



Reflective Practices for Administrators

**Presented by:
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By Monte Selby & Debbie Silver

Bobby marches to the beat of his different drummers
Jeffery does his reading, but he can't do numbers
Shawna's up and talkin' 90 miles an hour, again
Can't find his book or pencil, that would be Ben
Hyperactive, dyslexic, class clown, non-reader
Upper class, no class, off-task, bottom feeder
Little Arty's a challenge; Martin's a dream
We've seen them all, they all need to be seen.



All children in reach when we find their rhythm --
The step, the dance, the song within them
That's a better journey, but so much harder
Too extraordinary, but so much smarter
To drum to the beat of each different marcher.

Sandy's in the slow group, a proven low achiever
She's the small quiet one, not a class leader
Crayons in her hand, she can draw what she knows best
But no room for pictures on the standardized test.
Ballerina, bricklayer, biochemist, ball player
Diesel driver, drum major, diva-destined, dragon slayer --
Some kids have a chance, with a different choice
To show what they know, they must have a voice.

All children in reach when we find their rhythm --
The step, the dance, the song within them
That's a better journey, but so much harder
Too extraordinary, but so much smarter
To drum to the beat of each different marcher.

Introspective, oversized, minimized, criticized
Round holes, square lives, not much room for compromise.
There's a new song not yet written
For each and every child, will we listen?

All children in reach when we find their rhythm --
The step, the dance, the song within them
That's a better journey, but so much harder
Too extraordinary, but so much smarter

To drum to the beat of each different marcher.
Let's all dance to the beat of each different marcher!

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Recognizing Differences



Objectives: To introduce the concept of differentiation
To begin a discussion on the importance of using differences in students to their advantage

Time: 15 minutes

Materials: At least one lemon per participant

Process:

In this activity lemons are used to illustrate a few important points about individual differences. Pass out a lemon to every participant. Tell each person to take a little time to really study her/his lemon. Ask each person to examine it, get to know it, and take time to “bond” with it. (That should bring a laugh). Stress that it is important that each participant truly know his or her own lemon.

Have someone collect all the lemons in a box or basket. Mix them up. Spread all the lemons on a table at the front of the room. Ask participants to come up and pick up their personal lemons and take them back to their seats. (If there is some disagreement about who owns a particular lemon, try to help them sort out the problem.)

When all participants have retrieved their lemons, ask the audience, “How did you know which lemon was yours?” “How sure are you that you have the correct lemon?”

Discuss the fact that even though all the lemons were roughly the same size and color, there were distinct differences if one looked closely enough. Help the audience members apply that analogy to students. Ask them to discuss the importance of recognizing differences in our students. You may point out that even when something is labeled “a lemon,” it has its own unique and important traits.

--from *Because You Teach: A Dynamic Musical Resource for Innovative Staff Development* by Kathy Hunt-Ullock, Monte Selby, Debbie Silver, and Rick Wormeli, 2006. Incentive Publications: Nashville, TN.



Hearing a Different Drummer

- Objectives:** To help participants observe how people's perceptions are not always alike
- To initiate a discussion on how students learn in different ways
- Time:** 15 minutes
- Materials:** One sheet of copy paper for each participant

Process:

Pass out one sheet of copy paper to each participant and ask everyone to listen closely and follow your directions precisely.

Give these directions:

“Hold your sheet of paper in front of you with both hands. Close your eyes, and do not open them again until I ask you to. Follow my exact directions, but ask no questions. Do not say anything until I ask you to open your eyes.

Fold your paper in half. (Pause). Fold your paper in half again. Fold your paper in half again. (Pause). Tear off the right-hand corner. (Pause). Turn your sheet over. (Pause). Tear off the left-hand corner. (Pause). Unfold your sheet of paper, and hold it in front of you. (Pause). Open your eyes.”

It will be immediately obvious that everyone does not have the same finished product. Discuss how individuals create understandings for themselves in different ways. Apply this to Individual differences in the classroom

--from *Because You Teach: A Dynamic Musical Resource for Innovative Staff Development* by Kathy Hunt-Ullock, Monte Selby, Debbie Silver, and Rick Wormeli, 2006. Incentive Publications: Nashville, TN

Who's Got That Vision?

