Moving Past Resistance: How Social Neuroscience equips us to deal successfully with the difficult mentoring dynamic
What Do You See?

Practicum Video Clip A. (1 minute)
What Do You See?

Please introduce yourself to a session colleague

Please share the first three things you gleaned from the video
“Thin- Slicing”  
(Ambady and Rosenthal ‘92)
Some Impressions from our public:

(Mom)
- the teacher is so young looking, I wasn’t sure it was she
- the classroom is new and lovely, are those microscopes on the counter?

(Trinh- Engineer)
- “the students are not reading their textbooks- do they have textbooks?”
  Time is being wasted by undisciplined students’

(Michael- retired)
- learning should be fun; having fun is as important as learning in science
- are all of the students Mexicans?

( Louise- ?)
- “I don’t know what I’m looking at – is this a class or maybe tutoring?
Can children eat in class?”

( Ellen- u Prof.)
- “I don’t know … This worries me, do the students settle down and listen?”

(Sandep- Engineer)
- I see time being wasted

“The teacher should begin the lecture and remove any child who does not listen”

(Quynh- software- designer)
Coaching is a transactional social dynamic
Attunement
Attunement: the E-Test
(Galinsky, Maddux ‘08)
Attunement: the E-Test
Attunement: the E-Test

*Perspective taking* is a cognitive capacity (vs. an empathic capacity)
Attunement: the E-Test

“Altruistic- E’s demonstrate a significant statistical advantage... at gaining agreement, cooperation and action...”

(Galinsky, Maddux ’06)
Gaining trust and galvanize action
Gaining trust and galvanize action

1. **Left- Gaze bias**
   
   (Barnard, Matthews, et. al. ’15; see also Lateral- Valence Hypothesis, Barnard ‘15)
Gaining trust and galvanize action

1. Left- Gaze bias

2. Questions (not statements)
   (Davidson ‘94; Miller and Rollnick ‘91)

- Questions illicit an *active response*
Gaining trust and galvanize action

1. Left- Gaze bias
2. Questions (not statements)

- Questions illicit an active response

- When the evidence is “on your side”, people come up with their own reasons for agreeing with you
Gaining trust and galvanize action

1. Left- Gaze bias
2. Questions (not statements)

- Questions illicit an active response
- When the evidence is “on your side”, people come up with their own reasons for agreeing with you

- And they believe those reasons more deeply and adhere to the behavior more strongly
## INDIVIDUAL LEARNING PLAN (ILP)

### Name:

### Mentor: Paul Kileana

### School: WC Crockett

### Grade Level/Subject: 9-12 / Science

1.4 Uses a variety of instructional strategies, resources, and technologies to meet students' diverse learning needs

<table>
<thead>
<tr>
<th>Emerging</th>
<th>Exploring</th>
<th>Applying</th>
<th>Integrating</th>
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</table>

- Uses instructional strategies, resources, and technologies as provided by the school and/or district.
- Some students participate in instructional strategies, using resources and technologies provided.
- Explores additional instructional strategies, resources, and technologies in single lessons or sequence of lessons to meet students' diverse learning needs.
- Students participate in single lessons or sequence of lessons related to their interests and experiences.
- Utilizes a variety of strategies including culturally responsive pedagogy, resources, and technologies during ongoing instruction to meet students' learning needs.
- Students participate in instruction using strategies, resources, and technologies matched to their learning needs.
- Creates, adapts, and integrates a broad range of strategies, resources, and technologies into instruction designed to meet students' diverse learning needs.
- Students actively engage in instruction and make use of a variety of targeted strategies, resources, and technologies that meet their individual learning needs.
- Refines the flexible use of an extensive repertoire of strategies, resources, and technologies to meet students' diverse learning needs.
- Students take responsibility for using a wide range of strategies, resources, and technologies that successfully advance their learning. 
“In a given unit of study, have you been given latitude to design the Task or did the Task arrive with the district curriculum?”
“In a given unit of study, have you been given latitude to design the _Task_ or did the _Task_ arrive with the district curriculum?”

