



Teaching From Within

Engaging Students Intrinsically



“Maybe the motivation ‘add-ons’
are the *problem*...”

Notes:

The best teacher is the one
Of whom the students are hardly aware.
Next best is the one they love and praise.
Next, the one they fear.
Last, comes the one they despise and defy.

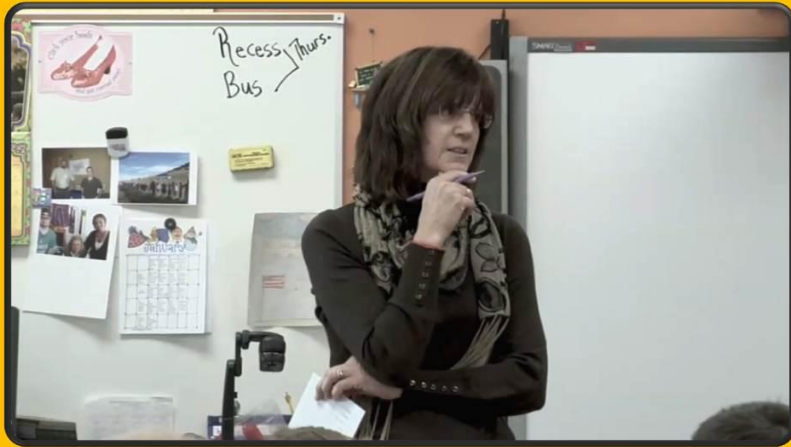
When the teacher shows no faith
In the students,
The students will be unfaithful.

The wise teacher is humble and sparing in words.
When the task is accomplished
And everything is complete,
The students say, “We did it!
We did it all on our own!”



adapted from

Lao Tzu



“...and some of you have earned a homework pass as well—
that’ll come in handy when you have a really tough
assignment and you just don’t feel like doing the work...”

Notes:

Notes:



“I can almost smell that
buttery popcorn!”



“It would be a shame to miss out on that
scrumptious popcorn just because
one or two chose to misbehave...”

Notes:



**"We don't want to disturb Mrs. Voigt's class,
they're still working... *poor things!*"**

Notes:

Notes:



**"Sometimes Ms. Jaeger says something about a trip to the
museum or the beach or something, but most of the
time it's just a trick to get us to do more work."**



**"I don't know if Ms. Jaeger told you,
but I have the most points of anyone in the class!"**

Notes:



**"You can earn a lot of points in math
if you just sit down and do your work."**

Notes:

Notes:



**"Carrie, she's always trying to get the points,
I'm just trying not to mess up or lose any."**



**"I don't know... I do my work to earn points, and I like math
'cause you can earn a lot of points... but I never thought
about *liking math*... Your question's kinda confusing..."**

Notes:

Notes:



"That's interesting that she chose math as her favorite subject... she has a lot more talent in the language arts area... I guess that shows the power of a positive reinforcement program!"

Notes:



"Why would you give up something that works so well for Carrie...and other students as well?"

Notes:



"I don't apologize for having my kids work hard... a structured reward system is necessary to get kids to work, or they simply won't do the work."

Notes:



"I come to work, I get paid, that's my reward...
I can't pay them, but I can give them a movie or free time,
...or a homework pass."

Notes:

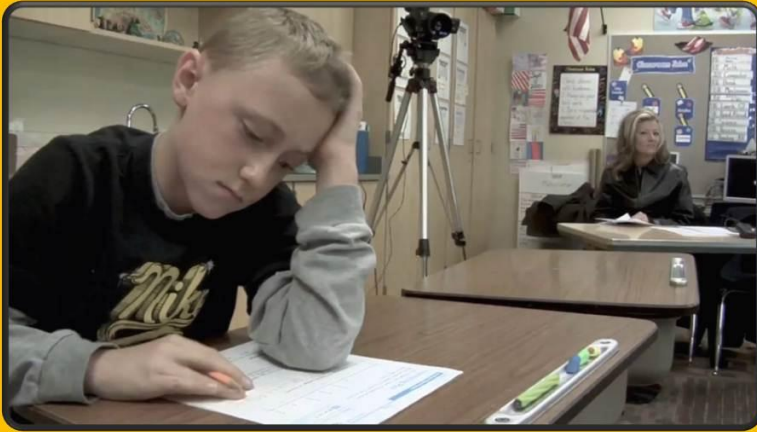


"Teachers turn to things that aren't about the learning, per se,
but which can be attached to the learning... points, prizes and parties...
even *grades* become, not so much a way of assessing,
but leverage for gaining compliance."

