From Head to Heart: High Quality Teaching Practices in the Spotlight

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Acknowledgment

We would like to thank Sue Clark for her time and attention to this tome. In addition to being a valued member of our writing club, she has spent almost thirty years in the field of education where she has consistently modeled how to make others feel valued and special.

Preface

Head to Heart: High Quality Teaching Practices in the Spotlight was written for teachers and support staff, school leaders and school counselors, higher education faculty and pre-service teachers. This book represents a concerted effort to describe effective teaching practices that improve instruction and student outcomes while acknowledging that relationships are an important part of the educational equation. A great deal of research shows the connection between relationship building and educational outcomes for staff, students, and families; thus, teachers must be well-prepared to invest emotional currency in the classroom (Henderson & Mapp, 2002; Castro, Exposito-Casas, Lopez-Martin, Lizasoain, Navarro-Asencio, & Gaviria, 2015; Flamboyan Foundation, 2011; Wood, n.d.). *Head to Heart* recognizes the role teachers play in all aspects of the educational arena and, as such, delves into topics such as empowering teachers and engaging with families, promoting positive classroom management practices, and wellness recommendations to prevent teacher burnout. Other chapters discuss teacher identity, social-emotional skill building, and administrator support.

The motivation for writing this book comes from several concerns:

- *Our belief that teachers hold the power to create academic environments that support all students and benefit learning outcomes;*

- *Our knowledge that as the face of education changes, so too must our veteran and pre-service teachers and to do so, they need the assistance of school leaders and post-secondary faculty;*

- *Our heartfelt desire to share teaching practices that support not only the practical side of teaching but also the more heady, caring side;*

- *Our awareness that teachers are not in education for the money, rather gauge success as having made a difference and changing a life;*

- *Our years of experience as educators, administrators, counselors, and parents who have experienced, first-hand, the dedication of the profession and sought to support those who continued to work with children, and;*

- *Our interest in sharing effective teaching practices that have the potential to transform good educators into exemplary role models.*

Educators are a unique tribe committed to the advancement of young people. According to a study published in 2013, 88% of teachers surveyed agreed

that the "rewards of teaching outweigh[ed] the challenges" (Primary Sources, 2013, n.p.), while 85% of the same group said they chose to teach to make a difference "in the lives of children" (Primary Sources, 2013, n.p.).

The teachers surveyed reported the five most critical factors for retaining top teachers as teacher collaboration (89%), access to teacher resources and high-quality curriculum (90%), more help for our most behaviorally needy students (91%), family engagement to enhance student outcomes (93%), while a supportive administration ranked at the top of the list (97%) (Primary Sources, 2012).

The average age of teachers in America is 42.3; however, the majority of teachers fall within the 21-34 age range (Primary Sources, 2013). There are almost equal numbers of men and women who teach high school, yet in PK-5, 74% are women (Primary Sources, 2013). And for those who question the work day of a teacher, a 2012 Primary Sources survey calculated that teachers worked 10 hour and 40 minutes a day - 13 hours more than a traditional 40-hour work week. Statistics such as these, point directly to the urgency of this tome, that is, that while teachers may use their heads to teach, they use their hearts to reach inside and extract the best qualities in each student.

How teachers connect with students provides the basis for all teaching and learning. Learning is not only a matter of how educators teach rather, it comes "from the identity and integrity of the teacher" (Parker, 1997). Stated another way, a teacher's identity is visible to students and often provides a picture of a caring individual who is willing to go the extra mile to ensure that quality learning takes place. Perhaps the most identifiable characteristic of an educator who teaches with heart is that they are compassionate, that is, they "have a feeling of deep empathy and respect" (Wolpow, Johnson, Hertel, & Kincaid, 2016, p.17) for their students and it is visible to the students as well. Educators who are compassionate are viewed by students as also being kind, empathetic, and positive (Alrubail, 2015). These are the same educators who inspire students and build relationships, and, in turn, students believe that their success matters (Alrubail, 2015; Hare, 2008).

