

# Keeping it real and relevant!

Dr. Ignacio Lopez  
Interim President  
Harold Washington College  
City Colleges of Chicago





PART 2

Chapter 1: Self-Awareness: Relationship-Building  
in Diverse Classrooms..... 1

PART 3

Chapter 2: Designing and Leveraging an Effective  
Learning Environment..... 11

Chapter 3: Reality Therapy in Diverse Classrooms ..... 19

PART 4

Chapter 4: Nonpunitive Interventions in Diverse Classrooms..... 29

Chapter 5: The Making of an Expert ..... 43

Chapter 6: Work Ethic in Diverse Classrooms..... 55

PART 1

Chapter 7: Characteristics of Successful Teachers  
in Diverse Classrooms..... 67



# PART 1

## Characteristics of Successful Teachers

Today: What we can learn from teachers  
who stay...

# Teacher Turnover: Why It Matters and What We Can Do About It

Authors Desiree Carver-Thomas, Linda Darling-Hammond



## Why it's a big problem that so many teachers quit — and what to do about it

The Washington Post  
*Democracy Dies in Darkness*

### A Coming Crisis in Teaching? Teacher Supply, Demand, and Shortages in the U.S.

Authors Leib Sutchter, Linda Darling-Hammond, Desiree Carver-Thomas

## Frustration. Burnout. Attrition. It's Time To Address The National Teacher Shortage

September 15, 2016 · 9:38 AM ET



ERIC WESTERVELT

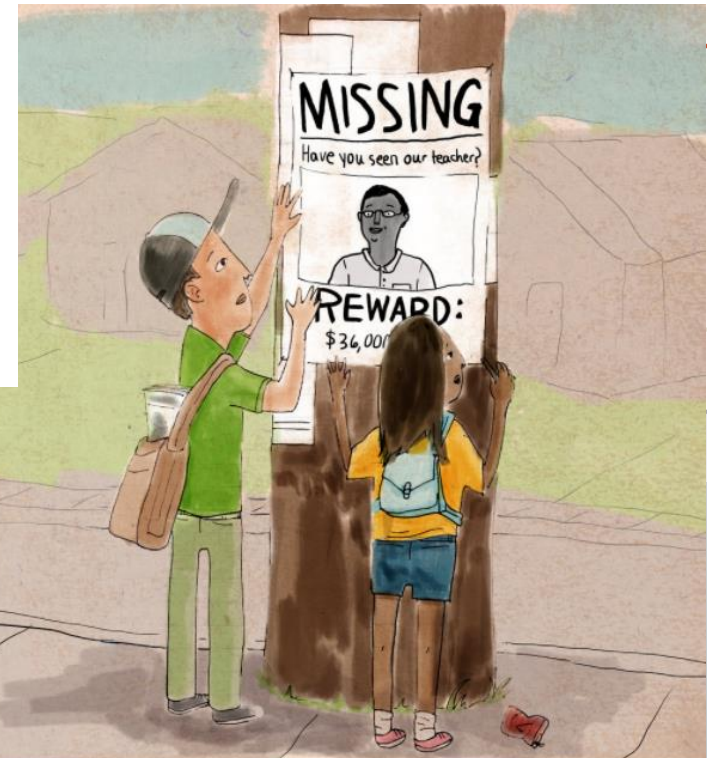


### Where have all the teachers gone?

By Valerie Strauss September 18, 2017



The Washington Post  
*Democracy Dies in Darkness*

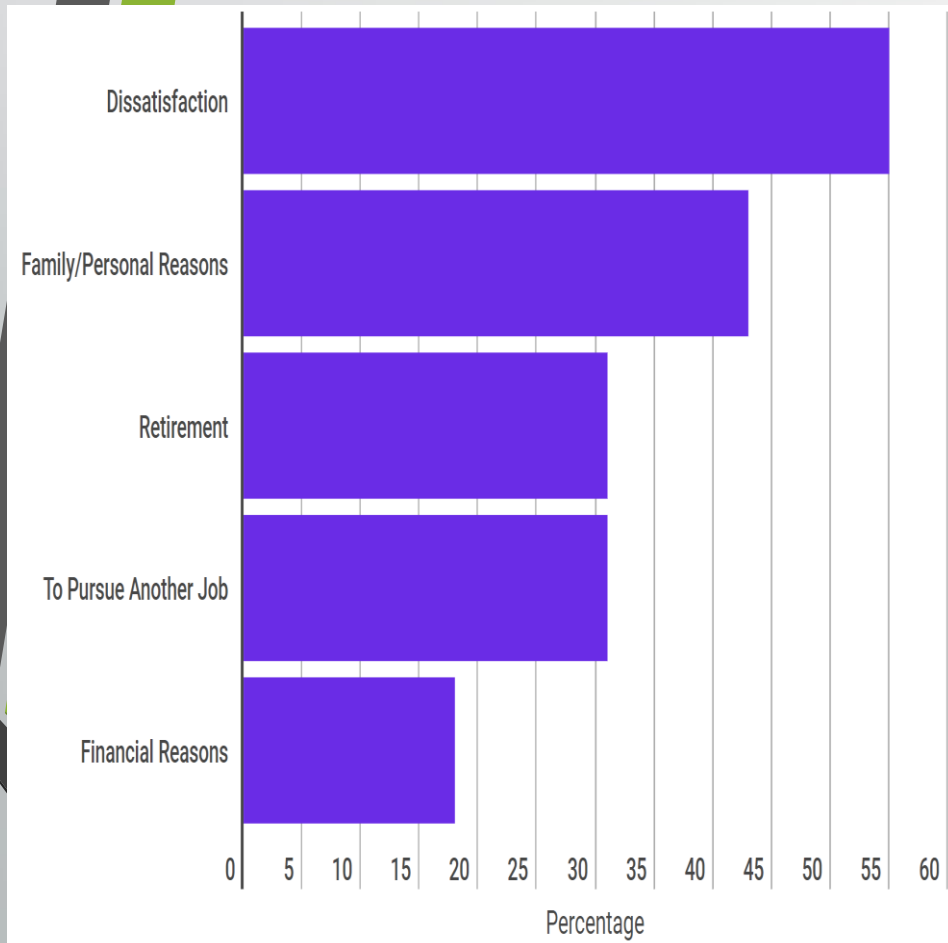


NPR

## Priming Knowledge Questions:

- ➔ **“What do we know about Teacher retention rates in America today?”**
- ➔ **“What can we learn from Teachers who leave their assignment early?”**
- ➔ **“What should we be learning from Teachers who stay teaching today?”**

# Nationally – The Top 8 Retention Issues ARE?



1. Dissatisfaction with school environment
2. Desire for better teaching assignment
3. Lack of administrative support/Lack of respect
4. Little influence on school decisions
5. Unrealistic teaching loads
6. Poor relationships with peers
7. Limited opportunities for Professional development
8. "Bureaucratic impediments"

(Futernick, 2007; Ingersoll, 2002; Johnson & Birkeland, 2003; Madeline Will, 2017)

# Urban teachers who quit said...

1. Preparation and Planning (use of time)
2. Didn't Feel part of the process
3. High Teacher Expectations
  1. Around Data usage
  2. Around teaching beyond the content
4. Lack of Community Support
5. Lack of Admin/mentor Support/Lack of Respect
6. Feeling of Isolation
7. Lack of Behavior Mgt Strategies
8. BURNOUT



# The NATIONAL Reality

The Question: *What are similar characteristics of teachers who stay in the profession?*

