

## Educational Perception Camp July 25-29, 2016

### **Welcome,**

We are all familiar with the expression of “The Art and Science of ...” Most of the time we spend our professional development on the *science*. Perception Camp is the *art* of understanding educational environment. This five-day program (Michael is with us M, T, Th. and F.) explores five major areas of the classroom (listed below).

ENVoY – how to **preserve** relationships while managing.

A Healthy Classroom – how to **utilize** relationships amongst students.

A Cat in the Doghouse – how to **establish** relationships with the hard-to-reach students.

Learning Styles – identifying and responding to how students process information.

Coaching – the various subtleties of observing and giving teachers feedback.

### **Footage**

A unique feature of this program is that participants bring a 2-3 minute clip of an educational scenario that they want to understand better. The quality of the clip (video and sound) will make a huge difference in the learning. Have a device you can study the footage on.

This clip can be from a real classroom, TV, movie, or YouTube. Many of you will be attending in teams from the same school, so brainstorm *who is bringing what* so that, as a group, you cover all the areas you are interested in.

### **Format**

You will receive a booklet that guides you in how to study the footage. In teams of 2-4 people (3 is the best number and 5 is acceptable), study the footage following the booklet guidelines. When the team is ready, sign up to show the footage to the whole group. The group sees the footage 3 times:

1<sup>st</sup> time: The study group indicates which of the five categories they are focusing on. The large group looks at the footage.

2<sup>nd</sup> time: The team that studied the footage shows the footage, pausing it and offering their insights.

3<sup>rd</sup> time: Michael stops and starts the footage, pausing to make comments.

### **Benefits**

Your perceptual learning is closing the gap between what you observe and what Michael observes.

***If you can see half of what you look at – you are good.***

***If you know which half to look at – you are a genius.***

The average person is a *settler*; she only sees what she can describe. The *pioneer* invents words to describe what she sees. The clearest evidence of your increased perception is the expansion of your vocabulary.

While perception camp is not for the faint of heart, the benefits are enormous:

- You will walk away knowing when you are hallucinating. You will be broken from the knee-jerk reaction of jumping from reality to a conclusion or a judgment that is not evidence-based – you will constantly be asked, “Just say what you are seeing and hearing... Stay outside yourself.”
- You will know when you can and cannot trust your instincts. Your interpretations of reality will be more accurate and useful.
- You will be amazed at a simple formula that defines what is effective and ineffective communication.
- You will reduce your surprises in life because you recognize patterns before they unfold... Because you are not surprised, you stay resourceful. This allows you to proactively predict what is likely to happen. Simply, you make better decisions.

### **Survey**

To obtain the maximum benefit, we recommend that you consider viewing the following survey three times:

1. **First survey**–Look at the five areas and select the ones you are interested in. Take a survey to see which questions you can answer.
2. **Second survey**–Now study the second survey.
3. **Third survey**–Take the survey again and see which questions you improved on.

#### **First Survey**

**See how you would answer these questions:**

#### **Second Survey**

**Q & A – study this survey**

#### **Trilogy Survey:**

Use the following terms–relationship, establish, utilize, preserve–to describe the differences between these three overlapping programs: ENVoY, A Healthy Classroom, A Cat in the Doghouse.

Management techniques only work when there is a relationship between the teacher and the student.

A Cat in the Doghouse helps us establish a relationship with the hard-to-reach students.

ENVoY preserves relationships while managing.

A Healthy Classroom utilizes the relationships between the students in the classroom.

#### **ENVoY Survey**

(pertaining book: *ENVoY, Your Personal Guide to Classroom Management*)

What do the four capital letters of ENVoY stand for?

Educational Non Verbal Yardsticks.

What are the two tubes of the Educational Binoculars?  
Curriculum and Management.

Identify the four phases of a lesson.  
Getting Their Attention, Teaching, Transition to Seatwork, and Seatwork.

What is the connection between *relationship* and management techniques?  
Management techniques only work when there is a relationship between the teacher and the student.

### **Chapter One**

Name the two skills for Getting Their Attention  
Freeze Body and the ABOVE (Pause) Whisper

Name the two skills for Transition to Seatwork  
“Exit Directions” (sometimes referred to as “Visual Exit Directions”) and “Most Important Twenty Seconds” (commonly referred to as “MITS”)

Explain the connection between “OFF/Neutral/ON” and “The Influence Approach”  
These two skills were rearranged in the 2015 edition of ENVoY – so a variety of answers are acceptable. Here is one of many answers:  
The *Influence Approach* helps the teacher approach a student who is OFF task.  
The OFF/Neutral/ON addresses how long the teacher stays with the student as he transitions from OFF task to ON task.

