

#UnleashAwesomeness



@GregJWolcott

greg@drivelearning.org

630.487.8678

www.significant72.com

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Closing the Relationship Gap

ITI SUMMIT 5.31.2023

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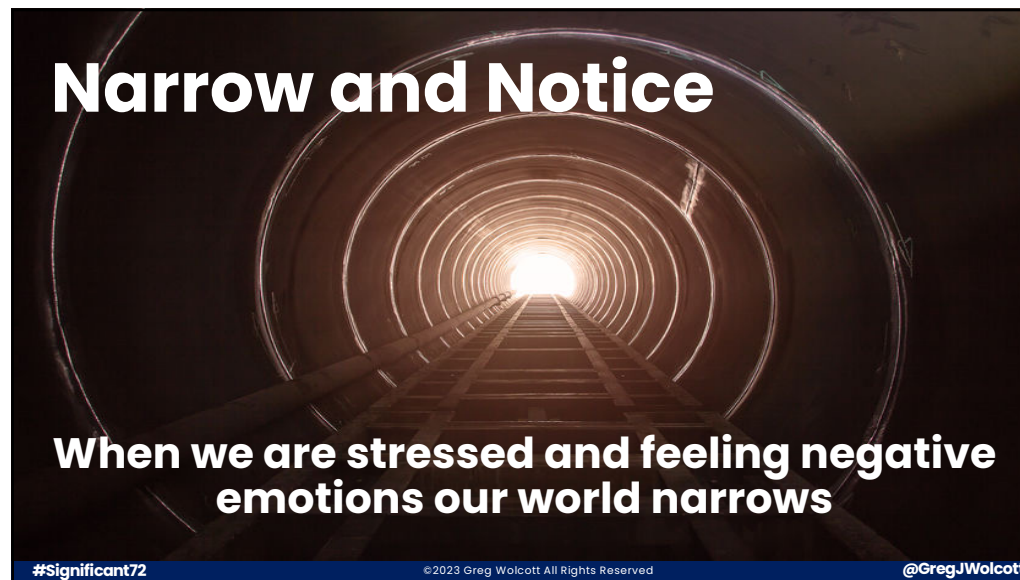
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Race to 21

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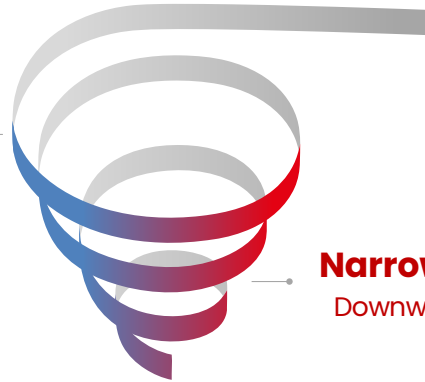


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Spiral Effect

Broaden & Build

Upward Spirals



Narrow & Notice

Downward Spirals



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Who is this Bald Guy?



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Assistant Superintendent for Teaching and Learning



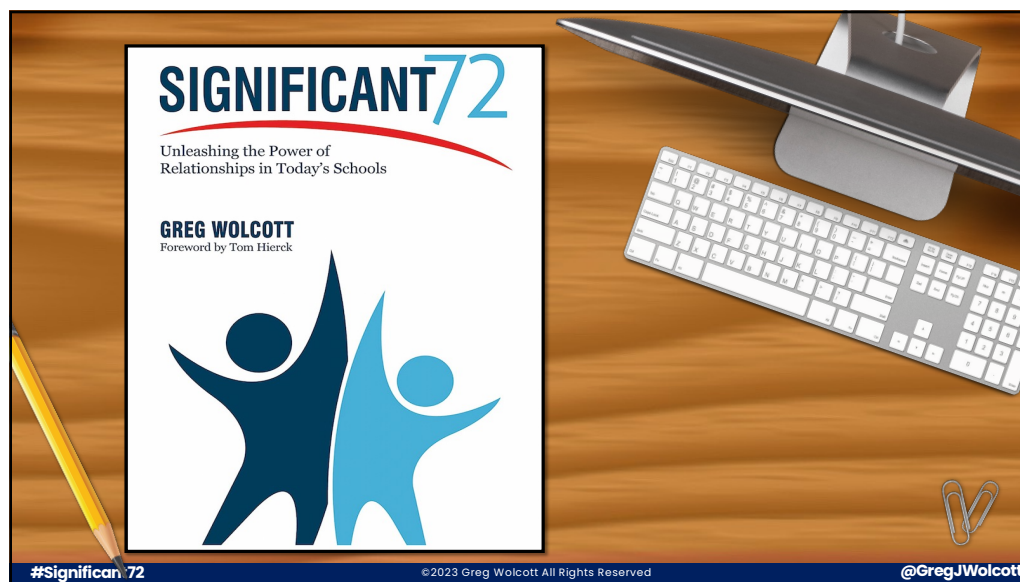
WOODRIDGE
SCHOOL DISTRICT 68

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Dad... Maddie, 18



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Bruh, Bro, and ATM... Jack, 16



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Consultant

- Present and consult around the United States and Canada
- I will share today evidence, practice, and research conducted in schools around North America.