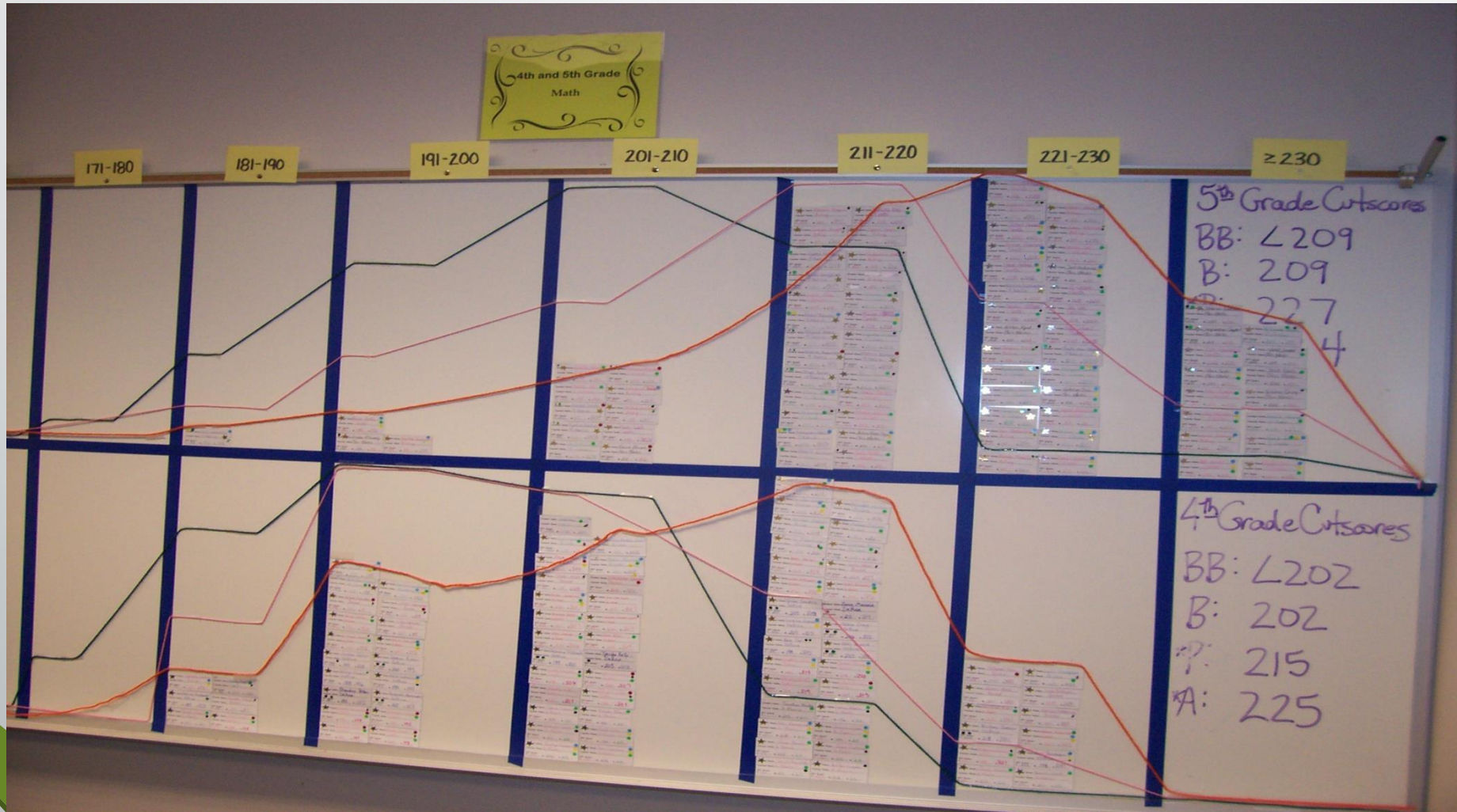


# Today's Successful Teachers Can...

- ➔ 1. Be Deceptively Standard (DI)
- ➔ 2. Understand how to "Approach" students *(they know what they sound like to them)*
- ➔ 3. Educate Beyond School Walls
