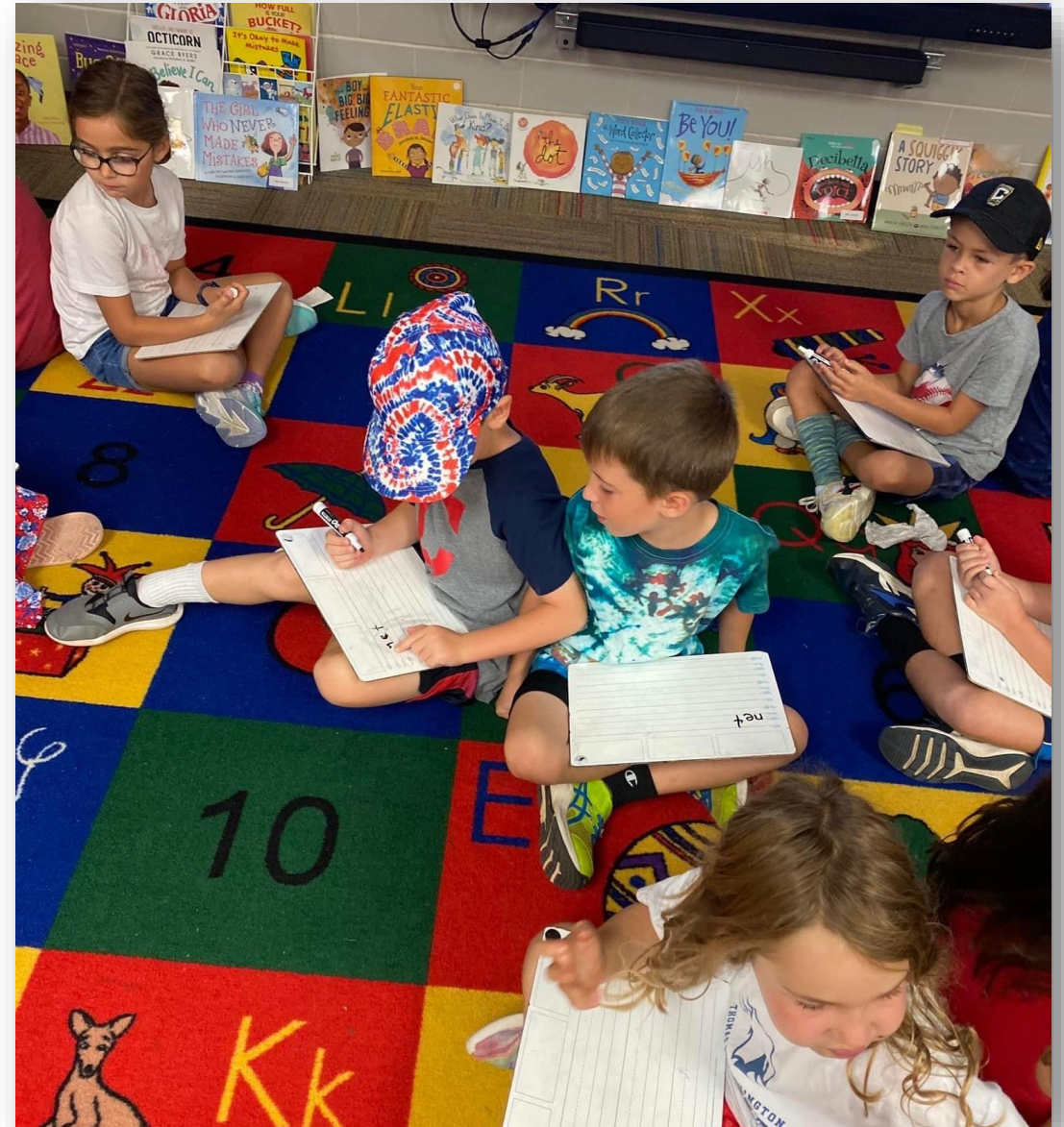
What sorts of preparation/instruction likely precedes this activity?

How might you use this approach or a modified version of it in your class(es)?

Community Matters Too!!

Building a learning community, or a team of learners, requires a classroom environment that welcomes, challenges, and supports the success of each member—a place where students learn to listen carefully and respectfully to one another, develop empathy for peers, hold themselves and one another to high standards of work and interaction, seek and benefit from varied perspectives on topics and issues, give and receive feedback, address problems that arise among them positively and productively, and value the processes and outcomes of learning. In such communities, each student has ongoing opportunity for self-expression.

Tomlinson, C. , (2021). *So Each May Soar: The Principles & Practices of Learner-Centered Classrooms*. Alexandria, VA: ASCD, p. 29.