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My Goal

**Radically redefine the
role relationships play
in today's schools!**

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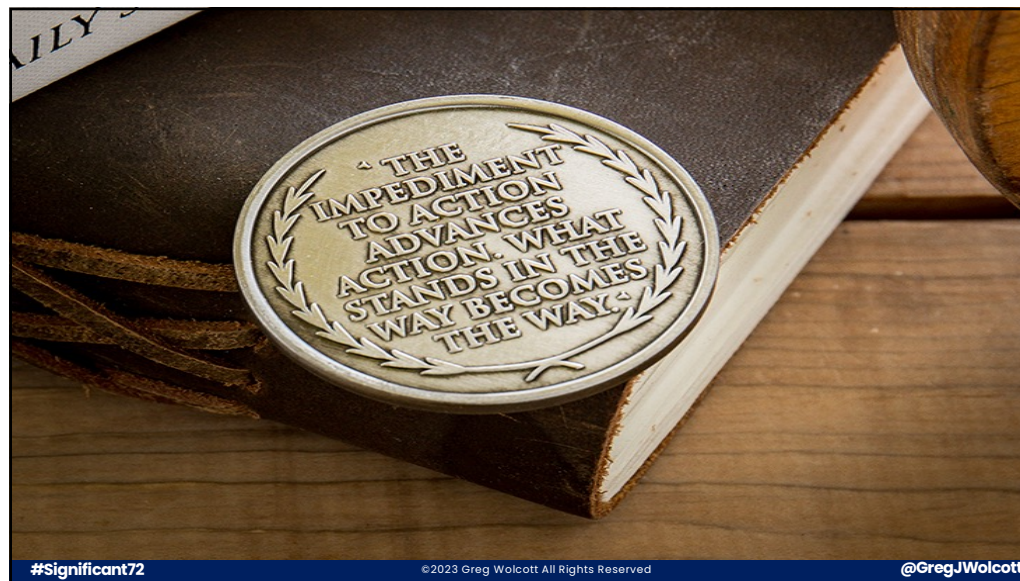
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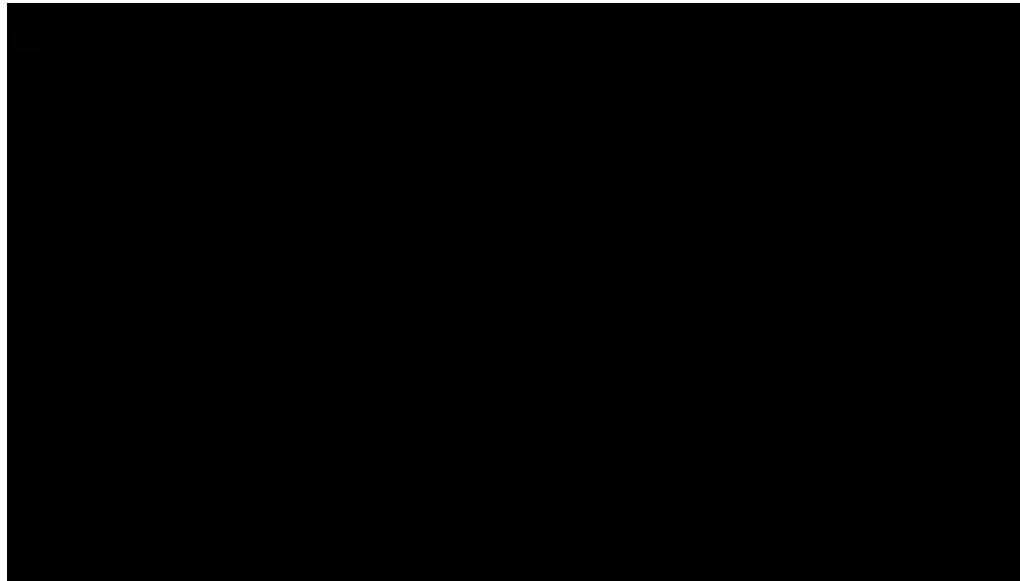
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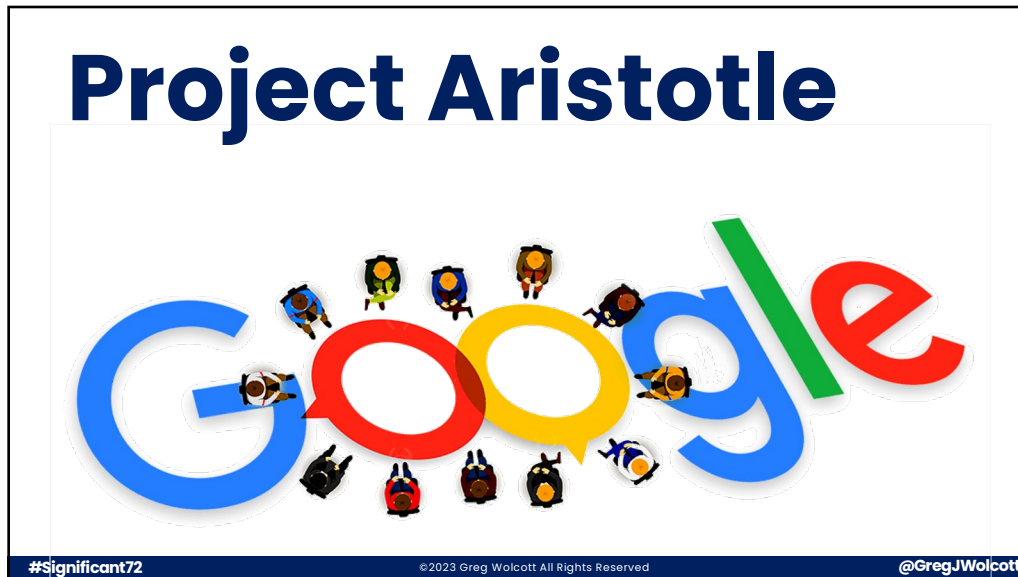
In social settings...

**our objective is to first minimize
social threat & then maximize
academic reward.**

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Project Aristotle



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Psychological Safety

Feeling free to ask questions, take risks, make mistakes, and be your true self, without fear of embarrassment, punishment, or ridicule from peers.



