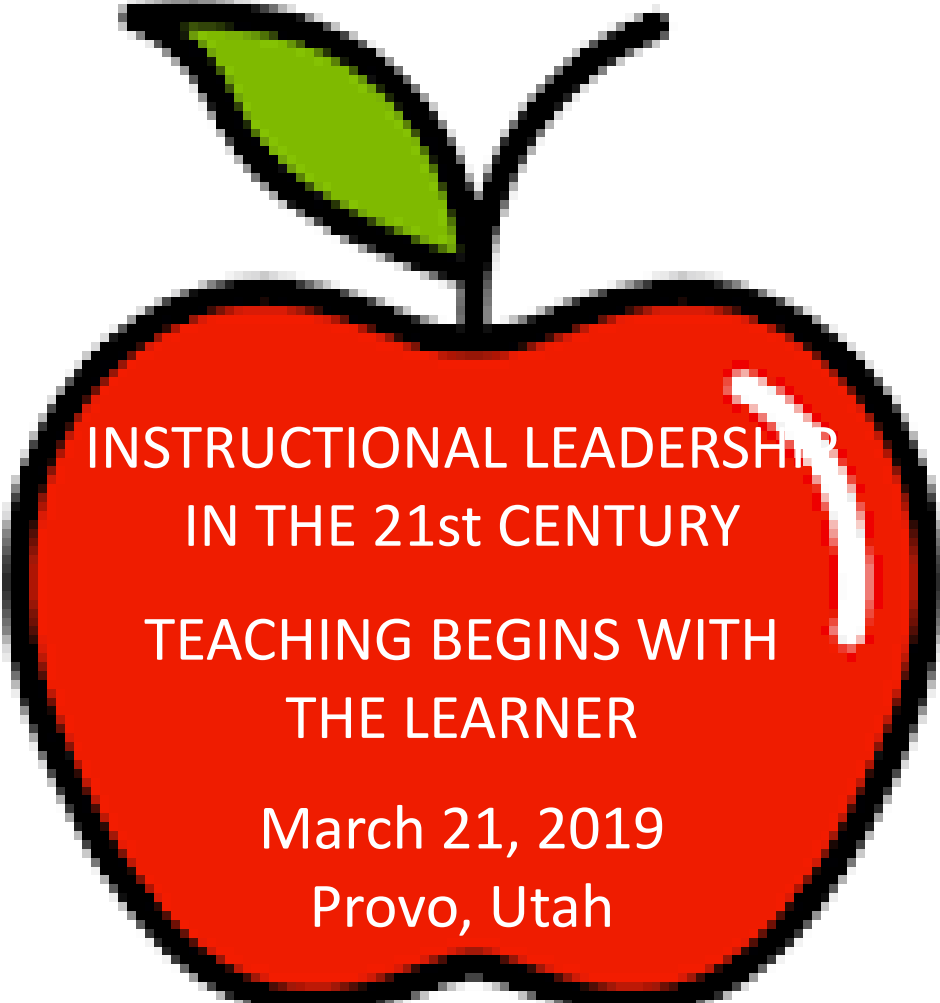# Understanding and Succeeding

with a Variety of Personality
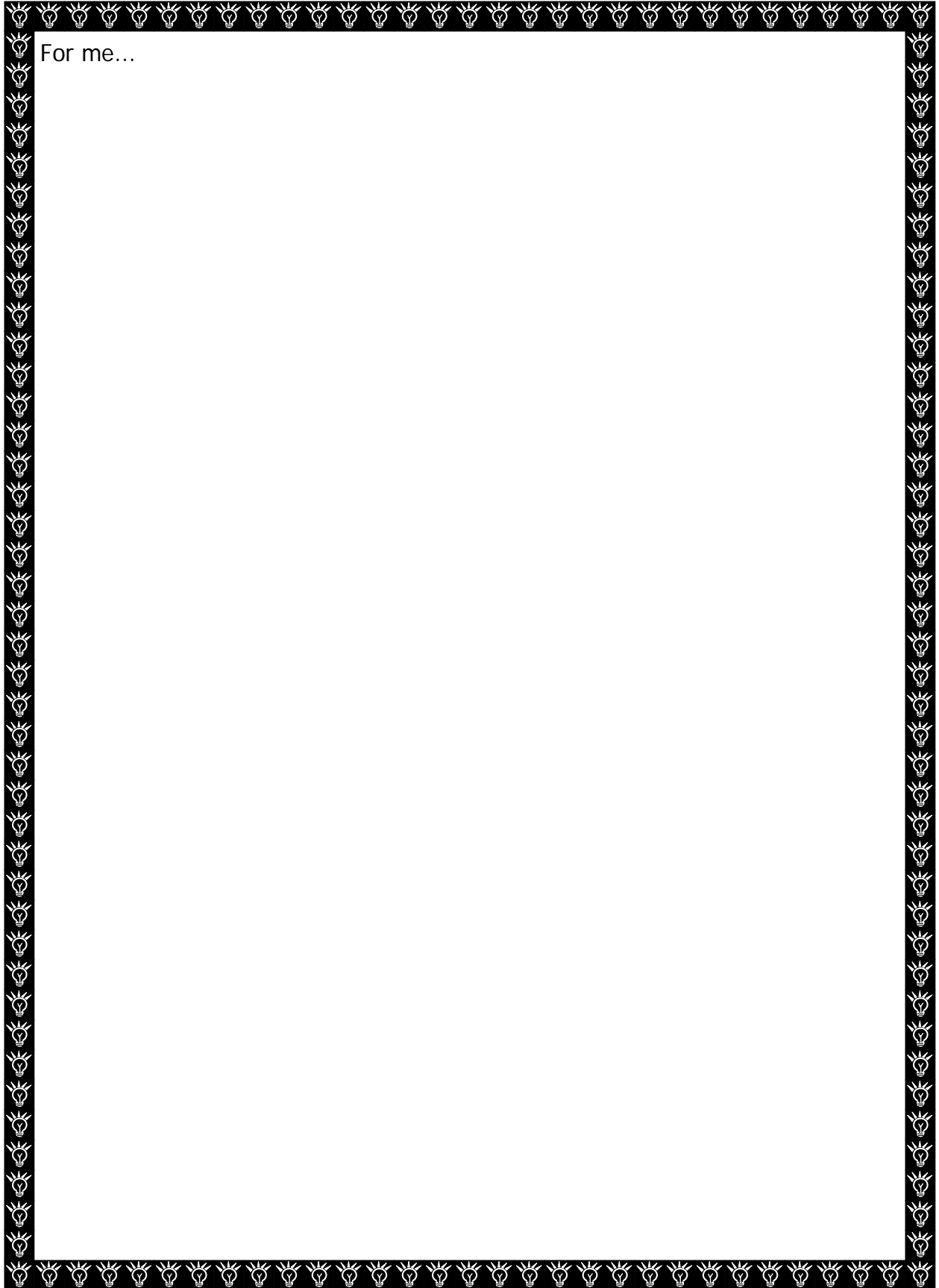
and Learning Styles