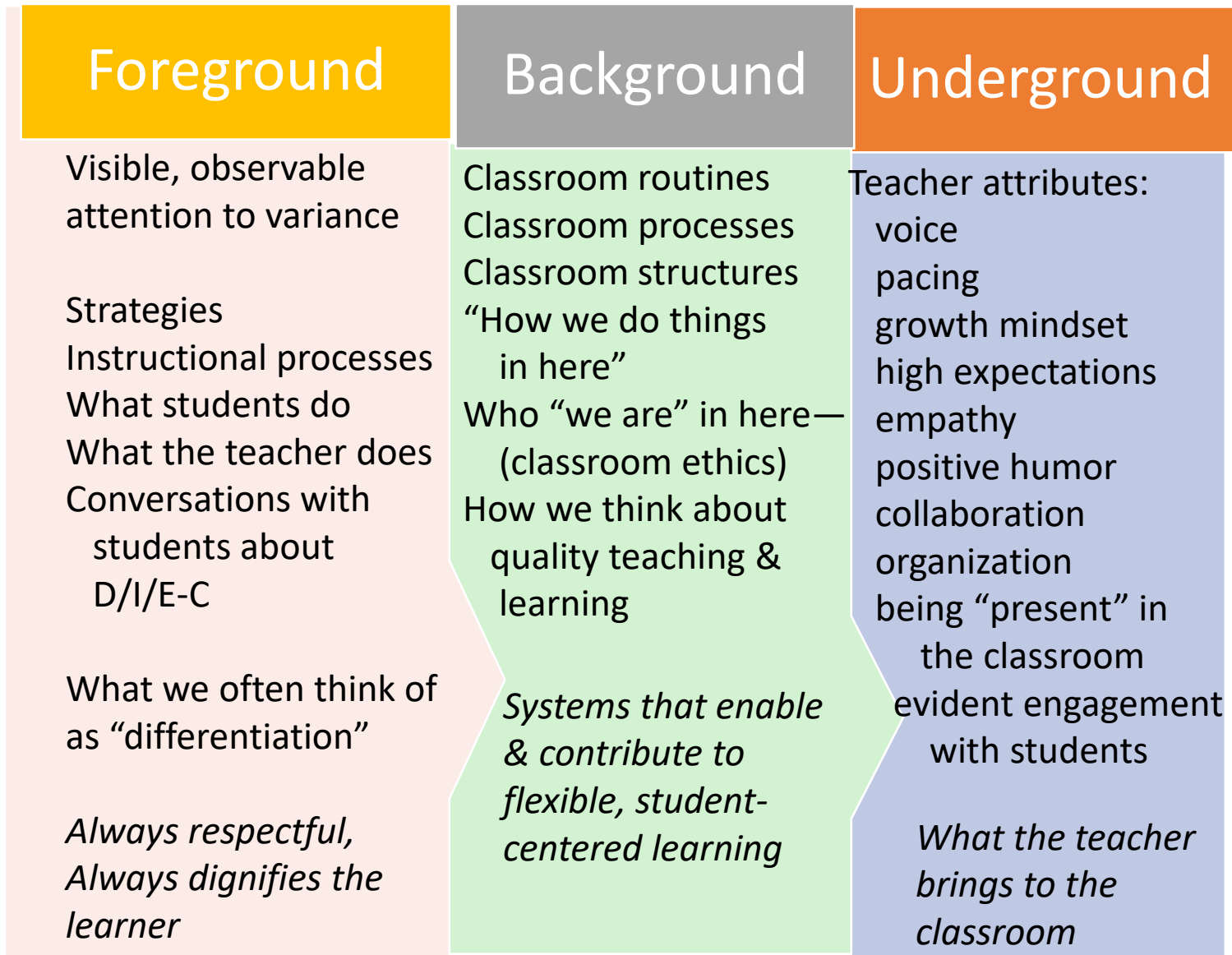


“Nobody succeeds beyond his or her wildest expectation unless he or she begins with some wild expectations.”