### **Chapters Two-Five**

Name and briefly describe two refinement skills for each of the following phases:  
Getting their Attention, Teaching, Transition to Seatwork, Seatwork.

[For the sake of space we have not listed the description; we presume if you can identify the name you know the description.]

Getting their Attention,

Freeze Body Refinements

Opening Visual Instruction

When there is no time Emergency Procedure [Michael added this – it isn't listed on the Table of Contents; it is described on page 51]

Incomplete Sentences

Positive Comments

Decontaminating the Classroom (always a favorite ENVoY technique)

Break & Breathe (ENVoY's number one *stress management* technique)

Yellow Light (directly connected to *Fairness*)

Teaching,

Raise Your Hand to Speak Out Refinements

Increasing Non Verbal Signals (the standard joke is that we could have created a book with blank pages so the reader could create their own Non Verbal signals)

Overlap

Opposite Side of the Room (this is a *group dynamic* concept that led us to eventually write *A Healthy Classroom*)

Verbal Rapport with Hard to Reach Students (I am sure you recognize this concept as the impetus for *A Cat in the Doghouse*)

Use Action Words Last

Transition to Seatwork,

Exit Directions Refinements

Advanced Exit Directions

Maintaining the productive Atmosphere (here is an *ENVoY* secret: the following three skills belong to “Seatwork”—they were placed here to balance out the “Transition to Seatwork” chapter. From this secret, you realize that there is no substituting for “Exit Directions” (and to a lesser extension “MITS”).

Private Voice

Walking Speed

Mini MITS (often referred to as “Stand & Scan”)

Seatwork

OFF/Neutral/ON Refinements

Power to Influence Approach

Positive Reinforcement:

One-on-One

Group Feedback

3 Before Me (this is borrowed from another model of classroom management – if you know who, we need to give citation to – please let us know)

Phantom Hand

Explain how the following quote pertains to *ENVoY*: “We are in love with the Influence of Power and we need to be in love with the Power of Influence.”

Several responses are equally accurate. Here is one answer: Historically we could manage with Power to set parameters, but most students today aren't motivated to behave and learn when we operate singularly with Power. When we manage with Influence we build relationships, better understand our learners, and help them behave and optimize their performance.

[Advanced]

When an educator sees a student OFF task, what question(s) does the educator ask herself?

Is the student capable of doing the work?

How is the student's relationship with me?

What are the 2-3 prerequisites for the teacher to be an effective manager?

1. There is a relationship between the student and teacher
2. The student can do the work
3. The office will support your occasional use of power to manage the student

[Advanced]

List at least four Non Verbal differences between Power and Influence.

Non Verbal	Power	Influence
Visual	Eye contact	Look at desk or board
Posture	Frontal	90°
Distance	Close	Farther
Verbal & Non Verbal	Very verbal	Non Verbal messages
Breathing	High/shallow	Low/abdominal
Length	Long	Short/brief

### ***Reaching the Hard-to-reach Students Survey***

(pertaining book: *A Cat in the Doghouse*)

The following is Q & A format for the book. The first is a list of the most essential concepts, followed by additional refinements.

### **Essential Concepts**

#### **Introduction to the Kennel**

1. What are three *Cautions* regarding dog and cat?

The three *Cautions* regarding dog and cat are:

- a. Many variations; think of a continuum instead of either-or.
- b. The culture that teachers come from. Be aware that the cultures you come from influence how you view cat-like and dog-like behaviors. Don't let your self-image limit what you allow yourself to do in your professional life.
- c. Consider the current culture. The context that one is in influences how one views the different animal behaviors. Make sure you know you have both a dog part and a cat part.

#### **Chapter One: My Pet Tag**

2. What are the *three correlations* between the concepts of cat and dog and whether the teacher operates from their *position* or from their *person*?

The following table shows how the three correlations influences how the teacher operates:

Grade level	Higher grade levels	Lower grade levels
Number of students	Many	Fewer
Years of teaching	Several	New
Results	The more the teacher operates from <i>Position/cat</i>	The more the teacher operates from <i>Person/dog</i>

#### **Chapter Two: NINE LIVES Part I**

3. What does the letters N I N E represent as survival skills?

The letters N I N E represent the following survival skills:

N – **No** longer allowed in the classroom

I – **I** don't get to decide (how much *influence* I get to use)

N – **Never** give attention to a behavior you are trying to extinguish

E – Avoid the Hooks of **E**scalation

4. What is the criterion for removing a student? When a teacher is disciplining, what are the teacher's two choices?

The criteria for removing a student is, "Can the class function?"