- ➔ 4. Apply cultural responsiveness to their lessons and "Keep it Real"
- ➔ 5. Prove They Are Successful *(In their classroom and in their lives)*

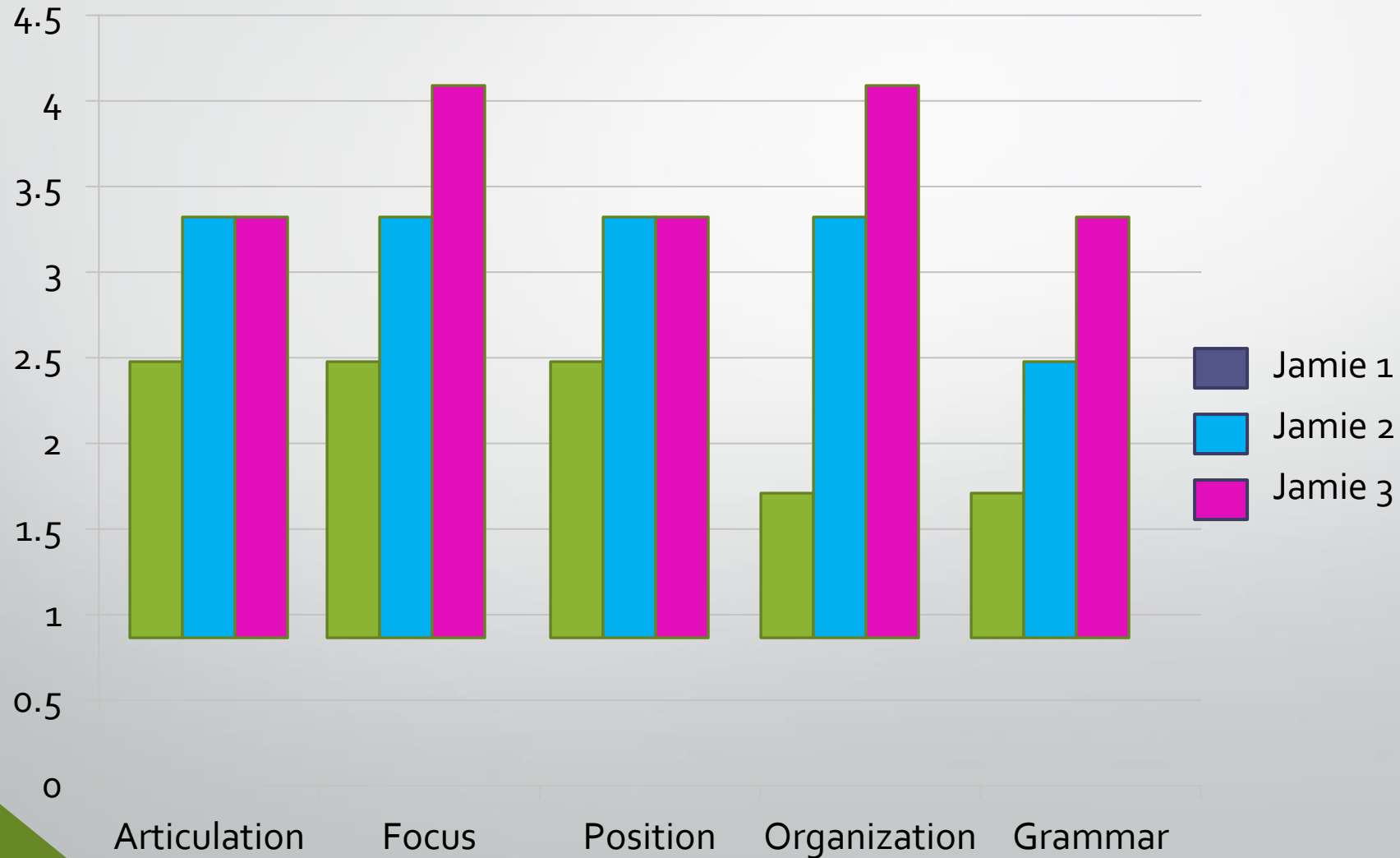
# Strategy: "Set The Learning Destination"