In order to have meaningful change in student outcomes, educators need to make a connection through the heart, then the mind, of their students (Couros, 2015). They must build relationships and trust in order to build knowledge (Couros, 2015). An educator who teaches with heart may say hello to every student as they walk in the door, ensuring that each receives a warm smile and calm voice to start the day. It may be a teacher who, instead of reprimanding a student for a failed test, sits down to speak with him, learning about his likes and dislikes, abilities and struggles; thus, both the student and the teacher develop a connection that leads to learning (Delisio, 2009). It is

this type of relationship that, once formed, allows the student to thrive within the classroom; it is this heart of a teacher that provides a solid base and safe haven for students. Teachers cannot fake teaching with heart, it is who they are, and it has a substantial impact on the student experience (Couros, 2015; Delisio, 2009). It is no surprise, then, that students who feel a connection to their teacher might be more inspired to perform better academically and work harder to reach and exceed their goals (Delisio, 2009; Hare, 2008).

Written by an experienced team of educational professionals, this text attempts to synthesize existing data while adding to the body of current and growing research. An examination of more personal educator topics shows the multiple roles teachers play as they work to provide students with a 'just-right' mix of academics, social-emotional stability, and family support, and that when this mix is in proper proportions, everyone wins. As a practitioner-oriented text, this book seeks to offer a comprehensive look at the literature, while offering strategies and tools to engage students through educator best practices.

The authors hope that all who teach or are preparing to teach the students of the 21st century will be reminded that the most personal qualities should be crafted and honed so that educators can provide budding scholars with the best they have to offer. In her famous TED Talk, Pierson (2013) eloquently reminded educators that "Teaching and learning should bring joy...Every child deserves a champion, an adult who will never give up on them, who understands the power of connection and insists that they become the best that they can possibly be" (Pierson, 2013, n.p.). We can ask for no more from our educators, and our students deserve no less.

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Chapter 1

"This Is What I Am": The Evolving Landscape of Teacher Identity

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Teaching is complex. Working with children, classroom management, lesson design and implementation, policy mandates, responsibility to multiple stakeholders, and numerous other demands pose a unique set of challenges on a daily basis. It is at times stimulating, frustrating, inspiring, exhausting, and empowering. For many teachers, despite its many pressures, teaching is meaningful, fulfilling work, reflective of a sense of mission rooted in a service ethos and educational ideals. Perhaps because of this service orientation, the personal and professional identities of teachers are woven tightly together (Beijaard & Meijer, 2017; Downey, Schaefer, & Clandinin, 2014).

A few years ago, facing impending retirement, a teacher reflected on her life's work:

> This is what I am, and I cannot imagine putting myself in a situation where I can't say to people, "I'm a teacher." I don't know, this is the emotional version. I want to be remembered in the same way that I remember teachers I had. I hope that there are people out there who, when they think about me, kind of choke up because of the presence of teachers in their lives. And I think I probably have been that for a few kids.

For many teachers, their professional identity "is deeply embedded in…personal biography" (Bukor, 2015, p. 305) and teachers' vocational dispositions are a reflection of their goals, beliefs, aspirations, and motivations that guide them and shape them as professionals (Bukor, 2015).

The Uniqueness of Teacher Identity

Teacher identity is multifaceted, malleable, and fluid. It encompasses teachers' beliefs, values, views, experiences, thoughts, feelings, understandings, decisions, and actions (Mockler, 2011). Teacher identity is multi-dimensional

and unique to each respective individual; thus, it is a difficult construct to define adequately. A teacher's self-identity evolves over the course of a career, responding to various personal and professional changes, as well as to larger cultural and political forces (Mockler, 2011). It reflects personal and professional beliefs situated in a cultural, political, and educational landscape that itself does not remain static. In response to these wide-ranging influences, teacher identity is "formed and constantly re-formed over the course of a career and mediated by a complex interplay of personal, professional, and political dimensions of teachers' lives" (Mockler, 2011, p. 518).

It is a generally accepted precept of education that the single most important factor in a child's academic experience is the quality of the teacher (Department of Education, 2006). The common interpretation of this view is largely grounded in the pedagogical effectiveness of the teacher as a practitioner. Often overlooked, is the less obvious, yet more intangible and more nuanced, complex synergy of behaviors, values, beliefs, perspectives, and experiences that comprise, influence, and reflect teachers' personal and professional identities (Frenzel, 2014).

Professional identity is not completely separate from personal sense of self; therefore, factors such as the emotional investment teachers make to their students, the moral purpose of teaching, and cultural and political contexts may exert a significant influence on teachers' views of themselves and their profession, as well as how they carry out their work (Fried, Mansfield, & Dobozy, 2015). They may encounter discrepancies between the goals that attracted them to the profession in the first place with the complicated realities of the work. When such goals are hindered, and dissonance arises for any number of reasons, teachers' professional and personal self-images may be challenged.

