

I Did iT!



Students Succeeding



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Profiling: The inside view

Teachers, like students, come from different places. We go to school for many reasons, and we hope for success. It is important to us to feel like we are helping youth become more educated, better individuals and future community members through our time and hard work.

It is complex work . . . and no matter how hard we try, we are not always satisfied at the end of the day. Magic bullets, magic recipes, magic carpets . . . How we all wish we had something to transport ourselves each day, into the "zone" that will make this a great day..... and more than that, we wish for the students to have one, because when they are in that "zone" teaching flows.



How do we get that magic potion? How do we find the zone? On one television series they have the *profiler*, a person who can get inside the mind of others and understand their intentions. As the person gets more and more clues, it adds to the drama, the mystery, and the success of finding and understanding human nature. Could teachers learn to do that? Is there a way to develop the skills and insights to recognize why a student isn't working, isn't on task, can't seem to stay motivated? **YES! We want to do it, and we can!**

The successful profiler, recognizes and excels at two vital things:

- 1) The teacher knows self and practices self control and self discipline
- 2) Each student has to be very important to the teacher . . . real, an individual, and worthy of time and attention.

These are the tools we need to succeed in other relationships. They are keys to growth, happiness and building community. Teaching is about relationship, about caring enough to support each student. We lose that brilliant insight sometimes, but it is still the key to successful teaching and learning.

The student of human nature knows that **a student who is acting out** does not trust the self, feels threatened, anxious, unhappy. It may be directed at us, but it is not about us. We help most by finding what is hurting and addressing the cause, not becoming angry, anxious and reacting.



Every kid matters -- and every kid can learn. If you believe that, you will find a way. If you do not believe that, there is no way. **Great teaching** = I can teach every student.

To learn, we must feel safe and capable. Now add that together to get the whole solution.....

Student believes: *I matter + I can do it + I trust you + You will help me succeed.*

Teacher believes: *I am a facilitator + I am a professional and I can find a way to help students learn. +Students are as important as I am. + We are all human beings, in this together, and equally worthy. . . and we learn best when we are safe!*

Introduction

I can Fulfill the Professional Responsibility of Teaching

Necessary and Adequate Conditions

Teachers who are professionals, balance:

- ✚ Personal goals and objectives with State mandates and testing requirements
- ✚ Expectations for teaching content with student ability to learn
- ✚ Time frame established in the lesson plans with time it takes students to learn
- ✚ Need for personal time with intense needs of students
- ✚ Time on task with time to think creatively
- ✚ Personal boundaries set and maintained while meeting student need for attention



Students need support and practice in learning to balance, too.

- self interest with the expectations of the curriculum
- things that are fun and pleasant with challenges
- taking time for self with staying on task and lengthening learning effectiveness
- meeting the needs of others in the learning community while getting self satisfaction
- getting and giving respect
- strengthening gifts and learning abilities with acquisition of new, more difficult work



As teachers, it is critical to understand ourselves and our students. Part of teaching youth is helping them to become fully human, a journey we are making, ourselves.

Each person is special, unique in important ways, and rather insulated from others. It is only over a span of years that we come to realize who we are, and it is much longer, still, before most of us reach out to try to fully understand others. We present a paradox. We want so much to be loved, to be understood, to be accepted unconditionally. Yet often, those who need that support the most, build protective barriers to keep others at a distance, fearing and desiring contact at the same time.

We want to tell others how we feel, yet may not be motivated to listen to another's story. We may find it difficult to allow someone access to the sensitive and tender places, or fear that by sharing who we want them to see, they will see beyond that to who we fear we may be or feel ashamed of being. We need to be together with others, and we seek to be alone. Human beings thrive in community, yet we do not automatically have the tools and skills to feel safe with others. We can learn them, and we can become adept. Most important of all, we can share the keys with those we teach as we help them do well in the learning community.



Profiling tools

Our personal philosophy about education tends to define our view of student actions. If we believe that children are built to learn, love to learn and only stop when thwarted, discouraged or attending to another need, then we see a student who is not learning as an opportunity for intervention and support.

