



Middle School Matters

Debbie Silver, Ed.D.
www.debbiesilver.com



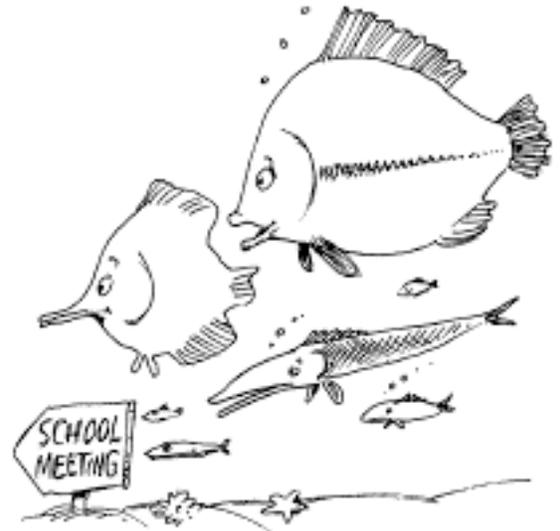
The Teacher

"Concerning a teacher's influence, I have come to the frightening conclusion that I am the decisive element in the classroom. It's my personal approach that creates the climate. It's my daily mood that makes the weather. As a teacher, I possess a tremendous power to make a child's life miserable or joyous. I can be a tool of torture or an instrument of inspiration. I can humiliate or humor, hurt or heal. In all situations, it is my response that decides whether a crisis will be escalated or deescalated, and a child humanized or dehumanized."

--Haim Ginott

Recommendations For Transforming Middle Grades (The Carnegie Council of Adolescent Development)

- 1. Create small communities for learning.**
- 2. Teach a core academic program.**
- 3. Ensure success for all students.**
- 4. Empower teachers and administrators to make decisions about the experience of middle grades students.**
- 5. Staff middle grades schools with teachers who are experts at teaching young adolescents.**
- 6. Improve academic performance through fostering the health and fitness of young adolescents.**
- 7. Re-engage families in the education of young adolescents.**
- 8. Connect schools with the community.**



Developmentally Responsive Middle Level Schools Are Characterized By:

- Educators committed to young adolescents.
- A shared vision.
- High expectations for all.
- An adult advocate for every student.
- Family and community partnerships.
- A positive school climate.



Structural Components of an Exemplary Middle School

- **Interdisciplinary Teams**
- **Block Scheduling**
- **Flexibility**
- **Regular Advisor/Advisee Periods**
- **Grade Configuration Involving 5-9 (most common grouping is 6-8)**
- **Heterogeneous Grouping**
- **Exploratory Courses**
- **Interdisciplinary Units of Study**
- **Groups of Students Housed and Taught in Tact**
- **Intramural Programs**



Child Development Project Schools offer Five Principles to Practice:

1. Warm, supportive, stable relationships
2. Constructive learning
3. An important, challenging curriculum
4. Intrinsic motivation
5. Attention to social and ethical dimensions of learning

Characteristics of Young Adolescents

Intellectual

- Moving from concrete to abstract
- Wide range of curiosity
- Prefer active over passive learning
- Prefer interaction with peers
- Prefer *real life* situations
- Preoccupied with self
- Challenge authority

Moral

- Desire to make the world a better place
- Show compassion
- Developing own personal judgments
- Rely on adults for advice
- Adjusting to shades of gray
- Participatory democracy

Physical

- Bodily change
- Girls mature more quickly than boys
- Fatigue and restlessness
- Need for physical activity
- Poor health habits – eating and daily care
- Lack of physical fitness

Emotional

- Mood swings
- Sudden outbursts
- Seeking independence
- Wanting peer acceptance
- Self-conscious
- Unique personal problems
- Concerned about social issues

Social

- Need to belong
- Lack social graces
- New slang or use of language
- Intimidated by large numbers in the building
- Desire for recognition
- Into fads
- Dislike embarrassment



The Student in the Middle School

EMOTIONALLY

10-11 Year Olds

tend to:

- be emotional about body changes
- have difficulty controlling emotions
- display highly variable interests
- have outburst such as crying, fighting, and swearing due to overexertion

12 Year Olds

tend to:

- worry over school work, exams, and report cards
- have rather sensitive feelings
- have ambivalent attitudes – want to be independent and yet hold to delights of childhood
- rebel at the idea of having a babysitter
- confide in an adult outside of family rather than parents

13-14 Year Olds

Tend to:

- be anxious about the normality of development
- be easily angered, and take longer to recover than when they were younger
- vacillate among interests
- exhibit erratic behavior
- learn to think, feel, and act in a role congruent with their sex
- identify and relate to the behaviors inherent in sex roles