Monte Selby

A young boy carves on the walls of the cave
A few birds and a squirrel
He paints his buddies with their bows and arrows
And his favorite cavegirl
And no one can comprehend why he does it
There are better things he should do
But ain't it amazing ten thousand years later
He's left us some pretty good clues

Now who gets remembered?
Who really makes that change
That makes all the difference at some future date?
Sometimes we're just lucky
Out on our own little mission
But you never know for sure
Who's got that vision

There's a tribe on the move
Got a heavy load
Old woman stops to rest
She draws in the dirt tells the men to come look
"Here's an idea you should test"
Well the men turn away with a frown and they mutter
"This old woman don't know what's real"
While a young girl watches, puts the thought in her head
And someday she'll make the first wheel



Now who gets remembered?
Who really makes that change
That makes all the difference at some future date?
Sometimes we're just lucky
Out on our own little mission
But you never know for sure
Who's got that vision

There's a kid in class, a kid in the park
A kid this morning, a kid after dark
A kid that looks funny, a kid that acts mean
That can't sit still, a kid that daydreams
A kid that keeps trying to get our attention
With just one more thing to say
Hey, we never know till we look and listen
That kid found a better way?

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The Greatest Teacher

Objectives: To help participants focus on the importance of having the “courage of one’s convictions.”

To encourage teachers to “go outside their comfort zones” to advocate for students

Time: 15 – 20 minutes

Materials: Pre-assigned note cards (for participants to select and list 5 great teachers)
Posters
Markers

Process: Before the meeting let all participants know they should bring with them a list of the five greatest teachers they can think of (alive or dead, real or fictitious, known personally or not). Tell them they should be prepared to defend their choices.

The facilitator assigns participants into groups of 5 – 7. Be sure that the selection is random, and do not allow participants to choose their own groups.

Tell participants that the youngest person (or use some other arbitrary trait) in each group will serve as the leader. Leaders are to poll group members for their choices of greatest teachers. After a discussion of each member’s personal selections group members should reach consensus on their group’s “Top 5.” They then make a poster with their “Top 5” list. They should fill the white space on the poster with words or phrases describing what made (or makes) these teachers great. Inform the groups that one of them will be presenting their conclusions to the whole group, and you will let them know later who has been selected.

After they have had a chance to get their ideas together, use another arbitrary method for your reporter selection (person who has the longest legs, person who lives the closest to the school, person who has the most college hours, etc.). Ask that person to report her/his group’s findings to the rest of the audience.

After each group reporter has presented, ask the participants if they see any similarities among the words and phrases that were written about great teachers. Point out words like *courageous*, *independent thinker*, *believed in her/his cause*, *worked for the greater good*, *was a visionary*, *leader*, etc.

Give participants a copy of the Monte Selby's song, *Who's Got That Vision*, and play it for them. Ask participants how the song applies to teaching. Point out that every teacher has some kind of vision about her/his influence. Ask teachers to reflect on their own personal mission in teaching.

Discuss the importance of teacher leadership on behalf of individual students as well as for the field of education.

(Optional) Invite audience members to cite instances where their prior teachers or people present in the room acted as a leader for a student, a cause, or a vision.

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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 Galloway

Personal Teaching Vision

- Objectives:** To challenge teachers to fulfill their personal visions for teaching
- Time:** 20 – 30 minutes (and a follow-up session)
- Materials:** “My Vision for Myself” templates
Self-sealing envelopes

Process:

Review the general session discussions about teacher greatness and teachers as leaders. Ask members to consider their personal teaching visions.

Hand out copies of “My Vision for Myself” along with self-sealing envelopes. Ask each teacher to fill out the letter, seal it in the envelope, and put her/his name on the outside. Assure the participants that no one will see what they wrote, and you are going to put them in a secure place for the next few months.

Several months later hand back the envelopes to their owners and ask them to re-read their commitments to themselves. Ask them to reflect on whether or not they are any closer to their mission statements now than they were when they wrote the letter. Ask them to answer why or why not for themselves.