Notes:



"Prizes and even monetary awards are affective in the short term
if the goal is straight forward and rather mechanical...
a couple of bucks will get the playroom cleaned up faster."



"When *real learning* is the goal...external rewards actually limit progress...the added emotional weight created by the potential of winning a competitive prize takes up much-needed brain activity that could be devoted to the learning itself."

Notes:

Notes:



"Do *THIS* and you'll get *THAT*, makes people focus on the *THAT* not the *THIS*... Do rewards motivate people? Absolutely... they motivate people to *get rewards*." --Alfie Kohn



"The long-term damage of an external reward system is that, over time, the human drives to fulfill curiosity, to discover new insights, even to develop new competencies, shrink in the shadow of external rewards."

Notes:



"Teaching is the process of helping each student connect...any learning activity you might name with the needs and drives they already have: needs to feel Autonomous, to Belong to a community, and to be perceived as Competent."

Notes:

Notes:



"In the end, the celebrations can still happen... but they are 'celebrations' not rewards leveraged for particular outcomes."

Teaching From Within...

means moving from rewards for select students "hitting a mark" toward recognition of all students' accomplishment.

of all students' accomplishment
toward a common goal or outcome

Notes:

Notes:



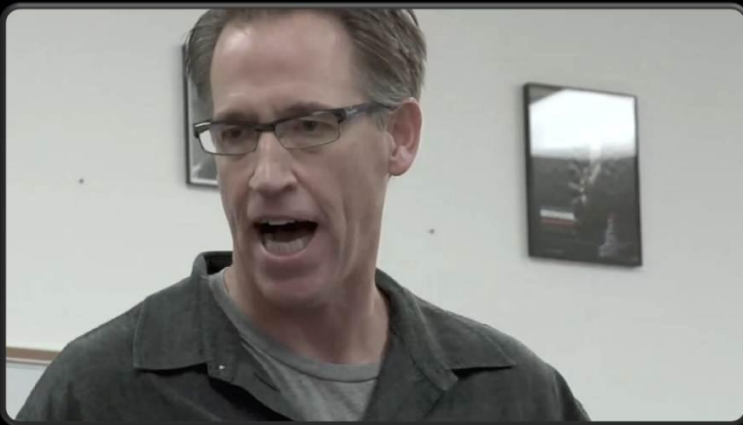
"Caleb... you know the rules...
don't aggravate the situation with a
pointless plea..."

Notes:



"Some of you are currently failing... I won't embarrass
anyone by pointing out who you are...
you know if this pertains to you!"

Notes:



"One bad grade can negate everything you've done
thus far... now is not the time to relax!"



How does fear impact our students' capacity to hear what we are saying, to see what we are doing-- especially when the concepts are complex?

Notes:

Notes:

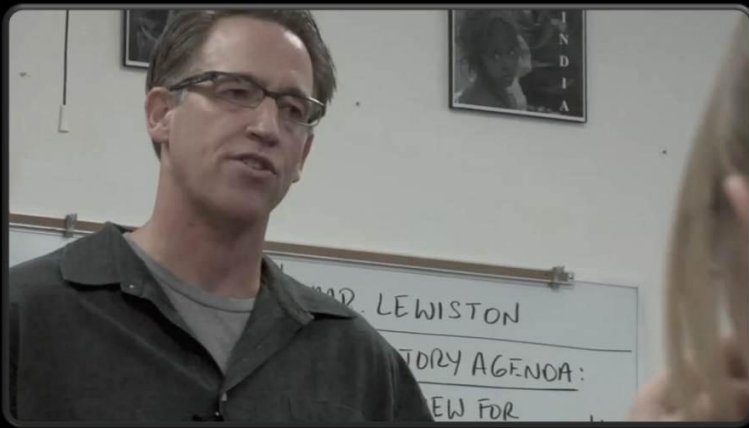


"Earth to Alicia... Wake up! Test tomorrow!"