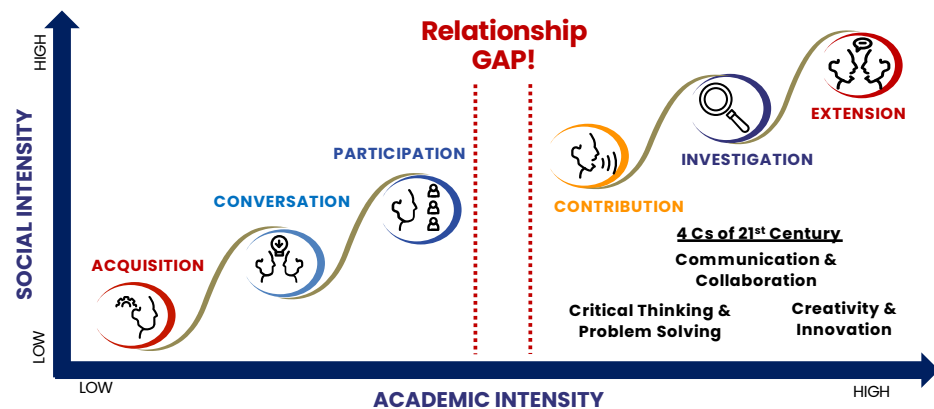
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Psychological Safety Continuum



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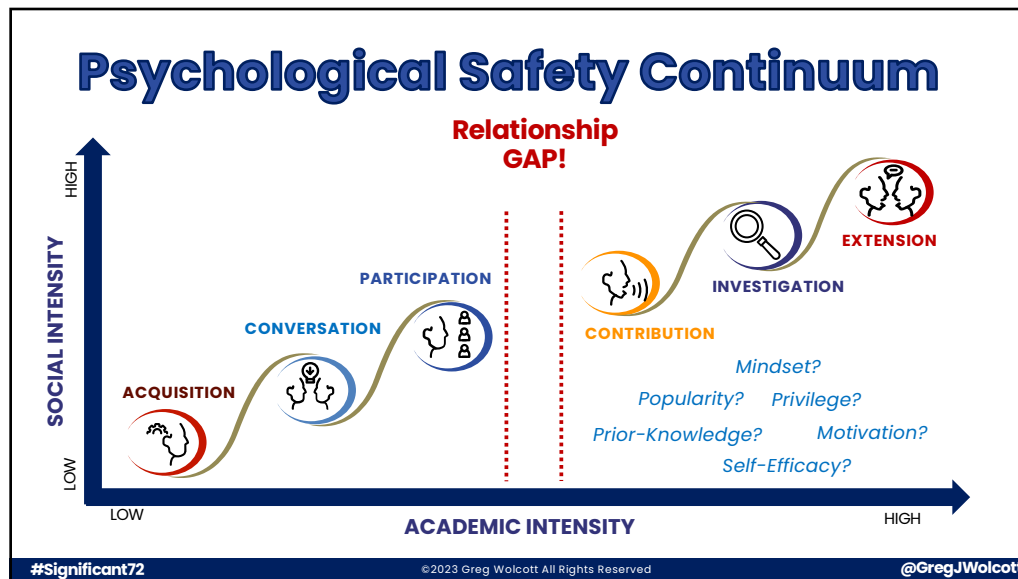
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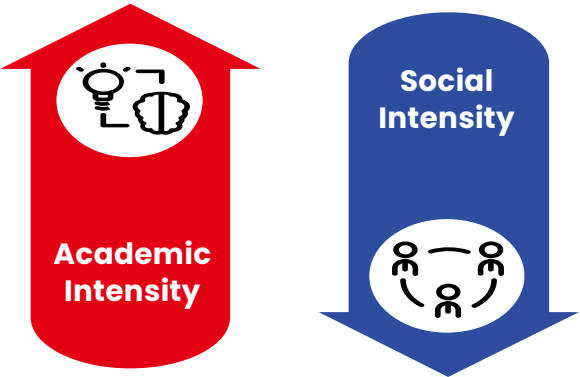
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If we want to **increase the academic intensity** in the classroom we must first **decrease the social intensity!**

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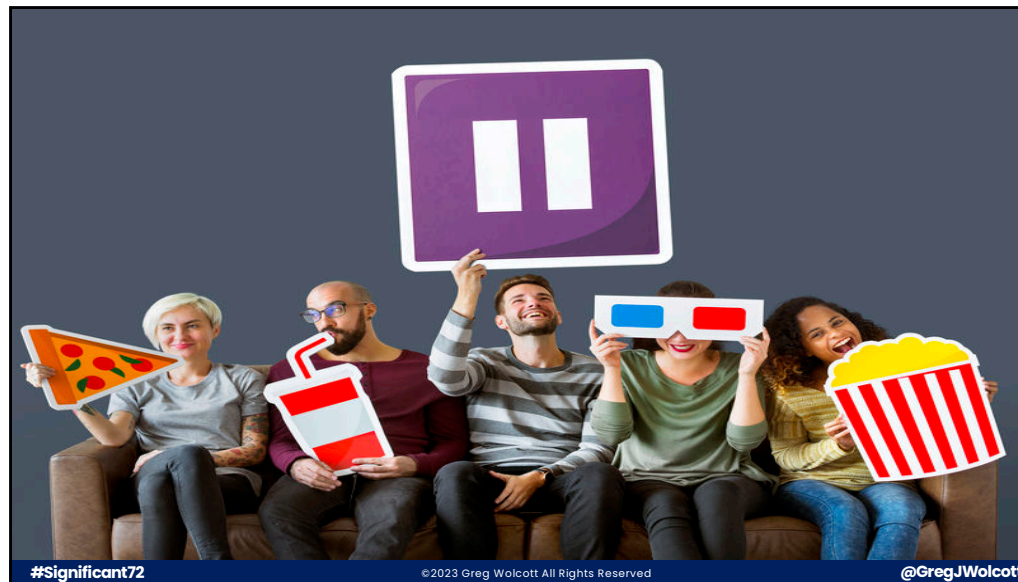
Psychologically Safe Classrooms

- Increases in:
 - Critical thinking
 - Creativity
 - Innovation
 - Number of questions asked
 - All academic and non-academic outcomes



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The Turn & Talk

- What can we learn?
 - The power of the prompt
 - Taking Turns
 - Hogs vs. Logs
 - Commonality
 - Celebrations



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Today's Target

We are learning to...

