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PROFESSIONAL LEARNING

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"We need to invite the souls of the young people that we work with, and once they're able to refine—identify their grit, resilience, and character that they've already developed—their academic performance will improve."

- DR. VICTOR RIOS

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What is Your Purpose for Working with Students?

Research shows that when educators reflect on their purpose, they have the power to transform student lives. Take a moment to think about why you decided to become an educator. Was there an experience you had as a student that led you to this field? If so, was the experience positive or negative? Some people chose education as a career because of a teacher that saved their lives, others because they had a negative schooling experience. What was your reason for becoming an educator?

MY PURPOSE

Why I Became an Educator
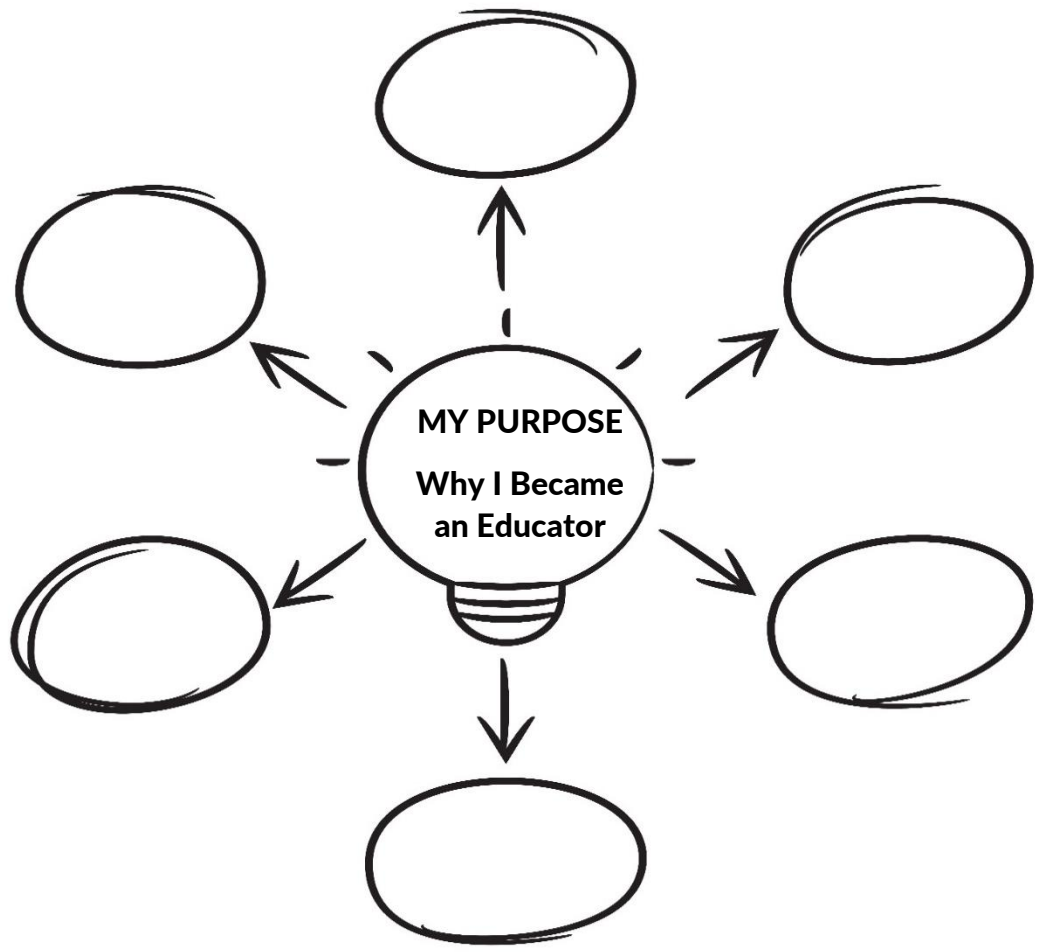
After brainstorming your purpose, write your *Why* in 2-3 sentences on the lines above. Then cut at dotted line, fold, and put in pocket or purse. You may find it in a few days, weeks, or even years later, and it will remind you of your purpose! Reminding ourselves and our colleagues of our purpose helps us become better prepared to teach and transform students' lives.