The Research Base

Since Lortie (1975) first elaborated on the social-emotional lives of teachers, more attention has been paid to better understand the work lives of teachers, particularly the development and expression of teachers' identities during an era of momentous changes in education (Beijaard & Meijer, 2017; González-Calvo & Arias-Carballal, 2017). Likewise, the work of Nias (1996) prompted increased consideration of the role of emotion as central to teachers' professional identity, most notably the research of Hargreaves (2001), and more recently a number of others (Frenzel, 2014; Fried, Mansfield, & Dobozy, 2015; Gill & Hardin, 2015). Other works have focused on the responses of teachers to perceived or real threats to their self-concepts, such as resilience and burnout (Mansfield, Beltman, Price, & McConney, 2012; Nagy & Takács, 2017).

Theoretical Underpinnings of Teacher Identity

According to the theory of self-determination, humans innately possess three main psychological needs: competence, autonomy, and relatedness (Ryan & Deci, 2017). Environmental conditions that cultivate and fulfill these needs are integral to personal growth, well-being, and positive sense of self (Ryan & Deci, 2017). Social contexts that are supportive of competence, autonomy and relatedness enhance intrinsic motivation, encourage the internalization of extrinsic motivators, and fortify personal goals related to the fulfillment of the basic needs (Ryan & Deci, 2017). When personal or environmental challenges prevent the needs from being adequately fulfilled, or external controlling behaviors are dominant, self-motivation and overall well-being decrease (Korthagen & Evelein, 2016; Roth, 2014; Ryan & Deci, 2017). Given the variables present in the social setting of schools and classrooms, traditional schooling attitudes and practices, and the exigencies of the educational policy landscape, the implications of self-determination theory on teachers' professional lives are significant (Ryan & Brown, 2005; Ryan & Weinstein, 2009).

Central to self-determination theory are the various types and sources of motivation, whether intrinsically or extrinsically derived. Intrinsic motivation refers to behaviors and activities that individuals engage in out of interest or passion, and from which feelings of enjoyment result, whereas extrinsic motivation compels people to seek rewards or avoid punishments associated with an activity (Hohnbaum, 2012). Engagement motivations and personal outcomes can range from "personal endorsement and a feeling of choice" to "compliance with an external regulation" (Ryan & Deci, 2000, p. 71).

Across the career continuum, teachers' feelings of accomplishment and efficacy are associated with intrinsic motivation and autonomy (Roth, 2014; Watt and Richardson, 2014). Teacher burnout, job dissatisfaction, lower levels of perceived efficacy, poor self-concept, and diminished morale and motivation are among the many negative consequences associated with these types of school climates. Conversely, high levels of morale, motivation, collegiality, trust, support, and collaboration are vital to enhanced intrinsic motivation, increased self-efficacy, and positive identity formation (Roth, 2014).

Another theoretical framework by which to better understand professional identity is an expectancy-value theory, which emphasizes the influence of cultural and social contexts on the formation of individuals' values, perceptions, and expectancies (Butler, 2017). From an expectancy-value perspective, professional identity is comprised of perceptions related to skills and characteristics, as well as personal values and goals (Eccles, 2009). The FIT-Choice Framework (Factors Influencing Teaching Choice), which incorporates expectancy-value theory, focuses on altruistic and intrinsic motivations, along with

other factors that may lead one to a career in teaching (Richardson & Watt, 2016). It takes into account social influences, learning experiences, as well as self-perceptions and values. The altruistic motivation for teaching reflects a view of teaching as moral service, as a vocation or calling, as a social imperative, and as making a difference in students' lives (Gore, Holmes, Smith, & Fray, 2015; Richardson & Watt, 2016).

The Internal Architecture of Teacher Identity

Moral Purpose

An individual's motivation for choosing to teach as a career plays an important role in their ensuing professional engagement and identity development (Lauermann, Karabenick, Carpenter, & Kuusinen, 2017; Richardson & Watt, 2014). With the concepts of intrinsic motivation and altruistic motivation as pillars of teacher identity formation and reasons for entering the profession, a closer examination of other elements that comprise self-concept is warranted (Richardson & Watt, 2016). As a whole, teachers' self-identities reflect an intricate nexus of their professional activities and perspectives, their personal values and sense of self, and their overall life aspirations. Teachers often consider their work as a "calling" and moral purpose constitutes a powerful element of teachers' identities (Zembylas & Chubbock, 2014). The need to maintain a moral imperative for their work, relationships with others throughout the school community, professional autonomy, and overall pedagogical competence are vital to teachers' self-esteem, needs fulfillment, and intrinsic motivation (Richardson & Watt, 2016).