SOCIALLY

- begin to break away from parental control
- be concerned with standards set by peer group
- be able to display teamwork
- be concerned with privacy in the home
- show interest in the opposite sex/be teasing

- have critical attitudes toward home, parents, and society in general
- show independence in choice of friends
- be concerned with group loyalty
- crave periods of being alone

- exhibit an indifference to adults, especially teachers and parents
- be concerned with presenting a positive image for the peer group
- strive to conform in order to achieve peer acceptance
- be continuously changing friends depending on peer pressures and changing interests, needs, and wishes
- begin to explore aspects of their sexuality

PHYSICALLY

- be involved in a period of brain growth
- show rapid increase in weight (girls)
- be willing to work hard at acquiring physical skills
- display awkwardness, restlessness and “laziness” as a result of uneven growth
- show beginning signs of secondary sex characteristics
- show an increased appetite

- be at a plateau in brain growth development
- experience rapid growth
- be self-conscious about trying to learn new physical feats
- experience periods of extreme fatigue
- be self-conscious about sexual development
- be capable of initiating good personal hygiene habits

- be approaching a new period of brain growth development
- experience uneven bone-muscle growth; experience a variety of growth patterns
- be easily upset if they are not physically coordinated or physically attractive according to existing cultural standards
- be extremely restless
- need a daily release of energy
- tire easily and be reluctant to admit it
- have difficulty accepting body changes

INTELLECTUALLY

10-11 Year Olds

tend to:

- need reinforcement of basic skills
- function at literal thinking levels
- be oriented to the present
- be oriented toward viewing ideas and facts in isolation
- make simple generalizations
- begin to develop reasoning skills

12 Year Olds

tend to:

- be able to refine those reasoning skills which have been learned
- have difficulty acquiring new conceptual skills
- begin to think for themselves
- begin to understand abstract ideas like "justice," "honesty,"
- demand privileges but avoid responsibility
- develop "hero worship" – often of sports figures and/or entertainers

13-14 Year Olds

Tend to:

- display varying levels of skill interests and abilities which are unique in the developmental pattern
- like to discuss their experiences with adults
- see relationships among similar concepts, ideas, and experiences and make inferences
- be capable of evaluating critically
- have fluctuating interests
- be easily discouraged if they do not achieve
- have a varying range of creative expression
- understand the elements of the environment and can be helped to see their relationship
- be capable of exploring and selecting learning materials and experiences on their own
- be trusted to assume personal responsibility for their own learning

From: The Early Adolescence Magazine. January 1998/ Volume 11, Number 3

Children Need:

🍏 To Love

🍏 To Be Loved

🍏 To Feel Valued

20 Most Important Needs of Early Adolescents

Must Socialize	Must Have Frequent Physical Movement	Must Have Own Learning Styles	Must Cooperate	Must Be Safe
Must Express Emotions	Must Learn Decision-Making	Must Be Liked By Peers	Must Be Successful In Initial Tasks	Must Enjoy Good Health
Must Have Adult Role-Models	Must Eat Often	Must Have Routine	Must Argue	Must Develop Peer Relationships
Must Develop Self-Concept	Must Have Learning Experiences	Must Apply Problem-Solving Skills to Real Life	Must Understand Body Changes	Must Challenge Authority

There is a period of transition for youths 10- to 15-years-old. Freed from the dependency of childhood but not yet able to find their own paths to adulthood. Many young people feel a desperate sense of isolation. Surrounded only by their equally confused peers. Too many make poor decisions with harmful consequences. An effective middle school features a program that responds to the physical, intellectual, social, and emotional needs of the early adolescent.



Middle schoolers travel in herds and have one question to answer . . . “How can I impress my friends?”

What Can Teachers Do With Early Adolescent Behavior?



1. Remember, one of the earliest signs of the emerging early adolescent is forgetting. Why? Their minds are preoccupied with issues that are real and meaningful to them. Be creative when dealing with this trait.
2. Middle school kids are irritable! Hint: Do not argue with a middle schooler. The situation escalates, and you will lose. Know when to disengage.
3. Be willing to listen – but don't play 20 questions with every contact.
4. Avoid lecturing – keep it brief and non-threatening. Don't double team the child. Call for back-up only if you need it.
5. Deal only with the precise problem. Don't bring up other issues.
6. Keep your head. Don't let *their* moods ruin *your* day.
7. Give them appropriate power when possible. Negotiate more, listen more, command less.
8. Save your power for really important issues. Don't use power unless it is urgent. Give them a way out.
9. Work hard to help build their self-esteem.
10. Provide a safe haven for children.