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My Vision For Myself

Name- _____

Date- _____

Why I became a teacher _____

My most noble vision of myself as a teacher _____

What I am going to do over the next few months to reconcile my vision of myself at my greatest with my present circumstances.

RELATED RESOURCES:

Article:

“Igniting the Spark of Change” by Rick Wormeli. Middle Ground, February, 2005. pp. 25 - 27

Books:

Pay It Forward by Catherine Ryan Hyde
Publisher: Pocket (October 1, 2000)
ISBN: 0743412028

The Tipping Point: How Little Things Make a Big Difference
by Malcomb Gladwell
Publisher: Back Bay Books; Reprint edition (January 7, 2002)
ISBN: 0316346624

Good to Great: Why Some Companies Make the Leap . . . And Others Don't by
Jim Collins
Publisher: Collins (October 2001)
ISBN: 0066620996

The Courage to Teach: Exploring the Inner Landscape of a Teacher's Life by
Palmer J. Parker
Publisher: Jossey-Bass; 1st ed edition (November 21, 1997)
ISBN: 0787910589

The Courage to Teach: A Guide for Reflection and Renewal
by Rachel C. Livsey,
Publisher: Jossey-Bass (February 5, 1999)
ISBN: 0787946451

Children's Books (Adult Fable)
The Dot by Peter Reynolds
Publisher: Candlewick; 1st ed edition (September 15, 2003)
ISBN: 0763619612

Ish by Peter Reynolds
Publisher: Candlewick (August 19, 2004)
ISBN: 076362344X

The North Star by Peter Reynolds
Publisher: FableVision Press (December 1997)
ISBN: 1891405004

SONG LYRICS:

**Fly on the Wall
by Monte Selby**

There's a fly on the wall
And little pictures with ears
Using magic recorders
For every word they hear
It might be under the breath
Or whispered from the start
But everything we say about kids –
Soon they'll know by heart



CHORUS:

Might as well write it on the lockers
Write in on the wall
Write it on the forehead of a kid for all to see—
Self-fulfilling prophesy
Don't know how it happens
And unsolved mystery
But all kids learn what adults believe
They can or could or can't or should or will

Now some kids are slow to comprehend
No matter how many times we explain
And it's all we can do not to whine and complain
But every new idea or effort
Strategy, plan, or gimmick
Is a message read loud and clear—
It gives hope when we're optimistic

Sort of like we write it on the lockers
Write it on the wall
Write it on the forehead of a kid for all to see
Self-fulfilling prophesy
Don't know how it happens
An unsolved mystery
But all kids learn what adults believe
They can or could or can't or should or will

Don't know how it happens
Probably never will
How a word or look
Has the power to instill
They can or should or can't or could or will

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GENERAL GROUP ACTIVITY # 1:

How Teachers Communicate Expectations

Objectives:

1. To help teachers understand the principles of *self-fulfilling prophecy* theory.
2. To create an awareness of how teacher behavior (both overt and covert) affects student achievement

Time: 15 - 20 minutes

Materials: Poster Paper
Markers
A sign that says "IALAC"

The logo for IALAC consists of the letters I, A, L, A, C in a large, outlined, sans-serif font. The letters are light blue with a white fill and a thin blue outline.

Process:

Give teachers a brief background of SFP Theory.

Self-fulfilling Prophecy- The Pygmalion Effect

A concept developed by Robert K. Merton [in 1948] to explain how a belief or expectation, whether correct or not, affects the outcome of a situation or the way a person (or group) will behave. For example, labeling someone a criminal, and treating that person as such, may foster criminal behavior in the person who is subjected to the expectation."

<http://encyclopedia.com/articles/11668.html>

In 1968, researcher, Robert Rosenthal, a professor of social psychology at Harvard, informed a group of elementary teachers that 20% of their students were extremely bright and potential "intellectual bloomers." The students were actually selected completely at random. However, after eight months those students who had been identified to their teachers as "intellectual bloomers" showed greater gains on an IQ test than other students in the school. Based on George Bernard Shaw's play, this phenomenon became known as the Pygmalion Effect.