Motivation, Invest, Assessment Strategy 6-12 grade



# Strategy: "Set The Learning Destination"

## Individual student strategy 6-12 grade





PART 2:

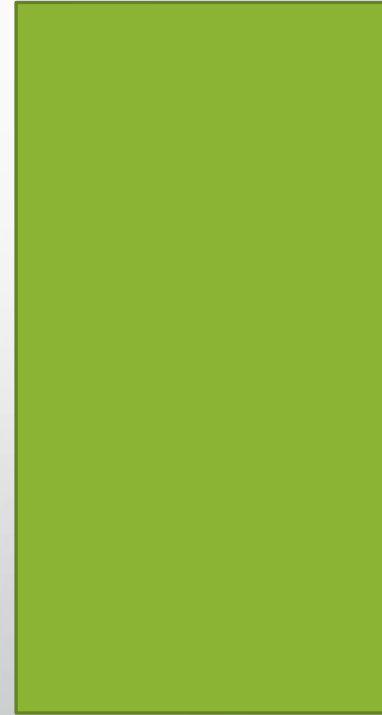
Self-Awareness : Relationship  
building in diverse classrooms

# Who's this Lopez guy?

My Categories:

- Favorite Color?
- Where was I born?
- How old am I?
- Do I have kids?
- What degree is my undergrad in?

My Answers:



# What's my point?

*Assumptions of people, places, and things in the classroom-space can deter, alter, or halt student-learning.*

*Two Questions:*


- 1. What happens when we don't break-down assumptions? Example*
- 2. How are teachers thinking about breaking down those assumptions?*

# Self-Awareness Strategy (1)

## **Masks**

Draw two masks: One depicting what you look like on the outside and the other depicting what you look like on the inside. The outside mark can include how you think others perceive you.





# PART 3:

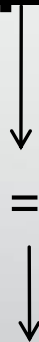
## The Learning Environment : What's SPACE got to do with it?

Audience Participation:

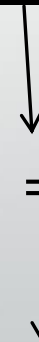
Directions (ON YOUR OWN):

1. Define "SPACE" in this question
2. Define "It" in this question
3. Answer the question
4. Share with a neighbor

What's Space Got To Do With It?



Learning Environment



Learning



# Deliberately “Creating-The-Space”

1. Do teachers purposely (and positively) think about how classroom-space can aid in student learning?
2. How can “space” deter teacher burnout and increase student success?
3. Do teachers deliberately assess the learning space? (How often?)



