Empowered!
Creating a Classroom Culture of Student Success

**SESSION OBJECTIVES**

• Explore the relationship of student choice and classroom culture.
• Overview the four guiding principles of classroom culture creation.
• Empower participants with knowledge and resources to create their own class cultures of student success.

**WHILE YOU WAIT...**

• Ensure you have the session’s notes.
• Make a sign with your name using the paper provided.
• Introduce yourself to someone you don’t yet know.
CULTURE INFLUENCES CHOICE

• SYSTEMIC POVERTY: Children raised in poverty are **TEN** times more likely to be poor as adults.

• EATING DISORDERS: Family members of those with anorexia are **ELEVEN** times more likely to have anorexia themselves.
“Behavior is largely a product of immediate environment.”

-Dr. Glenn Latham
The ultimate goal of a teacher is to create a classroom culture empowering students to choose success for themselves.
1. High Expectations
2. Relationships of Respect and Trust
3. Reinforce the Positive
4. Student Centered Instruction
Now a Required Text at USU!

“I LOVE this novel. I wish I had read it my first year. I recommend this book to teachers everywhere.”

~Olivia K.  
Elementary Teacher

“Very fun blend of narrative and instruction with beautiful, enriching language. It’s so easy and fun to read!”

~Connie W.  
Elementary Teacher

“Fun and easy yet informative and motivating! All the important parts of creating a good classroom are put into a nice, organized package that seems so achievable.”

~Cathy H.  
School Librarian

“An essential resource for teachers. The type of novel I will enjoy going back to and rereading each summer.”

~Angela B.  
Middle School Teacher

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Principle One: HIGH EXPECTATIONS

Expectations are the general ideals to which students strive to achieve based on their individual abilities. They are the umbrella under which specific standards function. Terms are generally abstract so as to be more encompassing.

Standards are the specific minimums to which all students must conform. They relate to an expectation, and they facilitate procedures. Terms are specific and defined, usually beginning with a concrete action verb.

Procedures are the prescribed processes all students follow to accomplish a specific standard or simplify and quicken the pace of class. Terms are specific and detailed, leaving no room for misinterpretation.
Principle One: HIGH EXPECTATIONS

**Expectations**

Do your best work.

**Standards**

Complete all your work.

**Procedures**

Turn homework into the group leader who places all assignments in the designated tray.

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Principle One: HIGH EXPECTATIONS

Defining Expectations

Communicating Expectations

Following Through On Expectations
How high should we set our expectations?

From *Empowered*

“When in doubt, err on the high side; students can perform at a much higher level than are often given credit.”
Principle Two: RELATIONSHIPS OF RESPECT AND TRUST

Teacher – Student Relationship Spectrum

Friends  FRIENDLY  Professional
Principle Two: Relationships of Respect and Trust

Quadruple P Interactions

• Purposeful
• Personalized
• Positive
• Professional
Principle Two: RELATIONSHIPS OF RESPECT AND TRUST

Quadruple P Interactions

- Brief hallway conversation
- In-class compliment
- Short, personal note
- Postcard sent home
- Positive parental contact (phone, email, etc.)
Principle Two: RELATIONSHIPS OF RESPECT AND TRUST

Remember the cord? Doesn’t it sometimes feel like...?

- Reduced work
- Offering a “Fun Friday”
- Threatening to call home
- Bribe with a pizza party
- Filling a jar with “warm fuzzies”
- Forced Pep-Talk – “Come on, Guys!”
Principle Two: RELATIONSHIPS OF RESPECT AND TRUST

Extrinsic Motivation

Working to accomplish a goal for the purpose of receiving an external reward (i.e. pizza party, free time, avoiding a punishment). This may produce desired results in the short term, but it does not build long term, sustainable self-motivation.

Intrinsic Motivation

Working to accomplish a goal for the purpose of receiving an internal reward (i.e. knowledge, personal satisfaction, sense of accomplishment). This may produce desired results in the short term but will most certainly create long term, sustainable self-motivation.
Principle Two: RELATIONSHIPS OF RESPECT AND TRUST

How to Motivate Intrinsically

Step One:

STOP USING EXTRINSIC MOTIVATORS!

1. Set Appropriate and Meaningful Expectations
2. Dynamic Presentation
3. Self-Monitoring
4. Positive Encouragement and Recognition
5. Sharing Accomplishments
6. Extrinsic Hook
Principle Three: REINFORCE THE POSITIVE

Did you write...?

Interacting with students in a positive or encouraging manner.

Positive Reinforcement

Adding a stimulus to a student behavior to make it more likely to recur.
Principle Three: REINFORCE THE POSITIVE

THREE PRONGED MODEL

- Ignore Inconsequential Misbehavior
- Recognize Desired Behavior
- Appropriately Address Consequential Misbehavior
Principle Three: REINFORCE THE POSITIVE

Appropriately Address Consequential Misbehavior

1. **What** did I do wrong? (The infraction)
2. **Why** was it wrong? (The expectation they breached)
3. **How** do I plan to fix it? (Realigning behavior to expectations)
Principle Four: STUDENT-CENTERED INSTRUCTION

So... What Now?

Do what you do best...

TEACH!
## Principle Four: **Student-Centered Instruction**

<table>
<thead>
<tr>
<th>Lesson Centered</th>
<th>Self Centered</th>
<th>Student Centered</th>
</tr>
</thead>
<tbody>
<tr>
<td>➢ It’s all about the presentation.</td>
<td>➢ It’s all about “me.”</td>
<td>➢ It’s all about students.</td>
</tr>
<tr>
<td>➢ Methods over outcomes</td>
<td>➢ Teacher wants over student needs</td>
<td>➢ Student needs over teacher needs</td>
</tr>
<tr>
<td>➢ The “Wow” Factor</td>
<td>➢ Inflexible</td>
<td>➢ Flexible and Accommodating</td>
</tr>
<tr>
<td>➢ Teaches “lessons,” not “students.”</td>
<td>➢ Selfish with time, schedules, or curricula</td>
<td>➢ Team Player</td>
</tr>
<tr>
<td></td>
<td>➢ “Just a Job”</td>
<td>➢ Willing Learner</td>
</tr>
</tbody>
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*Empowered! Creating a Classroom Culture of Student Success*
“No other group of professionals is asked to do so much, for so many, with so little, in such a short period of time. The nation’s teachers are, as a whole, commendable beyond measure. The challenges we face and the importance of our cause necessitate teachers like Sheri – passionate, diligent, flexible, and willing to learn. There is no substitute for a quality teacher... For he or she possesses the ability to not only change the culture of their classrooms, but also the culture of their students’ lives.”
LET’S CONNECT!

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