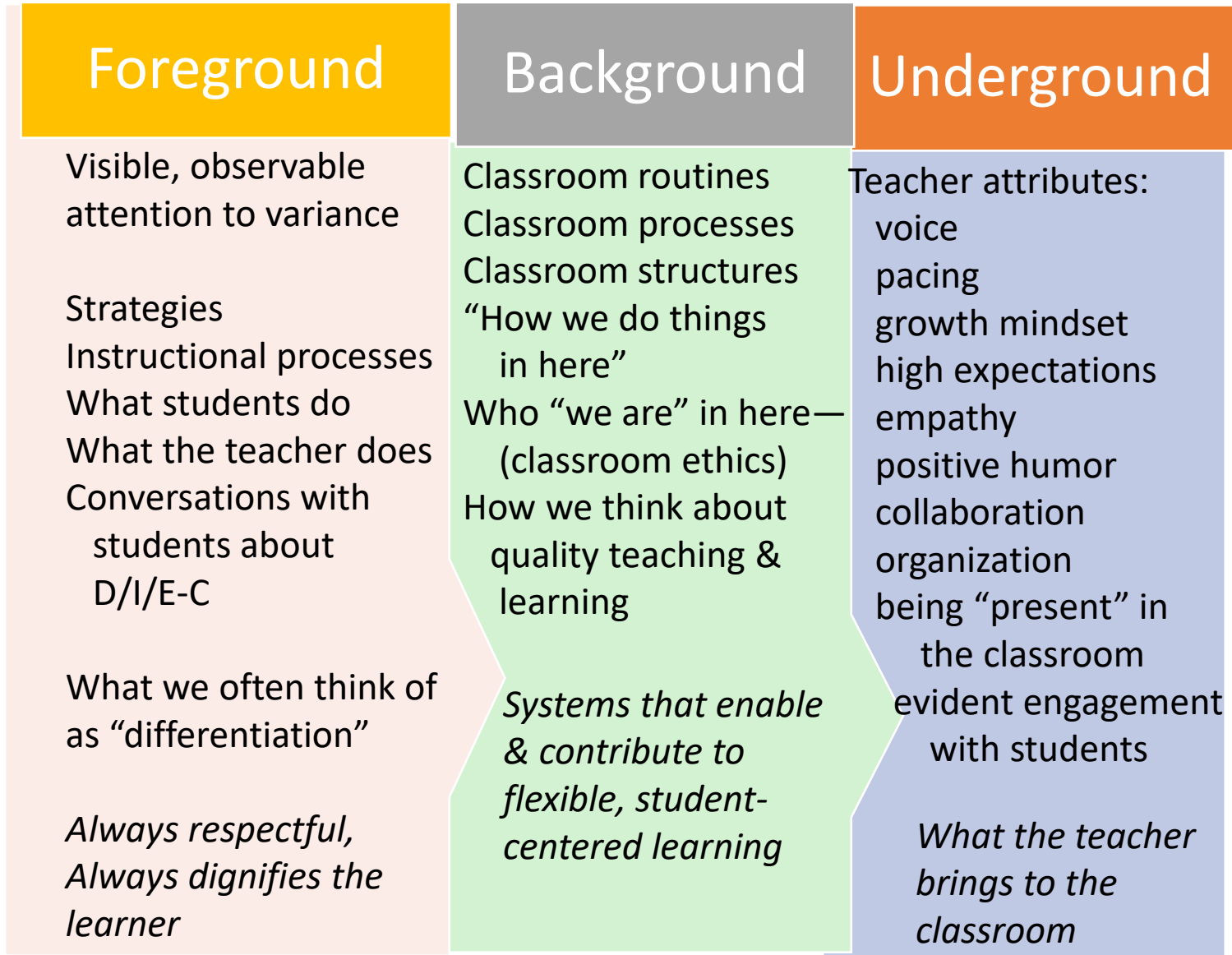


Washor, E. and Mojkowski, C. (2013). *Leaving to Learn: How out-of-school time learning increases student engagement and reduces dropout rates*, Heinemann.

3 Dimensions of Effective Differentiation



3 Dimensions of Effective D/I/E-Cs (detail)



Part 3: Teaching Up!



What's one Thing from Neuroscience you'd Like Everyone to Know about Learning?

I think we need to get away from the idea of fixed capability – that we are born with certain strengths and weaknesses that cannot be changed. Children come into a classroom with a high degree of capability, but not always the right tools and the right skills.

Neuroscience research has shown us that the brain is not modular – in other words, one particular brain region isn't responsible for one particular function. Your brain is comprised of a network of regions that work in concert to accomplish a given task, and its plasticity and malleability are astounding.

Tanya Evans, Neuroscientist, UVa





- Differentiation is an instructional model
- That places THE student at the center of decision-making
- With the goal of using the five key classroom elements
- As effectively as our profession knows how to use them
- With the goal of maximizing the academic, affective, and social capacity of *each* learner.
- Differentiation is *inclusive* in its orientation.
- It advocates ensuring that *each learner in a school* has equity of access to the **richest, most compelling, and most intellectually engaging learning opportunities** that the school can provide for any learner.

**Differentiation, rightly understood, is a model
for equity & excellence**

A Pedagogy of Poverty

- giving information
- asking right answer questions
- giving directions
- giving low level tasks
- monitoring seatwork
- reviewing
- giving tests
- going over tests
- assigning homework
- going over homework
- settling disputes
- punishing noncompliance
- grading papers
- giving grades

A PEDAGOGY OF PLENTY

- authentic tasks
- meaning-driven curriculum
- literacy-rich environment
- quality resources
- connecting school with home, culture and community
- problem-focused learning
- cognitive and metacognition in the context of purposeful activities
- collaborative work on issues of deep concern to the students
- varied social configuration
- engagement in substantive dialogue, discussion, debate about the substance of content
- making meaning

Helene Hodges • “Overcoming a Pedagogy of Poverty”
R.Cole, Ed. More Strategies for Educating Everybody’s Children
ASCD, 2001, p. 1-9

...learners who struggle with a subject area are often denied rich experiences that could help them see authentic uses of skills in the world outside of school.

While they work on repetitive and uninspiring school content, they see their peers engage in rich conversations, analyzing and evaluating concepts to create artifacts for a public audience.

It's like watching a three-star chef prepare a savory banquet as you prepare to eat a white bread sandwich containing *only* iceberg lettuce.



Adapted slightly from McCarthy, J. (2023, April 20) Using Differentiation to Challenge all Students. **Edutopia**.

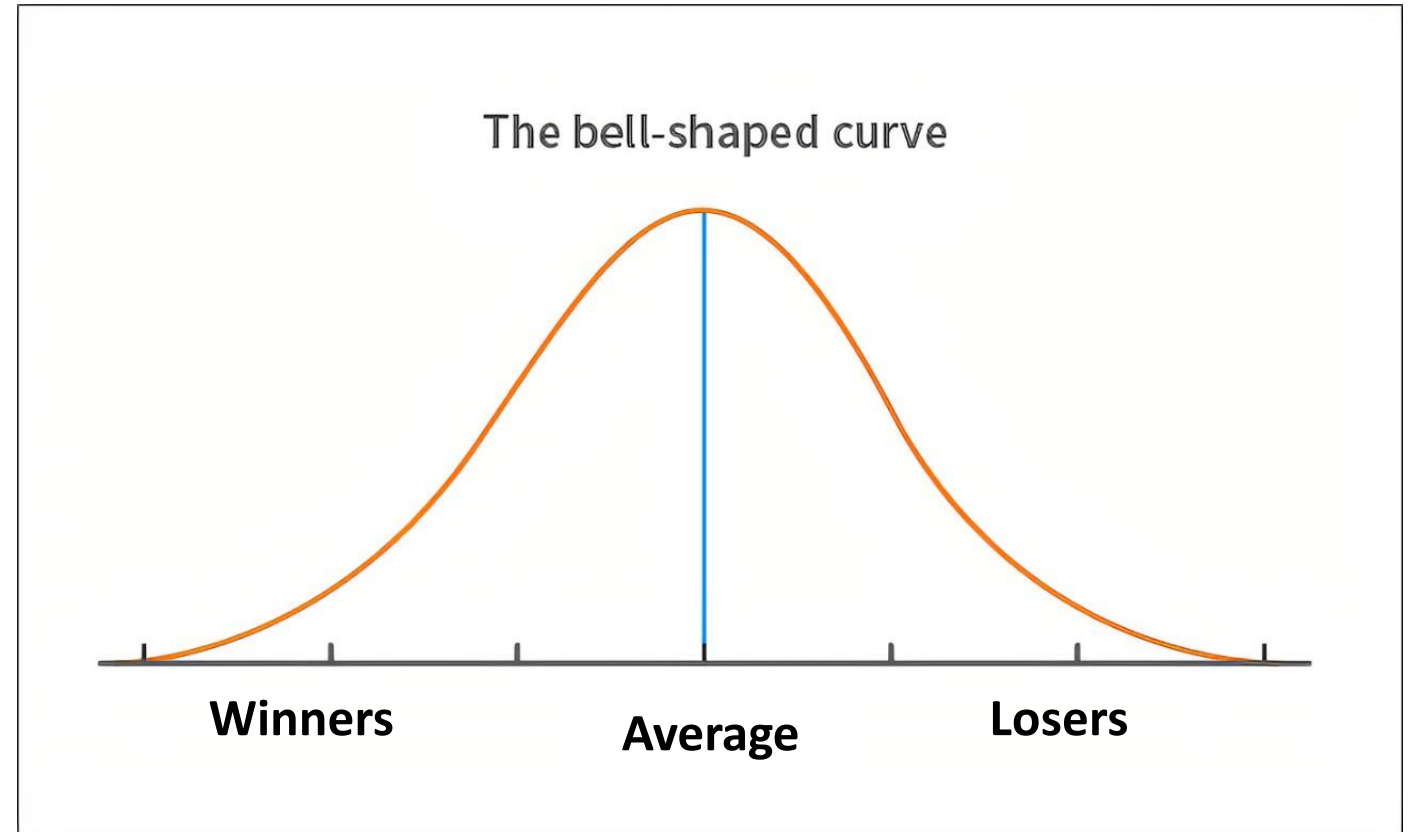
When we rank students on nationally normed tests, it is unavoidable that 50 percent of them will fall into the *bottom-half* category...