## Three must haves of Space Design

1. The Belief that ALL your children can be a designer of the learning space
2. Do no harm with Space
3. Cherish the Space (and space ideas) that children create

## Questions:

*Have we ever heard students say:*

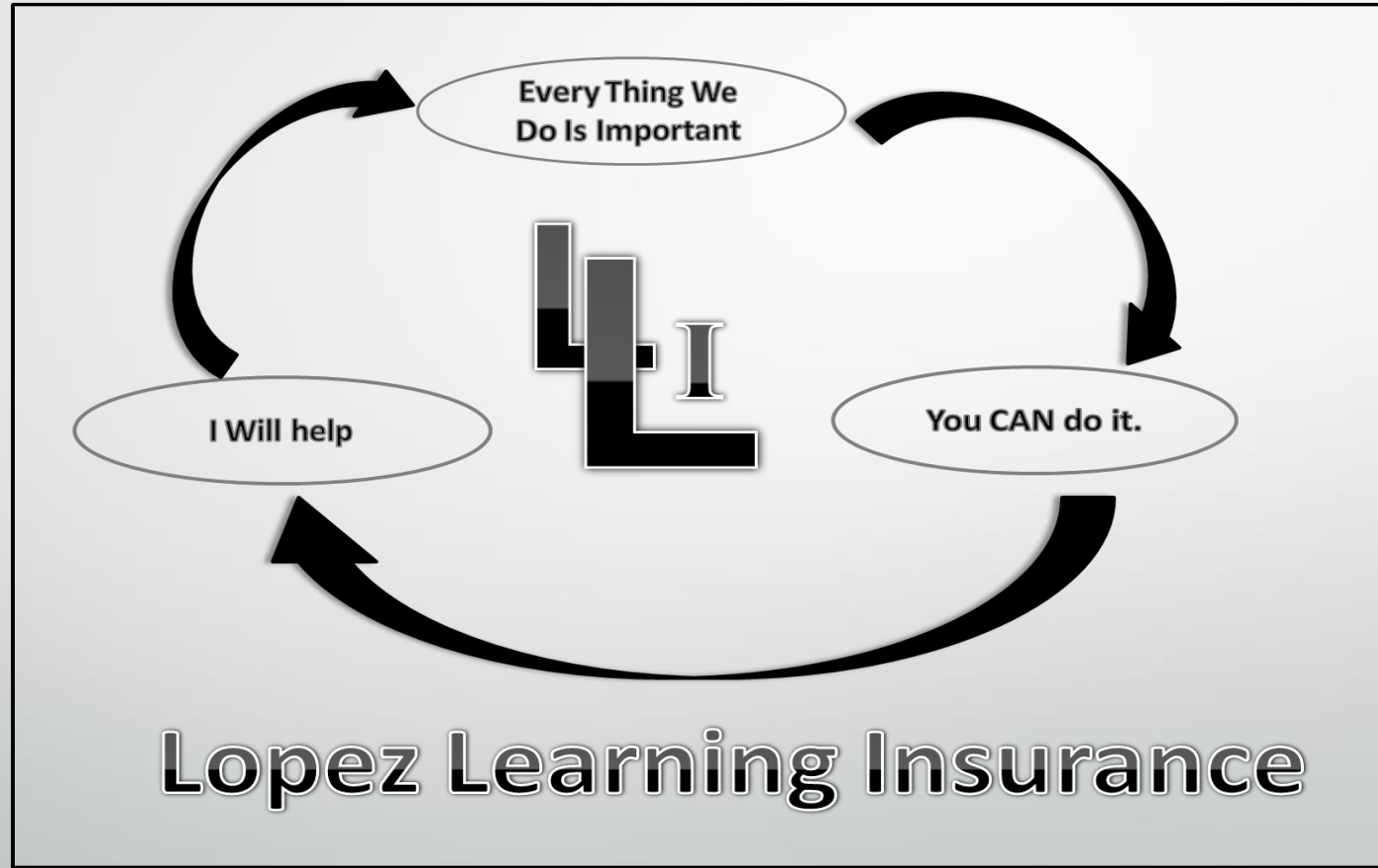
“I’m never going to have to know this!”

“Why do we have to do this!”

“I don’t know how to do that!”

# Strategy: "Lopez Learning Insurance"

Motivation and Investment Strategy for k-12



*Sign hung up on my classroom wall created by students.*

# Strategy: "The Motion Picture Rating"

## Creating Consciousness of Language Strategy

Where most of our class work  
Will be in...

|              |                                                                                                                              |
|--------------|------------------------------------------------------------------------------------------------------------------------------|
| <b>G</b>     | <b>General Audiences</b><br>For Everyone to hear, including your little sister...                                            |
| <b>PG</b>    | <b>Parental Guidance Suggested</b>                                                                                           |
| <b>PG-13</b> | <b>Parents Strongly Cautioned</b>                                                                                            |
| <b>R</b>     | <b>Restricted</b><br>Under 17 requires accompanying by a parent or adult guardian. <i>Think very carefully before using!</i> |

**The MAPP in Lopez' Class**  
**Lopez Rating on Academic Assignments (LRAA)**

*This is a sample of the Rating System hanging from my classroom wall*



# Strategy: "Where are your pants?"

## Creating Consciousness of Attire

Where Are Your Pants?