- create the relational conditions students need to succeed in the classroom.

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Formula for Success

$$P = f(L, E)$$

It is as simple and as complex as that!

Adapted, Kurt Lewin, 2021

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Relationships



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Relationships



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"ME"

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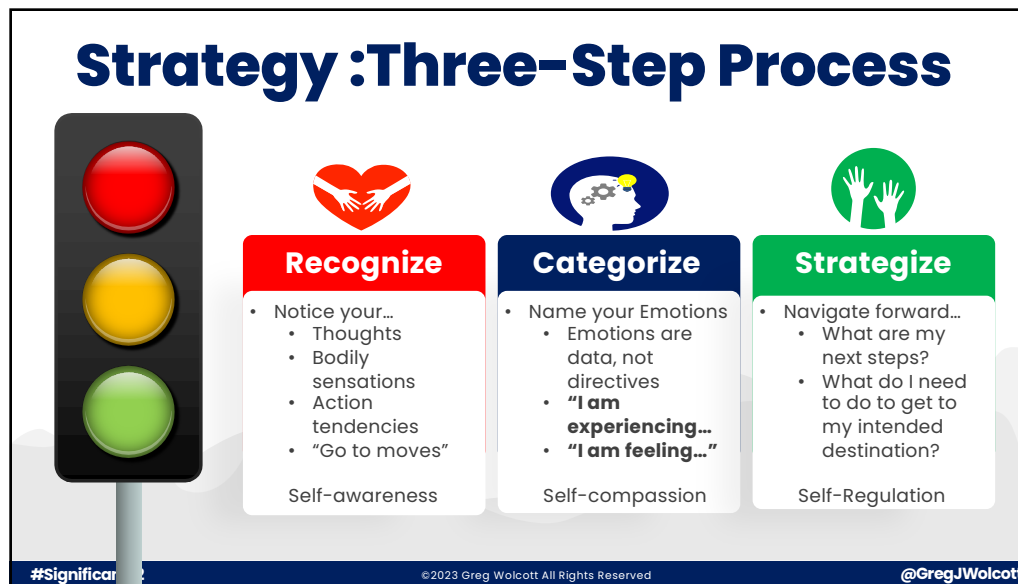
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Social-Emotional Metabolism

- The process of noticing what is happening in our body and mind in order to manage our emotions and maintain focus, while navigating the obstacles and opportunities that life presents.

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What Went Well


- Gratitude is a strength that can be developed for in all people.
- The development of this strength is proven to help people become happier and live more positive lives.
- Students reflect on the day and share verbally or in writing examples of things that have gone well that day.



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Strategy: Breathing



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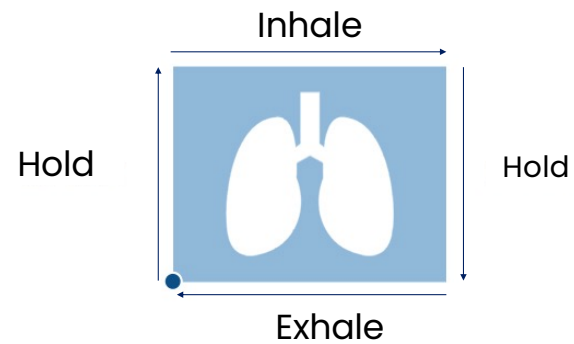


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Box Breathing



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The 5-2-7

- Inhale to count of 5
- Hold to count of 2
- Exhale to count of 7



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Relationships



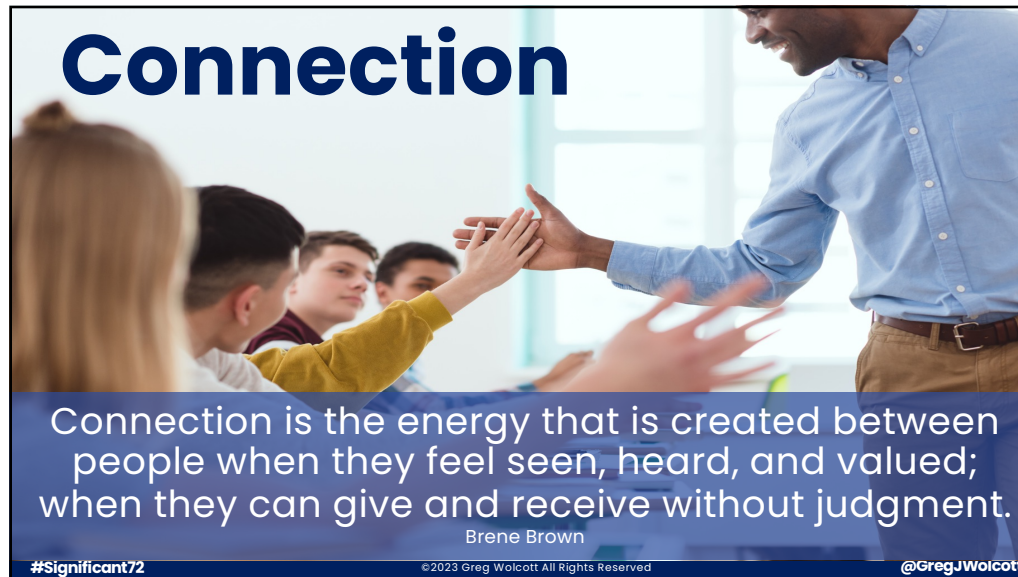
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Connection



Connection is the energy that is created between people when they feel seen, heard, and valued; when they can give and receive without judgment.