No matter what we do to improve education, half of America will always carry this discouraging identity.

How many months or years of being a bottom-half student does it take to douse this child's spirit.

Most educators and policy makers don't really understand the self-image and motivation problems that being a bottom-half student can bring, because almost every one of them was in the top half—This may be why they chose education or government as a career.

Ron Berger—*An Ethic of Excellence*



I teach PE and my colleagues and I always embrace differentiation. We believe that differentiation *is* a sequence of common-sense decisions made by teachers/coaches with a student first orientation.

In PE we have a pyramid with 20% of our students at the top and 80% in the body of the graph. The 20% are the athletes and students who participate in all sports and love being physical, and the 80% is the rest of the students that attend class, do not like being physical, are not coordinated, don't like to sweat, are afraid of getting injured, or believe that their level of physicality is not as good as their peers'.

Our goal is to put the student first and to get the 80% into the 20% of the pyramid by using differentiation. We need to knock down the wall that is the fear of success and get our "athletes/students" to engage and to enjoy being physically active, enjoy getting sweaty and running around so we can show them that they can have fun being active, no matter their physical level.

All students that have bodies are athletes and can be part of the 20%.

Necessarily, classrooms that dignify each student and magnify each student's capacities are culturally responsive, equity oriented, and aspirational for every student in a class and for the class as a whole. All facets of learner-centered instruction reflect the teacher's intent to know a student well enough to guide and support his or her next steps in growth.

Dignifying the learner includes the deeply rooted belief that each young person has the capacity to succeed and, therefore, should have full access to and full support in learning from the highest quality curriculum and instruction a school has to offer.



Teaching Up

Means planning curriculum that would engage, challenge, and stretch advanced learners.

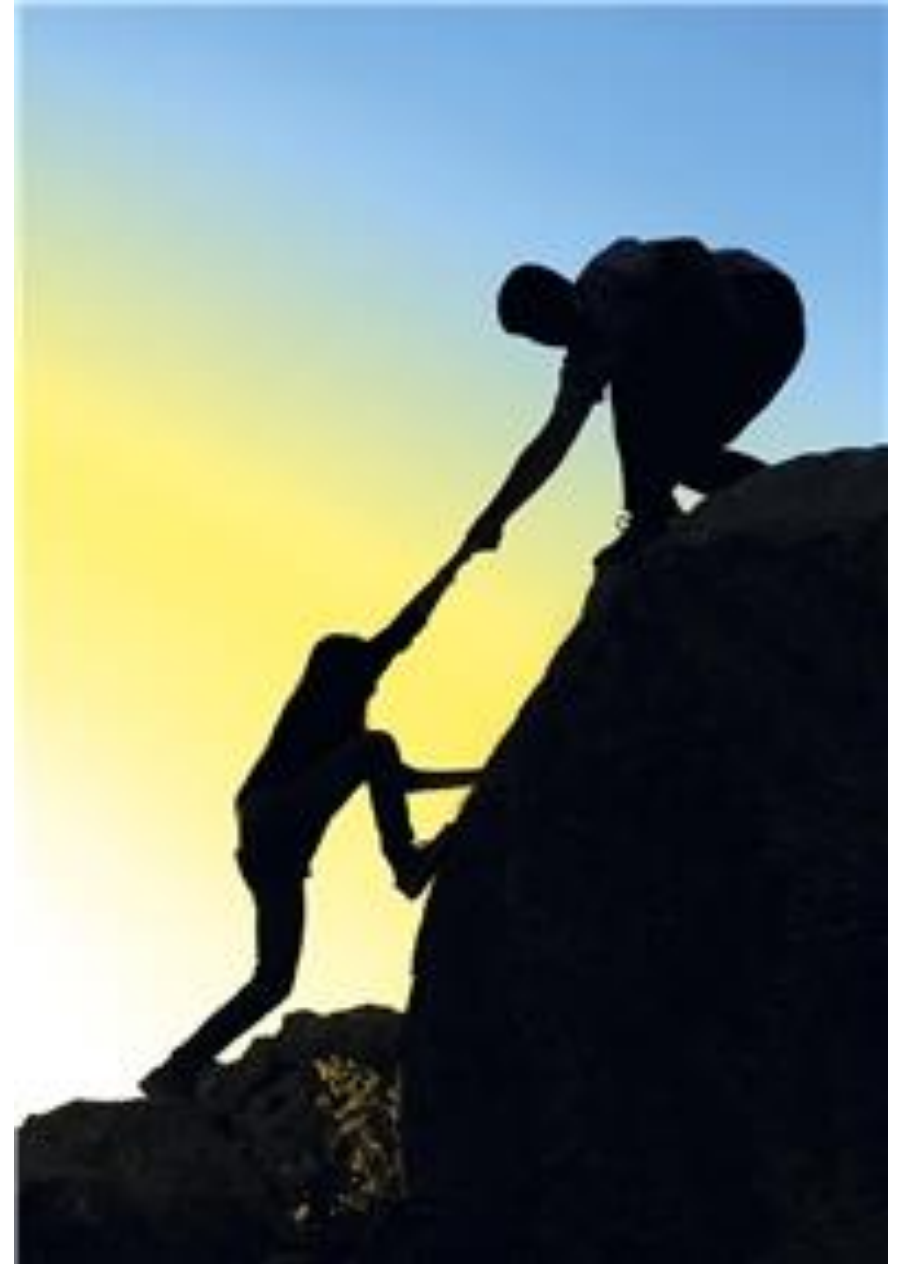
Then, scaffolding access to that curriculum in a variety of ways to enable all students in an academically diverse class to access it and to succeed with its core learning intentions.