The Essential Elements of Emotional Intelligence

- **Knowing one's emotions**
- **Managing emotions**
- **Motivating oneself**
- **Recognizing emotions in others**
- **Handling relationships**

Name Games

1. WHO IS THIS?

Have each student complete a mini-autobiography card with questions like (or use your own):

- a. What are your favorite things to do?
- b. What is something interesting about you that no one in this class knows about?
- c. Where have you lived besides here?
- d. What is the most unusual thing you have ever done or seen?
- e. What do people in this room need to know about you?
- f. What kind of music do you like?
- g. What's your favorite TV show?

Type up each set of information without putting the name with it. Hand out the sheets of collected data and tell students their first assignment is to match the names of their classmates to the information. I usually hand them a separate list of their classmates' names to help with correct spelling. This activity can be handed out for homework so that students will talk to each other on the bus, in the hall, and outside of as well as inside the classroom. You can add an incentive of some kind for the first 5 or 6 finishers if you like.

2. BALL/BALLOON TOSS

Stand students in a circle. Have a person toss a nerf or whiffle ball across the circle. The receiver has to name the person who threw them the object. This game's more fun if you do it outside on a hot day with a water balloon!

3. TO TELL THE TRUTH

Have students introduce themselves by saying their names and three statements about themselves. Two of the statements must be true and

one is a total lie. Other students must guess which statement is the lie. This is a great way to introduce a lesson on observations and inferences, facts and fiction, or other curriculum objectives.

Ways To Reinforce Name Use In the Classroom

- If you have the money to buy film, take a Polaroid picture of each class member. Make a poster with everyone's picture and name. Use the pictures for various activities and reviews.
- Require that students use each other's names when addressing one another. You do it, too. (e.g. I think that was a good point, Mark. What did Sheila say? May I do it after Shameka? Randy and Thomas have already had a turn, may I go next?)
- Give bonus points on tests, homework, etc. by pointing to a certain student and having the others write down his/her name.
- Let the students make a triangle card stand (a tri-folded piece of card stock) that have their names on them. Students may decorate them any way they like, but must display them during all discussions, activities, etc. Sometimes you may want to mix them up and get a volunteer to place them in their correct places (you can time it and make a contest of it if you like).
- Don't accept the pronouns "he" or "she" from anyone until they first correctly identify the person to whom they are referring.

Why Changing Thinking Patterns Is Important:

🍏 Thoughts Lead to Acts

🍏 Acts Lead to Habits

🍏 Habits Lead to Character

🍏 Character Changes Destiny

Killer Statements and Gestures

Conduct a class discussion around the following questions:

Have you ever worked really hard at something or been very excited about something and someone "killed" your good feeling by something they said or did? What was said or done?

Have you ever witnessed someone's pride or other feelings be "killed" by something that someone else said or did? What was said or done? How do you think the other person felt?

Introduce the concept of "killer statements and gestures" as anything that is said or done to "kill" someone's good feelings about themselves. These things can be negative comments, body language, or gestures. List together some of the things that are often said in and around the classroom that fit these categories (even those said and done by staff members).

Examples may include:

"That doesn't even make sense!"
"Where did you get an answer like that?"
"Quit showing off!"
"Are you crazy? retarded? weird? strange? nuts? . . ."
"We don't have time for that now."
"Only boys/girls do that!"
"If you'd pay attention this wouldn't happen!"

- Tell the students to keep a list of all the killer statements they hear in one day. Discuss who said them and why.
- Have students make a mural or collage of killer statements and gestures. Display it in the room as a reminder.
- Do the I A L A C role play to demonstrate the impact of killer statements and gestures.
- Discuss how to replace killer statements and gestures with positive comments and gestures.

The most deadly of all sins is the mutilation of a child's spirit.

*Erik H. Erikson
Young Man Luther*

No one can make you feel inferior without your consent.

Eleanor Roosevelt

Adapted from 100 Ways to Enhance Self-concept in the Classroom. Canfield & Wells.



The Car Wash

The Car Wash consists simply of lining up your class or group in two parallel lines quite close together. Then one student is sent through the wash (between the lines) and everyone touches him or her and says words of praise and affection and encouragement. The pats on the back, hand-shaking, and verbal support produce a sparkling, shiny, happy "car" at the end of the wash!

