Community Building
Links

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Our Questions

1. Why is community building so important?
2. What is the impact cycle?
3. How do we gather data for classroom management?
4. What teaching strategies help create positive learning environments?
Partners
Why is community building so important?
What was your nightmare experience in the classroom?
Your question

How would you describe your feelings on the day you had your nightmare experience?
2:00
Your questions

Does every child in your school have a champion?

Should they?

How can you help make this happen?
Complex, fulfilling relationships don’t suddenly appear in our lives fully formed. Rather, they develop one encounter at a time.

-Gottman (2001) *The relationship cure*
2:00
What data should be gathered for community building?
Data
Time on Task
Ratio of Interactions
2:00
Data

Time on Task
Ratio of Interactions
Instructional Time
Corrections
Data
Disruptions
Respectful Interactions
What teaching strategies help create positive learning environments?
1. Create a learner-friendly culture
The only thing of real importance that leaders do is to create and manage culture. If you do not manage culture, it manages you, and you may not even be aware of the extent to which this is happening.”

--Edgar Schein
Make the Impossible Possible

One Man’s Crusade to Inspire Others to Dream Bigger and Achieve the Extraordinary

Bill Strickland
with Vince Rause
The beauty we’ve designed into our center isn’t window dressing; it’s an essential part of our success. It nourishes the spirit, and until you reach that part of the spirit that isn’t touched by cynicism or despair, no change can begin. You can’t show a person how to build a better life if they feel no pleasure in the simple act of being alive. That’s why I built this place, and why I fill it with sunlight, and quilts, and flowers.

--Bill Strickland
Culture

Artifacts

Espoused Values

Assumptions
Culture

See
Say
Do
2. Choose power with, not power over
“Nearly all [people] can stand adversity, but if you want to test [their] character, give [them] power.”

--Abraham Lincoln
There is ample evidence that power turns people into insensitive jerks

--Robert Sutton
Choose **Power With**

- Build connections
- Get to know a lot about your students
- Offer choices
- Meet one to one
- Admit your imperfections
- Continually, ask “how are my students’ feeling now?”
- Ask for anonymous feedback
**Who Am I? Questions**

1. Tell me about your family.
2. Who do you look up to?
3. Who is your role model?
4. What are your strengths?
5. What do you struggle with?
6. How do you want this year different from last year?
7. What are your activities?
8. What are your study habits?
9. What are your interests?
10. When do you feel successful?
11. What are you proud of?
12. What are your reading habits?
13. What books do you like to read?
14. How do you know when a skill has been mastered?
15. Describe a typical day in your life.
16. Explain your goals for the future.

This survey was developed in partnership with educators from Hazelwood and Riverview Garden School Districts.

## Checklist: Power With

<table>
<thead>
<tr>
<th>Item</th>
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<tbody>
<tr>
<td>While watching your students, did you ...</td>
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<tr>
<td>Give your students you full attention when they were talking?</td>
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<td>Affirm students for their contribution (either verbally or nonverbally)?</td>
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<td>Refrain from interrupting students when they are talking?</td>
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<td>Avoid sarcasm, singling students out, power-tripping, and other actions that communicate a lack of respect?</td>
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<tr>
<td>Make bids for connection and appropriately turn toward students’ bids for connection?</td>
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<tr>
<td>Communicate the same degree of respect to all students?</td>
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Checklist: Demonstrating Empathy

<table>
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<tr>
<th>Use some or all of the following strategies to demonstrate empathy …</th>
<th>✓</th>
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<tbody>
<tr>
<td>Prepare yourself to demonstrate empathy by considering how your self-interest, need for control, habits, biases, or other ways of seeing the world might interfere with your ability to demonstrate empathy toward your students.</td>
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<tr>
<td>Think deeply to identify every student’s needs.</td>
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<tr>
<td>Think deeply to identify every student’s emotions.</td>
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<tr>
<td>While teaching, ask “What is this student or what are these students experiencing right now?”</td>
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<td>Look at photos of your students while planning your lessons.</td>
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<td>Give students the student survey available online at <a href="https://studysites.corwin.com/highimpactinstruction/toolkit.htm">https://studysites.corwin.com/highimpactinstruction/toolkit.htm</a></td>
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<tr>
<td>Prompt students to write about their needs, thoughts, feelings, and experiences in notes, exit tickets, or other ways.</td>
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<td>Schedule one-to-one conversations with all students.</td>
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<td>Get insight into being a student by enrolling in a difficult class.</td>
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2:00
3. Use Freedom Within Form
Freedom Within Form

1. Tightly structured routines and rituals
2. Attention signals, timers
3. Cooperative learning structures
4. Dialogue structures
5. Structured choices
6. Cues (such as thinking prompts) for transitions
How easy/rewarding would it be to create activities and routines that encourage student autonomy?
2:00
4. Identify & teach expectations
What do you think of the way this teacher teaches and reinforces student behavior?
ATM for __________

Act: __________________

________________________________

________________________________

Talk: __________________

________________________________

________________________________

Move: __________________

________________________________

________________________________
2:00
5. Reinforce expectations
5 to 1
Increase praise

Say hello to every student as they enter class

Seek out non-contingent interactions that are not contingent on behavior

Find the little things that make kids tick and talk about them

Praise effort not attributes

Post reminders to praise

Set specific praise goals

Double up on praise by naming all students doing something praiseworthy

Vary methods (stickies, notes, non-verbal)

prominently display student work

Send postcards home with praise
6. Correct Fluently
Well, Timmy. It looks like you've just earned yourself 10 minutes in the cage with Mr. Whiskers.
Planning Fluent Corrections Form

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<th>Behavior to correct</th>
<th>1\textsuperscript{st} time</th>
<th>2\textsuperscript{nd} time</th>
<th>3\textsuperscript{rd} time</th>
<th>4\textsuperscript{th} time</th>
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Community Building

Learner-Friendly Culture
Power With vs Power Over
Freedom within Form
Expectations
Positive Reinforcements
Fluent Corrections
2:00
"Every child deserves a champion: an adult who will never give up on them, who understands the power of connection and insists they become the best they can possibly be."

- Rita Pierson, Educator