It means believing in the untapped capacity of every learner in a class,

And in our capacity as a teacher to open access to excellence for each of those learners.

It means enabling every learner to participate in a “pedagogy of plenty,”

And refusing to participate in providing “pedagogies of poverty” to any of the young people in our care.



EXCELLENCE



High Ceilings of Expectation

“Teaching Up”

(Aspirational Teaching & Learning, Beautiful Work, Distinguished Work,
Deep Learning, Ambitious Instruction)

EQUITY OF ACCESS TO EXCELLENCE



High Ladders of Support

Teaching Up: A Metaphor

Without “Teaching Up,” Schools Function as “Talent Refineries”*

With “Teaching Up,” Schools Function as “Talent Incubators” *

**The metaphors of “talent refineries” and “talent incubators” come from Wiliam (2011).*

There are MANY Ways to Scaffold Student Success (here are just a few)

Providing resource boxes with appropriate materials,
Having students meet in start-up groups with the teacher to plan,
Enabling the student to use his/her first language,
Using brainstorming or think-tank groups prior to beginning work,
Providing graphic organizers with prompts to guide gathering and synthesizing information,
Giving directions one step at a time,
Having students check in with the teacher after each step,
Having students who need planning assistance work with a timeline or checklist for completing their work,
Writing the directions with more basic vocabulary,
Writing the directions in bulleted form,
Providing a model of straightforward, competent student work,
Providing a summary of ideas in the student's first language to support comprehension,
Providing a list of key vocabulary with clear explanations,
Using "experts of the day" to answer questions,
Using websites that provide articles/books at varied reading levels,
Using apps/websites that support multiple modes of expressing learning.



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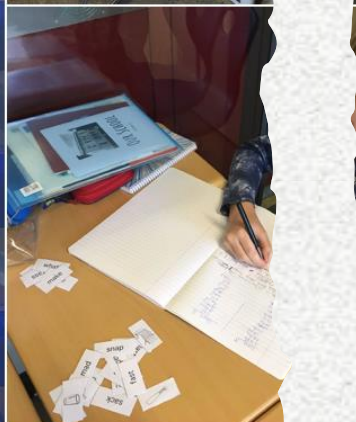
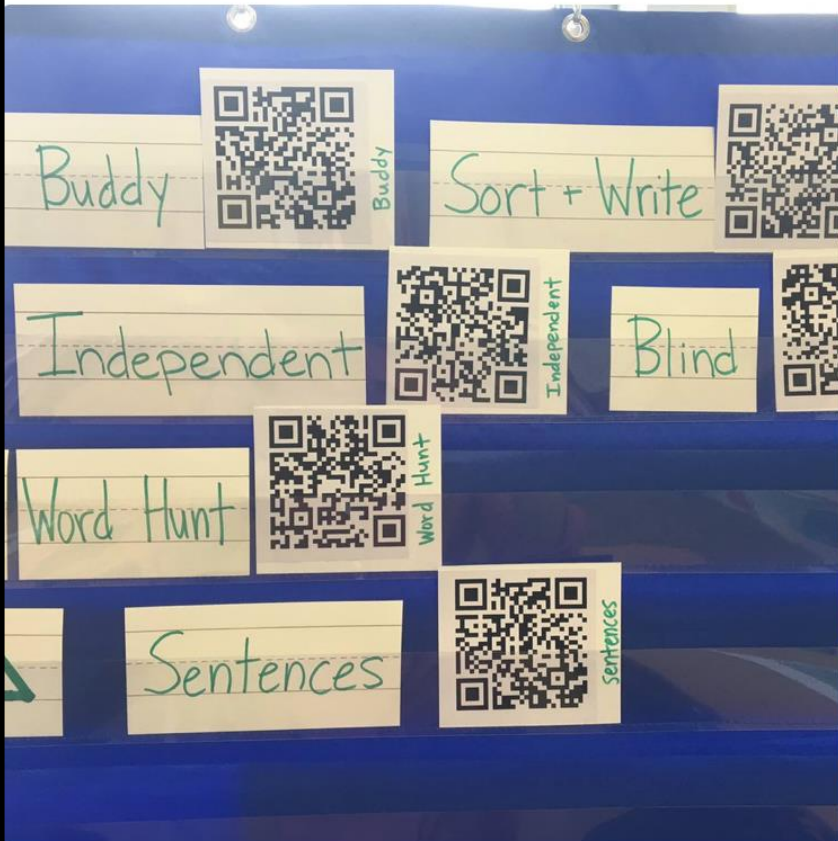
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Matt Hajdun
@HajdunHomeroom