“Does the prescribed _Task_ advocate your use of some instructional strategies and, perhaps, dissuade your use of others?”
## INDIVIDUAL LEARNING PLAN (ILP)

Name:  
Mentor: Paul Kennedy  
School: WC Overfelt  
Grade Level/Subj.: 9-12/Science  

### 1.4 Uses a variety of instructional strategies, resources, and technologies to meet students' diverse learning needs

<table>
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(09–19) #3
Gaining trust and galvanize action

1. Left- Gaze bias
2. Questions (not statements)
3. Strategic Mimicry and Touch

(S.M.: Chartrand, Bargh ‘99; Touch: Crusco, Wetzel ‘84)
How do we gain trust and galvanize action

1. Left- Gaze bias
2. Questions (not statements)
3. Strategic mimicry and touch

4. Motivational Interviewing and Loss Bias
   (Kahnemann, Tversky ‘84; Sobell and Sobell ‘08)

How to change?

On a scale of 0 to 10, how confident are you that you could make this change?

Not at all

Extremely

Important
### Collaborative Assessment Log

<table>
<thead>
<tr>
<th>Teacher:</th>
<th>Mentor/Coach:</th>
<th>Grade/Content:</th>
<th>Date: 11/11/13</th>
</tr>
</thead>
</table>

#### What's Working:
- Men's P.M. Key
- 3H is routine (and helpful) in 3

#### Current Focus--Challenges--Concerns:
- 3H will make me sick (flu season)
- Room lab costs (who will pay)
- 6th graders are just rude, homework is affecting school grade
- 6th graders = poor attendance = all up (becoming impossible)

#### Teacher's Next Steps:
- Mentor will observe 6th Thurs (Fri will email)
- PT = Steve w/ Bruni radar: 6th communication + face to face with parents

#### Mentor/Coach Next Steps:
- Observe 6th
- Video clip
- 5th 5 min...
- Focus:
  - 6th = Can't contact parents; need translator

#### Next Meeting Date:
Feb 7th or Fri 1st

### CSTP Essential Elements

<table>
<thead>
<tr>
<th>Engaging &amp; Supporting All Students in Learning</th>
<th>Creating &amp; Maintaining Effective Environments for Student Learning</th>
<th>Understanding &amp; Organizing Subject Matter for Student Learning</th>
<th>Planning Instruction &amp; Designing Learning Experiences for All Students</th>
<th>Assessing Students for Learning</th>
<th>Developing as a Professional Educator</th>
</tr>
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<tbody>
<tr>
<td>(Y1) 1.4 Using a variety of instructional strategies, resources, and technologies</td>
<td>(Y2) 2.3 Establishing and maintaining learning environments that are physically, intellectually</td>
<td>(Y1) 3.5 Using and adapting resources, technologies and standards-aligned instructional</td>
<td>(Y1, 2) 4.4 Planning instruction that incorporates strategies to meet the learning needs of all students</td>
<td>(Y1, 2) 5.4 Using assessment data to establish learning goals and to plan, implement, and evaluate instruction</td>
<td>(Y1, 2) 6.3 Collaborating with colleagues and the broader community</td>
</tr>
</tbody>
</table>
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<tr>
<td></td>
<td></td>
<td></td>
<td>11/11/13</td>
</tr>
</tbody>
</table>

**What's Working:**
- Current Focus/Challenges/Concerns:
  - Translator for Spanish/Viet.
  - Dept. Shares Lab. Equip., but lacks communication
  - 'First Few Weeks' swell in dual
  - Reduced >

**Teacher's Next Steps:**

**Mentor/Coach Next Steps:**

**Next Meeting Date:**

**Focus:**

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<tr>
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<td>(Y2) 1.3 Establishing and maintaining learning environments that are physically, intellectually, and emotionally safe</td>
<td>(Y1) 3.5 Using and adapting resources, technologies and standards-aligned instructional materials, including adopted materials, to make subject matter accessible to all students</td>
<td>(Y1, 2) 4.4 Planning instruction that incorporates strategies to meet the learning needs of all students.</td>
<td>(Y1, 2) 5.4 Using assessment data to establish learning goals and to plan, differentiate, and modify instruction.</td>
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How do we gain trust and galvanize action?