Demonstrating Unconditional Belief | by Samantha Groess

1 **Create a welcoming and safe environment.** Smile. Say hello. But don't stop there. Talk with students about stuff that isn't necessarily related to your class or content area. It doesn't have to be deep, or it can be. Ask how they are doing. Check-in. Let students share what they need to, and follow-up with a few when needed. Let them know you read what they write.

2 **Treat each and every day as a new day.** Each day is a fresh start with the student who seems to have a never-ending supply of random food, and even the student who manages to bring a whole pint of Ben and Jerry's to class yet forgot to do the homework. Actions are not people. Actions are choices people make that have consequences. People need second chances, or third, or fourth chances.

Life gives do-overs for a lot of things: driving tests and marriages, to name a few. When you think about it that way, a second chance at *The Great Gatsby* seems like a no-brainer, doesn't it?

> **"Every student is valued when they walk through the door. In short, I believe in them unconditionally, even before they believe in themselves. My students have gifts they bring to the world, and it is my job to remind them of that every chance I get."**

3 **Create opportunities to interact with students either one-to-one or in small groups.** The more you can engage with students and not let them silently pass through your classroom, the better. Be careful in how you engage, though. Engaging with students does not mean calling on students publicly with popsicle sticks. Engaging with students means creating a safe time for a human-to-human conversation about something academic in your class. Help students to see that even though they may not love your content area, they have a unique view or gift for seeing something different from the rest.

4 **Care.** I don't mean this sarcastically at all. Sarcasm has no place in education. You can go through the motions all you want, but students can spot a fake a mile away. Take all the classes or professional development you want, but students will know if you don't genuinely care about the humans in your room.

5 **Apologize if you need to.** Sometimes we "lose it" with a student. Sometimes a student is gone for 25 minutes to the bathroom or throws mini weapons of mass destruction across the room. Also, you covered your colleague's class on your prep because there's a substitute shortage and you haven't had a break. It's 6th period. Oh, and there's a staff meeting. We are human, and we make mistakes. Own it, apologize for not handling things better, and let the student know you care about them, no matter what they do. Students are forgiving and learn from your example. When you apologize, you've modeled for students how to own their behavior.

6 **Have the Hard Conversations.** At times, hard conversations need to be had and firm expectations set. Have the hard conversations, even about the little things. When your classroom culture is threatened, stop everything. Nothing else is more important than students knowing how much you value creating a space where they are valued and safe from being targets of others. By taking a few minutes from class to address a seemingly small issue, you can help students understand and take responsibility for their role in supporting or hindering a positive classroom environment.

7 **Give students genuine praise.** Students live up—or down—to our behavioral expectations of them. Constantly praise the behavior you want to continue, even if it's the smallest little thing. Students respond to genuine praise far more than being reprimanded for negative behavior. Praise sets the tone for your class. My one class rule is to behave in a "nice, kind, and loving manner," and that includes myself. We call each other out when that is not the case.

> **"Telling a class how "bad" they are is exactly the behavior they will live up to. Try to flip the script."**

Telling a class how "bad" they are is exactly the behavior they will live up to. Try to flip the script from describing the negative behavior you want to go away and praise the behaviors you want to keep. Praise the behavior, sometimes of the few, that you want the whole to replicate. It may be as small as the way students turn in their papers or get right to work on the daily warm-up. It just must be genuine and be targeted at behaviors that are positive.

Positivity breeds positivity.

8 **Show Some Empathy** Small, frequent moments of empathy for students make a big difference. A simple phrase like, "Wow, it's 6th period. I know you all must be a bit worn out by now," demonstrates you know how hard they work on a daily basis and that they are valued.

Leadership Styles

There is no best or worst style.
All styles have advantages and disadvantages. All styles are effective when appropriate to the situation and implemented well.

There are no pure styles.
We all have parts of each style in us. However, we also have one style that predominates: one style in which we are most comfortable, and which requires the least energy and stress.

Behavior style does not explain the whole person.
It only defines perceived patterns of behavior. It does not address personality or an understanding of how an individual thinks or feels.