If we have a world view that suggests that children do not want to learn, are lazy or unmotivated and tend to intentionally seek ways to disrupt, then we may see student lack of learning as a personal attack or a child's individual agenda.

Profiling tools work most effectively if we assume students are built to learn

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| Boundaries | Able to sort out the difference between the students' and your own internal message. |
| Clarification | Checking and rechecking verbal and nonverbal messages with self then addressing beliefs about messages, followed by asking the other person what was meant if there is a disparity or uncertainty. |
| Community Building | When students work together, they are preparing for life and the world of work, so facility in these skills is tantamount to increasing potential for a life of success. |
| Consistency | This means meeting the needs of each student rather than treating all the same and maintaining that stance, regardless of anger, manipulation or interference. |
| Cueing | Stop and assess repeatedly, watching body language, attending to how your expectations are received, really listening to what the student says about work, and tasks, other students and self. |
| Empathy | Capacity to look for others' needs and feelings and "walk a mile in their moccasins." |
| Facilitating | Smoothing the way, with nudges and support, usually from the side, and almost hidden from student awareness or concern, so student feels empowered and in charge of success. |
| Honor | Keep the sense of dignity about self and maintain it for the student (face saving) even if, maybe especially if, the students are willing to abandon it. |
| Human nature | Learn, learn, learn about human beings, development, basic needs, drives, motivation, weaknesses and how we protect ourselves when vulnerable. |
| Listening | Being able to empty self enough to attend to verbal information of others without focusing on own needs, pushing own agenda, giving the perfect answer, solving the issues out of hand. |
| Power | Recognize the difference between power and control, self control and control over others, We struggle for power most often to protect ourselves. This insight empowers the teacher to wisely use power and teach students the differences between grabbing at chances with little idea of consequences and making responsible choices. |
| Relationship | Help the student feel like they can connect and communicate effectively and feeling like the teacher is getting attention and support in response to messages. |
| Self Control | The ability to handle emotions and threats to self in a way that does not damage others unless threat to life is imminent. |
| Structure | Provide clear guidelines so students know what you expect and can trust your messages. |
| Timing | Recognize and act on the right time and place for sharing, helping, caring, nudging. |
| Trust self | Believe what your body tells you about your feelings. |
| Trust students | Believe that students, nearly always do the best they can, given the circumstances; people are basically good, and when they are misbehaving, some need is supplying the energy to find a way to be safe, to save face, to look good, rather than assuming evil intentions. |

I. Profiling

How I know it is about:

Structure missing
 The appearance to the student
 Depression
 Stress of failure
 Hopelessness
 Lack of relationship with teachers
 Unclear
 Can't decipher work
 Unable to express

Boring (I already did this *&^% times)
 Eye-hand coordination
 "I can't"
 Fear of failure
 Peer support
 Internal messages
 Not reading directions
 Lose focus
 Upset

II. Profiling Flow

| Profiler Flow | Observe  | Recognize issues and needs  | Develop strategy  | Teach skills  |
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Learning barriers

- Reading issues:
 - "I can't decode the page "
 - "Now what am I supposed to do?"
 - "This is stupid."
- Focus issues:
 - Processing speed
 - Split brain messages
 - Short and long term memory
 - Overload of stimuli
 - Neurological and chemical responses to information are not supportive of learning
- Learning styles:
 - Gotta touch it to get it
 - I don't get what you want (I have to see the big picture)
 - You misspelled the word, stupid (It needs to be just right so I can think about it)
 - Just give me the facts, Ma'am
 - It's not about words
- Memory issues:
 - "What did you want me to do?"
 - "What homework?"
 - "For every action there is an equal and opposite reaction." What does that mean to me?
 - "I know you are supposed to invert the divisor, but then what?"
 - "Yeah, I'm supposed to bring my book to class, but I can't get in my locker"
- Organization:
 - Executive planning functions need to be supported
 - Adolescent retooling of brain function
 - Student needs to be taught how to learn
 - Steps and skills are emerging and need practice and refinement.