Lopez

---

Decent

---

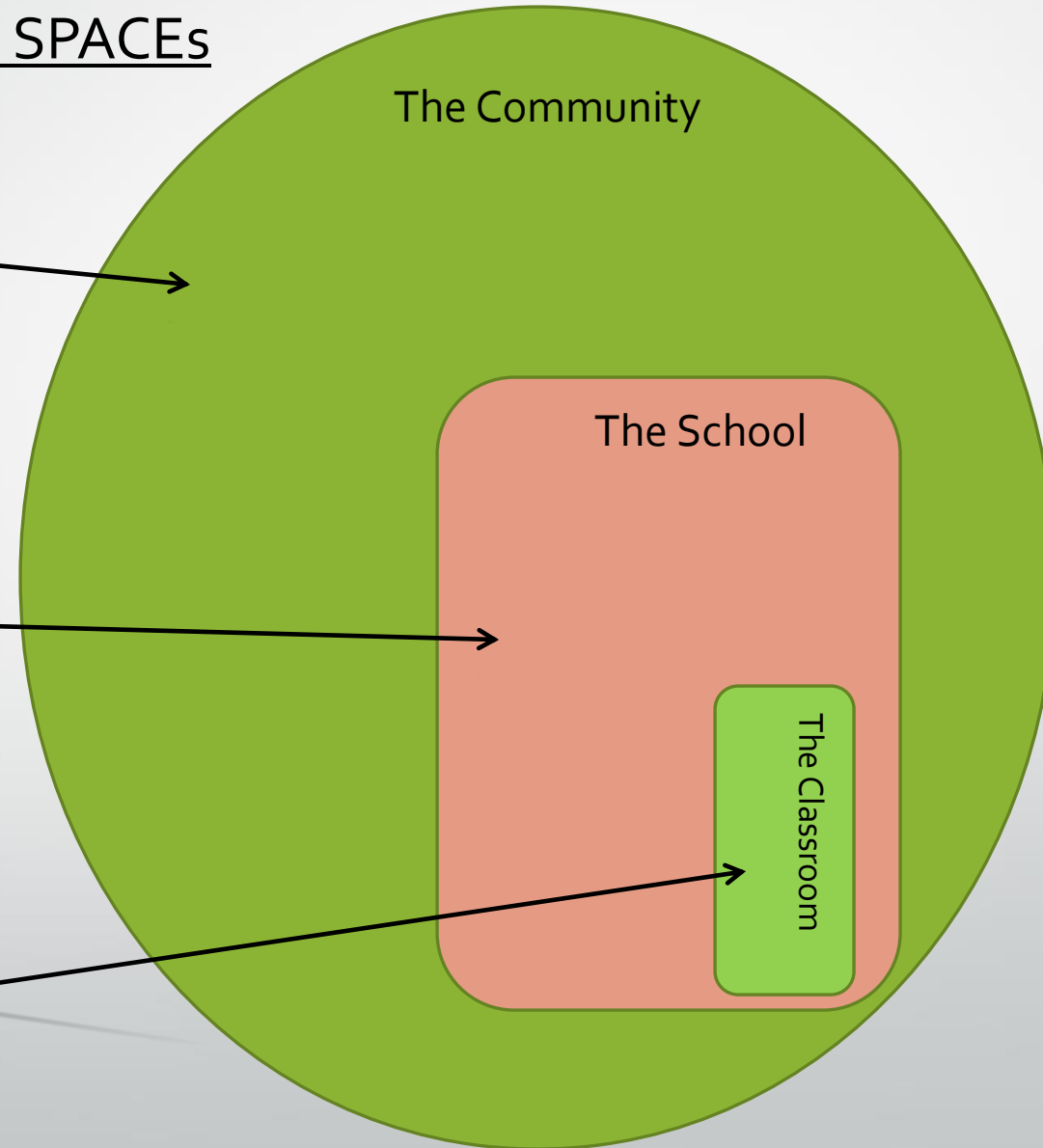
Final Thought on SPACE:

## Three Levels of Learning SPACES

1. Community Spaces  
*"What's Worth Knowing?"*

2. The School Space  
*"Are There 'Mixed Messages?'"*

3. The Classroom Space  
*"Are There Assumptions?"*



# PART 4

## Non-Punishment interventions

*Goals:*

- 1) Reflect on our approach to discipline*
- 2) Into the epiphany of self-intervention*