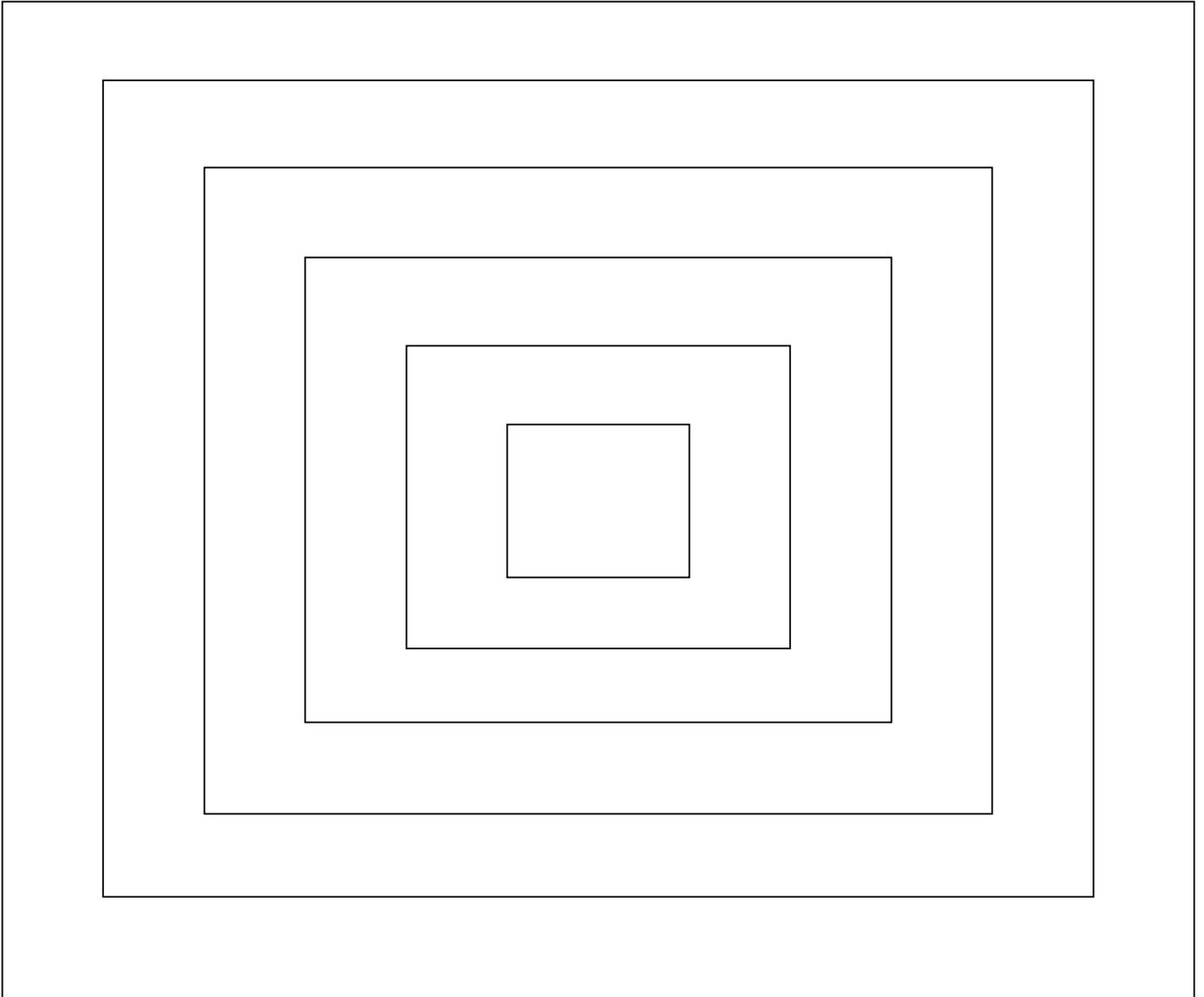
We usually run one or two people through the car wash at a time rather than everybody in one big clean-up. That insures that the responses of the washers are fresh, personal, and enthusiastic.

What a strange machine man is! You fill him with bread, wine, fish, and radishes, and out of him come sighs, laughter and dreams.

Nikos Kazantzakis
Zorba the Greek

Adapted from *100 Ways to Enhance Self-concept in the Classroom*. Canfield & Wells.

My Strengths

A series of five concentric squares, centered on the page. The squares are arranged in a nested fashion, with the smallest square in the center and the largest square forming the outermost boundary. This structure is intended for a person to write down their strengths, with the innermost square representing the most significant or core strengths and the outer squares representing additional or supporting strengths.