Much of the population is different from you.
Other people have different needs. Therefore, they communicate in a different manner, use time differently, relate in a different way, make decisions, and manage conflict in a way that differs from how you do it.

We all have goals we hope to attain and results we wish to achieve.
However, different interpersonal priorities influence how we go about accomplishing these ends.

Behavioral Styles Inventory: Instructions

Understanding Your Style
Complete the **Personal Style Inventory**. Then tally your Personal Style Inventory. Review the results indicated by the longest bar.

- Do you perceive it as accurate?
- What does it mean for you as a member of this team?
- Do you recognize these styles in the behavior of others?

Understanding How Others Perceive Your Style (*Optional)
Ask someone to complete the **Peer Style Inventory** about you. Print your name in the gray box at the top of each Peer Style Inventory before distributing.

Examples of who to ask:

- a co-worker
- a peer or colleague
- a direct report

Personal Style Inventory

Check the word or phrase in each set that is most like you.

1. __ Competitive 2. __ Joyful 3. __ Considerate 4. __ Harmonious	1. __ Tries new ideas 2. __ Optimistic 3. __ Wants to please 4. __ Respectful	1. __ Will power 2. __ Open-minded 3. __ Cheerful 4. __ Obliging	1. __ Daring 2. __ Expressive 3. __ Satisfied 4. __ Diplomatic
1. __ Powerful 2. __ Good mixer 3. __ Easy on others 4. __ Organized	1. __ Restless 2. __ Popular 3. __ Neighborly 4. __ Abides by rules	1. __ Unconquerable 2. __ Playful 3. __ Obedient 4. __ Fussy	1. __ Self-reliant 2. __ Fun-loving 3. __ Patient 4. __ Soft-Spoken
1. __ Bold 2. __ Charming 3. __ Loyal 4. __ Easily led	1. __ Outspoken 2. __ Companionable 3. __ Restrained 4. __ Accurate	1. __ Brave 2. __ Inspiring 3. __ Submissive 4. __ Timid	1. __ Nervy 2. __ Jovial 3. __ Even-tempered 4. __ Precise
1. __ Stubborn 2. __ Attractive 3. __ Sweet 4. __ Avoids	1. __ Decisive 2. __ Talkative 3. __ Controlled 4. __ Conventional	1. __ Positive 2. __ Trusting 3. __ Contented 4. __ Peaceful	1. __ Takes risks 2. __ Warm 3. __ Willing to help 4. __ Not extreme
1. __ Argumentative 2. __ Light-hearted 3. __ Nonchalant 4. __ Adaptable	1. __ Original 2. __ Persuasive 3. __ Gentle 4. __ Humble	1. __ Determined 2. __ Convincing 3. __ Good-natured 4. __ Cautious	1. __ Persistent 2. __ Lively 3. __ Generous 4. __ Well-disciplined
1. __ Forceful 2. __ Admirable 3. __ Kind 4. __ Non-resisting	1. __ Assertive 2. __ Confident 3. __ Sympathetic 4. __ Tolerant	1. __ Aggressive 2. __ Life-of-the-party 3. __ Easily fooled 4. __ Uncertain	1. __ Eager 2. __ High-spirited 3. __ Willing 4. __ Agreeable

Source: David Merrill & Roger Reid, *Personal Styles and Effective Performance*

Peer Style Inventory

Check the word or phrase in each set that is most like:

1. ___ Competitive	1. ___ Tries new ideas	1. ___ Will power	1. ___ Daring
2. ___ Joyful	2. ___ Optimistic	2. ___ Open-minded	2. ___ Expressive
3. ___ Considerate	3. ___ Wants to please	3. ___ Cheerful	3. ___ Satisfied
4. ___ Harmonious	4. ___ Respectful	4. ___ Obliging	4. ___ Diplomatic
1. ___ Powerful	1. ___ Restless	1. ___ Unconquerable	1. ___ Self-reliant
2. ___ Good mixer	2. ___ Popular	2. ___ Playful	2. ___ Fun-loving
3. ___ Easy on others	3. ___ Neighborly	3. ___ Obedient	3. ___ Patient
4. ___ Organized	4. ___ Abides by rules	4. ___ Fussy	4. ___ Soft-Spoken
1. ___ Bold	1. ___ Outspoken	1. ___ Brave	1. ___ Nervy
2. ___ Charming	2. ___ Companionable	2. ___ Inspiring	2. ___ Jovial
3. ___ Loyal	3. ___ Restrained	3. ___ Submissive	3. ___ Even-tempered
4. ___ Easily led	4. ___ Accurate	4. ___ Timid	4. ___ Precise
1. ___ Stubborn	1. ___ Decisive	1. ___ Positive	1. ___ Takes risks
2. ___ Attractive	2. ___ Talkative	2. ___ Trusting	2. ___ Warm
3. ___ Sweet	3. ___ Controlled	3. ___ Contented	3. ___ Willing to help
4. ___ Avoids	4. ___ Conventional	4. ___ Peaceful	4. ___ Not extreme
1. ___ Argumentative	1. ___ Original	1. ___ Determined	1. ___ Persistent
2. ___ Light-hearted	2. ___ Persuasive	2. ___ Convincing	2. ___ Lively
3. ___ Nonchalant	3. ___ Gentle	3. ___ Good-natured	3. ___ Generous
4. ___ Adaptable	4. ___ Humble	4. ___ Cautious	4. ___ Well-disciplined
1. ___ Forceful	1. ___ Assertive	1. ___ Aggressive	1. ___ Eager
2. ___ Admirable	2. ___ Confident	2. ___ Life-of-the-party	2. ___ High-spirited
3. ___ Kind	3. ___ Sympathetic	3. ___ Easily fooled	3. ___ Willing
4. ___ Non-resisting	4. ___ Tolerant	4. ___ Uncertain	4. ___ Agreeable

Tallying the Personal Style Inventory

Instructions

1. Count the number of ones that you marked. Write that number in the Tally Box marked (Do the same with the numbers two, three, and four.)
2. On the first tally box below, draw a line through the number on the bar graph that corresponds with your total number of **ones**. This is the end line for your bar graph.
3. Beginning at the left end, shade the space on the bar up to your end line on the first bar graph.
4. Do the same for the second, third, and fourth graphs.
5. The longest bar is your predominant style. The second longest bar is your backup style.

Tally Box

Driver

1		0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18

Expressive

2		0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16

Amiable

3		0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16

Analytic

4		0	1	2	3	4	5	6	7	8	9	10	11	12	13	14

TOTAL (equals 24): _____

Style Inventory Descriptions

Driver	Expressive	Amiable	Analytic
Action oriented	Verbal	Patient	Diplomatic
Decisive	Motivating	Loyal	Accurate
A problem solver	Enthusiastic	Sympathetic	Conscientious
Direct	Gregarious	A team person	A fact finder
Assertive	Convincing	Relaxed	Systematic
Demanding	Emotional	Mature	Logical
A risk taker	Impulsive	Organized	Conventional
Forceful	Generous	Questioning	Analytical
Adventuresome	Influential	Supportive	Sensitive
Competitive	Charming	Stable	Controlled
Self-reliant	Confident	Considerate	Orderly
Independent	Inspiring	Empathetic	Precise
Determined	Dramatic	Persevering	Disciplined
An agitator	Optimistic	Trusting	Deliberate
Results oriented	Animated	Congenial	Cautious
High Wants			
Challenges	Social recognition	Guarantees	High standards
Authority	Freedom from details	Security	Details
Power	To be with people	Appreciation	Perfection
Freedom	Provide service	Quality control	Traditional procedures
from controls	Group activities	Specialization	
Options			

Analyzer
PROCESS ORIENTED

Analytical | Curious | Intellectual Competence | Reason

Behavioral Priorities				
Facts & Figures	Policies Procedures	Systems Organizations	Planning Forecasting	Analysis Control

GROWTH ACTION: TO DECLARE   **MOTTO:** PUT IT IN WRITING

THINKING

Analyzer Style people value facts above all, and may appear uncommunicative, cool and independent. They have a strong time discipline coupled with a slow pace to action. They value accuracy, competency and logic over opinions, often avoiding risk in favor of cautious, deliberate decisions. Analyzers are usually cooperative, providing they have some freedom to organize their own efforts. Power often arises suspicion in Analyzers, but if they come to see it as necessary for achieving goals and objectives, they may seek power themselves. In relationships, Analyzers are initially more careful and reserved, but once trust is earned they can become dedicated and loyal.