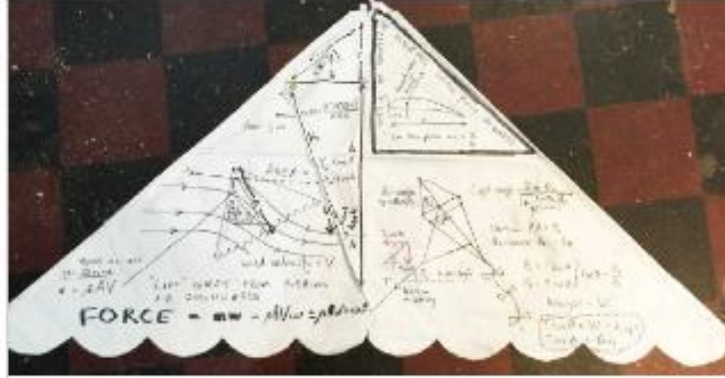
Following

In working to build greater independence during our word study time, Ss who are unclear of directions can scan QR code & r watch. #ellchat



Resource Station: An Example of Scaffolding

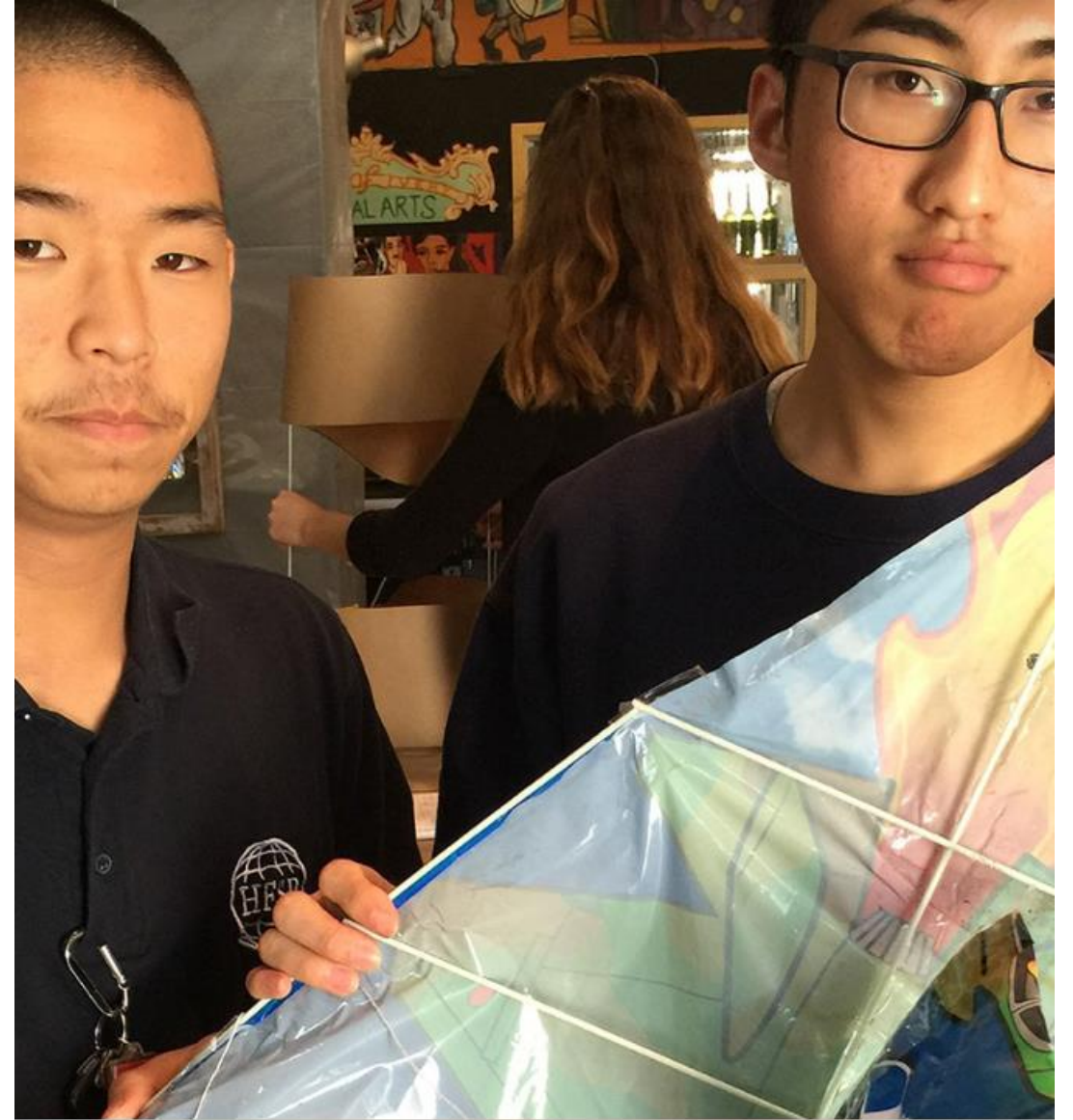
- The teacher created recorded resources for routine tasks and posted links to them using QR codes.
- This provides students with autonomy in accessing what they needed and frees up the teacher to work with more students.
- Resources change as topics and student needs change, but the station is always accessible.