If yes, keep the student in the room.

If no, then the teacher has two choices: remove the student or teach the class to ignore the student's inappropriate behavior.

5. What is the central idea of the concept "I don't get to decide"?

The central idea behind the concept "I don't get to decide!" is the teacher doesn't get to decide how much influence they have with cat students and that the cat-student will view the teacher apart of how the teacher sees himself.

6. The concept of "Never give attention to a behavior you are trying to extinguish" has three components. Name them and briefly explain.

The three components that explain the concept of *Never give attention...* are:

1. Level of Intensity: be dispassionate, and bland, yet definitive.
2. Amount of contact: use minimal eye contact, very few words, calm movements, and no touch.
3. Amnesia: following management, act as if it never happened.

7. Why is the concept of *Baseline* essential to understanding effective management?

The concept of *baseline* is essential to understanding effective management because:

1. If the teacher has to amplify his visual, auditory, kinesthetic non-verbals to get the same response from students, the increased amplification is now the new *norm*.
2. Anger is a negative amplification of the teacher's baseline behaviors.
3. While *stair-stepping up* is ineffective; *stair stepping down* is very effective.
  - a. When a day is *normal*, do less and less visual, auditory, and kinesthetic to get the same results.
  - b. This resets the baseline.

8. What are the two Hooks of Escalation and what is the method for avoiding escalation?

When managing, if the teacher makes eye contact and is verbal, escalation is more likely. By managing visually, the Hooks are avoided.

### **Chapter Three: NINE LIVES Part II**

9. What do the letters L I V E S represent as survival skills?

The letters L I V E S represent the following survival skills:

L – Who has the last word

I – Indirect approach

V – Visual information vs. oral information

E – Exiting from a student

S – Surprise

10, What is the recommended way to determine if the teacher needs to have the **last word** during a confrontation? Explain the way to avoid the verbal interaction.

The recommendation is: during a confrontation, the *teacher* determines if the teacher needs to have the last word based on how the class sees the situation. If the class is ignoring the cat student, the teacher wants to also ignore. In this case, the teacher *doesn't* have to have the last word.

The way to avoid the verbal interaction is to be non-verbal; especially *visual non-verbal*.

11. How does the Golden Rule (be **direct**) and Platinum Rule (be **indirect**) apply to forming relationships with dogs and cats?

The Golden Rule ("Treat others the way you want to be treated") applies to forming and maintaining relationships with dogs. **Be Direct** – "please the dog."

The Platinum Rule ("Treat others the way they need to be treated") applies to forming and maintaining relationships with cats. **Be Indirect** – "tease the cat."

12. The single most important skill of the *Nines Lives* is what? Explain the terms *two-point* and *three-point* and why they are essential to managing.

The term *two-point* refers to eye contact between two entities. When the teacher looks at a *visual* display, there is the teacher, the student, and the visual display – hence the term *three-point*. Managing with a third-point preserves the relationship between the teacher and student.

13. When **exiting** from a student whom you have just managed, what is the traditional sequence and what is the recommended sequence? Include why the *recommended sequence* is preferred.

When *exiting* from a student whom you have just managed, the traditional sequence is: Teacher intervenes ... student changes ... teacher leaves. In other words, the teacher stays until the student changes to being appropriate.

The suggested approach is:

Teacher intervenes... teacher leaves ... cat-student changes.

This approach allows the cat-student to preserve its dignity.

14. Why is being **surprised** so dangerous and what can the teacher do to reduce surprises?

When we are surprised, we have less oxygen to the brain and tend to have knee-jerk reactions. Simply put, we are in a *reactive* management mode. To increase our ability to be proactive, after the incident is over and you have time to reflect, do the following:

1. Recognize the pattern; what were the earliest signs that a pattern was about to unfold?
2. Label the pattern
3. Predict what is likely to happen
4. (respond)

## Chapter Four: Catnip

15. What do the 6 letters of *Catnip* represent?

The six letters *Catnip* represent:

C – **Congruency**: Have your non-verbals support your verbal message.

A – **Auditory Voice Patterns**: Use a credible voice to *send* info and an approachable voice to *seek* info.

