



# **Team Building with the “Grown-ups” at School**

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**SONG LYRICS:**

***Beat of a Different Marcher***

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.

## I CAN DO SOMETHING!

- Objectives:** To remind teachers that every individual has different strengths and weaknesses
- To review the concepts of multiple intelligences
- Time:** 15 minutes
- Materials:** *I Can Do Something!* hand-outs  
*Checklists for Assessing "How Students Are Smart"* hand-outs  
Small prizes

**Process:**

Tell the participants they are going to have a chance to win "fabulous" prizes. Do not disclose what the prizes are. Explain that each person is to read over the eight possible tasks and sign her/his own name by one task that would be easy to do. (Even though they may be able to do more than one task, they should pick only the task easiest for them to do.) After signing their own sheets, participants begin moving around collecting signatures from others who can perform the remaining tasks.

Emphasize that it is not acceptable to just say one can perform a task, a person must actually *do* the task before signing another person's sheet. Every task must have a different signature so that there are eight different signatures on the paper in the end.

As soon as one collects eight different signatures, s/he shows the completed sheet to the facilitator and collects a prize. (Keep the prizes small and fun so that the focus is on the process and not the incentive). After awarding a few prizes give a signal that all prizes have been awarded, and participants should return to their seats.

Debrief the activity by asking participants if they found a variety of strengths among their peers. Point out that even though one may or may not be able to do one thing does not necessarily indicate a strength or lack of it in a particular intelligence. A strength can be validated by having several indicators for it.

Pass out the *Checklists for How Students Are Smart* hand-outs. Explain that being able to check off several items in a category usually indicates a strength for that particular intelligence. Ask audience members if they have already made such observations about their students. If not, the checklist is a good place to start. (If the checklist is

not age-appropriate for the participant's students, urge them to find or write a modified version to use with their classes.)

Discuss why it might be beneficial to know the main strengths of every student. Ask teachers what kinds of decisions they can make based on this information. Ask them what else is important to know about every student 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.



## **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**

Name- \_\_\_\_\_

## I CAN DO SOMETHING!

The purpose of this “get acquainted” activity is to start thinking about the different areas of intelligence. Participants are to mix freely and try to get seven different people to sign the blanks (each participant may sign her/his own sheet once). In order to record a name in the blank, the person signing must actually perform the task (not just say that she/he can do it). The object is to be one of the first people to collect different signatures for every task.

### Find Someone Who Can:

\_\_\_\_\_

tell a joke or make a pun.

\_\_\_\_\_

finish this numerical sequence: 81, 196, 100, 169, 121, \_\_\_\_, and explain the logic behind it.

\_\_\_\_\_

within 20 seconds name 6 traits scientists use to sort plants into categories.

\_\_\_\_\_

hop on one foot 3 times in a row without losing balance.

\_\_\_\_\_

can tell you how tall you are within 1/2 an inch.

\_\_\_\_\_

can sing the “do-re-mi-fa-so-la-ti-do” sequence backwards and on key.

\_\_\_\_\_

can name 5 clubs or organizations in which s/he held an office.

\_\_\_\_\_

tell you 5 times s/he “went against the crowd” because of a personal conviction.

Adapted by Debbie Silver

Name of Student- \_\_\_\_\_

Check all the items that apply:

**Linguistic Intelligence (Word Smart)**

- 1. Is a good reader.
- 2. Enjoys word games.
- 3. Is a good joke teller/ story teller.
- 4. Has a good vocabulary for age.
- 5. Enjoys listening activities.
- 6. Likes to write stories and/or poems
- 7. Communicates with others in a highly verbal way.
- 8. Appreciates rhymes, puns, and/or nonsense words.
- 9. Has a good memory for words, stories, details.