Brene Brown

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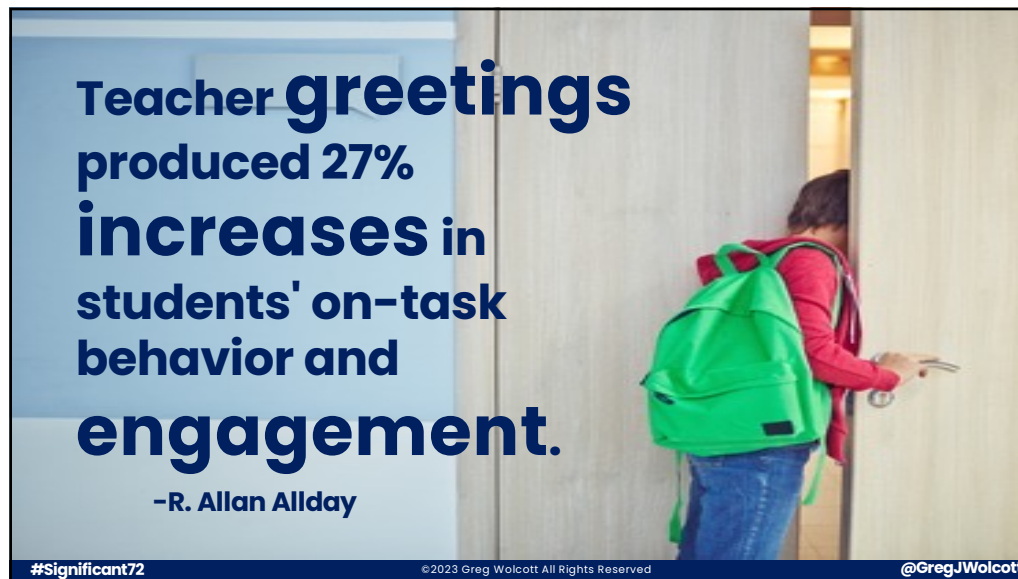
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Pronounce It Correctly... PLEASE!



- Have students make a FLIP video on day one with pronunciation
- Building-wide pronunciation guide?

www.pronouncenames.com

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The Quest

SIGNIFICANCE!



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Significant 72: 2x4/1x4 Impact Study

Category	2x4 Schools	1x4 Schools
Office Discipline Referrals	75% less	-
Curriculum Coverage	Averaged 8 more days of curriculum taught	-
Student Achievement	30% higher student achievement	-
Teacher Wellness	50% higher rate	-

9 Schools: No Significant 72 **9 Schools: 2x4/1x4 80% of Days**

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What's My S.T.O.R.Y. ?

- **S**trengths
- **T**endencies
- **O**pportunities
- **R**esources
- **Y**earnings



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Student Name: _____ Date: _____

"My S.T.O.R.Y."

Instructions: Please answer the questions below in order to provide me with information on what you bring to our class and what I need to do to help you succeed.

S trengths	My two greatest strengths in this subject area are...
T endencies	I do my best work: _____ working on my own _____ working in a group _____ meeting one-on-one with the teacher _____ working with a partner
O pportunities	If you want me to get excited about learning, you should try...
R esources	Someone I will turn to for help/ support during this class will be...
Y earnings	I'd enjoy this class most if...

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411 TSR Test

- **4** things you know about each child
- **1** friend in class
- **1** thing in common

Test Yourself & Them

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411 TSR Student Test

- **4** things you know about your teacher
- **1** friend your teacher talks about
- **1** thing you have in common with your teacher

REVERSE IT
*More Impact!

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"_____, I noticed you..."

Notice and reinforce:

- Student success
- The following of expectations
- The use of the "big three"
- Personal attributes such as perseverance, curiosity, etc.
 - Student strengths in action



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Pocketful of Praise:

The "45 Cent" Intervention



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Nickels

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Pennies

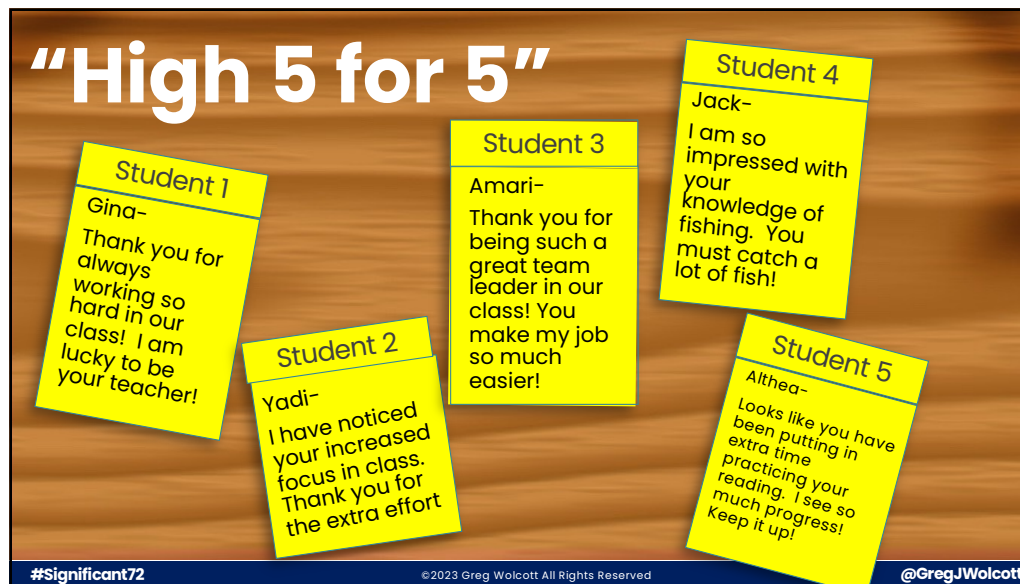


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Research from the University of Virginia shows...
when people who are in a **negative mood** look at a mountain, they
need to climb they estimate it as **30% steeper** than it really is.