"Armand, your lack of preparation never ceases to amaze me."

Notes:



"I'd like to remind every one of you to remember the stakes... prepare to the best of your ability and show that you *want* to be successful by performing well on tomorrow's test."

Notes:

Notes:



"Mr. Lewiston is fair. He doesn't just scare and intimidate students in danger of failing... he scares and intimidates *everyone*."



"In Mr. Lewiston's class, a *surprise attack* can come at any time... that's why I just try to fly under the radar."

Notes:

Notes:



"I do know that I would never say anything risky or controversial in that class...it's much easier to just stick to the script and move on with minimal damage."

Notes:

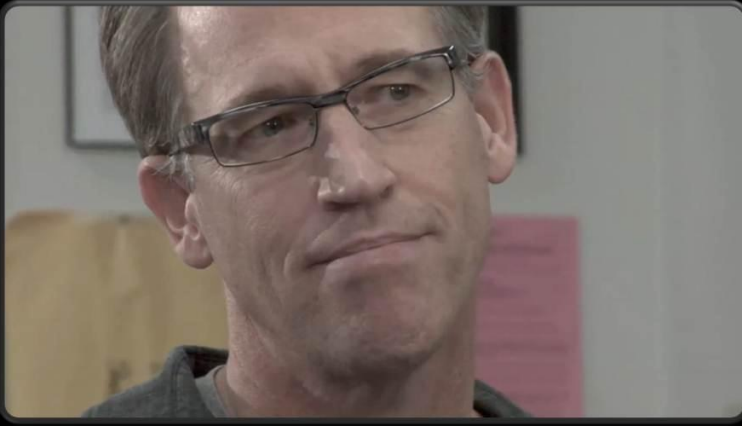


"I think, HE thinks that if we aren't constantly afraid of doom and failure, we'll do less... He thinks it's *his job* to make us afraid."



"A good day in that class is when you're invisible."

Notes:



"Fear is a great motivator, without injecting it into my classroom, I wouldn't be doing my job."

Notes:

Notes:



"They chose to be tardy, they chose to be late, I invoked the sanction, everybody in the room gets a wake-up call... and we move on."



"These are adolescents—they trash-talk each other every day; my little sarcastic jabs just get their attention. More subtle forms of communication are lost on them. I'm sure it does no harm."

Notes:



"Fear and Pain are essential to success... I could adopt a different approach in my classes, and I might even enjoy them more, but I'd sacrifice the satisfaction of knowing that, everyday, I'm helping students achieve academic success."

Notes:

Notes:



"Fear is good. It raises our heart rates, and rushes blood to our extremities and away from our brains. Fear enables us to act quickly and decisively in ways that circumvent the slowing-down process of *thinking*."



"He'd solved the problem:
He'd licked all the writing off the ball."

Notes:



"A fear-based approach says, 'these kids can't or won't do what I say, so I'm giving them another reason...you'll get an "F" I'll tell your parents, people will see you as stupid, I'll give you more work--work you're going to hate.'"

Notes:

Notes:



"Fear drives our students to find solutions that often circumvent the learning we claim to want."



"They decide college is for losers anyway, and drop out of school... You see, in the face of a fear-based school environment, they often will choose to fulfill their needs for Autonomy, Belonging and Competence in 'safer' ways."

Notes:



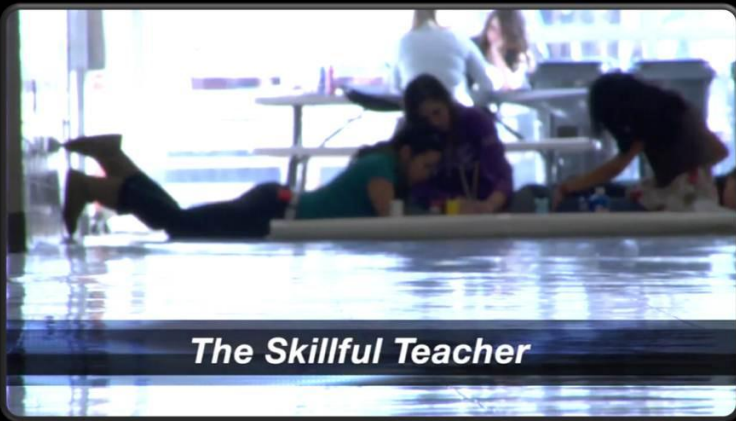
"Fear removes our capacity for vulnerability.
Vulnerability, displayed as trust, is necessary
for learning to happen."