(video micro-teaching example)

**Left- Gaze bias** - what is the teacher feeling as the lesson progresses?

**Questions not Statements** - has the teacher conveyed an “own it” mentality & galvanize teacher to action?

**Strategic Mimicry** – does the teacher deploy this strategy? If not, what might she have done?

**Touching** – any evidence of this strategy?

**When might you have deployed the strategy?**

**Loss Bias** – does the student evidence this? The Teacher?

**Motivational Interviewing (MI)** - did this context call for MI?

**Where might you have inserted an MI moment?**
Practicum Video Clip B.

(2 min. 08 sec.)
How do we gain trust and galvanize action?

(video micro-teaching example)

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When might you have deployed the strategy?

Loss Bias – does the student evidence this? The Teacher?

Motivational Interviewing (MI)- did this context call for MI?

Where might you have inserted an MI moment?
Why do we tend to miss the Ping-Pong ball?
The **Adaptive Unconscious** advantages inputs that are below the level of cognition

(Wagner ‘02)
Social behavior is governed by a driving desire to minimize threat and maximize reward…
... and the primary neural networks utilized in a survival situation are the same used in social experience!
Some social interactions are low threat and some are high threat.
Some social interactions are *low threat* and some are *high threat*. Which do you think best describes our context? Why do you think so?
The Adaptive Unconscious and

*Status*

(Rock ‘08)
Move the Focus!
(from interpersonal, to empirical)
(Frontlinek-12.com; Certified Classroom Observer Certification)
Kill the Ethos of the *Conditional Incentive* (before it kills you...)
Elmore’s Instructional Core

- There are only three ways to increase student learning at scale

- All three ways must be calibrated and at work at the same time
Effect Size Hierarchy
(Hattie '08)

<table>
<thead>
<tr>
<th>Effect Size</th>
<th>Effect Size</th>
<th>Effect Size</th>
<th>Effect Size</th>
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<tbody>
<tr>
<td>Teacher estimates of achievement</td>
<td>1.67</td>
<td>1.57</td>
<td>1.38</td>
<td>1.28</td>
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<tr>
<td>Collective teacher efficacy</td>
<td>1.38</td>
<td>1.37</td>
<td>1.26</td>
<td>1.16</td>
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<tr>
<td>Self-reported grades</td>
<td>1.26</td>
<td>1.16</td>
<td>1.00</td>
<td>0.90</td>
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<tr>
<td>Plagiarism programs</td>
<td>0.90</td>
<td>0.87</td>
<td>0.83</td>
<td>0.75</td>
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<tr>
<td>Conceptual change programs</td>
<td>0.82</td>
<td>0.82</td>
<td>0.82</td>
<td>0.82</td>
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<tr>
<td>Response to intervention</td>
<td>0.82</td>
<td>0.87</td>
<td>0.90</td>
<td>0.90</td>
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<tr>
<td>Teacher credibility</td>
<td>0.89</td>
<td>0.87</td>
<td>0.83</td>
<td>0.75</td>
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<tr>
<td>Micro teaching</td>
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<td>Cognitive task analysis</td>
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<tr>
<td>Classroom discussion</td>
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<tr>
<td>Interventions for learning disabilities</td>
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<td>Interventions for disabled</td>
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<td>Teacher clarity</td>
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<td>Reciprocal teaching</td>
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Visible Learning plus is a professional development programme for teachers. It provides an in-depth review and change model for schools based on John Hattie's research. With a seminar and support series the Visible Learning plus team helps schools to find out about the impact they are having on student achievement.
Empirically-Informed Self-Evaluation