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Follow up research shows...
when people are **standing next to a friend** and look at a mountain, they
need to climb they estimate it as **20% less steep** than when alone.

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PRO TIP:

Student success within the four walls of the classroom is based upon success within their “Four Worlds”

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Four Worlds



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"WE"

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Kagan
Teambuilding Questions

Name one of your favorite bands. Why do you like the band?

Begin! **Next!**

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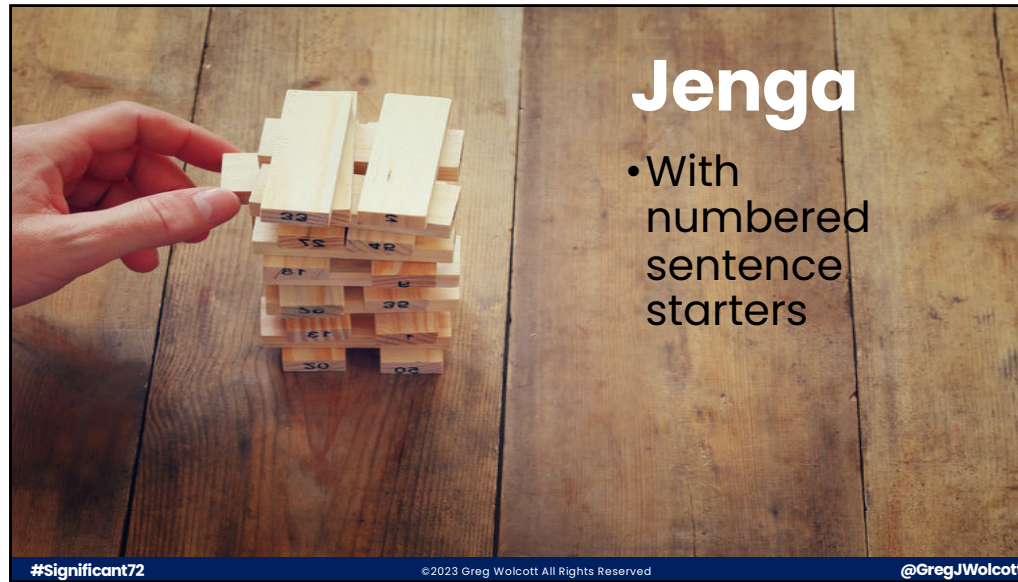
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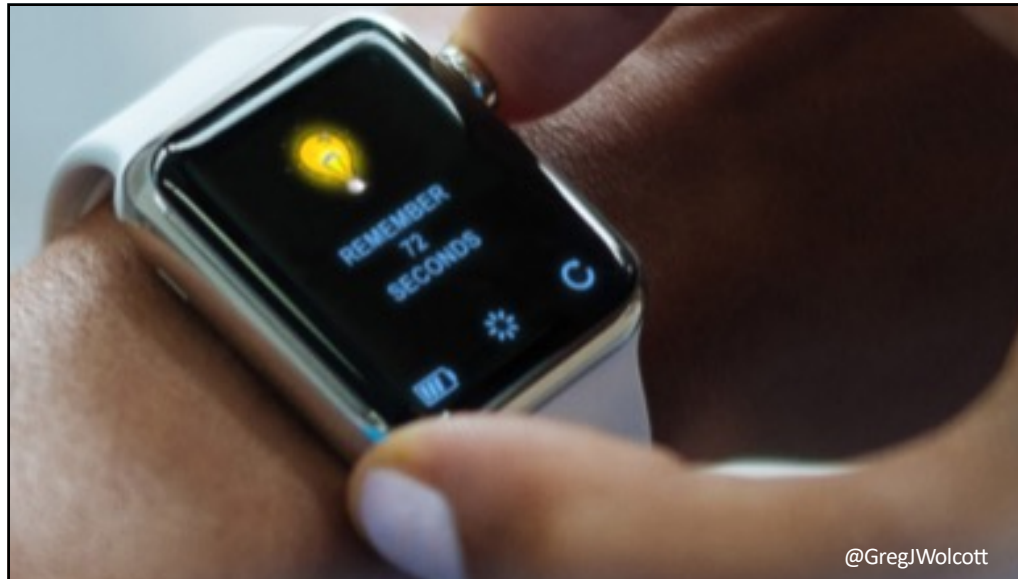
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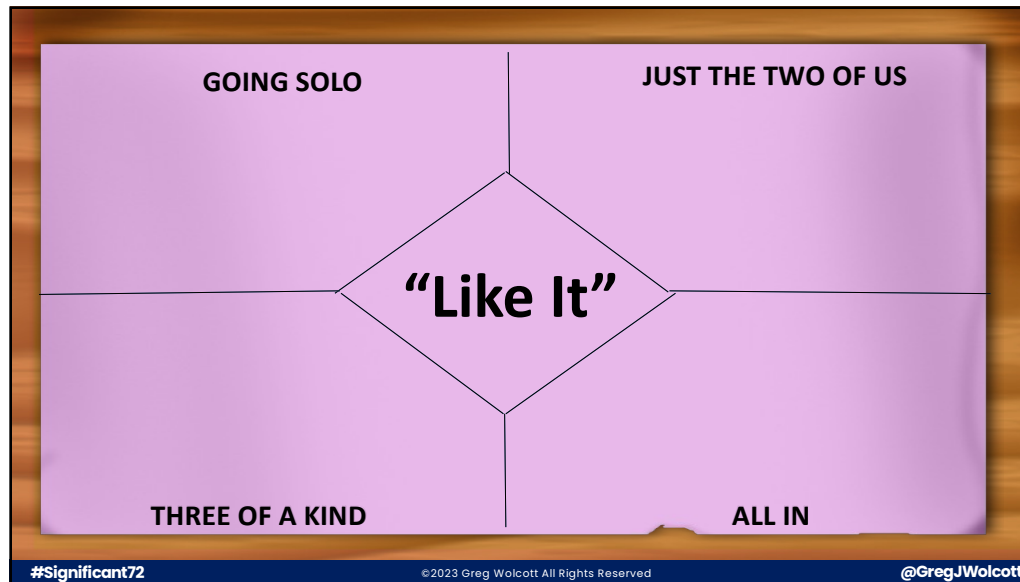
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Triple H