Notes:

Notes:



"Trying to learn in an environment absent of trust, is like trying to solve
a crossword puzzle in a pit full of rattlesnakes...
And if you tell me you'll let me out of the pit once I solve it,
well, that doesn't help me find the answers very quickly."



The Skillful Teacher

- 1) This is important!
- 2) You can do it!
- 3) I won't give up on you!

Notes:

Teaching From Within...

means moving from a competitive,
grades-as-motivator model, toward a
cause-and-effect learning and life relationship.

Notes:



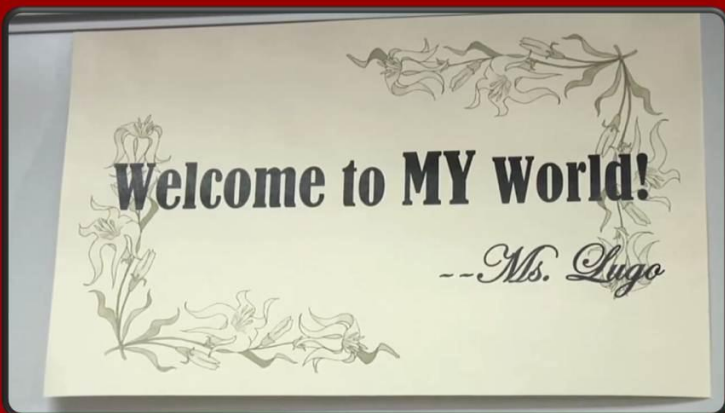
"Place your 250 to 300 word compare / contrast paper in the upper left-hand corner of your work space."

Notes:

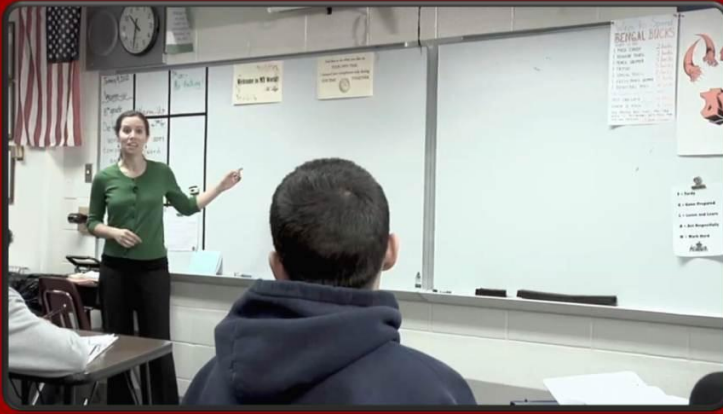
Notes:



"Left."



Notes:



"This is my classroom. I'm just going to ask you one question. Is what I'm asking you to do in any way unfair?"

Notes:

Notes:



"It's not unfair... it's just stupid."



"So, what if Colin decides to do his paper on Lincoln anyways... even though his friend already did it?"

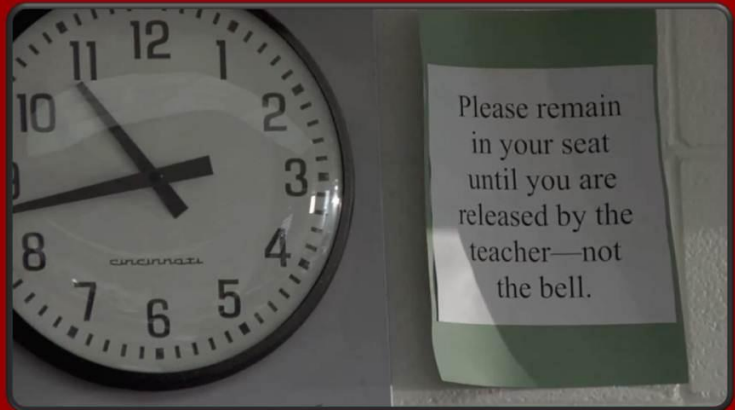
Notes:



"Everyone knows that I approve your selections for all of your writing projects... and you also know that you will fail anything you do without my approval... it's stated in the class Rules and Expectations that I give you on the first day of class."