INSTRUCTIONAL LEADERSHIP
IN THE 21st CENTURY

TEACHING BEGINS WITH
THE LEARNER

March 21, 2019
Provo, Utah

Presented by: Kim Geddie
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For me…

LEARNING PREFERENCES/ STYLES / PERSONALITY / TEMPERAMENT / BEHAVIOR TYPES

- HIPPOCRATES 370 BC / Four Temperaments: Sanguine (cheerful, optimistic); Melancholic (sad, pessimistic); Phelgmatic (calm, detached); Choleric (passionate, enthusiastic)
- PLATO 340 BC / Character & Personality Ideas: (Artisan, Guardian, Scientist, Philosopher)
- KRETCHMER Hypomanic, Melancholic, Anesthetic, Hyperesthetic
- SPRANGER Aesthetic, Economic, Theoretic, Religious
- JUNG: 1923, "father of contemporary psychological type and temperament" set the foundation for personality and behavior types in his book <u>Psychological Type</u>. He evolved the ancient writers theories into the Personality Styles Model in the <u>Communications Guides</u>.
- FROMN 1947: Exploiting, Hoarding, Marketing, Receptive
- MYERS-BRIGGS (MBTI) 1955 (16 Types): Perceptive (SP), Judicious (SJ), Thoughtful (NT), Feelingful (NF)
- KEIRSEY: Keirsey Temperament Model (co-authored with Marilyn Bates) <u>Please Understand Me </u>(1978) and <u>Portraits of a Temperament </u>(1987): Artisan, Guardian, Idealist, Rational
- DISC: Dominance, Steadiness, Compliance, Influencing
- TRUE COLORS (Don Lowry): Orange, Gold, Green, Blue
- PERFORMANCE LEARNING SYSTEMS: Concrete Sequential, Abstractor Concrete Sequential, Global Abstract Global Concrete, Global Abstract
- KOLB and FRY (1984): Accommodator, Converger, Assimilator Converger, Diverger
- INFORMATION PROCESSING: Field independent: analytic, Field dependent: global
- HONEY AND MUMFORD (1992): Activist, Reflector, Theorist, Pragmatist
- DUNN AND DUNN MODEL: Environmental, Emotional, Sociological, Physiological, Psychological
- LEARNING MODALITIES (Walter Burke Barbe and colleagues): Visual, Auditory, Kinesthetic, Tactile
- SENDORY MODALITIES (Neil Fleming): Visual, Auditory, Physical, Social
- MIND STYLES MODEL (Gregorc) Concrete Random, Concrete Sequential, Abstract Sequential, Abstract Random
- COGNITIVE PROCESSES & COPING TECHINIQUES (Grasha & Riechmann): avoidant, participative, competitive, dependent, independent
- NASSP (1980's): Cognitive, Affective, Physiological
- FELDER AND SILVERMAN: Active/Reflective, Sensing/Intuitive, Verbal/Visual, Sequential/Global
- 4MAT (McCarthy) 1980's: Style 4 Dynamic Learners, Style 3 Common Sense Learners, Style 2 Analytic Learners, Style 1 Innovative Learners
- MULTIPLE INTELLIGENCES (Howard Gardner):1983 Verbal linguistic, Mathematical logical, Visual spatial, Bodily kinesthetic, Musical, Interpersonal, Intrapersonal, Naturalist
- STERNBERG (1998): 3 Intelligences: Analytical, Creative, Practical
- ENNEAGRAM: 9 Types: 1. The Reformer, 2. The Helper, 3. The Achiever, 4. The Individualist, 5. The Investigator, 6. The Loyalist, 7. The Enthusiast, 8. The Challenger, 9. The Peacemaker
- <u>Extraverts</u>: draw energy from the external world, are action oriented, verbalize ideas and thoughts, think out loud and seek involvement with others.
- <u>Intraverts</u>: draw energy from their inner world of ideas, emotions, process internally and loose energy from