Data-Driven Dialogue

A Facilitator’s Guide to Collaborative Inquiry
by
Bruce Wellman, Laura Lineto
The Adaptive Unconscious and Certainty

(Rock ‘08)
Mythology of the Pliable Neophyte

(Clotfelter, Ladd, Vigdor ‘07- Study of Teacher Effectiveness as a Function of Tenure)
Failure doesn’t have to threaten Certainty …

Fullan’s Dip
(Fullan ’01)
7C’s Student Perceptions Survey
(see: tripoded.com)
### 7C’s Student Perceptions Survey

#### Checks for understanding (lecture)

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<th>Response</th>
<th>Frequency</th>
<th>Percent</th>
<th>Mean: 4.14</th>
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<tbody>
<tr>
<td>A - Totally TRUE</td>
<td>11</td>
<td>2.33</td>
<td></td>
</tr>
<tr>
<td>B - Mostly TRUE</td>
<td>23</td>
<td>3.83</td>
<td></td>
</tr>
<tr>
<td>C - Somewhat TRUE</td>
<td>56</td>
<td>10.00</td>
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<tr>
<td>D - Mostly True</td>
<td>184</td>
<td>33.83</td>
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<tr>
<td>E - Totally True</td>
<td>267</td>
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#### Students respect each other

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<th>Frequency</th>
<th>Percent</th>
<th>Mean: 3.64</th>
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<tr>
<td>B - Mostly TRUE</td>
<td>41</td>
<td>6.83</td>
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</tr>
<tr>
<td>C - Somewhat TRUE</td>
<td>180</td>
<td>30.60</td>
<td></td>
</tr>
<tr>
<td>D - Mostly True</td>
<td>203</td>
<td>33.83</td>
<td></td>
</tr>
<tr>
<td>E - Totally True</td>
<td>131</td>
<td>21.83</td>
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<tr>
<td>Missing</td>
<td>19</td>
<td>3.17</td>
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#### Learn same way everyday

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<th>Frequency</th>
<th>Percent</th>
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<tbody>
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<td>A - Totally TRUE</td>
<td>73</td>
<td>3.83</td>
<td></td>
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<tr>
<td>B - Mostly TRUE</td>
<td>18</td>
<td>3.33</td>
<td></td>
</tr>
<tr>
<td>C - Somewhat TRUE</td>
<td>11</td>
<td>2.00</td>
<td></td>
</tr>
<tr>
<td>D - Mostly True</td>
<td>27</td>
<td>4.83</td>
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</tr>
<tr>
<td>E - Totally True</td>
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<td>Missing</td>
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<td>2.90</td>
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#### Class Inauthentic

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<th>Percent</th>
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<tr>
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<td>144</td>
<td>24.00</td>
<td></td>
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<tr>
<td>B - Mostly TRUE</td>
<td>13</td>
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<tr>
<td>C - Somewhat TRUE</td>
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<td></td>
</tr>
<tr>
<td>D - Mostly True</td>
<td>40</td>
<td>6.93</td>
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</tr>
<tr>
<td>E - Totally True</td>
<td>287</td>
<td>49.37</td>
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<tr>
<td>Missing</td>
<td>17</td>
<td>2.90</td>
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Practicum Video C.

Post- Traumatic Slave Syndrome
(from YouTube, Degruy ‘05)

https://www.youtube.com/watch?v=MH7tpAK8APY

(2 min. 40 sec.)
The Adaptive Unconscious and BELIEF
What was your worst day in Education?
Secret Direction: Do not react to your partners story in any way
Belief cannot be hidden

Pygmalion Effect
(self-fulfilling prophecy)

Our actions (towards others)

Impact

Others actions (towards us)

Cause

Others beliefs (about us)

Influence

Our beliefs (about ourselves)

Reinforce
Abigail Soriano
(sorianoa@esuhsd.org)

Paul Kilkenny
(kilkennyp@esuhsd.org)
Altruism Theory:
We allocate cooperation *strategically*