Other linguistic strengths:

**Logical-Mathematical Intelligence (Number Smart)**

- 1. Asks a lot of questions about how things work.
- 2. Has a good sense of cause and effect.
- 3. Finds math games interesting.
- 4. Can see and repeat patterns easily.
- 5. Enjoys working puzzles and brainteasers.
- 6. Understands computer programming.
- 7. Is a logical thinker.
- 8. Can estimate things involving numbers with relative ease.
- 9. Can work math concepts in head.

Other logical-mathematical strengths:

**Visual-Spatial Intelligence (Picture Smart)**

- 1. Reports clear, visual images (or dreams).
- 2. Can envision objects from more than one perspective.
- 3. Daydreams more than peers.
- 4. Likes to draw and/or create art projects.
- 5. Has a good eye for detail and color.
- 6. Is good at spatial games like chess and Tetris.
- 7. Likes movies, slides, or other visual presentations.
- 8. Can move between 2-dimensional and 3 dimensional representations with ease.
- 9. Can read and/or create maps.

Other visual-spatial strengths:

**Bodily-Kinesthetic Intelligence (Body Smart)**



- 1. Is very coordinated.
  - 2. Exceptionally mobile: moves, twitches, fidgets, taps when seated for long.
  - 3. Enjoys working with clay, finger paint, and other tactile media.
  - 4. Can mimic others' gestures, posture, and movements
  - 5. Must touch anything new or interesting.
  - 6. Loves to take things apart and put them back together.
  - 7. Uses dramatic body movements for self-expression.
  - 8. Enjoys running, hopping, climbing, wrestling, or similar activities.
  - 9. Exhibits fine motor control (crafts, painting, etc.).
- Other bodily-kinesthetic strengths:

#### **Musical Intelligence (Music Smart)**

- 1. Can detect music that is off-key, off-beat, or disturbing in some way.
  - 2. Remembers melodies of songs.
  - 3. Taps rhythmically as he/she works or plays.
  - 4. Sensitive to environmental noise (rain on the windows, etc.).
  - 5. Plays a musical instrument and/or sings in a choir.
  - 6. Has a good singing voice.
  - 7. Responds favorably when music is played.
  - 8. Sings songs that he/she has learned.
  - 9. Unconsciously hums much of the time.
- Other musical strengths:

#### **Interpersonal Communications Intelligence (People Smart)**

- 1. Establishes meaningful peer relationships.
  - 2. Seems to be a natural leader.
  - 3. Empathizes with others.
  - 4. Likes to play with others.
  - 5. Shows good teamwork skills.
  - 6. Others seek this student's company.
  - 7. Has two or more close friends.
  - 8. Frequently acts as a mediator and/or peace maker.
  - 9. Enjoys teaching others.
- Other interpersonal communication strengths:

#### **Intra-personal Awareness Intelligence (Self Smart)**

- 1. Displays a sense of strong will.
  - 2. Enjoys playing or working alone.
  - 3. Has high self-esteem.
  - 4. Has a good sense of self-direction.
  - 5. Does not mind being different from others.
  - 6. Has a realistic view of his/her strengths and weaknesses.
  - 7. Is able to deal effectively with successes and failures.
  - 8. Has an interest or talent that is not readily shared with others.
  - 9. Seems to “march to the beat of a different drummer.”
- Other intra-personal awareness strengths

#### Naturalistic Intelligence (Nature Smart)

- 1. Likes to identify and classify living and nonliving things in nature.
  - 2. Cares for pets or animals.
  - 3. Understands repeating patterns in nature and the universe.
  - 4. Seems more “in tune with nature” than peers.
  - 5. Would rather be outside than inside.
  - 6. Has a demonstrated appreciation for a part of the natural world (i.e. dinosaurs, clouds, rocks, etc.)
  - 7. Likes to garden and/or appreciates plants.
  - 8. Understands and appreciates the environment.
  - 9. Loves to collect things from nature.
- Other naturalistic strengths

--from *Drumming to the Beat of Different Marchers: Finding the Rhythm for Teaching Differentiated Learning* by Debbie Silver, 2005. 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.