Cori Close, UCLA





Hero

Highlight

Hardship

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#Significant72 Activities for the Classroom

Getting To Know Your Students At Any Age

Ideas, Strategies and Tools to Know Each Child Better

- Important Questions to Ask Your Students via Edmentum
- Five Questions to Students via Google Forms
- 12 Questions to Ask Your Students on the First Day by Jerry Hauck
- Six Questions to Ask Your Students via ASCD
- Student Learning Strengths Inventory
- The 2-Minute Relationship Builder, Courtesy of ASCD
- Getting To Know You Ideas
- Strategies to Get to Know Your Students, TeachThought
- 12 Ways to Get to Know Your Students With Technology
- Favorite History Back to School Toolkit- AWESOME!
- First Day of High School Activities
- Getting to Know You Ideas at the High School

"WE"

"US"

"OUR"

Partner Activities

Conversation Starters

- <http://getclassroom.com/dlasc/signifellabout/>

Small Group Activities

40 Icebreakers for Small Groups

- <http://smallgroupsicebreakers.com/>

Whole Class Activities

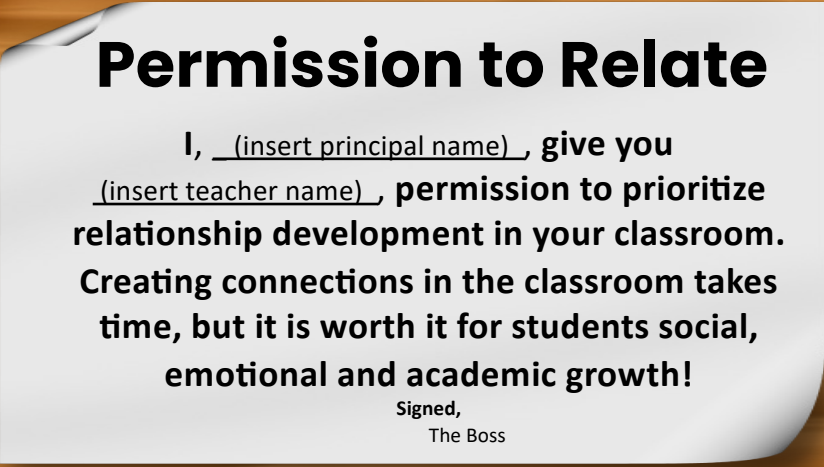
Quote, Quiz Trade

- <http://www.theteacher Toolkit.com/index.php/quotequiz/>

www.significant72.com/resources

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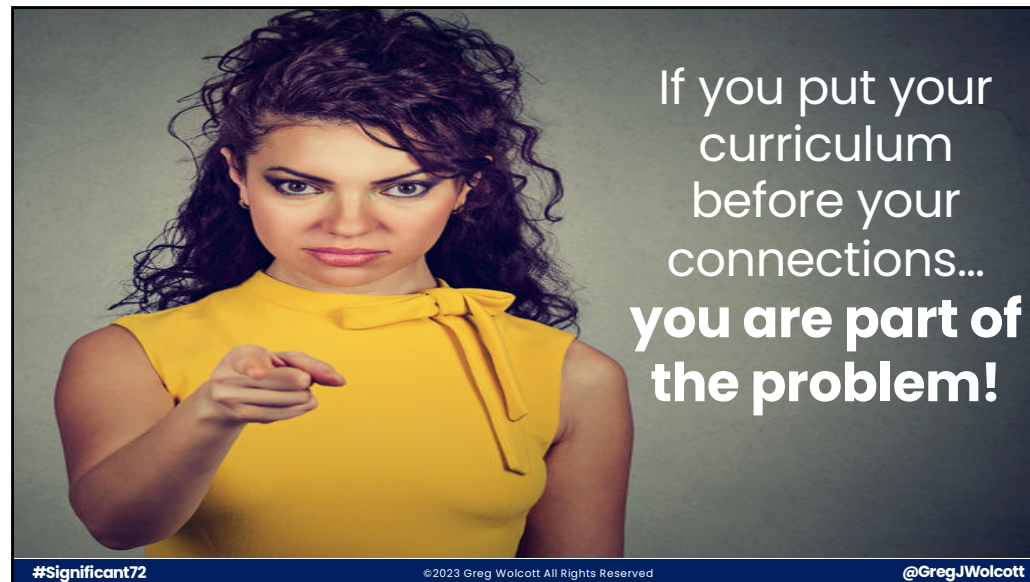
Permission to Relate

I, (insert principal name), give you (insert teacher name), permission to prioritize relationship development in your classroom. Creating connections in the classroom takes time, but it is worth it for students social, emotional and academic growth!