The Key Principles of SFP are these:

- A. We form certain expectations of people or events.
- B. We communicate those expectations with various cues.
- C. People tend to respond to these cues by adjusting their behavior to match them.
- D. The result is that the original expectation becomes true.

http://westrek.hypermart.net/mangmnt_artcls/motivate_02b.htm

In 1971, Rosenthal described an experiment he did with college students training rats to run a maze. He told half the students their rats were genetically predisposed to exceptional intelligence and could be taught easily. The other half of the students were told their rats were ordinary and would be difficult to train. In reality, there was no difference between the rats, and the only variable was the trainers' expectations. However, the "bright" rats ran the maze with more accuracy and speed than the "slow" rats. The results were staggering.

Rosenthal and Lenore Jacobson have studied the Pygmalion Effect in the Classroom for several years. Their conclusion is that teacher expectations definitely impact students' intellectual development.

2. Ask volunteers to demonstrate the "IALAC" activity. One volunteer takes on the role of a student in your school. S/he holds a sign that has these large letters – I A L A C. The leader explains that the letters stand for the idea, "I Am Loveable and Capable."

The leader asks the *student* to demonstrate when those feelings are diminished by ripping off a piece of the sign when s/he hears or feels something that communicates low expectations. (Just rip off a piece of paper and let it fall to the floor.)

The remaining volunteers are asked to be adults in the *student's* typical day. Roles can differ, but you might want to have a parent, a bus driver, an administrator, and a few teachers. Each of those people says or does something to the *student* that conveys a negative expectation about her/him. The skit continues until there is nothing left of the sign.

The leader then asks the group to consider how the *student* is now feeling with all the paper strewn around her/his feet. Discuss how student learning can be impacted by such interactions with the adults at school.

3. The leader asks participants (in whole group or in small groups) to list on their poster paper some possible ways teachers can communicate expectations in ways other than words.

Have group members present their lists. Participants may vary their responses, but some possible answers to expect are:

- Seating low expectation students far from the teacher and/or seating them in a group.
- Paying less attention to lows in academic situations (smiling less often, maintaining less eye contact, etc.)
- Calling on lows less often to answer questions or make a public demonstration.
- Waiting less time for lows to answer a question.
- Not staying with lows in failure situations (i.e. providing fewer prompts, asking fewer follow-up questions).

- Criticizing lows more frequently than highs for incorrect responses,
- Praising lows less frequently than highs after successful responses.
- Praising lows more frequently than highs for marginal or inadequate responses.
- Providing lows with less accurate and less detailed feedback than highs.
- Failing to provide lows with feedback about their responses as often as highs.
- Demanding less work and effort from lows than from highs.
- Interrupting lows more frequently than highs.

(This list was retrieved from:

<http://members.fortunecity.com/nadabs/prophecy.html>

4. Ask teachers to consider the statements they have made in the last week directly to students or in their presence. In small groups ask them to share something they said or did they would now change if they could.

Self-Fulfilling Prophecy in the Classroom

- Objectives:** To help teachers understand the effects of self-fulfilling prophecy in the classroom
- To focus on the positive aspects of self-fulfilling prophecy
- Time:** 30- 45 minutes
- Materials:** Self-fulfilling Prophecy Worksheet
Poster Paper and markers

Process:

Give group members a copy of the Self-fulfilling Prophecy worksheet (below). Ask teachers to read each corollary put forth by Robert Rosenthal (1971), and ask them to write an anecdote, real or imagined, representative of each one.

Ask group members to share their examples. Discuss the implications of the stories they present.

Ask group members to generate a list of constructive ways teachers can communicate positive expectations to students. Include words, phrases, gestures, and other non-verbal means of communication. List the group's ideas on poster paper.

Have someone type the ideas listed on the poster paper and distribute them to group members as a reminder about self-fulfilling prophecy.

Worksheet:

In 1971, Robert Rosenthal concluded that some students who were training rats unknowingly communicated high expectations to the perceived bright rats. The other students communicated low expectations to the perceived dull ones. He went on to say, "Those who believed they were working with intelligent animals liked them better and found them more pleasant." Those students said they felt more relaxed with the animals, they treated them more gently, and they were more enthusiastic about the experiment than the students who thought their rats were dumb.