**TITLE:**           Recapturing the Vision

**PURPOSE:**       To help participants focus on the importance of individual excellence in the classroom and the significance of teachers as leaders.

**DESCRIPTION:**

Monte's song, "Who's Got That Vision?" can be interpreted to mean that teachers need to be advocates for every student because we never know where genius may lie. Or it can be interpreted that teachers need to seek the genius within themselves and use that vision to impact education. This plan focuses on the teacher's personal vision.

In this particular curriculum the general group, small group and individual activities can be interchanged with a few modifications. Select whichever activities work best for your group size and modify them to suit your specific needs.

All activities are designed to help teachers reacquaint themselves with their personal power and influence. Both general group activities focus on teacher conviction and courage. The first general group activity uses participants' recollections of great teachers to reflect on their own personal vision of teaching. The second one asks teachers to work in groups to determine ways they can become more effective teacher leaders.

The small group activities are designed to be introspective experiences. While they could also be used as general group activities, their personal nature may lend them better to small, intimate groups. Care should be taken not to ask participants to be more candid than they choose to be; these activities call for mutual trust among group members. If groups have not yet established mutual trust and respect, these activities can be modified to use as individual experiences.

The individual activities involve journal writing and creating a personal belief poster. Sharing their thoughts about these solitary endeavors can be enlightening and instructive for teachers in a group setting.

## 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.

--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.

## Teachers As Leaders

- Objectives:** To help teachers focus on their roles as leaders  
To emphasize the importance of teacher leaders  
To determine ways teachers can act as leaders
- Time:** 15 – 60 minutes (This activity can be divided into shorter segments.)
- Materials:** Giant Post-It™ chart paper  
A pad of small Post-It™ notes for each participant  
Pens or markers
- Process:** As participants enter the room hand them a pad of small Post-It™ notes and a pen or marker. Ask them to walk around the room individually or in small groups and consider the 7 posters. Ask them to think of as many answers as they can, write each one on a single note sheet, and stick it on the poster.
- The posters have printed at the top:
- a) Teachers can be leaders in the classroom by . . .
  - b) Teachers can be leaders in the school by . . .
  - c) Teachers can be leaders in the district by . . .
  - d) Teachers can be leaders in the state by . . .
  - e) Teachers can be leaders in the region by . . .
  - f) Teachers can be leaders in the nation by . . .
  - g) Teachers can be leaders in the world by . . .

Everyone does not have to respond to every poster. Give participants time to respond to at least a few of the posters, then call time. Reposition all the posters up front so that everyone can see them. Review all (or some) of the responses with the whole group.

Ask participants to think about what it would take for them to make a similar valuable contribution to the local educational community. Brainstorm ideas about how group members could support one another as teacher leaders.

Play Monte Selby's song, *Who's Got That Vision*.

If time is short, a scribe can take the posters and record all headings and responses for later distribution and discussion.

***\*Optional Stopping Point.***

Ask participants to turn to a partner and share why it is important for teachers to be leaders. Ask those partners to pair up with another set of partners and discuss what they decided.

Ask the groups of four to generate a list of obstacles that keep some teachers from becoming actively involved in advancing the profession. The lists should be put on poster paper.

Each group of four exchanges their poster with another group. After lists of obstacles are exchanged, the four-member groups should try to think of as many ideas as they can for overcoming the obstacles. They can write them on the posters or on a separate sheet of paper.

The facilitator asks for general feedback and suggestions on how administrators can help teachers become more effective advocates for students, the school, the district, and education in general.

--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.



## 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.

--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.

## My Vision For Myself

Name- \_\_\_\_\_

Date- \_\_\_\_\_

Why I became a teacher \_\_\_\_\_

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My most noble vision of myself as a teacher \_\_\_\_\_

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

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## **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 is displayed in a large, light blue, outlined font. The letters are bold and have a slight shadow effect, giving them a three-dimensional appearance.

#### 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](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 lows 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

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