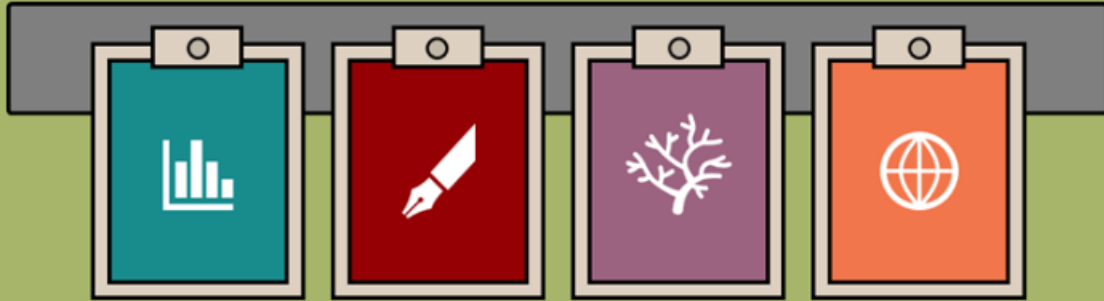


A Fight With Gravity

Students documented their own physics experiments in order to fight gravity using kites, balloons, and other flying objects of their own creation.

HIGH TECH HIGH





HOW TO PERSONALIZE INSTRUCTION WITH SEMINARS

- Create a list of seminars students might attend over a 4-5 day period (on 4x6 lined sticky notes with the topic of the seminar at the top.) Arrange the sticky notes on a piece of chart paper. Seminar topics should usually align with essential skills designated for a topic or unit.)
- The teacher asks students to sign up for seminars they are interested in or that will help them grow in the work they are doing.
- The teacher invites individual students who need a seminar to sign up for that one—*encourages* but does not *require*.
- If a student signs up for a seminar that is too complex or that reflects skills the student has already mastered, she allows the student to attend but aids the student in evaluating the choice and thinking about next choices.
- The seminars build agency, trust, and proficiency.

Melanie Meehan on Cult of Pedagogy with Julie Gonzales

<https://twitter.com/cultofpedagogy/status/1582523667959156736?s=12&t=hQ58LvgJTetKY10mSvzE5>

Learning on their Feet (Vertical Learning)

edu Learning on Their Feet

Watch later Share

4

Expense Simple $y = 240x + 3000$

x	y
0	3000.00
1	3240.00
2	3480.00
3	3720.00
4	3960.00
5	4200.00

Expense Compound $y = 3000(1.02)^x$

x	y
0	3000.00
1	3060.00
2	3121.20
3	3184.416
4	3248.70432
5	3314.0784064

Expense. Interest is better for 1 to 4 years. When interest has been in bank for 50+ years, compound is the better option.

MORE VIDEOS



- It was another busy week in the Early School. Young learners built bridges, sketched observations of spiders, mailed Valentine's Day cards, magnified rocks and minerals, **counted the beats** on a drum at music, and **strategized** with games! The children confidently pursue subjects which interest them, and teachers observe children as they engage in concepts that build a sound foundation in cognitive development.

- For example, in watching a group create a bridge, the concept of **form and function** was discussed as children created ramps for cars to slide down and created signs that were cleverly hung on bridge posts to show the city street or direction. They **counted the number of blocks to form symmetrical sides** of the bridge.

- Children watched the **patterns** of the path cars took on the bridge, perfecting the bridge until the cars smoothly traveled on the bridge and not off the bridge. They watched as their friends guided their cars along a **system** of bridges and streets. **Form and function, patterns, systems and systems thinking, scale, proportion, and quantity** are cross-cutting concepts which were built upon in the play of bridge-making. These cross-cutting concepts not only took place in the event of the bridge building but also in understanding the **structure** of the spider, the **system** of mail, and the **quantity** in beats.



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Works of Wonder

- Aphids, superheroes, bridges, lines, and baby chicks are just a few of the topics you will encounter at the Works of Wonder. It is amazing to think that young Tartans participated in activities that included the arts, engineering, design, technology, history, philosophy, architecture, and the sciences. Consider some of the conversations young Tartans have engaged in this year.

“How do we keep ourselves and our friends safe?”

“How do rules keep us safe?”

"How do light and shadow affect the life of plants, insects, and baby chicks? How does light make shadows grow and shrink?"

“How do we make bridges that can connect two countries together and how do bridges bring people together?”

"How does nature affect how we live and breath? Why do we need nature to keep us healthy?"

“How does the height and width of a ramp promote or hinder the speed of a toy car or ball?”

“How do the stories we tell bring together the past and the present? Why are stories important?”

“How does my art tell the story of what I am thinking or remembering?”



**Essential Questions Inform
the “Works of Wonder”
Created by Preschoolers at
Saint Margaret’s Episcopal School
in San Juan Capistrano, CA.**

As the year ends, students
present their Works of Wonder
at **WOW Night**
to parents and others from
their community—
complete with explanations of
the essential questions and
big ideas that guided
their work.



WOW Night at the Early School where young learners explain the big ideas they explored and how they are useful in the world



Philosophical Chairs



Jennifer Horne, Charlottesville High School (VA)

About Philosophical Chairs

Jennifer Horne teaches a de-tracked Honors Class. She uses Intellectual Chairs to build a sense of community among students—to establish each student as a thinker about important topics and a contributor to the success of the class. Her term for that is establishing “intellectual common ground.” She feels the Philosophical segment of class is the most important thing she does to support the success of each learner and all learners.



1. Statements used in Philosophical Chairs are generally tied to a unit.
2. Essential Questions for units are often changed to statements for use in Philosophical Chairs.
3. Jennifer presents the class with a statement and asks students to move to designated parts of the room based on their opinion about the statements.
4. In their “area,” students talk among themselves.
5. Students can switch sides if they change their opinion about a prompt.
6. Sometimes students in an area “offer up” a member of their group to defend their opinions. Sometimes the students respond individually to the class.
7. As the year progresses, Jennifer often asks the students to develop prompts for Intellectual Chairs.
8. Students regularly note that Philosophical Chairs was extremely important to them and to the success of the class as a whole.





A Few Examples of Philosophical Chairs Prompts



When Studying Writing

- The stories we tell (1st person) are more important than the stories others tell about us (3rd person).
- School creates and sates curiosity.
- Writing is brave.
- Texting is not writing.