# Classroom Discipline Framework – Activity

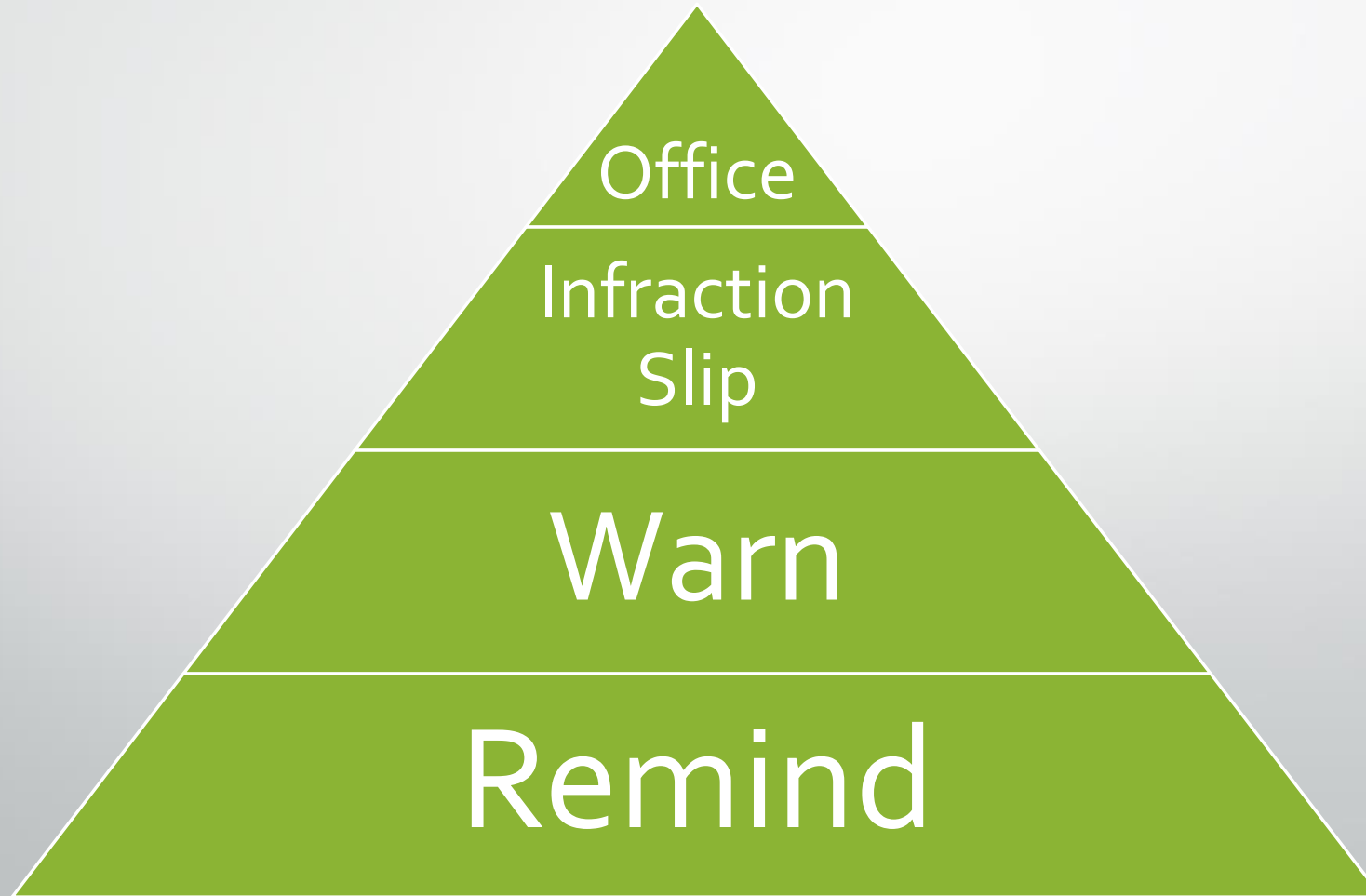
In general, when there is a disruption in your class by one student, what typically are the steps you follow to intervene with that child's behavior?

