Creating an Emotionally, Culturally and Academically, Safe Classroom

Presented by Kathleen Kryza, CIO, Infinite Horizons

STAND AND SHARE: Who’s Here Today?

Please Stand if...
- You are an elementary teacher
- A middle or high school teacher.
- Educational administrator
- Affiliated with a college or university
- Psychologist, therapist or other counseling specialist.
- Parent
- Other
- You were here at my pre-conference session

Teaching is a serving relationship with others that inspires their growth and makes the world a better place.
THANK TEACHERS, FOR INSPIRING ME!!

Create an Inspiring Classroom

www.inspiring.learners.com
My Teaching Journey

My Intention:
To open the heart, nourish the mind, and inspire the spirits of learners and teachers.

Theory Into Reality

Trust Is Key

- Research by Robert Marzano (2008) states simply and elegantly that “in many ways the quality and quantity of trust in the classroom is the key to everything that happens inside its walls.”

Routines & Procedures

- Sound of Coming Together
- Chat Chums
This is a Risk-taking, Mistake Making Classroom

Let’s practice...
- Decide Chat Chum A and Chat Chum B
- Knee to Knee
- Eye to Eye
- What is the Number One thing Forbes magazine says kids coming out of our schools are NOT prepared to do?

Creating a Safe Classroom Requires US to have the courage to be vulnerable...

- “If we want to grow as teachers -- we must do something alien to academic culture: we must talk to each other about our inner lives -- risky stuff in a profession that fears the personal and seeks safety in the technical, the distant, the abstract.”
- Parker J. Palmer, The Courage to Teach: Exploring the Inner Landscape of a Teacher’s Life
How Does Our Emotional, Cultural and Academic Background Impact Our Teaching Journey?

My Cultural, Emotional and Academic Self

Culturally First Generation American
Academically Good student
Socially-Emotionally Krazy Knut

Let’s practice...
- Decide Chat Chum A and Chat Chum B
- Knee to Knee Eye to Eye
- Share what you feel comfortable sharing about your social-emotional, cultural and academic background. How does it impact your teaching journey?
Creating a Safe Classroom Requires US to have the courage to be vulnerable...

- “As I teach, I project the condition of my soul onto my students, my subject, and our way of being together.”
- Parker J. Palmer, The Courage to Teach: Exploring the Inner Landscape of a Teacher’s Life

What is your mindset...?

- About Your Students?
  - Fixed mindset message: “You have permanent traits and I’m judging them.”
  - Growth mindset message: “You are a developing person and I am interested in your development”...

Do Our Fixed Mindsets Impact Students?

- When Thomas Edison was a boy, his teachers told him he was too stupid to learn anything
- Albert Einstein had problems with simple math calculations (He also had delayed speech and reading)
- Winston Churchill failed the sixth grade
- Verner Von Braun, developer of the Saturn Rocket, flunked 9th grade algebra
- Isaac Newton did poorly in grade school
- Leo Tolstoy flunked out of college

Maslow Was Right On!
Instead of asking, “What’s WRONG with Kids Today?”

Be Joyfully Curious!!

When you plant lettuce, if it does not grow well, you don’t blame the lettuce. You look into the reasons it is not doing well. It may need fertilizer, or more water, or less sun. You never blame the lettuce.

- Thich Nhat Hanh
• “All instruction is culturally responsive. The question is: to which culture is it currently oriented?” — Gloria Ladson-Billings

5 Ways to Create a Culturally Responsive Classroom
from the National Equity Project

• Understand your own cultural identity, and its consequences.
• Commit to knowing your students well — academically, socially, and emotionally.
• No matter the subject matter, build on your students’ life experiences.
• Create a classroom learning community.
• Hold high academic standards and expectations for all of your students.

Active Planning for Student Differences:
Know Your Students as People

From the Kids...

• Get closer to students. You really don’t know us.
• Not just first day — “what’s your name and your favorite color.” Some don’t even know our names.
• We need a friendly environment.
• More personalized, relevant, useful learning.
• Not enough grouping.
• We don’t know how our learning brains work in school — it’s always been that way. Teachers do surveys at the beginning and don’t do anything with that information.
Kristen Walsh: 
*Knowing students as people first*

**How Does She...**

1. Communicate that her class will be a **safe** learning place?
2. Honor the **unique** qualities, differences and diversity of the students?
3. Establish a **message** for the learning in the classroom?