My Strengths

careful	disciplined	spontaneous	thoughtful
convincing	self-reliant	commanding	expressive
friendly	persistent	tolerant	settled
gentle	neat	goal-directed	persuasive
loyal	caring	progressive	affectionate
distinctive	thinker	sharp	graceful
perfectionist	clever	capable	reliable
exact	self-determined	certain	leader
tenacious	well-informed	looked up to	growing
tenacious	creative	dedicated	eager
ambitious	orderly	courageous	active
outgoing	individualistic	consistent	influential
steadfast	searching	honorable	giving
poised	appreciative	productive	original
strong	fair-minded	determined	thrifty
considerate	respected	planner	unselfish
fulfilled	flexible	efficient	self-aware
manager	likes new ideas	cooperative	self-directed
open-minded	forceful	dependable	adjusted
talented	predictable	comforting	inquiring
witty	intelligent	sociable	practical
systematic	encouraging	serious	unique
trustworthy	imaginative	adaptable	precise
foresight	pursuing	forgiving	listener
empathetic	compassionate	visionary	humorous
cheerful	motivating	artistic	athletic
energetic	disciplined	sharing	caring
daring	risk taker	courageous	patient
coordinated	loyal	fun loving	perceptive

From the Heart



Materials:

Stuffed animal or plush heart cushion

Set-up:

Participants should be seated in a circle. The leader should also be in the circle.

Purpose:

The purpose of this activity is to facilitate communication among students, staff, and others who need to work together. Participants communicate their own feelings and listen to the feelings of others. Cooperation is reinforced through the sharing of individual feelings and the practice of listening skills.

Procedure:

The leader sits with students in a circle (either on the floor or in chairs). One at a time participants share their feelings or ideas on a topic while holding the stuffed animal. When the student is finished, he passes the stuffed animal on to the next person. This continues until everyone has had the opportunity to share. The leader also shares but is careful not to dominate the activity.

Subjects:

Generally it is best to start students with "safe" subjects such as: . . .

- I like it when . . .
- My favorite thing to do is . . .
- My favorite quality in a person is . . .
- I am happy when . . .

Subjects of more depth can be explored once participants build trust among one another and become more comfortable with the activity.

Ground Rules:

1. Only the participant with the stuffed animal may talk. Everyone else actively listens and supports the person who is speaking.
2. A participant ALWAYS has the right to pass and give the animal to the next person.
3. Anything shared in this activity is PRIVATE!!! Participants should be aware that nothing communicated during "From The Heart" can be told outside the group. Everything must be held in confidence.
4. No one participant should monopolize the activity. Students should be that everyone gets a turn.
5. Participants should talk only about what they feel, not about how others in the group feel.
6. The stuffed animal should be handled and passed gently.
7. The leader should also share.

Additional Information:

"From the Heart" is a safe, simple way of sharing feelings. It is effective with ALL students whether shy or demanding of attention.

Teachers who use "From the Heart" report that students exhibit:

- calmness and less anxiety
- more overall participation and productivity

"From the Heart" is an activity that can be used to help students through difficult situations, such as:

- death of a class pet
- accident or death of a student or staff member
- a fight
- a team loss
- an embarrassing moment
- a theft
- a disappointment



Self-Efficacy

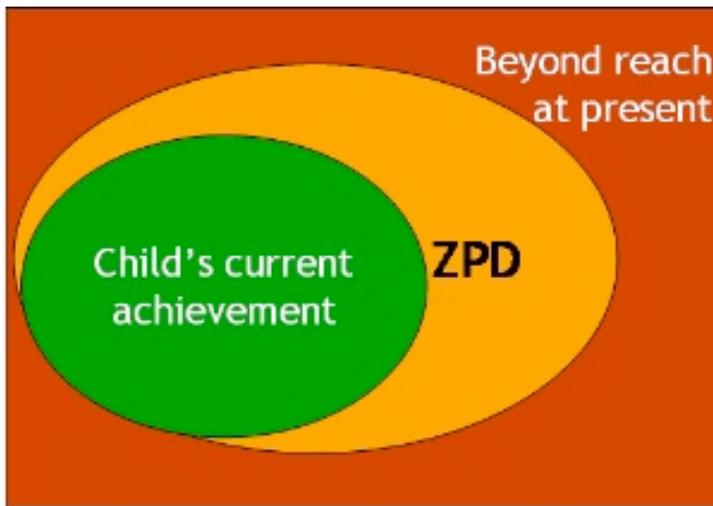
It influences:

- **The CHOICES We Make**
- **The EFFORT We Put Forth!**
- **How long We PERSIST When We Confront Obstacles (and in the face of failure)**
- **How we FEEL**

Albert Bandura (1925 -) popularized the term *self-efficacy*. He defines it as the part of our "self system" that helps us to evaluate our performance. Perceived self-efficacy refers to one's impression of what one is capable of doing. This comes from a variety of sources, such as personal accomplishments and failures, seeing others who are similar to oneself, and verbal persuasion.