## Challenge:

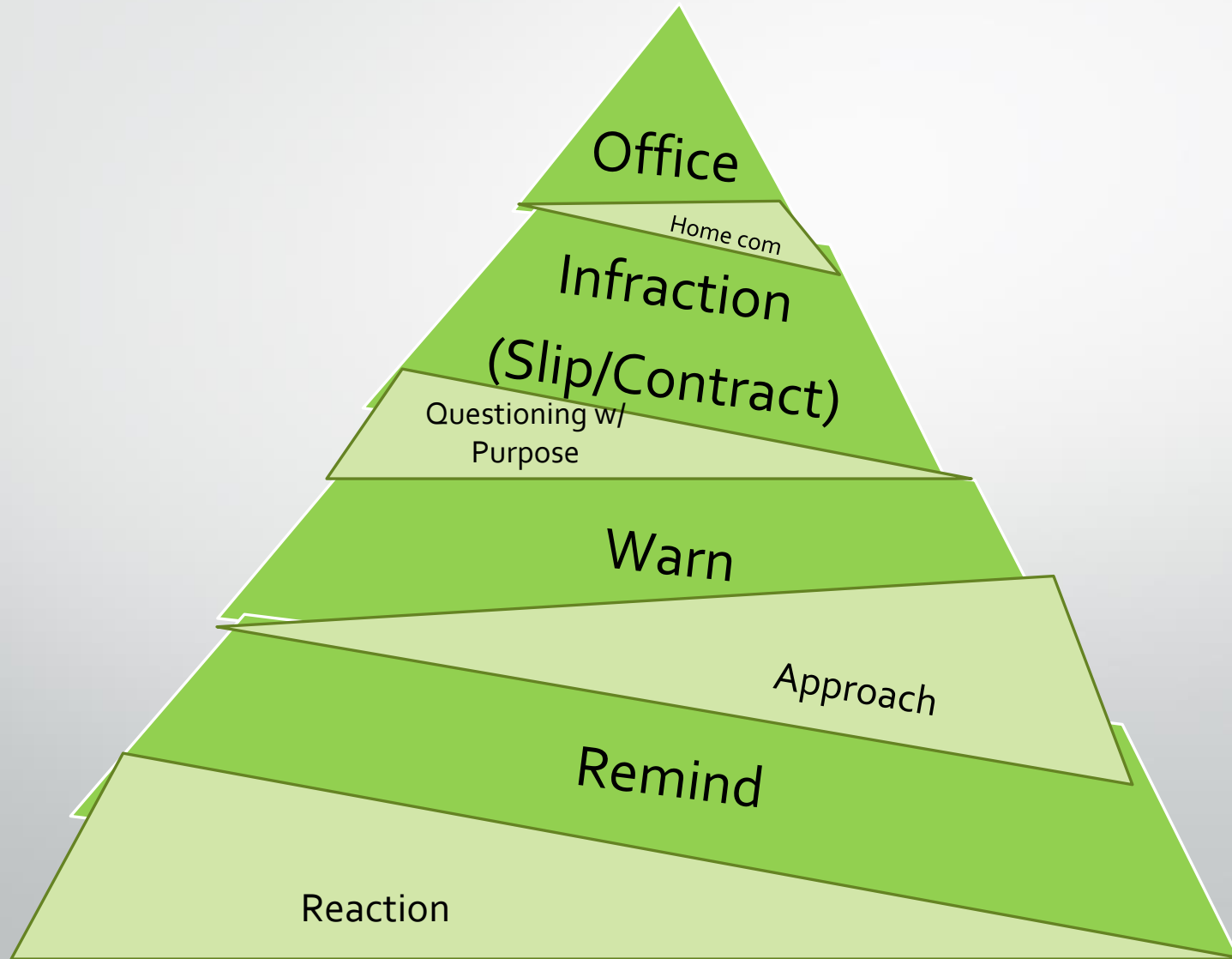
Draw your framework (i.e. in-steps) on a sheet of paper...

Will your framework match mine?

The Four (very traditional) steps argued for better classroom discipline:



# Customized Discipline



# Strategy: “No Punishment Empowerment Intervention.” (NPEI)

Behavior Intervention Strategy by Dr. Lopez

- A detention doesn't teach punctuality
  - A detention won't teach a student do his or her homework on time
  - Punishment often fails at Teaching
1. Have you built a relationship with the student
  2. Do you know their *life-world*...if you don't you won't know what to “ASK”
  3. Ask the RIGHT question (takes practice)
  4. Have the student design their option/intervention
  5. Make them Commit to it...if they don't, don't punish
  6. Repeat number 4 and 5 at least two times
  7. Then resort to school policy





Thank you!

[Ignacio.Lopez.Faculty@ascd.org](mailto:Ignacio.Lopez.Faculty@ascd.org)

- For information about ASCD Professional Learning Services, contact the ASCD Program Management Team, at
  - 1-800-933-2723, ext. 5773
  - 1-703-578-9600, ext. 5773
  - [programteam@ascd.org](mailto:programteam@ascd.org)

**ASCD**  
PROFESSIONAL  
LEARNING SERVICES