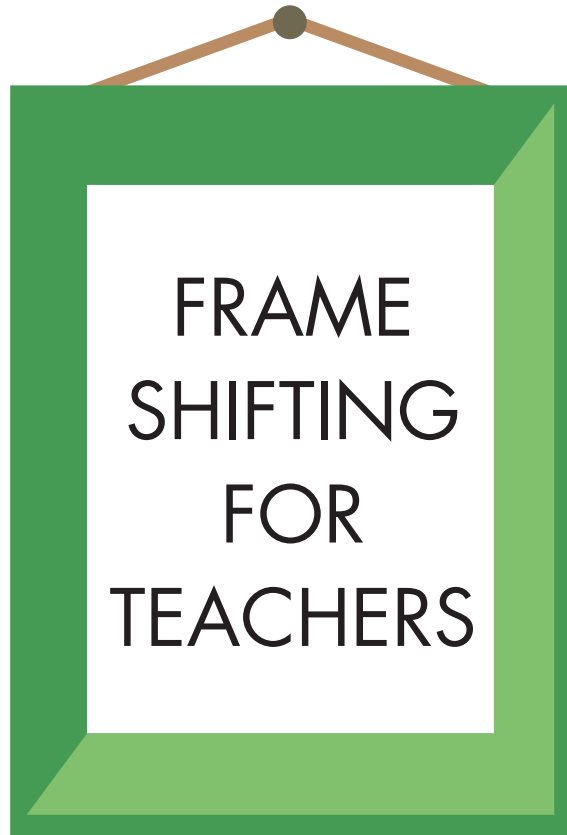


STUDY GUIDE

FOR



Developing a
Conscious Approach
to Solving Persistent
Teaching Dilemmas

BRIANNA L. KENNEDY
AMY S. MURPHY

An **Eye On Education** Book



Frame Shifting for Teachers

Developing a Conscious
Approach to Solving Persistent
Teaching Dilemmas

Study Guide

Brianna L. Kennedy and Amy S. Murphy

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Part I: Foundations

Resources

Description of US Educational System

In the United States, specific school organizational structures are determined at the state and district levels and there is some variation to this general description. School districts are public entities that oversee groups of schools in one geographic region. There is only one district per region and the state determines the catchment areas of its districts. By and large, school levels in the US include primary /elementary school, middle school /junior high, and high school. Students begin elementary school at about age 5 in kindergarten and then move to grade 1 at about age 6. The grade levels increase by number each year, culminating in grade 12 as the final year of high school. Elementary school goes from kindergarten to grade 5 or 6. Middle school goes from grade 6 or 7 to grade 8. High school begins at grade 9. Students in high school are sometimes referred to as freshman (grade 9), sophomores (grade 10), juniors (grade 11), and seniors (grade 12). Students are encouraged to matriculate into academic post-secondary options, which range from community colleges to large research universities.

Each level of schooling takes place at a separate school site. Students are sometimes tracked by achievement level within subject areas, but students are not tracked into a general level that determines which schools they may attend, as is the case in some other countries. In many cases, there are specialized programs such as magnet programs and charter schools that may have entry requirements and that have the effect of stratifying students. The specific organization and funding of these types of schools and programs varies by state and district. Students' access to post-secondary options depends upon their course enrollment and academic achievement in high school.



Introduction

Resources

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Exercise 1.3 *Identifying Your Driving Question and Dilemma Statement*

Directions

- 1) Write your driving question in the left-hand column of the table below (see Table 1.1 for an example of how Ms. Nash did this). You will return to this as you continue to read and complete activities throughout the book.
- 2) Ms. Nash's dilemma had to do with the entire context around students entering class, but she narrowed her dilemma statement to: *Students enter the classroom in an unruly manner and are not interested in working on the posted assignment*. Narrow your dilemma to one dilemma statement that you will initially focus on as you read this book and write it in the right-hand column of the table below.