Verbal persuasion may temporarily convince people that they should try or avoid some task, but in the final analysis it is one's direct or vicarious experience with success or failure that will most strongly influence one's self-efficacy. For example, a teacher may "fire-up" her students before a standardized test by telling the kids how great they are, but the enthusiasm will be short-lived if the test is completely beyond their ability or their perceived beliefs that they can actually do well.

People with high perceived self-efficacy try more, accomplish more, and persist longer at a task than people with low perceived self-efficacy. Bandura speculates that this is because people with high perceived self-efficacy tend to feel they have more control over their environment and, therefore, experience less uncertainty.



Zone of Proximal Development...ZPD

Zone of Proximal Development, an idea developed by Lev Vygotsky over one hundred years ago, seeks to define the process through which students effectively learn in cooperation with a teacher.

A student's Zone of Proximal Development, or ZPD, is defined as the student's range of ability with and without assistance from a teacher or a more capable peer. On one end of the range is the student's ability level without assistance. On the other end of the range is the student's ability level with assistance.

A classroom that makes the best use of all of its students' ZPDs should follow the following guidelines:

- 1 The teacher should act as a scaffold, providing the minimum support necessary for a student to succeed. The idea is to assist without denying the student's need to build his or her own foundation. The challenge for the teacher, then, is to find the optimal balance between supporting the student and pushing the student to act independently. To effectively scaffold the student, the teacher should stay one step ahead of the student, always challenging him or her to reach beyond his or her current ability level. However, if instruction falls outside of the zone (above or below a student's ZPD), no growth will occur.
- 2 To effectively scaffold students within their ZPDs, a teacher should also have an awareness of the different roles students and teachers assume throughout the collaborative process. The roles roughly resemble the following:
 - teacher modeling behavior for the student
 - student imitating the teacher's behavior
 - teacher fading out instruction
 - student practicing reciprocal teaching (scaffolding others) until the skill is mastered by all students in the classroom.

Resource:

Adapted from: <<http://www.wcer.wisc.edu/step/ep301/Spr2000/Jenna-B/zpd.html>>

“Constructive means helping the child to fix something, build a better product, or do a better job.” -- Carol Dweck

Attribution Theory

- **Task Difficulty**
- **Luck**
- **Innate Ability or Talent**
- **Effort**

External (Controlled by other than Self)

- **Task Difficulty**
- **Luck**
- **Innate Ability or Talent**

Internal (Controlled by Self)

- **Effort**

“Praise should deal, not with the child’s personality attributes, but with his efforts and achievements” – Haim Ginott

Implicit Personality Theory
Dr. Carol S. Dweck
Stanford University

Fixed Mindset (Entity Theory)

- **Either I am smart or I am not.**
- **One is born with a certain amount of intelligence.**
- **Smart is making no mistakes, going fast, and about the outcome being perfect.**
- **Failure is not an outcome, it is an identity.**
- **If I fail, people may realize I was/am an imposter, and I am not as good as they think I am.**
- **So if I fail, I might not just be judged, but I might also be unworthy of love.**



Growth Mindset (Incremental Theory)

- **A belief that effort is a positive, constructive force**
- **Development and progress is important – not just the product or achievement**
- **One can substantially change, stretch, and grow, and that is desirable**
- **Brains can become “bigger.” Challenge is good!**
- **Being on a learning edge is the smart thing to do**

Why Is It Hard to Promote a Growth Mindset?

- **Larger society has said for a long time that, “Success is about being more gifted than others, that failure does measure you, and that effort is for those who can’t make it on talent.”**
- **We don’t talk about vulnerability and struggle as good things. We are an instant-success society. Good job! Great! Way to go!**
- **We have told our students they can be anything they want to be, and that is simply not the whole truth!**
- **The media gives us an unrealistic view of success with all the “instant stars.” (Reality TV, etc.)**
- **It is hard to work with an individual who is struggling or trying to cope.**
- **We don’t value and acknowledge risk-taking enough.**

Why Gifted Students Can Have a Fixed Mindset

- A test (or tests) have labeled them as “smart.”
- Stereotypes are used, “You are the smart one!”
- They have been told they are smart based on an aptitude in certain areas rather than told they were smart based on their effort or resiliency.
- They live in a competitive, tracked world, and it has helped develop their identity.
- They have been sheltered from difficult experiences based on the best intentions of the adults in their lives.