Signed,
The Boss

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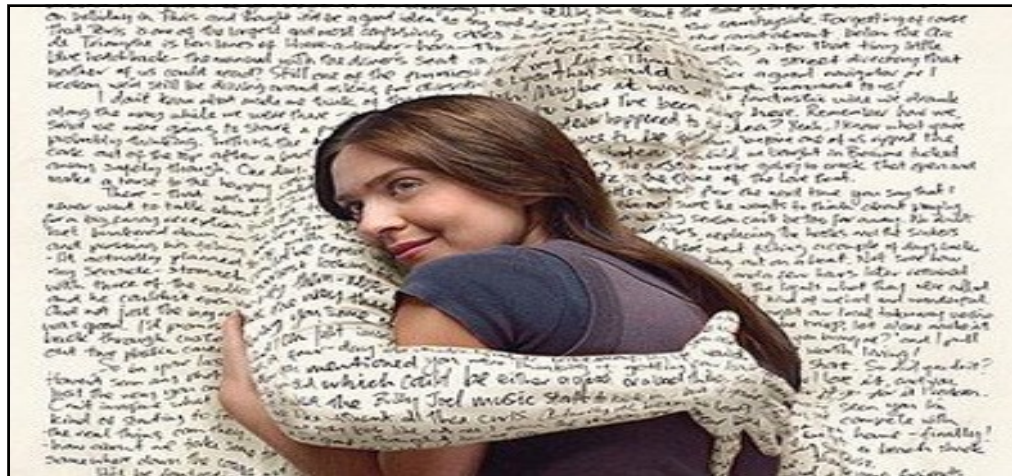
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Build a Relationship with the Curriculum

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Knowing our curriculum is important,
knowing about our students is
more important!

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Relevancy Research

Chris Hulleman

- How did what we learn this week relate to something you care about?

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Rungs of Relevancy



6. For Service to the World
5. For the Experts
4. For My Community
3. For My School
2. For My Parents
1. For My Teacher

Adapted from Ron Berger

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Relevancy Targets


- We are learning to _____ so we can _____.
- We are learning to _____ because _____.
- In order to _____, we are learning to _____.
- To be able to _____, we are learning to _____ today.

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Got Sweat?

- When in the lesson will students be confronted with productive struggle?
 - When will they wobble?




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"3D" Learning

We learn best when we have...

- **Direction** and focus is provided
 - Acetylcholine
 - We are learning to..
- When we create cognitive **Dissonance**
 - Noradrenaline
 - Fear
 - Academic Wobble/Academic Tension
- **Dopamine** is released
 - Reward
 - Sense of accomplishment
 - Fun



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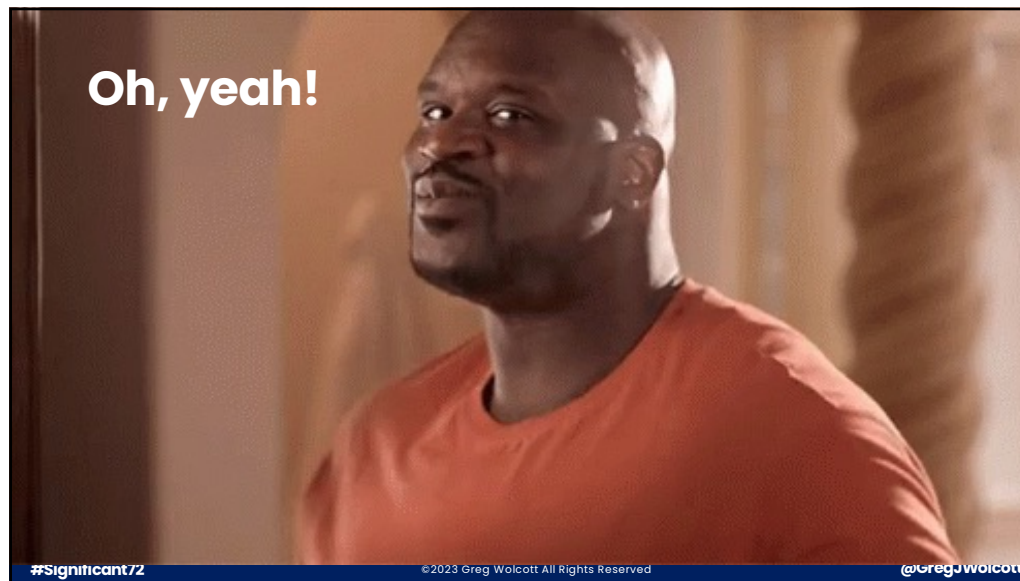
"I didn't understand. Now I do. Can we do more?!"

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Observable Impact Experiment

How much time
do each talk?

- Teacher
- Students



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Hand Raising?



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Low-Press Teachers	High-Press Teacher
Extrinsic motivation	Internal motivation
Ability groups	Flexible groups
Little interaction w/mixed ability peers	Work in a variety of pairings
Student responsibility for learning	Shared responsibility of learning
Low level tasks	Challenging Tasks
Closed questioning	Open-ended questioning
Directive	Facilitative
More teacher talk	More student talk
Assess for level	Assess for needs (strengths/opportunities)
Limited feedback	Frequent feedback
Abundance of procedural directions	Clearly established routines
Punitive behavior management	Positive behavior management

Wolcott (2019) adapted from Rubie-Davis & Peterson (2011)

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20% of what teachers do in classrooms accounts for 80% of their success.

***That 20% is the time we spend
Closing the Relationship Gaps!***

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