TRUE COLORS WORD SORT

a	b	c	d
active	organized	warm	learning
variety	planned	helpful	science
sports	neat	friends	quiet
opportunities	parental	authentic	versatile
spontaneous	traditional	harmonious	inventive
flexible	responsible	compassionate	competent

e	f	g	h
curious	caring	clean	fun
ideas	people oriented	on-time	action
questions	feelings	honest	contests
conceptual	unique	stable	competitive
knowledge	empathetic	sensible	impetuous
problem solver	communicative	dependable	impactful

i	j	k	l
helpful	independent	playful	kind
trustworthy	exploring	quick	understanding
dependable	competent	adventurous	giving
loyal	theoretical	confrontive	devoted
conservative	why questions	open minded	warm
organized	ingenious	independent	poetic

m	n	o	p
sharing	busy	thinking	follow rules
getting along	free	solve problems	useful
animals	winning	challenge	save money
tender	daring	determined	concerned
inspirational	impulsive	complex	procedural
dramatic	risk taker	composed	cooperative

q	r	s	t
puzzles	nature	exciting	pride
math	easy going	lively	tradition
making sense	happy endings	hands on	do things right
philosophical	approachable	courageous	orderly
principled	affectionate	skillful	conventional
rational	sympathetic	variety	careful

TRUE COLORS

GOLD
stable, conservative, structured, detailed, prepared, specialized skills, consistent, predictable, orderly, respects authority and rules, strives for sense of security, strong belief in policies, rules, and procedures, well organized and orderly, punctual, precise, dependable and reliable, supportive of work requirements, shows loyalty

BLUE
empathic, enthusiastic, creates a motivational environment, makes (and needs to make) a favorable impression, engaging, people and growth oriented, contacts and relates well to others, encouraging, loving, caretaker, stimulating, seeks and appreciates peace and harmony, mediator, imaginative, inspirational, cooperative

GREEN
futurist, analytical, seeks information, very complex, appears calm and very together, intellectual, standard setter, perfectionist, systematic approach, private time, independent, quality conscientious, serious, conceptual, theoretical, philosophical, seeks "big picture", abstract, global, explores all facets before making a decision

ORANGE
self-confident, risk taker, seeks high visibility, practical, accepts challenges, desires change, able to act in crisis, questions the status quo, enjoys solving problems, competitive, high need for mobility and variety, likes tangible rewards, quick witted and humorous, appreciates immediate feedback, master negotiator, energetic

PERSONALITY TYPES: ENNEAGRAM
enneagraminstitute.com
https://www.eclecticenergies.com/enneagram/test

TYPE 1: THE REFORMER	TYPE 2: THE HELPER	TYPE 3: THE ACHIEVER
The rational, idealistic type: principled, purposeful, self-controlled, and perfectionistic	The caring, interpersonal type: demonstrative, generous, people pleasing, and possessive	The success-oriented, pragmatic type: adaptive, excelling, driven, and image-conscious
TYPE 4: THE INDIVIDUALIST	TYPE 5: THE INVESTIGATOR	TYPE 6: THE LOYALIST
The sensitive, withdrawn type: expressive, dramatic, self-absorbed, and temperamental	The intense, cerebral type: perceptive, innovative, secretive, and isolated	The committed, security-oriented type: engaging, responsible, anxious, and suspicious
TYPE 7: THE ENTHUSIAST	TYPE 8: THE CHALLENGER	TYPE 9: THE PEACEMAKER
The busy, fun-loving type: spontaneous, versatile, distractible, and scattered	The powerful, dominating type: self-confident, decisive, willful, and confrontational	The easygoing, self-effacing type: receptive, reassuring, agreeable, and complacent

Adapted from The Enneagram Institute, enneagraminstitute.com. Understanding the Enneagram: The Practical Guide to Personality Types, by Don Richard Riso and Russ Hudson; and Discovering Your Personality Type, by Don Richard Riso and Russ Hudson

STERNBERG INTELLIGENCE

ANALYTICAL INTELLIGENCE
_____ Acquire new knowledge, make decisions
_____Ability to learn how to do things and solve problems
_____Analyze, critique, judge, compare/contrast, evaluate, assess

CREATIVE INTELLIGENCE
_____Generate novel ideas, going beyond what is given, and using new concepts
_____Ability to adjust to new tasks and respond well in new situations
_____Create, invest, discover, imagine if, suppose that, predict

PRACTICAL INTELLIGENCE
_____Ability to select contexts in which one excels, to find the best fit between self and the demands of the environment
_____Ability to select contexts in which practical problems can be solved
_____Apply, use, put into practice, implement, employ, render practical

LEARNING STYLE

VISUAL
_____Understand when I see an image or illusion
_____Prefer text with pictures or illustrations
_____When I get a mental picture I look like I'm day dreaming
_____Remember information better if I can see the person talking
_____Colorful stimulating objects catch my attention

AUDITORY
_____Say it to myself to learn it
_____Repeat to myself aloud to memorize it
_____Solve a problem by talking aloud to solve it
_____Prefer to listen to a book than to read it
_____Remember information put to music or rhythmic pattern

