The Rhythm of Thinking
Kati Pearson, Ed.S

Learning Forward Session: 2415
Call to Attention

I will model a rhythm.

You repeat that rhythm.

@KatiPearson
Responsive Circle: Sequential

• On a scale of 1-5, 5 being the best, how do you rate your school experience?
Responsive Circle: Non-Sequential

• Explain why you rated yourself as you did.
  (30 second limit)
When you think about Equity & Access, what comes to mind?

**Equity**: All children have the right to have their gifts and talents cultivated through the process of education.

**Access**: All children can learn and become educated.
Move & Share

• When music starts, circulate around the room.
• When music stops partner with someone.
• Share and add to your circle maps.

Say: “When I think about equity I... Therefore I added ....”
Doug Fischer

“Every student deserves a great teacher, not by chance, but by design.”

Collective Teacher Efficacy - 1.57
THE OPPORTUNITY MYTH

What Students Can Show Us About How School Is Letting Them Down — and How to Fix It

Students spend most of their time in school without access to four key resources:

1. Grade-appropriate assignments
2. Strong instruction
3. Deep engagement
4. Teachers with high expectations
“Underlying these weak experiences were low expectations: We found that while more than 80 percent of teachers supported standards for college readiness in theory, less than half had the expectation that their students could reach that bar.”

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Anthony Muhammad

Question: What do you do with educators that don’t believe all kids can learn?

Answer: They need to explain to you why they are a bigot and why it’s ok.

Now, some say it is unfair to hold disadvantaged children to rigorous standards. I say it is discrimination to require anything less—the soft bigotry of low expectations.

(George W. Bush)
The Soft Bigotry of Low Expectations

Here’s how it shows up in our district…

They can’t because…

• Their home life …
• Their parents …
• Their beliefs …

• Our poverty kids
• Our MTSS kids
• Our “insert label here” kids
• We used to have more kids that/from…
Article: Reject the Soft Bigotry of Low Expectations

• Underline specific examples of how to reject the soft bigotry of low expectations and increase **High Expectations**.

• Add those key learnings to your Circle Map Frame of Reference.

Say: “In the first paragraph it says ... So, I added ... to my frame of reference.”
Interconnectedness of CLC

- Culture Molds Language
- Language Represents Meaning
- Meaning Shapes Cognition
The Language of Education

The use of certain terms perpetuates a Deficit Model.

Start from a place of Strengths!

• Low Achieving v. Under Achieving (Can’t Achieve)
• Disabled v. Variable Learner (Not able)
• English Language Learner v. Second Language Learner (No language)
• Minority v. Person of Color (Not a part of the majority)

“When educators believe students are competent, students tend to perform better; conversely, when educators believe students have deficits, students tend to perform more poorly.” –Eric Jensen

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Details are not remembered over time, but patterns are.

Teaching patterns and how to sort what is and is not important in relation to the pattern, increases student learning.
The Three Principles of Learning

**PRIMING**
- Getting Ready to Learn
  - I Do
    - Input
      - Before Learning
  - We Do
    - Elaboration
      - During Learning
  - You Do
    - Output
      - After Learning

**PROCESSING**
- Unpacking Meaning
  - We Do
    - Elaboration
      - During Learning
  - You Do
    - Output
      - After Learning

**RETAINING**
- Holding on to Meaning
  - We Do
    - Elaboration
      - During Learning
  - You Do
    - Output
      - After Learning

We want students to be able to retrieve and use information. (Debates, Presentations, Projects)

- Visuals
  - Stories & Anecdotes
    - Novelty
      - Games
  - Examples & Nonexamples
    - Problem Solving
      - Analogies
  - Talking & Writing
    - Dramatic Tasks
      - Songs & Mnemonic Devices
  - Drawing
  - Distributed Practice Over Time

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Our Brain Seeks Patterns!

Visual Patterns (Thinking Maps)
Rhythmic Patterns (Mnemonic Devices)
Movement Patterns (What the body does the mind remembers)
Visual Patterns

Used in combination for depth and complexity

Thinking Maps®

Based on 8 Cognitive Skills

Used by all members of a school community

Applied in all content areas
Frame of Reference

Creating experiences to add to students’ Frame of References.
Labs, Field trips, Hands-On Activities, Guest Speakers, Video Clips
Music Speaks to the Brain

- Music is a carrier and creates an emotional tag, which can be paired with learning to strengthen synapses, memory, and recall.

If you use music to influence learning

- You will ramp up norepinephrine which enhances focus, memory, and circulation.
- You will help the body release serotonin which strengthens memory and attention.
- You will help the body release dopamine which supports working memory.
WATERFALLS

Strategy used for making connections and synthesizing information.

Norman Merrifield

@KatiPearson
Waterfalls

• 2 bar strategy
• 4 counts in each bar
• Let’s Practice

1-2-3-4-
5-6-7-A!
Let's do a Waterfall for an apple.

With a partner, construct a Waterfall using your favorite food.

apple

food

fruit

tree

seeds

core

pie

A!
Let’s Use Content

• Reread the text and select words that are the most important to identifying how to reject the soft bigotry of low expectations.
• From the selected words, construct a Waterfall, of How to Reject the Soft Bigotry of Low Expectations, that demonstrates your understanding.
Partner Share
Volunteers share
Link our Waterfalls
Chorus: Waterfall for me! 4Xs

Waterfall of How to Reject the Soft Bigotry of Low Expectations
Waterfall for ________

Create Waterfalls that incorporate....
• Everything and Anything
• Phases of the Moon
• Steps for Problem Solving
• Story Elements
• 3 Branches of Government
• What else?
Composing with Keywords

Select three words from your Waterfalls → Compose one sentence using all three words related to the topic → Add needed endings and use the words in any order you wish → Write your sentence and read your sentence to your partner or group this way:

“Here are my words: .........., .........., ..........”

“This is my sentence: ..........”

How to Reject the Soft Bigotry of Low Expectations
How did the use of the Waterfalls and Composing with Keywords strategies incorporate effective vocabulary instruction?

- Nagy
Summarize Your Key Learnings and Reflect

What was affirmed?

How are you leading for equity and access to eliminate achievement gaps?

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Reflection

• Red Light: What will I stop doing as a result of today’s session?

• Yellow Light: What will I be more cautious about as a result of today’s session?

• Green Light: What will I implement immediately as a result of today’s session?
Post-Session Evaluation: The Rhythm of Thinking

Take our 3 minute survey!

kiccup.co/2019LF

Session ID: 2415

Your responses power our report