The moral principles and emotions involved in teaching as a profession are closely aligned with intrinsic and altruistic motivation, as well as basic needs fulfillment essential to self-determination theory. These ideals and values may be threatened by educational change efforts, bureaucratic forces, and controlling school environments. In the absence of intrinsic and altruistic motivation or when extrinsic motivators dominate, teachers may feel limited in their capacity to carry out their moral mission, and negative emotions, such as anxiety and frustration, and even guilt and anger, can emerge (Nias, 1999). When external forces erode their intrinsic motivation, feelings of low self-efficacy, stress, disengagement, and loss of morale may result. Indeed, teachers who may be most at risk of stress, demoralization, burnout, and attrition are often the ones who have the strongest sense of vocation about their work (Durr, Chang, & Carson, 2014; Richardson & Watt, 2016). Collaboration, support, emotion management, and resilience can counteract the detrimental effects of these tensions and reduce the potential for burnout and attrition (Hohnbaum, 2012). In other words, in educational settings, when the

List of Acronyms

ADHD   Attention Deficit Hyperactivity Disorder: A recognized disorder that makes it difficult for students to concentrate and focus.

AIP   Academic Intervention Plan: A written plan that addresses the specific needs of struggling students in all content areas.

BIP   Behavior Intervention Plan: A written plan that addresses the specific needs of students who struggle with appropriate behavior.

CASEL   Collaborative for Academic, Social, and Emotional Learning: An organization whose mission it is to advance social-emotional learning.

CCSS   Common Core State Standards: Math and English language arts standards that have been designed to be of high quality, are aligned both vertically and horizontally between grades, and outline the learning to be mastered at each grade level.

CICO   Check-in/Check-out: positive behavior strategies in which students have a designated person with whom they check-in at arrival and then check-out at dismissal. Through this process the adult is able to gauge student concerns and behaviors and address them before they become an issue during class time.

ESSA   Every Student Succeeds Act: The 2015 reauthorization of the Elementary and Secondary Education Act that defines all educational requirements from the federal government.

ESEA   Elementary and Secondary Education Act: A bill signed in 1965 to address the educational needs of students living in poverty. It emphasized high educational standards, accountability, and equal access to education. The bill has been updated every five years since its' inception.

FAFSA   Free Application for Federal Student Aid: A form college bound student's fill out to qualify for financial aid.

FBA   Functional Behavioral Assessment: a process that identifies behaviors that interfere with a student's education progress.

GED	General Equivalency Diploma: a diploma given to students who pass a test that encompasses four content areas instead of attending secondary school.
GERM	Global Education Reform Movement: A worldwide shift toward standardization, accountability, testing, and privatization brought on by education reform.
IDEA	Individuals with Disabilities Education Act: A four-part piece of legislation that guarantees equal education to all students with disabilities.
IDM	Inquiry Design Model: a blueprint to build inquiry that can be replicated for any number of learning experiences.
IEP	Individualized Education Plan: an educational plan developed by a team of experts to address the needs of a primary, middle, or secondary school student with a documented disability.
IESCAPE	I ESCAPE: an acronym that forms the framework for crisis intervention protocols.
IFSP	Individualized Family Service Plan: A document created by a team of experts, including family, that details special services for a young child from birth to age three who has been identified to have developmental delays.
ILB	Inquiry-based Learning: A student-centered learning approach that begins with a question and a period of investigation of possible solutions and leads to discoveries and new knowledge that is best understood through deep reflection.
LD	Learning Disability: Neurologically-based processing problems that affect the ability to learn basic skills. Students with LD are often as smart or smarter than typical peers.
LRE	Least Restrictive Environment: The opportunity for a student with disabilities to be educated in the same or similar setting to that of typical peers, to the greatest extent possible, and where it is appropriate.
LSCI	Life Space Crisis Interview: A therapeutic verbal strategy used to address a student who has self-defeating behaviors during a crisis situation in hopes of turning the incident into a learning opportunity.

MTSS   Multi-Tiered System of Supports: Synonymous with Response to Intervention (RTI), MTSS is a data-based problem solving support system that uses tiers of service to support students.

NCLB   No Child Left Behind: The 2001 reauthorization of the Elementary and Secondary Education Act that defines all educational requirements from the federal government.