KINESTHETIC
_____Learn best by participating in a task
_____Find it difficult to sit for more than a few minutes and learn information
_____Participating in a task with bodily motion is necessary for optimal learning
_____Prefer to hear or read stories full of action
_____Remember best when information is processed by doing something

MODALITY PREFERENCE STRATEGIES

VISUAL
- Bright colors and space
- Take notes, draw, sketch, doodle while listening
- Underline, highlight, sticky notes, draw on text to process letters, words, facts, semantic info.
- Minimal distractions with clutter

AUDITORY
- Partners drill verbally
- Put information in rhythmic order such a rap, song, chant, cadence
- Read aloud
- Record reading and play back to listen

KINESTHETIC
- Big spaces to draw
- Highlight, take notes while listening
- Frequent breaks with movement
- Action filled stories and information distribution

WHAT TYPE OF INFORMATION PROCESSOR ARE YOU?

_____prefer working by yourself
_____prefer working with another person or group instead of by yourself

_____prefer competing by yourself
_____prefer competing on a team to competing by yourself

_____prefer to start a task without waiting to see how another person does it
_____prefer to see how another person approaches a task before personally beginning

_____prefer to think about a decision independently
_____prefer to gather other people's opinions before making a decision

_____prefer to complete a task or job before beginning another one
_____prefer to begin new tasks or jobs before an earlier task or job has been finished

_____can concentrate best with a neat and clean desk area
_____can complete work even if desk area is cluttered

_____can easily ignore distractions while studying or working
_____can not easily ignore distractions while studying or working

_____read and remember details better than main ideas
_____read and remember main ideas better than details.

_____can take constructive criticism when told you've done something wrong instead of taking it personally
_____can't take constructive criticism when told you've done something wrong because you take it personally

_____prefer homework turned in to be graded in order to be worth the time doing it
_____if homework turned in is recognized, don't care if the teacher grades it

_____prefer choice in assignments and ways to accomplish them
_____prefer specific directions that specify exactly how to accomplish assignments

_____prefer assignment directions to be given step-by-step in small parts
_____prefer to know the whole assignment before looking at steps and smaller parts

_____prefer test questions with one right answer, such as true-false and multiple choice
_____prefer test questions that require you to write out the write answers and explain answers

_____prefer to go through completed tests to correct missed problems
_____prefer to look at graded tests, but not to correct missed problems

_____if you've studied that the teacher told you and you don't do well, you blame the test
_____if you've studied what the teacher told you and you don't do well, you blame yourself.

Top totals=A_____
Bottom totals=B_____

Which type of information processor is dominate? A=analytic B=global

INFORMATION PROCESSING STYLES

ANALYTIC:
- Give step by step directions
- Listen for details
- One thing at a time
- Specific details
- Step-by-step
- Prepared
- Facts over feelings
- Finds facts but may miss main idea
- Logical
- Direct answers
- Consistency
- Self-motivated
- Sense of justice

GLOBAL:
- Give the big picture
- Listen for the gist
- Big picture
- Relationships
- Cooperating between groups
- Multi-tasking
- Reading body language and non-verbal cues
- Giving and getting praise
- Involving others
- Feelings
- Avoids individual competition
- Takes criticism personally
- Avoids conflict
- May skip steps and details

MI

VERBAL/LINGUISTIC

*Discussions
*Storytelling
*Journal writing

Information driven
Words (written and spoken)
Lecturettes
Word games
Analyzing use of own language
Using humor
Explaining
Teaching
Learning

LOGICAL/MATHEMATICAL

*Sorting
*Problem solving
*Data collection and analysis

Learn part to whole
"How," order
Logical sequence
Categories
Sequences
Relationships
Easily computes numbers
Enjoy organizing things
Recognize abstract patterns
Reason inductively and deductively

VISUAL/SPATIAL

*Graphs
*Maps
*Mind-mapping

Picture whole to part
Sensitive to color, color charts
Pictorial presentations
Overviews
Metaphors
Manipulating images
Forming mental pictures
Imagining
Finding one's way in space
Represent something graphically

INTERPERSONAL

*Cooperative learning
*Community involvement
*Peer tutoring

Mediator, friend
Collaboration
Group planning, coordination
Problem solving
Creating and maintaining synergy
Verbal and nonverbal communication
Social gatherings

MUSICAL

*Rapping
*Tape recorder
*Musical instruments

Learn in songs
Create melodies, rhythm, songs
Pleasant singing voice perhaps
Love solo sports
Make tapping sounds
Sensing tonal sounds
Sensitive to sounds
Using "schemas" to hear music
Easily keeps time with music
Rhythm, pitch, appreciation of music
Play a musical instrument

INTRAPERSONAL

*Self-checking
*Journals
*Projects

Loner, moves to own style
Learn, reflect, meditate on own
Thinking about important decisions
Learn more about self
Respond to setbacks with resilience
Keeps hobby or interest to self
Thinking and reasoning on high levels
Concentrating
Mindful

BODILY/KINESTHETIC

*Dance
*Tactile activities
*Building tools

Doing=learning
Role play
"Mr./Mrs. fix-it"
Connecting mind and body
Controlling voluntary movements
Controlling movements learned
Using mimetic abilities
Expanding body's awareness
Engage in min. of one sport or physical activity regularly
Like working with hands
Spend free time outdoors
Practice new skill, not just read or see

NATURALIST

*Outdoor classifying and categorizing
*Sorting (outside and inside items)
*Projects using "Nature" works of art

Able to recognize flora and fauna
Make distinctions in the natural world
Farming
Biological science
Enjoy outdoors
Comfortable with nature
Discern, identify, classify plants and animals
Categorizing
Enjoy naturalist setting

THREE IN A ROW

1. Find people who can perform a task in the boxes until you have three in a row. They are to initial the box on your paper when they complete the task.
2. A person can only perform and initial one box on a page.