“A few modern philosophers . . . assert that an individual’s intelligence is a fixed quantity, a quantity which cannot be increased. We must protest and react against this brutal pessimism. . . . With practice, training, and above all, method, we manage to increase our attention, our memory, our judgment and literally to become more intelligent than we were before.”— Alfred Binet

Implicit Personality Theory



Leads to a desire to look smart and therefore a tendency to:

Challenges:
--avoid challenges

Obstacles:
--give up easily

Effort:
--see effort as fruitless or worse

Criticism:
--ignore useful negative feedback

Success of others:
--feel threatened by the success of others

As a result, they may plateau early and achieve less than their full potential.



Leads to a desire to learn and therefore a tendency to:

Challenges:
--embrace challenges

Obstacles:
--persist in the face of setbacks

Effort:
--see effort as the path to mastery

Criticism:
-- learn from criticism

Success of others:
--find lessons and inspiration in the success of others

As a result, they reach ever-higher levels of achievement.

Using "Think-Time" and "Wait-Time" Skillfully in the Classroom

By Robert J. Stahl

Retrieved from the Internet, September 30, 2007. *A-Z Teaching Stuff*
<<http://atozteacherstuff.com/pages/1884.shtml>>

Information processing involves multiple cognitive tasks that take time. Students must have uninterrupted periods of time to process information; reflect on what has been said, observed, or done; and consider what their personal responses will be.

The Concepts of "Wait-Time" and "Think-Time..."

The concept of "wait-time" as an instructional variable was invented by Mary Budd Rowe (1972). The "wait-time" periods she found--periods of silence that followed teacher questions and students' completed responses--rarely lasted more than 1.5 seconds in typical classrooms. She discovered, however, that when these periods of silence lasted at least 3 seconds, many positive things happened to students' and teachers' behaviors and attitudes. To attain these benefits, teachers were urged to "wait" in silence for 3 or more seconds after their questions, and after students completed their responses (Casteel and Stahl, 1973; Rowe 1972; Stahl 1990; Tobin 1987).

For example, when students are given 3 or more seconds of undisturbed "wait-time," there are certain positive outcomes:

- The length and correctness of their responses increase.
- The number of their "I don't know" and no answer responses decreases.
- The number of volunteered, appropriate answers by larger numbers of students greatly increases.
- The scores of students on academic achievement tests tend to increase.

When teachers wait patiently in silence for 3 or more seconds at appropriate places, positive changes in their own teacher behaviors also occur:

- Their questioning strategies tend to be more varied and flexible.
- They decrease the quantity and increase the quality and variety of their questions.
- They ask additional questions that require more complex information processing and higher-level thinking on the part of students.

Emotional Literacy Websites

Emotional Literacy Websites for teachers, students, and parents

http://www.suite101.com/links.cfm/social_emotional_learning

Dr. Mel Levine

<http://www.allkindsofminds.org/>

Resiliency Quiz

<http://www.resiliency.com/htm/resiliencyquiz.htm>

Learning Strategies for Dealing With Impulsivity

<http://school.familyeducation.com/learning-disabilities/treatments/37807.html>

PDF file on Parents and Teachers Helping Students With ADHD (inattentiveness)

<http://128.205.76.10/NeedToKnow.pdf>

Attention Deficit Disorder Help Center

http://www.add-adhd-help-center.com/hyperactivity_disorder.htm

Stanford Marshmallow Study

<http://www.sybervision.com/Discipline/marshmallow.htm>

EQ Clearinghouse for websites

<http://www.eq.org/>

“Have a Seat, Friend” by Mary Hayhoe

http://www.findarticles.com/p/articles/mi_qa3666/is_200410/ai_n9443863

Attribution Theory

- <http://tip.psychology.org/weiner.html>
- http://www.ferris.edu/htmls/academics/course_offerings/doylet/according_to_attribution_theory.htm
- <http://www.ericdigests.org/1999-1/motivation.html>

Council for Exception Children (CEC)

<http://www.cec.sped.org/>

LIST OF RELATED CITATIONS
MIDDLE SCHOOL MATTERS
PRESENTED BY DR. DEBBIE SILVER

Armstrong, T. (1998). *Awakening Genius in the Classroom*. Alexandria, VA: Association for Supervision and Curriculum Development (ASCD).

Ashton-Warner, S. (1986). *Teacher*. New York: Simon and Schuster.

Campbell, L., & Campbell B. (1999). *Multiple Intelligences and Student Achievement: Success Stories From Six Schools*. Alexandria, VA: Association for Supervision and Curriculum Development (ASCD).

Canfield, J., and Wells, H.C. (1976). *100 Ways to Enhance Self-Concepts in the Classroom*. Englewood Cliffs, N.J.: Prentice-Hall.

Covey, S.R. (1989). *The Seven Habits of Highly Effective People*. New York: Simon & Schuster.