Notes:

Notes:



"Nobody has any say in anything, and she has control of everything."

Notes:



"I'm not stupid, I'll pick some lame name off her list and give her what she wants. It's better than fighting and losing."

Notes:

Notes:



"That was just to waste some class time, you know... just messin' with her, trying to get her to go over her stupid rules."



"The little things? I'll just take a zero."

Notes:



"I get up in the morning, people tell me what to do. But when I have a chance to do what I want to do, I do it. It's fun because she gets all confused...and she thinks she has all the answers."

Notes:

Notes:



"How can you be inspired by someone Who just tell you what to do all the time?"



"I think a lot of teachers who give their students freedom are just feeding that penchant for disorganization."

Notes:



"Structure and organization... I tell my students on day one what my expectations are, and that they're non-negotiable. And, if they follow those expectations very closely, they're guaranteed to be successful."

Notes:

Notes:



"Essentially, I give them a sure-fire recipe for academic success in what is often a challenging environment."



"I think the administration knows that a higher percentage of my students turn in their work on time and complete the course requirements."

Notes:



"I'm interested in whether your students simply do more work, or higher quality work."

Notes:

Notes:



"I'd like to think they do higher quality work as well... but regardless, if my only victory is to get them to do more work, I feel comfortable with that."



"Students only do as much work as we make them do. For the most part, the majority of students are going to do as little work as possible. It's my responsibility to make them do as much work as they can. Anything less compromises their education."

Notes:



"In our schools, we do have the coercion of mandatory attendance, prescribed course requirements, high-stakes testing, and rather inflexible schedules."

Notes:

Notes:



Structural Coercion



The only person whose behavior we can control is our own.

Glasser's First Axiom

Notes:

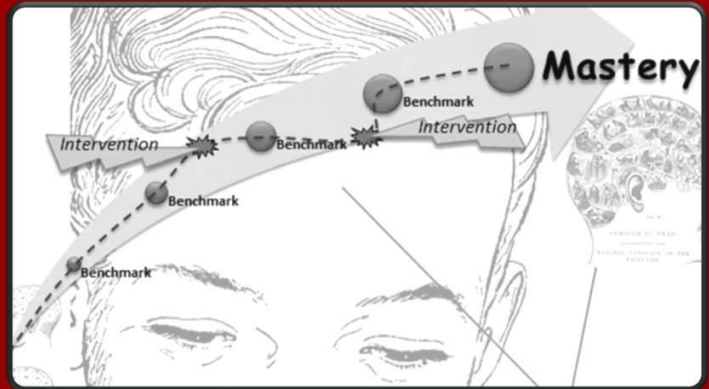


"You can chain me, you can torture me, you can even destroy this body... but you will never imprison my mind."

--Mahatma Gandhi

Notes:

Notes:



"Targets...Benchmarks...Interventions"



"Our problem is the tyranny of either / or thinking...It seems like giving students choice means giving up on our learning objectives for them, but NOT giving choice insures we will, at best, gain shallow compliance, and at worst, drive students out of our schools."

Notes:



The space should be bounded

6 paradoxes that create "Learning Spaces"

From Parker Palmer's *Courage to Teach*

Notes:

Notes:



The space should be bounded
and open

6 paradoxes that create "Learning Spaces"

From Parker Palmer's *Courage to Teach*



The space should be hospitable

6 paradoxes that create "Learning Spaces"

From Parker Palmer's *Courage to Teach*

Notes:



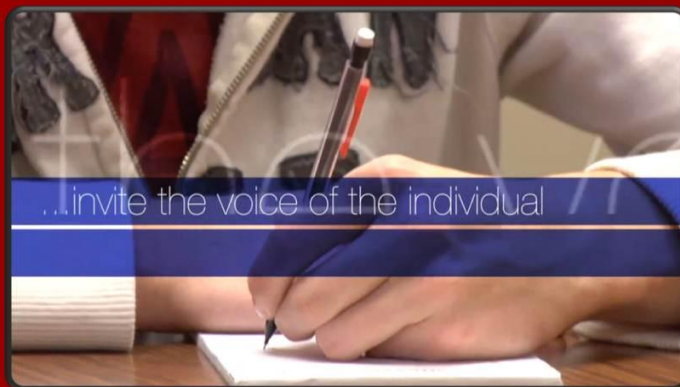
The space should be hospitable
and "charged"

6 paradoxes that create "Learning Spaces"

From Parker Palmer's *Courage to Teach*

Notes:

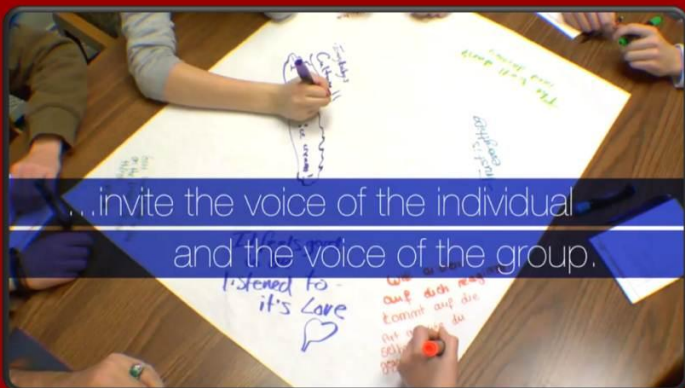
Notes:



...invite the voice of the individual

6 paradoxes that create "Learning Spaces"

From Parker Palmer's *Courage to Teach*



...invite the voice of the individual
and the voice of the group.

6 paradoxes that create "Learning Spaces"

From Parker Palmer's *Courage to Teach*

Notes:



...honor "little" stories of people

6 paradoxes that create "Learning Spaces"

From Parker Palmer's *Courage to Teach*

Notes:

Notes:



...honor "little" stories of people
and "big" stories of tradition.

6 paradoxes that create "Learning Spaces"

From Parker Palmer's *Courage to Teach*



...support solitude and surround it

6 paradoxes that create "Learning Spaces"

From Parker Palmer's *Courage to Teach*

Notes:



...support solitude and surround it
with community.

6 paradoxes that create "Learning Spaces"

From Parker Palmer's *Courage to Teach*

Notes:

Notes:



The space should welcome silence

6 paradoxes that create "Learning Spaces"

From Parker Palmer's *Courage to Teach*



The space should welcome silence
and speech.

6 paradoxes that create "Learning Spaces"

From Parker Palmer's *Courage to Teach*

Notes:

Teaching From Within...

means moving from an option-less route
for student success toward an option-filled
route for student success.

Notes:



"Teaching that relies on rewards, fear and coercion...assumes the worst of students. It assumes that any good that comes is attributable only to the hard work, good planning and manipulation of adults."

Notes:

Notes:



"Mere compliance passes for learning, long-term growth is traded for short-term scores, and students slowly wither."



"The beauty of Learning and Discovery is reduced To an economy of Work and Labor, valued only as a competing quantity on the market of Educational Accountability."

Notes:



"We can become so adept at measuring
the height of the stem,
that we miss the bloom."

Notes:

Camas Lilies

Consider the lilies of the field,
the blue banks of camas
opening into acres of sky along the road.
Would the longing to lie down
and be washed by that beauty
abate if you knew their usefulness,
how the natives ground their bulbs
for flour, how the settlers' hogs
uprooted them, grunting in gleeful
oblivion as the flowers fell?

And you — what of your rushed
and useful life? Imagine setting it all down —
papers, plans, appointments, everything —
leaving only a note: "Gone
to the fields to be lovely. Be back
when I'm through with blooming."

Even now, unneeded and uneaten,
the camas lilies gaze out above the grass
from their tender blue eyes.
Even in sleep your life will shine.
Make no mistake. Of course
your work will always matter.

*Yet Solomon in all his glory
was not arrayed like one of these.*

~ Lynn Ungar ~