A. Hum or sing a line from a favorite song. B. Create a song with 3 things about you. C.?	A. Jog in place for 30 seconds. B. Design movements for 3 things about you. C.?	A. Reflect and repeat a famous or powerful saying or quote. B. Write a quote with 3 things about you. C.?
A. Draw a picture that represents something important or powerful. B. Design a visual to market 3 things about you. C. ?	A. Share a significant current event with a picture, words, audio/visual creation or movement. B. Share a great impact you had on someone's life with either a picture, words, audio/visual creation or movement. C. ?	A. Calculate the following: 25% off an $80.00 purchase, with an additional 25% off the sale price. B. Reflect on a recent sale or good deal you utilized for a purchase. Explain. C. ?
A. Share an exciting or stressful moment of someone well known as if it was in a live interview . B. Share an exciting or stressful moment as if you are being interviewed live. C. ?	A. Recall and draw a pattern recently observed in the clouds, dirt, trees, or body of water. B. Recall and draw a pattern recently observed in the clouds, dirt, trees, or body of water. Express what it means to you. C. ?	A. Recall and share a recent time goal setting was accomplished by someone. B. Recall and share a recent time you accomplished a goal you set. C. ?

- Musical: Play music, info to chants, rhymes, songs
- Bodily kinesthetic: Movement, information to motions, throwing
- Verbal linguistic: Discussion, oral presentations, active listening
- Visual spatial: Images, graphic representations, drawings
- Intrapersonal: Independent choices, personal reflections, games
- Mathematical logical: Pattern relationships, classify, logic
- Interpersonal: Group projects, cooperative learning, peer teaching/sharing
- Naturalist: Outdoor learning, pets integrated, nature integrated

COLORS	**MEMORY MATTERS**
VISUAL STIMULATION	• Sleep consolidates
NOISE	• Read aloud to self
SEATING	• Read aloud to a person
LIGHTING	• Tell a friend
HYDRATION & HUNGER	• Drawing pictures
EMOTIONAL COMFORT/FEAR	• Gestures
TIMED ACTIVITIES	• Symbols
DIGNITY/RESPECT	• Imitating
MOVEMENT	• Rhythms
MUSIC	• Positive association
SOCIAL INTERACTION	• Novelty
MODALITIES UTILIZED	• Intentional plan
EXPECTATIONS/RULES/PROCEDURES CLEAR	• Reduce Interruptions for quality creativity
GRADUAL RELEASE OF RESPONSIBILITY	• Vary media sources
FOCUS TIME EXPECTATION	• Decision making processing continues during diversions
LEVEL OF DIFFICULTY	• Stress interferes
ASSESSMENT FORMAT(S)/ANXIETY	• Nutrition = neurons and neurotransmitters
ORGANIZATION	• Hydration
DISCIPLINE/MANAGEMENT	

TEAMING:
GROUP WORK MEETING STRUCTURE

I. Roles and responsibilities: Leader/Facilitator, Process Observer(s), Time keeper, Scribe
II. Define goal(s) / expected outcome(s) for meeting.
III. Review agenda and review/set time limits for agenda items.
IV. Conclusion
a. Summary
b. Follow-up: Where do we go from here?
c. Clarify specifics for next meeting
d. Informing those not present

♦ ***Leader/Facilitator***:

Leader: Communicates and transmits information, knowledge, and skills between instructor and students. Mediates conflicts to achieve win/win resolution. Establishes a team culture and focus on the goal or purpose (mission). Can divide leader and facilitator into two roles in larger teams.

Facilitator: If team leader and facilitator are different roles, facilitator assists team leader. Primarily responsible for preparation and monitoring of agenda, observation of issues that interfere with team work, dealing with conflict, consensus and consensus blockers, encouraging critical thinking through challenge of team's assumptions and neutral position. Conduct meeting (and schedule and arrange when necessary). Get the meeting started, encourage communication, involvement, participation and decision making by utilizing structures and encouraging open-mindedness, discussion, opinions, feelings, explanations, paraphrasing, clarifications and summarizations. Probe for greater depth to an idea; suggest breaks, get team back on track, move team forward.

♦ ***Process Observer***: Observes and takes notes of what is seen and heard with communication. Looks for verbal and non-verbal expressive (discussion and questioning) and receptive (listening) communication skills. Can specify specific things to observe, and can use visual clue with facilitator (red page, scarf) as needed to maintain effective team relationships.

♦ ***Scribe:*** Take minutes or notes that focus on the topics of discussion and general points made, decisions of the team, deadlines, and any assigned tasks or actions being taken. Denote assigned or chosen responsibility for completing tasks and action. Make plan for notes to be distributed.

♦ ***Time Keeper***: Assists in setting and enforcing time limits for items on the agenda and for breaks. While facilitator is in charge of facilitation of meeting, time keeper enforces implementation of time limits. Monitors discussion time and gives "five minute warning" prior to the end of each segment.