T – **Timing**: When talking – gesture, pause with frozen hand gesture, resume talking

N – **Nose breathing**: Looks more intelligent than mouth breathing.

I – **Imperfection**: Recovery is more important than perfection.

P – **Pause**: The pause, coupled with the Frozen Hand Gesture, increases the students' attentiveness.

16. Explain the difference between 2-point and 3-point and when to use each.

Two-point is a non-verbal term for eye contact – use it when the interaction is positive.

Three-point is when the speaker and listener are looking at a visual display – use it when the message is negative or volatile.

17. Why is being congruent important?

Cat students don't mess with congruent teachers

18. What is the connection between voice patterns and breathing?

The following table shows the connection between voice patterns and breathing:

<b>Voice + Breathing</b>	<b>= Interpretation</b>
Credible voice + high breathing	= anger
Credible voice + low breathing	= definitiveness
Approachable voice + high breathing	= pleading
Approachable voice + low breathing	= seeking info

19. Explain the *Timing* between talking, pausing and gesturing and what the benefit is.

Use gestures when talking and keep the gesture frozen during the pause – this holds the listener(s) attention because the speaker is non-verbally indicating that she is not finished.

### **Chapter Five: Alley Cats**

20. Explain how the term *alley cats* fit in the metaphor of *A Cat in the Doghouse*.

Students who are not part of the middle-class teachers' culture are often misunderstood and put out in the hallway (the alley).

21. What is "A KAT" and how is it helpful?

"A KAT" are the four feline categories of school:

A – Adolescents

K – Kinesthetic learners

A – At-Risk (of not joining society)

T – Talented and Gifted

Think of a particular student. Count the number of CATegories in A KAT the student has to estimate the degree of cat you will be interacting with.



22. What are four of the seven symptoms of a student playing a *victim*?

The symptoms of a student playing *victim* include:

- He withholds information and time.
- He feels sorry for himself.
- He feels bad and wants others to suffer also.
- He is emotionally reactive instead of proactive.
- On one level, he wants to have someone in authority explode at him because that proves how others pick on him.
- As much as he resents someone having power over him, he doesn't want to be empowered.
- He wants "freedom from..." instead of "freedom to..."

23. What is the suggested way of using concept of *specificity* when working with students of poverty?

Middle-class teachers are encouraged to be specific when indicating exactly what they behaviorally want from a student from poverty.

## ***Specialty Concepts***

### **Preface**

24. Are students and teachers more dog- or cat-like?

Students and teachers are more dog-like than cat-like.

### **Introduction to the Kennel**

25. How would you use the term *degree of accommodation* to describe dog and cat?

Dog students are high degrees of accommodation. Cat students have a low degree of accommodation.

26. List at least four benefits of viewing the classroom as a kennel?

The following are benefits of viewing the classroom as a kennel:

- Understand and accept your own cat-like and dog-like parts.
- Recognize which situations call for you to be more cat and which ones require you to be more dog. Sometimes we get to be ourselves and other times we have to be flexible.
- Entice your cat students to cooperate and see the *selfish* value of (sometimes) being team players.
- Manage students with difficult personalities.
- Improve your leadership presence so you attract and intrigue more of your cat students.
- Understand the part that culture plays in the cat-dog model. This is especially useful if you teach students from poverty.
- Arrange your classroom so both cats and dogs can live in it.
- Separate your students' intentions from their actions.
- Know which conflicts require your intervention and which ones the students can handle without you.

## Chapter One: My Pet Tag

27. We each have a dog-part and a cat-part of ourselves. Describe how your self-image was influenced? From page 14, mention three categories where you are more dog-like and three categories where you are more cat-like.

(various answers)

28. Draw the *Person & Position Axes*; label the four quadrants.

The following are the labels of the four quadrants of the *Person & Position Axes*:

Top left – High Position and High Person

Bottom left – High Person and Low Position

Top right – High Position and Low Person

Bottom right – Low Person and Low Position

29. *CART* is an acronym that describes the four descriptors that distinguish a cat (position) from a dog (person). Explain?

*CART* is an acronym that describes the four descriptors that distinguish a cat (position) from a dog (person)

Challenge

Ambition

Risk

Tension

Dogs can have a high degree of the first two traits. Cats usually have a high degree of all four traits.

30. Charismatic teachers have a blend of Approachability and Credibility. Name three behaviors you want to practice to become more charismatic?

(various answers acceptable)

31. Apply the terms *Influence* and *Power* to concept of charisma.

The charismatic teacher's first priority is to operate from personal influence, and if necessary, be comfortable switching to power.