Here is a list of corollaries from Rosenthal's and Jacobsen's research on *Self-Fulfilling Prophecy*. Read each one and give an example from your own experience or one that you can imagine.

1. High expectations lead to higher performance; low expectations lead to lower performance.
2. Better performance resulting from high expectations leads us to like someone more. Lower performance resulting from low expectations leads us to like someone less.
3. We tend to be comfortable with people who meet our expectations, whether they are high or low; we tend not to be comfortable with people who do not meet our expectations, whether they are high or low.
4. Forming expectations is natural and unavoidable.
5. Once formed, expectations about ourselves tend to be self-sustaining.
6. The best teachers have confidence in themselves and in their ability to educate and motivate students; largely because of their self-confidence, they communicate high expectations to others.

The Power of One

Objectives: To help teachers reflect on the power they have with students

To reiterate the importance of considering *self-fulfilling* prophecy when planning best practices

Time: 30 –60 minutes

Materials: Personal journals or large Post-It™ Sheets

Process:

Ask individuals to read the following list of quotes and pick one (or more) that is particularly meaningful. In their personal journals have them write their chosen quote(s) and write an anecdotal response to the truism. Have them explain how the quote fits with *self-fulfilling prophecy* theory.

1. *"If you treat an individual as he is, he will stay as he is, but if you treat him as if he were what he ought to be and could be, he will become what he ought to be and could be."*
--Johann Wolfgang Goethe, German writer and philosopher
2. *"The people who influence you are the people who believe in you."*
--Henry Drummond, British religious leader and writer
3. *"Our lives are shaped by those who love us, and those who refuse to love us."*
--John Powell, professor of theology
4. *"To me education is a leading out of what is already there in a pupil's soul."*
--Muriel Spark, British writer
5. *"Children are apt to live up to what you believe of them."*
--Lady Bird Johnson, former First Lady of the U.S.
6. *"Act as if what you do makes a difference. It does."*
--William James, American psychologist and philosopher
7. *"What we are teaches the child far more than what we say, so we must be what we want our children to become."*
--Joseph Chilton Pearce, American lecturer and writer
8. *"The secret in education lies in respecting the student."*
--Ralph Waldo Emerson, American poet, essayist, lecturer
9. *"Don't judge each day by the harvest you reap, but by the seeds you plant."*
--Robert Louis Stevenson, Scottish writer
10. If you have a personal favorite quote about education, you may use it here.

--from ***Because You Teach: A Dynamic Musical Resource for Innovative Staff Development*** by Kathy Hunt-Ullock, Monte Selby, Debbie Silver, and Rick Wormeli, 2006. Incentive Publications: Nashville, TN.

LIST OF RELATED CITATIONS AND RECOMMENDED READINGS

Because You Teach – Reflective Practices for Those Who Work With Homeless Students

PRESENTED BY DR. DEBBIE SILVER

Connors, Neila A.(2000). *If You Don't Feed the Teachers, They Eat the Students!*
Nashville: Incentive Publications, Inc.

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.

Hollas, B. (2005). *Differentiating Instruction in a Whole Class Setting*. Peterborough,
N.H.: Crystal Springs Books.

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You Teach: A Dynamic Musical Resource for Innovative Staff Development*. Nashville:
Incentive Publications.

Lytle, J. H. (1996). The inquiring manager -- developing new leadership structures to
support reform. *Phi Delta Kappan* 77, 664-670.

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).

Rosenthal, Robert and Jacobsen, Lenore. (1992). Expanded edition. *Pygmalion in the
Classroom: Teacher Expectation and Pupils' Intellectual Development*. New York:
Irvington.

Silver, Debbie (2005). *Drumming to the Beat of Different Marchers: Finding the Rhythm
for Differentiated Learning*. Nashville: Incentive Publications.

Tauber, Robert T. (1997). *Self-Fulfilling Prophecy: A Practical Guide to Its Use in
Education*. Westport, CT: Praeger Publishers.

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Understanding by Design*. Alexandria, VA: Association for Supervision and Curriculum
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Wormeli, R. (2006). *Fair Isn't Always Equal: Assessing and Grading in the
Differentiated Classroom*. Portland, M.E: Stenhouse.