♦ ***All Team Members:*** Prepares prior to meeting, is prepared for and on time to meeting, participates in discussions, works on self-improvement, works to remain proactive at all times, works to complete tasks in and out of meetings, utilizes resources outside the team when necessary, looks out for the team in meeting it's goals, serves in various roles as needed, accepts and supports consensus decisions of the team.

PROCESS OBSERVER REFLECTION QUESTIONS

1. How did the team get started?

2. How well did the team follow the structure, agenda, and goal of the meeting?

3. How did the team get the information out and openly explore different points of view?

4. What information was accepted? Rejected?

5. How did the team stay on track?

6. How was consensus achieved and tested?

7. How did the team discuss its own functioning?

8. How active and evenly distributed was the participation?

9. What climate emerged?

10. Other observations (if any)

PROCESS OBSERVER REFLECTION QUESTIONS

Team Development Wheel

Directions:
Review periodically as a team to discuss what each member feels is the present status of your team.

CONCLUDING / ADJOURNING

12

11

1

Stage Four

Stage One

PRODUCTION/PERFORMING

The team has efficient production.
- enjoy being part of this team
- Members can be themselves
- feel team is close and supportive
- have obtained a mature closeness
- Members are resourceful
- Members are flexible and open
- Members are effective

ORIENTATION/FORMING

The members are "testing."
- On best behavior!
- Members ask how they fit in
- Members ask what is expected of them
- Cautiously polite
- Test situations
- Impersonal
- Passive and guarded
- Watchful

10

2

9

3

RESOLUTION/NORMING

The team starts working.
- Not as frustrated as before
- Personally more satisfied
- Realize that we are beginning to establish procedures and get organized
- Developing skills
- Giving feedback
- Confronting issues

DISSATISFACTION/STORMING

The team decides on it's direction and control.
- Expectations don't fit reality
- Unsatisfied with dependence on group leader/facilitator
- Feel stuck and desire to opt out
- Difficulties
- Infighting
- Conflicts
- Control issues
- Confronting people

8

4

Stage Three

Stage Two

7

5

6

15

Adapted from "Developmental Sequence in Small Groups", by Bruce Tuckman

TEAM BACKGROUND & POINT OF VIEW SURVEY

□ PERSONAL INFORMATION AND PREFERENCES

Learning / personality style; strengths / weaknesses; highs / lows

Idea of successful class and teacher

Experience as professor, teacher, student

Experience in other career(s)

Personal education pros and cons (past schooling including college)

Staff development experienced and desired

Life outside teaching

Idea of fun, relaxation and stress

□ SYSTEMIC OPERATIONAL PREFERENCES

General organization pattern, desk organization and level of neatness

Communication system for written correspondence (weekly/daily email, notes, meeting)

Process and support for seeking solutions outside of campus

Extra planning times (meeting day, time, frequency, purpose)

□ SPACE AND MATERIALS

Furniture arrangement (file cabinets, boards, technology equipment, music source)

Filing ongoing and completed student work

Specific materials and supplies

Books

Room dividers

Centers/Stations/Individualized Learning and Documentation

□ DISCIPLINE/MANAGEMENT

Overall discipline philosophy

Optimal classroom (interaction, noise level)

Expectations; Rules; Consequences (logical, problem solving); Rewards/celebrations

Procedures (Movement; Instructional; Materials; Interruptions)

Executive Function; Self-Regulation; SEL (Social-Emotional Learning)

□ INSTRUCTION

Campus Improvement Teams / Leadership Teams

Curriculum / Specific programs/approaches/philosophies/resources

Specific strategies / activities

Differentiated Instruction

Flexible grouping; General grouping; Cooperative Learning

Multiple Intelligences / Personality and Learning Styles

Higher Level Thinking / Critical Thinking / Questioning

Student Reflections, Goal Setting, Initiation and Follow Through

Homework (amount, difficulty, and student time per night, use of within class)

Standards / Objectives / Targets / Lesssons, Lesson Planning

Substitute teachers (procedures, plans, paperwork)

□ ASSESSMENT

Purpose / types / processes

Strategies / activities

Feedback

Pre/Formative/Summative

Grading: What to record; who records it; how it is recorded

LISTENING & SPEAKING: VERBAL & NON-VERBAL COMMUNICATION

Three main types of listening & speaking.
1. Informational: giving/acquiring new information
2. Critical: evaluating/receiving evaluation
3. Empathetic: understand another/being understood

Two main types of listening & speaking responses:
1. Reflecting: restating to reflect meaning
   A. mirror: repeat
   B. paraphrase: different words, same meaning
2. Clarification: reduces confusion to ensure understanding of clear message

Effective active listening includes ears, eyes & brain:
• Eliminated other thoughts, distractions, talking
• Patient, empathized other points of view
• Focused on message not delivery, personal prejudice

Non-verbal cues:
• Facial expressions (smiles, frowns, confusion)
• Eye contact/movement
• Nodding or shaking head
• Body language: Posture and gestures
• Physical boundaries
• Physiological (sweating, twitching, blinking)
• Para-language (tone, pitch, speed)
• Inflection changes meaning through speed & volume
• Culture influence
• Emotional nature
• Provides feedback & requires interpretation
• Reinforces, modifies, regulates flow of verbal communication