32. (Page 39) What are four descriptors of the *Personal Model for dog students* and four descriptors of the *Working model for cat students*.

The following are descriptors of the two models of communicating with students:

### **Personal Model for dog students**

egalitarian

personal relationships

rapprochement

trust

friendship

internal focus

acts based on feelings

wants to be liked

warmth

seeks comfort

empathy offered  
emotional support  
asks favors  
willing to compromise  
counseling  
assumptions based on interpretations  
unstructured  
psychological considerations

### **Working Model for cat students**

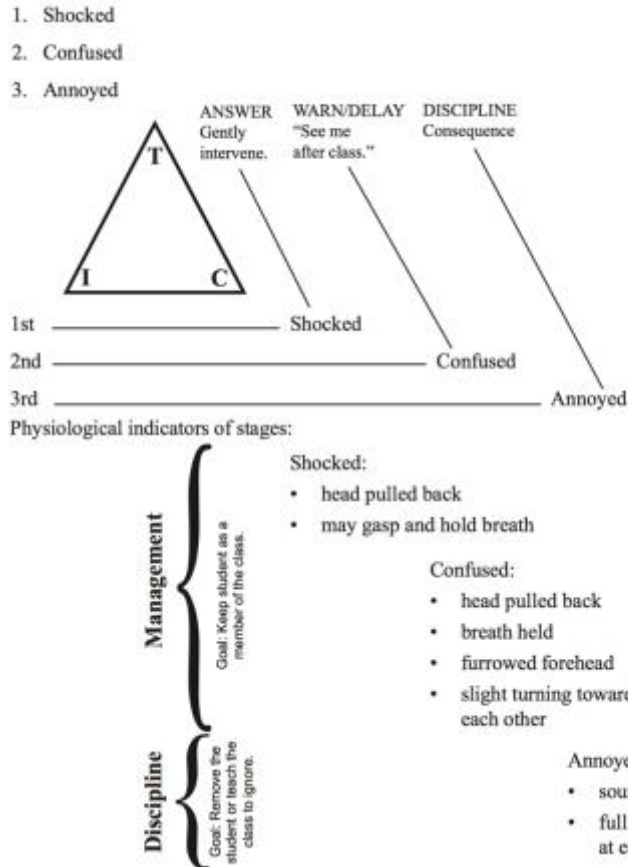
hierarchical  
clear roles and functions roles  
tasks / clear expectations  
leadership  
external focus  
acts based on verifiable data  
wants to be respected  
competence  
seeks fairness  
feedback given  
professional assistance  
demand accountability  
clear outcomes held stable  
coaching  
facts and data  
structured  
professional considerations

### **Chapter Two: NINE LIVES Part I**

33. Explain the following saying, "We have to care less about compliance, so the cat student will care more."  
(answers will vary)

34. How does our management of cat students effect our dog students?  
Teachers have to be sensitive when managing cat students, so that their dog students' safety is maintained.

35. Draw the *Three Stages of Irritability* graphic; make sure you list the physical behaviors of each *stage*, the terms Management and Discipline.  
The following is a drawing of the *Three Stages of Irritability*:



36. What is the goal of management? What is the goal of discipline?

The goal of management is to keep the student as a member of the class.

The goal of discipline is to either remove the student or to teach the class to ignore the student's inappropriate behavior.

37. Statistically, what are the differences between gender and recovery time?

Males tend to initially not feel. When they do feel, their ability to articulate is decreased and it takes them longer to recover. Females tend to initially feel, can articulate and recover quicker.

38. Name at least three behaviors to lower a student's metabolism.

The following are behaviors to lower a student's metabolism:

- Approach the cat from the side
- Don't make eye contact
- Use a whispery voice
- Use slow gestures
- Point to the direction you want the student to go
- Keep your elbow bent

39. Explain the two methods for influencing someone's breathing.

Two methods for influencing someone's breathing are:

1. Talk low and slow
2. Only talk during the person's exhale

40. Using the terms "known" and "loved," explain the differences between dog students and cat students.

Dog students want to be safely loved before the student lets the teacher know them.  
Cat students want to be known before the student lets the teacher love them.

41. Explain how a teacher's *Circle of Influence* and *Circle of Concern* influence how the teacher manages cat students?

When a teacher's *Circle of Concern* is greater than the teacher's *Circle of Influence*, the teacher switches from *influence approach* to the *power approach*.