NGSS   New Generation Science Standards: a multi-state effort to update and organize science standards in vertical and horizontal progression; they are content rich and inquiry-based.

ODR   Office Discipline Report: a worksheet that gives a description of inappropriate student behavior, what the adults did to mitigate such behavior, as well as what the consequences were for said behavior. It follows a plan of progressive discipline.

PBIS   Positive Behavioral Interventions and Supports: A system of supports and interventions used by schools to increase positive behaviors and learning communities.

PBL   Problem-based Learning: Similar in many ways to Inquiry-based learning, students examine a real world problem with the goal of explaining or solving the problem.

PjBL   Project-based Learning: Students investigate and respond to an authentic and engaging complex question, problem, or challenge for an extended period of time and must present their findings publicly.

RTI   Response to Intervention: A multi-tiered approach to identifying and supporting students who struggle with academics as well as behaviors within the classroom setting.

SEL   Social-Emotional Learning: A belief that all learning should stem from a base that is strong in social and emotional constructs with a focus on the well-being of children.

TAPPLE   TAPPLE is an explicit instructional strategy that stands for **T**each first, **A**sk a specific question, **P**ause, **P**air-Share, **P**ick a random non-volunteer, **L**isten to the response, provide **E**ffective feedback.

TFA   Teach for America: a non-profit organization who mentors future educators.

About the Primary Authors

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Dr. Nicholas D. Young has worked in diverse educational roles for more than 28 years, serving as a principal, special education director, graduate professor, graduate program director, graduate dean, and longtime superintendent of schools. He was named the Massachusetts Superintendent of the Year; and he completed a distinguished Fulbright program focused on the Japanese educational system through the collegiate level. Dr. Young is the recipient of numerous other honors and recognitions including the General Douglas MacArthur Award for distinguished civilian and military leadership and the Vice Admiral John T. Hayward Award for exemplary scholarship. He holds several graduate degrees including a PhD in educational administration and an EdD in educational psychology.

Dr. Young has served in the U.S. Army and U.S. Army Reserves combined for over 33 years; and he graduated with distinction from the U.S. Air War College, the U.S. Army War College, and the U.S. Navy War College. After completing a series of senior leadership assignments in the U.S. Army Reserves as the commanding officer of the 287th Medical Company (DS), the 405th Area Support Company (DS), the 405th Combat Support Hospital, and the 399th Combat Support Hospital, he transitioned to his current military position as a faculty instructor at the U.S. Army War College in Carlisle, PA. He currently holds the rank of Colonel.

Dr. Young is also a regular presenter at state, national, and international conferences; and he has written many books, book chapters, and/or articles on various topics in education, counseling, and psychology. Some of his most recent books include *Stars in the Schoolhouse: Teaching Practices and Approaches that Make a Difference* (in-press); *Guardians of the Next Generations Igniting the Passion for Quality Teaching* (in-press)*; Dog Tags to Diploma: Understanding and Addressing the Educational Needs of Veterans, Service-members, and their Families* (in-press); *From Cradle to Classroom: A Guide to Special Education for Young Children* (in-press); *Achieving Results: Maximizing Success in the Schoolhouse* (in-press); *Making the Grade: Promoting Positive Outcomes for Students with Learning Disabilities* (in-press); *Paving the Pathway for Educational Success: Effective Classroom Interventions for Students with Learning Disabilities* (2018); *Wrestling with Writing: Effective Strategies for Struggling Students* (2018); *Floundering to Fluent: Reaching and Teaching the Struggling Student* (2018); *Emotions and Education: Promoting*

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Dr. Elizabeth Jean has served as an elementary school educator and administrator in various rural and urban settings in Massachusetts for more than 20 years. As a building administrator, she has fostered partnerships with various local businesses and higher education institutions. Further, she is currently a graduate adjunct professor at Endicott College and previously taught at Our Lady of the Elms College. In terms of formal education, Dr. Jean received a BS in education from Springfield College; an MEd in education with a concentration in reading from Our Lady of the Elms; and an EdD in curriculum, teaching, learning and leadership from Northeastern University.

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developing reading habits for young children, and middle school reading interventions to name a few. Additionally, she has co-authored and illustrated several children's books to include *Yes, Mama* (2018), *The Adventures of Scotty the Skunk: What's that Smell?*, (2014), and the *I am Full of Possibilities* Series. She may be contacted at elizabethjean1221@gmail.com.

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