Verbal cues:
• Volume: breath projects
• Clarity: open mouth = good articulation
• Variety: volume, pace, pause, pitch & inflection, accent
• Vocabulary/language: simple/complex/terminology
• Casual/business/friendly/technical/reflection clarification /questions (open, closed, recall, process, rhetorical, responses, leading, funneling)

Listening Barriers:
• Lack of empathy
• Distracted
• Wrong focus
• Physical need

Negative Listening:
• Ignore
• Pretend
• Selective

TEAM MINUTES

Team_____Members Present:

Date:

TOPIC	DISCUSSION	DECISION	RESPONSIBILITY/ DEADLINE

GOAL SETTING STRUCTURE A: GENERAL GOAL FOCUS

Where I am	Where I want to be	How I'm going to get there
Where we are	Where we want to be	How we're going to get there

GOAL SETTING STRUCTURE B: TASK FOCUS

Task to be done	Purpose of task	Needs to accomplish task	Process	Result of task

GOAL SETTING STRUCTURE C: SITUATION FOCUS

Current Situation	Ideal Situation	Barriers to Success	Overcoming Barriers	Benefits

GOAL SETTING STRUCTURE D: STANDARD FOCUS

Focus Standard/ Objective/Goal	Barriers (Why S's didn't learn/ missed ?'s)	Current Situation: Teaching Method Used (Strategies,	Overcoming Barriers: New Approaches (Strategies,

THE STEPS OF RQ⁴U

1. **U face it:** Identify the situation.

2. **U own it:** Set goals to address personal responsibility for change.

3. **U fix it:** Determine steps and execute a plan.

4. **U check it:** Self-assess and celebrate or start again.

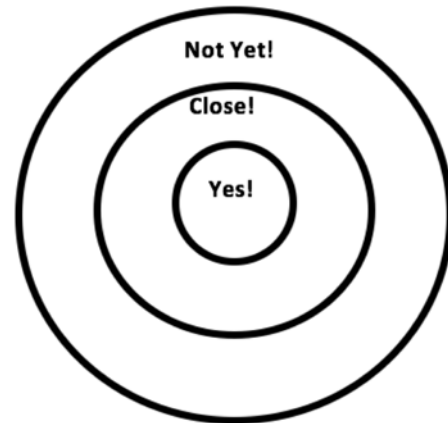# RQ⁴U TARGET GOAL SETTING

Name:

Date:

Target goal:

Evidence:

Steps to reach goal:

Did I succeed?

If the answer is yes, describe why.

If the answer is "I'm close," or "not yet," identify the next step for continual improvement.

Adapted from RQ4U: Reflective Questioning for Growth Mindset, Kim Geddie and Myrna Allison.

RQ⁴U PROCESS
How Mia Applied the Goal-Guide Template

Following is documentation of the **RQ⁴U** process used to help Mia improve. After reviewing the reflective questions, Mia detailed her situation.

STEP 1: U Face It—Identify the Situation

I was distracted by my cell phone and other social media. I kept putting off my assignments and studying for my test. I tend to pay more attention to what comes across social media. I now am behind and do not have my assignment ready to turn in.

I am also confused and not ready for the test.

STEP 2: U Own It—Set Goals to Address Personal Responsibility

I need to minimize my distractions as much as possible since I struggle with choosing to ignore social media when I'm attempting to complete work. I need to set my study area up so that I can keep my focus on my assignments and getting prepared for my upcoming tests. I need to choose to manage my time and complete my work before hanging out with friends.

STEP 3: U Fix It—Determine Steps and Execute a Plan
RQ⁴U TARGET GOAL

Name: Mia   **Date:** October 17

Target Goal

I will commit to planning daily tasks to meet my academic needs. I will minimize my distractions as much as possible in my study area so I can stay focused on my assignments and get prepared for upcoming tests. I need to commit to not hang out with my friends until my work is completed.

Evidence

My schedule will document due dates for assignments and tests, times for completion of assignments, and for test preparation. Further evidence will be seen in the improvement of my grades.

Steps to Reach Goal

1. I will turn off all social media, including phone, TV, and distracting music until my assignments are finished.
2. I will study at my desk with needed, reliable resources.
3. I will prioritize my study time each day according to the needs of each subject and will review and highlight notes from each class for 10-15 minutes per day.
4. I will set aside time and plan for extended assignments and projects, including specific tasks to be accomplished and preparation of needed materials.

STEP 4. U Check It: Self-Assess and Celebrate or Start Again

I was successful in turning everything in on time and my grades improved. I worked faster at my desk without social media distractions such as snap chats and texts beeping.

I was tempted to hang with my friends but I avoided the social temptation by adhering to my study schedule. I finished my work as planned, and I was able to hang with my friends on Saturday. I will continue to follow this process when material is taught and tested.

GOAL-GUIDE TEMPLATE

Reflective Questions

1. Did I avoid distractions and stay on task? How can I keep from being distracted again?

2. Would it be more effective to remove devices from my study area or turn them off?

3. Were my resources reliable and my study area as distraction free as possible? How can I utilize my resources in such a way that I don't get distracted and procrastinate?

4. Did I ask good questions and persist until the end regardless of temptations to get off task and do other things? How can I do a better job of sticking to the task and not losing focus and quitting?

5. Is it easier for me to avoid people or to tell them it isn't a good time? Which one would be more effective?

6. How can I improve my focus and avoid distractions and procrastination?

RQ^{4}U

1. **U face it:** Identify the situation.