While Reading In Darkness (Nick Lake)

- Lying to help others maintain faith is acceptable.
- Poverty is a kind of slavery.
- Freedom is an idea.
- Gangs that use their money to feed and clothe poor children are not a negative for society.

While Reading The Seventh Man (Haruki Murakami)

- Guilt is worse than fear.
- Redemption is impossible if a person cannot forgive him/herself.
- Humans can control how they act in the face of fear.

When Studying Public Speaking

- A great public speaker can change the world.
- School teaches you that your voice is important.
- Anyone can be a good public speaker.
- In our technological age, fewer people will know how to communicate orally effectively.

While Studying Persepolis (the film)

- Image is a more powerful communication tool than words
- Power and control are synonymous.
- Imbalances in social class will always lead to revolution.
- Humans around the world are more alike than different.

While Considering Activism

- Humans have an obligation to be active outside of their own personal dramas.
- Children's beliefs mirror those of their parents.
- We live in a democracy.

Teaching Up: One Teacher's Attempt

(At the conference in early December,) I was inspired to “teach up.”

When I returned, I began working with my students to understand why challenge was important and how we could work together and independently to succeed with challenging work.

My next step was to give everyone an advanced task with varied scaffolding starting in January. Last night's assignment was a character analysis looking at how a character changed traits over time, “proving” their assertions in multiple ways, and determining the origin of the change. Then I held my breath.

This morning I saw a new level of effort and understanding from all of my students. We went over some growth opportunities, but all in all, it was a major success. My students are super motivated to live up to the challenge.

Looking forward to the next “teaching up” assignment.

Shyla Acquarelli Grade 4 Teacher in California



A Fundamental Principle of Effective Differentiation



Planning with Highways & Exit Ramps

There is regularly planned time for whole class instruction that belongs to everyone & planned time for students to take their own next steps.



Build
instructional
plans around
highways and
exit ramps



Highways—When we Need to Be Together as a Class

Checking in at the start of class or start of the day,
Introducing new ideas, topics, skills, explorations, products
Mini-lesson, mini-lecture,
Debriefing about a lesson, a class, the day,
Discussions around big ideas and issues
Thinking about products or performance assessments
Sharing ideas, products



Exit Ramps (& Scenic Views?)

Small group instruction
Small group/teamwork
Individual practice
Independent inquiries, Genius hour, etc.
Student-teacher conversations
Moving ahead with own next steps, depth of study,
breadth of study
Sharing ideas, products

A Boundary-Breaking Approach to Teaching & Learning

The most critical teacher influences relate to their having high expectations for all students, not labeling students, and seeing differentiation as allowing for different paths and different times for all to attain the success criteria...



Student expectations are possibly even more influential than teacher's expectations.

Students know about teachers' expectations, feel it in groupings within and across classrooms, and soon, they understand their place in the school's learning environment.

The teacher's role is to help each student exceed their own expectations, not reify them, douse opportunities to flourish, and provide mundane, repetitive activities that maintain rather than raise their level of achievement.

Hattie, J. (2023), *Visible Learning: The Sequel*. New York: Routledge, p. 222 (paraphrased slightly)



Great Teachers.....

- When describing famous basketball coach, John Wooden, Dweck (2006) writes: *Wooden is not complicated. He's wise and interesting, but not complicated.*
- *He's just a straight-ahead growth-mindset guy who lives by this rule: "You have to apply yourself each day to becoming a little better. By applying yourself to the task of becoming a little better each and every day over a period of time, you will become a lot better (p. 200)."*

According to Carol Dweck, Great Teachers.....

- ***Believe in the growth of the intellect and talent, and they are fascinated with the process of learning.***
- When *60 Minutes* did a segment on Marva Collins' classroom, Morley Safer tried his best to get a child to say he didn't like school. "It's so hard here. There's no recess. There's no gym. They work you all day. You only have 40 minutes for lunch. Why do you like it? It's just too hard."
- But the student replied, "That's why I like it, because it makes your brain bigger" (p. 188).

Dweck, C.S. (2006). *Mindset: The new psychology of success*. New York: Random House.

Great Teachers...

- *Set high standards for all their students, not just the ones who are already achieving.*
- Marva Collins set extremely high standards, right from the start while she established an atmosphere of genuine affection and concern as she promised students they would produce: “I’m gonna love you.....I love you already, and I’m going to love you even when you don’t love yourself,” she said to the boy who wouldn’t try (p.190).

Great Teachers

- *But are challenge and love enough? Not quite.*
- *All great teachers teach students how to reach high standards.*
- Collins and Esquith didn't hand their students a reading list and wish them *bon voyage*. Collin's students read and discussed every line of *Macbeth* in class. Esquith spent hours of planning what chapters they would read in class. "I know which child will handle the challenge of the most difficult paragraphs, and carefully plan a passage for the shy youngster...who will begin his journey as a good reader. Nothing is left to chance...it takes enormous energy, but to be in a room with young minds who hang on every word of a classic book and beg for more if I stop makes all the planning worthwhile (p. 192)."

Great Teachers

- When students don't know something and others do, the gap seems unbridgeable. Some educators try to reassure their students that they are just fine as they are. ***Growth-minded teachers tell students the truth and then give them the tools to close the gap.***
- As Marva Collins said to a boy who was clowning around in class, “You are in sixth grade and your reading score is 1.1. I don't hide your scores in a folder. I tell them to you so you know what you have to do. Now your clowning days are over.” Then they got down to work (p. 193).



“Nobody succeeds beyond his or her wildest expectation unless he or she begins with some wild expectations.”



Washor, E. and Mojkowski, C. (2013). *Leaving to Learn: How out-of-school time learning increases student engagement and reduces dropout rates*, Heinemann.



We can take some gratification at having come a certain distance...

...but it should be a deeper satisfaction, even an exhilaration, to realize that we still have such a distance to go.

Lewis Thomas Late Night Thoughts on Listening to Mahler's Ninth Symphony