Characteristics	Potential Liabilities
Thorough Organized Rational Good Planner Facts & Data Details Likes Problem Solving Cautious Pace	Indecisive Too Detailed Not a Risk Taker Overly Serious

Communicating with Them

DO
- be organized
- have all the facts and stick to them
- concentrate on specifics
- be thorough
- think "professionally" for presentations
- avoid gimmicks
- plant "seeds"
- establish a time frame
- take your time

DON'T
· generalize about details
· be too vague
· jump from one point to another
· go to the bottom line too quickly
· force a decision on important issues
· be too casual
· interrupt without asking permission
· assume they will trust quickly
· waste time on meaningless conversation

Wants to Know: Facts & Data

Wants to Feel: Certain

Fears: Irrational Acts & Antagonism

Challenges: Courage & Flexibility

Driver
ACTION ORIENTED

Responsibility | Structure| Time on Task | Team Player

| Behavioral Priorities				
Getting Things Done	Objectives Results	Performance Productivity	Efficiency Moving ahead	Decisions Achievement

GROWTH ACTION: TO LISTEN   **MOTTO:** DO IT NOW!

ACTION

Driver Style people want to know the estimated outcome of each option. They are willing to accept risks, but want to move quickly and have the final say. In relationships, they may appear uncommunicative, independent and competitive. Driver styles tend to focus on efficiency or productivity rather than devoting time and attention to casual relationships. They seldom see a need to share personal motives or feelings. Driver styles are results-oriented, tending to initiate action and give clear direction. They seek control over their environment.

Characteristics	Potential Liabilities
Take Charge Decisive Results-Focused Determined Strong Personality Competitive Urgency	Impatient Inflexible Insensitive Autocratic
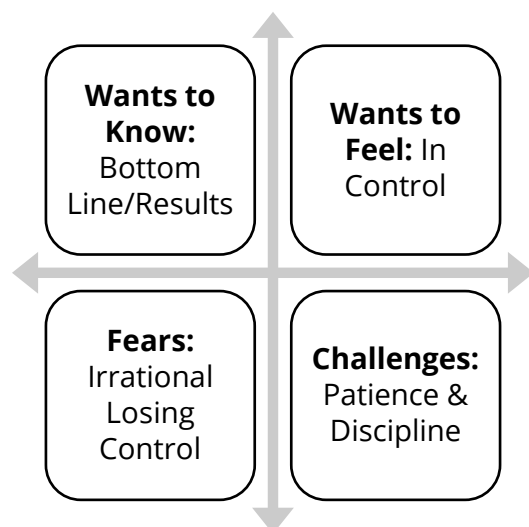
Communicating with Them

DO
- start w/the "bottom line"
- stick to the subject
- be clear and to the point
- use bullet points, concise written info
- be logical in presenting facts
- provide options
- ask pertinent questions
- establish a time frame
- remember the personal relationship less important than the task

Wants to Know: Bottom Line/Results

Wants to Feel: In Control

Fears: Irrational Losing Control

Challenges: Patience & Discipline

DON'T
- · generalize
- repeat yourself
- talk too much
- make insupportable statements
- go off on tangents
- be overly friendly
- get emotional
- be loud or boisterous

Amiable
PEOPLE ORIENTED
Relationships | Feelings | Harmony | People

Behavioral Priorities				
Needs Motivation	Teamwork Team Spirit	Feelings Beliefs	Values Self-Development	Emotions Relationships

GROWTH ACTION: INITIATE/TAKE ACTION   **MOTTO:** MY OFFICE IS YOUR OFFICE

RELATIONSHIPS
Amiables are people-oriented, caring more about close relationships than results or influence. They usually appear warm, friendly and cooperative. Amiables tend to move slowly with a low time discipline, minimizing risk and often using personal opinions to arrive at decisions. Belonging to a group is a primary need, and Amiables may make every effort to gain acceptance. They typically seek to uncover common ground, preferring to achieve objectives through understanding and mutual respect rather than force and authority. When managed by force without relationship, Amiables appear to cooperate initially but will likely lack commitment to the objectives and may later resist implementation.