42. Why is it critical for the teacher to be dissociated when managing cats?

By being dissociated when managing a cat student, the teacher operates from her *position*, thus preserving her *personal* identity.

43. Explain the guideline, "Keep the management to a minimum"?

When the student is inappropriate – and the teacher does minimal eye contact and minimal verbiage – the student gets less attention from the teacher. For the student to get more attention, they need to be appropriate.

44. What is the difference between "Ineffective Amnesia" and "Effective Amnesia?"

Ineffective amnesia is when the teacher has amnesia **before** they manage – the teacher is surprised. Effective amnesia is when the teacher has amnesia **after** the manage – the student has full rights as a member of the community.

### Chapter Three: NINE LIVES Part II

45. What is the number one quality teens and preteens want in a classroom atmosphere?

The number one quality teens and preteens want in a classroom atmosphere is *safety*.

46. Explain the expression, "Arguing with a teenager is like mud wrestling with a pig: you both get dirty and one doesn't mind?"

(answers will vary)

47. There was a series of pictures of dog and cat on pages 118-122. Give two examples where you were a dog to someone's cat and you reversed the *chase*, thus *balancing the relationship*.

(answers will vary)

48. What are Exit Directions and why are they so important?

Exit Directions is a term for visual display of the teacher's expectations as the lesson enters the *Reinforcement* phase of a lesson. Exit Directions is a third-point management maneuver that sets up management during the *Seatwork* phase of a lesson.

49. Pages 128-131 provides examples of how to get the students to seek/watch the teacher. Mention two more examples.  
(answers will vary)

**Chapter Four: Catnip**

50. Complete this sentence, “A Charismatic teacher fosters...”  
A Charismatic teacher fosters a fellowship of dogs and a fellowship of cats.

51. The book listed eight ingredients of being *Congruent*. Name at least five of them.  
The eight ingredients of being *congruent* are:

- A. Maintain eye contact
- B. No blinking – keep eyes wide open
- C. Use short phrases and sentences
- D. Pause often
- E. Freeze hand gesture
- F. Hold hand and body still
- G. Breathe through the nose
- H. Use softer voice

52. When speaking, what are the three variables that influence the amplification of gestures?

The three variables that influence the amplification of gestures are:

	<b>Amplify Gesture and hold it longer</b>	<b>Contract gesture and hold it shorter</b>
<b>Size</b>	Large	Small
<b>Length of time</b>	Short	Longer
<b>Degree of familiarity</b>	Low	High

53. When not speaking, what is the least recommended and the recommended posture of hands/forearms (known as **High Expectations**)? Why?

When not speaking, avoid the following non-intelligent dog/approachable postures:

- Figleaf – hands held just below abdomen
- Pockets – hands in pockets
- Behind Back

Because these postures are likely to be interpreted as *wimpy*.

And the following non-intelligent cat/credible postures:

- Arms folded across the chest
- Hands on hips

Because these postures are likely to be interpreted as aggressive/bossy.

The following postures are recommended as because they are interpreted as communicating to the viewers that they are competent and capable:

- Either have both forearms at your side
- Both forearms are at parallel to the ground
- One forearm at your side and the other parallel to the ground

54. Connect the following terms: Perfection and Recovery.

Recovery is more important than perfection. And people are more motivated by improvement than perfection.

55. How are pieces of content **Joined** and how are the **Separated**? When would you want to use each method?

**To Join pieces of content:** after saying one piece of content, pause and remain still (including keeping your gesture frozen), and breathe. At the end of the pause, speak and move at precisely the same moment. Join pieces of similar content together. The recipients feel like the *integrated* pieces are one chunk of information; they are not overwhelmed.

**To Separate pieces of content:** At the end of the pause, silently move, settle, and then speak. Do this method not wanting the content spoken (e.g., something volatile) to contaminate the next piece of content.

### Chapter Five: Alley Cats

56. When you are starting to feel sorry for yourself, what is a victim symptom that you can use to determine where you are and what to do about it?

1. When you start to experience a pity-party, ask yourself, “Do I want freedom to do something?” or “Do I want freedom from having to do something?” If you detect you want ‘freedom to’ something, then you have something to look forward to – you will be OK. If you hear self-talk of ‘freedom from,’ then think of something you want to do after you finish what you have to do.

### **Classroom Group Dynamics Survey** (pertaining book: *A Healthy Classroom*)

Using 4 of the 6 *Indicators*, explain the differences between an *Unformed Class* and a *Formed* (and *Functional*) Class.