Deporter, B., Reardon, M.,& Singer-Nourie, S. (1999). *Quantum Teaching: Orchestrating Student Success*. Needham Heights, MA: Allyn & Bacon.

Dweck, C. S. (2006). *Mindset: The new psychology of success*. New York: Random House

Dweck, C. S. (1999). *Self-theories: Their role in motivation, personality and development*. Philadelphia: Psychology Press.

Elliot, A. J., & Dweck, C. S. (Eds.). (2005). *Handbook of competence and motivation*. New York: Guilford.

Forsten, C., Grant, J., Hollas, B. & Shaffer, J. Betty Hollas, Jill Shaffer (2002). *Differentiated Instruction: Different Strategies for Different Learners*. Peterborough, NH. Staff Development for Educators.

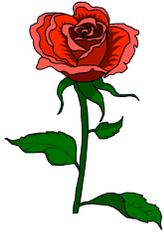
Gregory, G. & Chapman, C. (2002). *Differentiated Instruction: One Size Doesn't Fit All*. Thousand Oaks, CA. Corwin Press, Inc.

Heckhausen, J., & Dweck, C. S. (Eds.). (1998). *Motivation and self-regulation across the life span*. Cambridge: Cambridge University Press.

Hollas, B. (2005). *Differentiating Instruction in a Whole-Group Setting*. Peterborough, NH. Staff Development for Educators.

Hunt,-Ullock, K., Selby, M., Silver, D., & Wormeli, R. (2006). *Because You Teach*. Nashville, TN: Incentive Publications.

- Jensen, E. (1998). *Teaching With the Brain in Mind*. Alexandria, VA: Association for Supervision and Curriculum Development (ASCD).
- Lazear, D. (1999). *Eight Ways of Knowing: Teaching for Multiple Intelligences*, 3rd Ed. Arlington Heights, IL: IRI/Skylight Publishing, Inc.
- Lomis, D., & Kolberg, K. J. (1993). *The Laughing Classroom: Everyone's guide to Teaching With Humor and Play*. Tiburon, CA: H.J. Kramer Inc.
- Louv, R. (2006). *Last Child in the Woods: Saving Our Children for Nature-Deficit Disorder*. Chapel Hill, N.C: Algonquin Books of Chapel Hill.
- Marzano, R.J.; Pickering, D.J.: and Pollock, J.E. (2001). *Classroom Instruction That Works: Research-Based Strategies for Increasing Student Achievement*. Alexandria, VA: Association for Supervision and Curriculum Development (ASCD).
- Newmann, F. M., Marks, H., & Gamoran, A. (1995). "Authentic Pedagogy: Standards That Boost Student Performance." *Issues in Restructuring Schools*, 8, 1-11.
- Palmer, P.J. (1998). *The Courage to Teach*. San Francisco: Jossey-Bass.
- Piaget, J. (1974). *To Understand Is to Invent*. New York: Grossman.
- Silver, D. (1998). "Engaging Students in the Learning Cycle." *Principal*, 77 (4), 62-64.
- Silver, D. (2005). *Drumming to the Beat of Different Marchers: Finding the Rhythm for Teaching Differentiated Learners*. Nashville, TN: Incentive Publications.
- Sylwester, R. (1995). *A Celebration of Neurons: An Educator's Guide to the Human Brain*. Alexandria, VA: Association for Supervision and Curriculum Development (ASCD).
- Tomlinson, C.A. (2001). *How to Differentiate Instruction in Mixed-Ability Classrooms*. 2nd ed. Alexandria, VA: Association for Supervision and Curriculum Development (ASCD).
- Tomlinson, C.A. & McTighe, J. (2006). *Integrating Differentiated Instruction and Understanding by Design*. Alexandria, VA: Association for Supervision and Curriculum Development (ASCD).
- Wormeli, R. (2006). *Fair Isn't Always Equal: Assessing and Grading in the Differentiated Classroom*. Portland, M.E: Stenhouse.
- Wormeli, Rick (2007). *Differentiation: From Planning to Practice Grades 6 -12*. Portland, ME: Stenhouse Publishers.



Roses

“When we plant a rose seed in the earth, we notice that it is small, but we do not criticize it as ‘rootless and stemless.’

We treat it as a seed, giving it the water and nourishment required of a seed.

When it first shoots up out of the earth, we do not condemn it as immature and underdeveloped;

nor do we criticize the buds for not being open when they appear.

We stand in wonder at the process taking place and give the plant the care it needs at each stage of its development.

The rose is a rose from the time it is a seed to the time it dies.

Within it, at all times, it contains its whole potential. It seems to be constantly in the process of change; yet at each state, at each moment, it is perfectly all right as it is.”

--Timothy Gallaway