Characteristics	Potential Liabilities
Team Player Consensus Builder Team Builder Relationship-Oriented Great Listener Warm/Friendly Sharing Feelings	Too agreeable Avoids Conflict Not Confronting/ Demanding Enough

Communicating with Them

DO
- make the climate comfortable
- find a common ground
- be sincere
- give warm, personal comments
- ask questions & listen attentively
- discuss versus dictate
- give assurances
- keep communication low key
- give regular feedback

Wants to Know: Impact on People

Wants to Feel: Included

Fears: Irrational Confrontation & Change

Challenges: Assertiveness & Confidence

DON'T
- be overpowering
- demand or dominate
- push ideas to aggressively
- state too many facts
- ask "closed ended" questions
- tell them what to do
- make the communication one way

Expressive
IDEA ORIENTED
Freedom | Risk Taker | Energetic | Creative
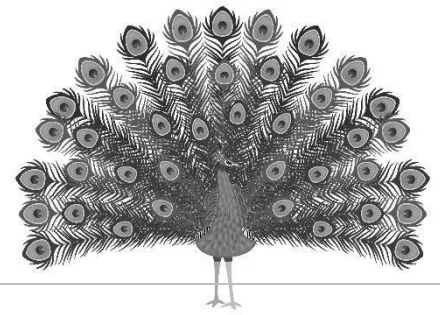
Behavioral Priorities				
Innovation Change	New Ways of Doing Things	Creativity Possibilities	Alternatives Options	Concepts Grand Designs

GROWTH ACTION: TO CHECK NEGATIVE BEHAVIOR   **MOTTO:** WHY NOT?

SPONTANEITY

Expressive Style people are motivated by recognition, approval and prestige. They tend to appear communicative and approachable, often sharing their feelings and thoughts. They move quickly, continually excited about the next big idea, but often don't commit to specific plans or see things through to completion. Expressives enjoy taking risks. When making decisions, they tend to place more stock in the opinions of prominent or successful people than in logic or research. Though they consider relationships important, the Expressives' competitive nature leads them to seek quieter friends who are supportive of their dreams and ideas, often making relationships shallow or short-lived.

Characteristics	Potential Liabilities
Stimulating Inspirational Idea Generator Energetic Risk Taker, Spontaneous Likes Variety/Change Quick Paced Loses Track of Time	Impulsive Poor Follow Through Too Much at Once Poor Planning

Wants to Know: Efforts will be Recognized

Wants to Feel: Excited

Fears: Loss of Social Recognition

Challenges: Focus & Discipline

Communicating with Them

DO
· be open, warm and friendly
· keep on track diplomatically
· listen attentively
· give regular feedback
· be sure decision is made
· take time to socialize
· concentrate on the people aspect
· encourage and support with enthusiasm

DON'T
· jump to facts too quickly
· be abrupt
· restrict suggestions
· do all the talking
· show a "cold" manner
· be restrictive of their time

My 10° Shift

What will you try this week to reframe for rigor and provide scaffolds for all students to access rigorous content?

Complete these questions to help you clarify your shift.

My current practice:	
What do I want to change?	
Why do I want to change?	
How will I know I did it?	
What impact am I hoping to see/feel?	

Articulate your shift simply here:

TIP: Write your shift in a *specific* action step. "Use more at-promise language," or "connect with my kids more" is vague and makes it harder to measure progress. "Add praise to redirections and consequences," or "Remind students they are capable and I support them 3 times per class period," are shifts that you can quantify at the end of the day.

Place your notes on your desk, your computer, your whiteboard, anywhere it will be a tangible reminder of what you're working to make a habit. What if my students ask about the notes? What an amazing opportunity to share how even adults have changes they want to make! At the end of each day, give yourself a rating on how well you did. Also note any impacts on students.