Indicators	Unformed	Formed
1. Where is the class looking?	At teacher / front of the room / at desk	At each other
2. How fast do they transition into group work?	Slow	Fast
3. How fast do they transition back to the teacher?	Fast	Slow
4. How well do they know each other?	Don't	Do
5. Who provides the safety?	Teacher	Class
6. How is the <i>unisance</i> of response?	Staggered	United

What are the four ingredients that a teacher can use to accelerate the formation of an unformed class?

E – Echo (unison of response).

A – Acknowledge diversity in the room.

S – Silence; teacher is comfortable with silence.

Y – Your hands; when doing the “Acknowledge,” use each hand to represent two diverse groups. Bring your hands together to symbolize a *collapse* into one team/unit.

When a class is *Formed* and *Functional*, what are the three roles that emerge?

Leaders, Barometers, Liaisons

[The following concept references “Circles of Identity”] How can a teacher use the collective voice volume of a class to know how *Formed* or *Unformed* a class is when working together during Seatwork?

When a class has close identity with each other, there is a *ceiling* of collective volume.

When the class doesn't have close identity with each other, the volume *rackets up*.

Using either the metaphor of a canary or a rose, explain how the educator effectively is *reactive* to a barometer while *proactive* to the class.

Since a rose is susceptible to the same diseases as grapes—and the rose shows symptoms earlier—if the rose is healthy, so are the grapes. Another example: since birds have a smaller lung capacity than humans, if the birds are singing the humans are safe.

A Barometer has the following three qualities:

1. The student is a member of an important subgroup.
2. The student tends to act sooner/quicker before the rest of the subgroup. The student's reaction is representative of how the subgroup will react in time.
3. The teacher can easily read the student's reaction.

The strategy is to notice the barometer's reaction (be *reactive*), then acknowledge to the subgroup that they may have a reaction to what is about to occur, and that everything will be OK (*proactive*).

Explain how a teacher knows it is effective to *push a class*.

If a class turns to each other—either to complain or to support each other—the teacher can push the class. This is because the class is providing their own safety.

[Advanced]:

Explain this statement: “The teacher with high expectations and low relationships burns out the class' ambition; the teacher with high relationships and low expectations is a waste of relationships.”

Outstanding educators have a blend of both high expectations and high relationships. The cat teacher tends to be drawn to high expectations; the dog teacher tends to be drawn to high relationships. Outstanding teachers are a charismatic blend of both dog and cat parts.

**Learning Styles** (pertaining book: *Righting the Educational Conveyor Belt*)



There are many models that explain how students process information: Learning Styles, Hemispherology, Multiple-Intelligences. Because *Learning Styles* allow for in-the-moment diagnostic perception, we will be using it. Name the three learning styles: **Visual-oriented, Auditory-oriented, and Kinesthetic-oriented**

Using Pupil Location, Motion, and Locations of Changes, chart the differences between the three styles.

	Location of Pupils	Movement	Location of Changes
Visual	High in eye socket	Still	Eye area (blinks, squints)
Auditory	Off to the side	Metronome	Ears and mouth ("ah", "hmm")
Kinesthetic	Low to their handed side	Random	Changes and movement from the neck down

Name 2-4 behaviors associated with each of the three styles.

Visual	Auditory	Kinesthetic
Organized	Talks to self	Responds to physical rewards
Neat and orderly	Easily distracted	Touches people and stands close
Observant	Moves lips / says words when reading	Physically oriented
Quieter	Can repeat back	Moves a lot
Appearance oriented	Math and writing more difficult	Larger physical & emotional reactions
More deliberate	Spoken language easy	Early large muscle development
Good speller / reader	Speaks in rhythmic pattern	Learns by doing
Memorizes by pictures	Likes music	Memorize by walking, seeing
Less distracted by noise once engaged	Can mimic tone, pitch and timbre	Gestures a lot
Has trouble remembering verbal instructions	Memorizes by steps, procedure, sequence	Responds physically
Would rather read than be read to		

The three learning styles are *visual*, *auditory*, and *kinesthetic*. Each of them have two characteristics of stored information, what are they?

**Kinesthetic: Muscle memory and intuition**

**Auditory: Sequential and whole chunks of information**

**Visual: Speed and the ability to rearrange**

Explain the concepts of *Review I* and *Review II*.

Review I checks if the information was taken in by the student. All Non Verbals (P Scale, sequence) remain the same as the original teaching phase.

Review II removes or rearranges the Non Verbals (P Scale is gone, the sequence is rearranged, and speed is increased).