2. **U own it:** Set goals to address personal responsibility for change.

3. **U fix it:** Determine steps and execute a plan.

4. **U check it:** Self-assess and celebrate or start again.

Be sure to continually assess your situation as you proceed through each step of the process.

RQ^{4}U TARGET GOAL SETTING
Name:
Date:
Target goal:
Evidence:
Steps to reach goal:
Did I succeed?
If the answer is yes, describe why.
If the answer is "I'm close," or "not yet," identify the next step for continual improvement.

Adapted from RQ4U: Reflective Questioning for Growth Mindset, Kim Geddie and Myrna Allison.

TOKEN TALK
FOCUS, ORGANIZATION, AND TIME MANAGEMENT

How to Play

1. Give each student a set amount of poker chips of three specific color(s).

2. Designate one color as "question" the other color as "answer" and the last color as "comment." Have students read, listen to, or watch the text or media source that will be discussed in Token Talk. This can be informational text, fiction or a real-life situation relating to the growth mindset focus.

3. Student discussion is started as a student or the teacher selects one of the following questions. Students must spend a token when they speak. They can ask a question from the questions below or generate a new question.

   a. Did I avoid distractions and stay on task? How can I keep from being distracted again?

   b. Would it be more effective to remove devices from my study area or turn them off?

   c. Were my resources reliable and my study area as distraction free as possible? How can I utilize my resources in such a way that I don't get distracted and procrastinate?

   d. Did I ask good questions and persist until the end regardless of temptations to get off task and do other things? How can I do a better job of sticking to the task and not losing focus and quitting?

   e. Is it easier for me to avoid people or to tell them it isn't a good time? Which one would be more effective?

   f. Did my lack of focus cause a problem?

   g. Were there distractions that could have been avoided?

   h. What could have been done to increase possibilities for success and avoid possible delays from distractions?

   i. What part of social media caused distractions? Poor time management?

   j. Could reliable resources have been better utilized to increase efficiency?

   k. Could time have been managed better to increase my success?

4. What is a way to improve time management in order to prevent problems in the future?

BACKWARDS PLANNING & FORWARD THINKING

MON	TUES	WED	THUR	FRI	SAT	SUN

MON	TUES	WED	THUR	FRI	SAT	SUN

1. **(STANDARD/LEARNING GOAL) DESIRED RESULTS**:
    Content Objectives/Outcomes **Students will know and be able to...**
- Language Objectives/Students will develop skills...(listening/writing/speaking & active listening/reading)
- Key Vocabulary:

2. **LEARNING PLAN (& RESOURCES)**: (Sequences of instruction, experiences, strategies, activities)
Lesson Preparation: Content Obj/ Vocab/ Supp Materials :

What experiences will guide students to mastery?
- **Do they know it?** Fact recall / understanding:
- **Do they get it?** Conceptual recall / understanding / synthesis:
- **Can they do it?** Skill performance / synthesis:

Alternative ways to know, get and/or do?
LS's:
*
*
*
*

Review & Assessment: Exit Ticket / Assessment :

Re-Teaching:

3. **EVIDENCE OF LEARNING**: How do you know your students are learning? What do you do when students are not learning? have learned? Base on evidence. Utilize varied response types.

Students will show they have achieved goals by...
- Pre-assessments (Starter card, bell ringer question, etc.)
- Formative assessments (KWL, TPS, exit slips, thumbs, quick write, quiz, prompts, collaborative groups, etc.)
- Summative assessments (Lesson/Unit/Quarter Tests, Semester Tests, Standardized Assessments, Performance Tasks (real world; presentations, models, labs, debates, projects, centers, activities, Socratic Seminars...)
Other Evidence: Unprompted Evidence; Anecdotal Notes; Self-Assessment

Next steps if students are not learning:
Next steps if students are learning:

GROWTH MINDSET LEADERSHIP TRAITS
Who are you leading? Who are they leading?

1. **Open-mindedness:** Needs of others.

2. **Situational awareness:** Resources and assets I can effectively utilize to stimulate growth opportunities.

3. **Embrace uncertainty with calculated risks:** New opportunities I find and bring others to engage in with sustained momentum that overrides fear and uncertainty.

4. **Anticipate & prepare for the unexpected:** Strategic, proactive and transformational plan that anticipates the unexpected.

5. **Get clarity of expectations from others:** My plan is clear and others know what to expect and what they are to do.

6. **Take ownership & eliminate mediocrity & complacency**: Others are held accountable with clear, high expectations that ensure resiliency is delivered and demanded and complacency is not tolerated in individuals and teams.

7. **Continuous growth:** Environment exists with earned trust, relationships that are valued and invested in, rank is eliminated and growth evolves with everyone and without hidden agendas.

8. **Create an executive presence:** I am self-aware, confident and working to meet people's needs as I build trust and inspire followers to want to know more.

9. **Promote inclusion and individuality**: Primary growth strategy is inclusive where an attitude of growth is created, allowed and demanded, like-mindedness is found in differences, and every individuals' unique ideas are embraced.

10. **Desire to make a significant difference not just recognition:** Transformational growth that gives others the freedom to reach new levels in all areas is desired and received with care, respect and captivated hearts.

Adapted from The 12 Crucial Leadership Traits of a Growth Mindset, www.forbes.com