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**Chat Chums**

What can you do with your students on the first days of school to let them know you and get to know them?

STOP AND TALK: Talk helps cement learning

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**Active Planning for Student Differences:**

Know Your Students as Learners

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**Collecting Data to Differentiate**

<table>
<thead>
<tr>
<th>Information to Gather</th>
<th>How to gather data</th>
</tr>
</thead>
<tbody>
<tr>
<td>Readiness</td>
<td>Assessments (via quiz, quick write, mapping, etc.), grades, test scores, experiential background, kid watching</td>
</tr>
<tr>
<td>Personal Interests</td>
<td>Personal interest, surveys, letters, discussions, demonstrations, content specific inventories</td>
</tr>
<tr>
<td>Learning Profile</td>
<td>Learning style surveys, Multiple intelligences, Sternberg’s intelligences, Environment preference surveys</td>
</tr>
</tbody>
</table>

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Managing Data

So many styles, inventories, intelligences, modes... What’s a teacher to do?

Make it Manageable!
- 4x6 cards
- Class chart
- Class graph
- Database

Alicia’s MI Class Chart

<table>
<thead>
<tr>
<th>Art Smart</th>
<th>Drawing, seeing picture, charts, graphs</th>
<th>Jacob, Samantha, Cameron</th>
</tr>
</thead>
<tbody>
<tr>
<td>Word Smart</td>
<td>Reading, writing, speaking to class</td>
<td>Lewis, Jenner, Lindsay</td>
</tr>
<tr>
<td>Math Smart</td>
<td>Working with numbers, playing logic games</td>
<td>Valerie, Mark, Robbie</td>
</tr>
</tbody>
</table>

Using Data to Inform Instruction

<table>
<thead>
<tr>
<th>Name</th>
<th>Learning Styles</th>
<th>Student Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tyler</td>
<td>Listening, Manipulating</td>
<td>Keep science the same</td>
</tr>
<tr>
<td>Melissa</td>
<td>Listening</td>
<td></td>
</tr>
<tr>
<td>Brittany</td>
<td>Speaking, Reading</td>
<td>Challenge him</td>
</tr>
<tr>
<td>Kyle</td>
<td>Listening, Manipulating</td>
<td>More hands-on</td>
</tr>
<tr>
<td>Chelsea</td>
<td>Speaking, Visualizing</td>
<td></td>
</tr>
<tr>
<td>Helena</td>
<td>Visualizing</td>
<td>Challenge him</td>
</tr>
<tr>
<td>Frederic</td>
<td>Visualizing</td>
<td></td>
</tr>
<tr>
<td>Nicole</td>
<td>Listening</td>
<td></td>
</tr>
<tr>
<td>Emily</td>
<td>Writing, Manipulating</td>
<td>Science is tough, go over test questions</td>
</tr>
<tr>
<td>Alexandra</td>
<td>Manipulating</td>
<td>Likes science, doesn’t need extra challenges</td>
</tr>
<tr>
<td>Anthony</td>
<td>Listening, Visualizing</td>
<td>Has fun in science, more discussions</td>
</tr>
<tr>
<td>Jayson</td>
<td>Reading, Manipulating</td>
<td>Doesn’t really like science</td>
</tr>
<tr>
<td>Matthew</td>
<td>Listening, Manipulating</td>
<td>More hands-on</td>
</tr>
<tr>
<td>Yuri</td>
<td>Listening</td>
<td>Likes science, works well with partners</td>
</tr>
<tr>
<td>Megan</td>
<td>Manipulating</td>
<td>Likes science, more hands-on</td>
</tr>
<tr>
<td>Ashley</td>
<td>Manipulating</td>
<td>Typing vs. write, doesn’t like standing in front</td>
</tr>
</tbody>
</table>
Using Data to Inform Instruction: Tally Marks Tell a Story

How Do You Like To Learn?

Learning Style Process Styles Output Style MI Interests

a visual random posters spatial computers
b visual concrete performance interpersonal hanging out
c auditory concrete songs spatial music
d kinesthetic concrete posters spatial soccer
e auditory concrete posters spatial music
f visual concrete posters spatial computers
g visual random tests intrapersonal basketball
h kinesthetic concrete tests interpersonal soccer
i visual random performance kinesthetic writing

General Math aptitude?