What are the most common ways to do Review II?

Bingo, Flash cards, Jeopardy, "Card Shuffle"

Explain how *long-term memory* can be increased by using the concept *P Scale*.

The right hemisphere is the location for long-term memory. This is the kinesthetic domain of emotions. Using P Scales increases long-term memory.

[Advanced]

Using the terms "Learning" and "Retrieving," duplicate a chart/table of the three styles and the concepts of *input*, *storage*, *output*.

	Input	Storage	Output
V	_____	_____	_____
A	_____	_____	_____
K	_____	_____	_____

{ Learning                      Retrieval }

**Coaches Component Survey** (pertaining book: *ENVoY Coaches Manual*)

Identify 7 of the 14 strategies to circumvent possible resistance when offering feedback, and what is the wording associated with each strategy?

**Verbal Strategies**

1. Be Specific "When you... Johnny...and the class..."
2. Flip (Positive/ Future phrasing)
3. Cause Effect "By\_\_\_\_, \_\_\_\_\_"
4. Dovetailing with Values "Because you are committed..."
5. Menu of Choices "\_\_\_\_,\_\_\_\_or\_\_\_\_"
6. Contextual/Situational "On a harder day..."
7. Comparative "It might be even..."
8. The Expert "You would know best... There was a teacher once... According to ..."
- and Recall questions
9. Goal Orientation "If your goal is... and if you goal is ....""
10. Sanity Confirmation "It is common or normal to ..."
11. Expand/Transfer "Since you are already doing..."
12. Laughing!

13. Ecology “Student x would be helped by...” “Who/what could help you remember...?”
14. Reality Check
15. Piggyback “Follow the .... With a....”
16. By-Products for another purpose
17. Validating positive intentions “You understand...”
18. First Response Switching the order of events to avoid high breathing
19. Prove it
20. Magic Wand “If you had a magic wand...”

### Non-Verbal Strategies

1. Go Visual
2. Location, Location, Location
3. Pause
4. Break & Breathe
5. Systematic Voice Patterns
6. Separate the Problem from the Solution
7. The Swing
8. Do it now
9. Tuck it

### Avoiding these verbal Violations

- Memory Lane “I” statements “When I taught 5th grade...”
- Ego Eye “I saw...” “I heard...” (observer focused)
- Statements in Disguise “I wonder what would happen if....”
- Evaluative Language

Explain “Points of Focus” using the language of *2-point*, *3-point*.

*Points of Focus* is a description of what to focus your eyes on.

Most patterns are two-point (eye contact) and three-point (look at something visual).

The other two patterns are one-point (looking down – used for separate *pieces of content*; transitions) and four-point (referencing things outside the immediate environment).

What does **RSVP** stand for and when is it used in observations?

**R**elationship **S**tudents **S**uccessful, teacher **V**isually communication, teacher **P**auses

Which two *letters* of the four RSVP does *ENVoY* address?

Teacher **V**isual communication and teacher **P**auses

Which letter does *A Cat in the Doghouse* address?

establishing **R**elationships with the hard-to-reach students

Which letter is the curriculum tube?

**S**tudent **S**uccessful

What is the difference in how a staff sees the coach in the following two scenarios:

The principal sends the coach to help a teacher

The principal sends a teacher to a coach for help

When the principal sends the coach to help a teacher – the staff might see the coach as an administrator thus ruining the confidentiality of the coach.

The principal sending a teacher to the coach needs the confidentiality of the coach. The coach needs the principal to be the judgmental evaluator; the principal needs the coach to be a non-judgmental supporter.

Name 4-6 *Behaviors to Beliefs*

[Many acceptable answers]

When do you offer more compliments to suggestions? How do you know when to tip the balance?

Give more compliments to mild suggestions with *dog* teachers; do the increase the number of suggestions for *cat* teachers. You know which way you can tip the balance by ending the feedback session with “What were some compliments and suggestions that you especially liked?”

If the teacher selects the compliments = *dog*; if the teacher selects suggestions = *cat*.

[Advanced]

Explain how a coach can use the following statement to set up a 3-5 year plan with a given educator: “An excellent communicator has a whole range of behaviors and systemically knows when to use each behavior.”

The visual-oriented teacher will be *systematic* – coach the teacher to increase his/her range of behaviors. The kinesthetic-oriented teacher will have a *range of behaviors* – coach the teacher to become more systemic.

### **Third Survey**

**Now that you have studied the Q & A survey,  
see how your knowledge has increased**