Special Needs IEP Goals

Personal Interests? Goals for the class? Why are you here?

Sharing Student Information

Alicia’s Class Database

Name Learning Style Process Styles Output Style MI Interests

Name on the back

Hour Class

Works in Progress

wwwwarehouseslearning2011.jpg
Make a Plan

- **When** will I **INTENTIONALLY** gather data about my students as **learners**?
- What data will I gather?
- How will I manage the data?
- How can we work together to share information about students?
- How will we **transparently** teach my students to know who they are as learners?

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**What Kids Are Saying...**

- “I comprehended material better when it was taught in my learning style.”—Raenn,
- “Doing a variety of activities makes everyone’s projects more creative...I could use these [learning] styles to help me in college.”—Chad
- “I discovered that it’s easier for me to learn when I’m active in the class.”—Alexis
- “Art smart [Vocab Pictionary] helped me the most because I work better visually...[the multiple intelligence survey] showed me how I learn best.”—Victor
- “I don’t have the best memory, and when I could put the word with a picture or action, it helped. I remembered the vocab words better when we did Charades and Pictionary. It also made the class fun.”—Caylynn
- “Vocab charades and talking about [the work] helped me. When I was absent and didn’t get to participate, my grades showed it and decreased.”—Courtney

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**LET’S TAKE A BRAIN BREAKS (Or Syn-Naps!)**

The brain needs time to process!

- **Stretch**
- Cross Laterals
- Walk and Talk
- Energizers

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7.3: Restores depleted or overloaded neurotransmitters, if you are co-teaching, this is a great activity for the learning specialist to lead teach in the classroom.
Active Planning for Student Differences:

Create a “Fair is Not Same” Classroom

SET THE TONE FOR A SAFE LEARNING PLACE

Fair is not everybody getting the same thing... fair is everybody getting what they need to be successful!

Our Education System
Classroom Theme Ideas

- We are Family
- We are a Mixed Garden of Learners – Let’s Grow Together
- United We Stand, Divided We Fall
- A Community that Learns Together, Makes a Better World Together

#3 Set the Tone in Your Room

- Help Students Understand that Sameness is **not** Fairness through analogies such as:
  - Coaching
  - Doctors
  - Other?

Story: Crayon Box that Talked

- Discuss with the students what “different” means and what “same” means. Write their ideas on the board or chart.
- Read “The Crayon Box That Talked.” Ask the kids to think about what color crayon they would be and why they would be that color. What would they say?
- After reading the story, have a few students share what color they would be and why and what would they say to the other crayons in the box.
- Talk about personal space issues. How is sharing a box with other crayons like sharing space lying on the reading rug or sitting down at circle time? What is teamwork and why is it important?
- Hand out black sheets of construction paper and pieces of colored chalk. Have the students draw the crayon they would be. Spray the drawing with hairspray to keep it from smearing.
- Tie to messages in your classroom
I like red. Red is fire. Yellow fi we. We wouldn't have you be doing the skin the sun with out work.

Keep Your Message Alive
Great Literature Pg. 109
Keep Your Message Alive

![Image of a drawing with the text: "My flower is like me because I am bright, brilliant, intelligent, beautiful, kind, caring, and loving."]

You Plan It!

- What will you do to teach that *fair is not same* in your classroom?
- Students graphing themselves
- Analogy
- Bulletin Board
- Classroom Theme
- Literature

Community Vision

- Keeping the community alive.
  - Revisit your theme at the end of the day or at least once a week
  - Celebrate when the community actions support what you stand for.
  - Put student strengths into action in keeping the community thriving.
You ARE a Marvel!

Each second we live in a new and unique moment of the universe, a moment that will never be again.

...And what do we teach our children? We teach them that two times two makes four, and that Paris is the capital of France.

You ARE a Marvel!

When will we also teach them what they are? We should say to each of them: Do you know what you are? You are a marvel. You are unique. In all the years that have passed, there never was another child like you. Your legs, your arms, your clever fingers, the way you move.

You ARE a Marvel!

You may become a Shakespeare, a Michaelangelo, a Beethoven. You have the capacity for anything. Yes, you are a marvel. And when you grow up, can you then harm another who is like you, a marvel?

You must work, we must all work, to make the world worthy of its children.

— Pablo Casals
I’m Glad We’re ALL Different, Aren’t You?

Stay Connected

See Kathleen’s YouTube