Your Driving Question The question that summarizes your dilemma description and that you will try to answer using frame shifting.	Your Dilemma Statement The narrowing down of the dilemma into one sentence that describes the core of the issue that you would like to improve.



Strengthening Foundational Habits of Mind

Resources

Exercise 2.1 *Building Teacher Efficacy*

Directions

Consider which of the following you already have and/or can draw upon as you approach your dilemma:

<i>Dispositions</i>	<i>Knowledge</i>	<i>Skills</i>	<i>Resources</i>
<input type="checkbox"/> Curiosity	<input type="checkbox"/> Content area	<input type="checkbox"/> Collaboration	<input type="checkbox"/> More skilled colleagues
<input type="checkbox"/> Optimism	<input type="checkbox"/> Student developmental levels	<input type="checkbox"/> Learning new things	<input type="checkbox"/> School and district leaders
<input type="checkbox"/> Persistence	<input type="checkbox"/> Students' personal and learning needs	<input type="checkbox"/> Practices of reflection	<input type="checkbox"/> Community, parent, and/or university partners
<input type="checkbox"/> Courage	<input type="checkbox"/> Student activities and interests	<input type="checkbox"/> Insightfulness	<input type="checkbox"/> Trade journals
<input type="checkbox"/> Commitment	<input type="checkbox"/> Community strengths and resources	<input type="checkbox"/> Attention to detail	<input type="checkbox"/> Professional organizations
<input type="checkbox"/> Openness	<input type="checkbox"/> Parent and family backgrounds, values, and approaches	<input type="checkbox"/> Building connections with students and families	<input type="checkbox"/> Professional development opportunities
<input type="checkbox"/> Friendliness	<input type="checkbox"/> Other: _____	<input type="checkbox"/> Other: _____	Other: _____
<input type="checkbox"/> Honesty			
<input type="checkbox"/> Willingness to learn			
<input type="checkbox"/> Self-reflection			
<input type="checkbox"/> Other: _____			

Exercise 2.2: Developing the Habit of Personal Attribution**Directions**

Consider these questions in developing personal attribution.

Diagnosing a distal approach

- Am I dependent on a change in policy or some other part of the situation that I cannot impact before I would be able to solve the dilemma?
- What else is preventing me from solving the dilemma?

Adopting a proximal position

- What part of the dilemma can I affect in the classroom?

Diagnosing an external attribution

- When I think about how I have described my dilemma up until now, who has the power to solve it?
- Who do I think is responsible for solving the dilemma?

- Have I given up on, or already dismissed, my ability to solve the dilemma because I do not have the knowledge or skills to solve it?

Adopting an internal attribution

- What personal characteristics do I have that might help me solve the dilemma?
- What additional knowledge or skills might I need to develop? How can I do that?
- What material resources do I have that might help me solve the dilemma?
- How can others in my immediate environment help me?

Exercise 2.3 *Developing the Habit of Asset Identification***Directions**

Consider these questions in adopting a focus on assets.

Evaluating your current beliefs about students:

- Do I fully believe that no student really wants to fail if they believe they can succeed?
- Do I sometimes lower my expectations for some students out of “pity?”
- Do I fully believe that every student wants to make their caregiver or other significant adults proud if they believe that is possible?
- Do I fully believe that every caregiver loves their child?

Diagnosing deficit thinking:

- When I think about my dilemma, what do I think is wrong with the students?

- How is my cultural or social position shaping my perspective about what might be wrong with the students?

- What assumptions am I making based on cultural stereotypes?

- When I think about my dilemma, what do I think is wrong with the students' caregivers for situations outside of school?

Identifying assets:

- What strengths do I notice in my students?

- What strengths do I notice in caregivers and in students' communities?

- How could I build upon students' and caregivers' strengths to solve my dilemma?

Exercise 2.4 *Practicing Plausible Interpretation*

Directions

Practice the Habit of Deliberate Interpretation by considering how additional information that may not be immediately known may lead to a different interpretation of the observation.

<i>Observation (Clue)</i>	<i>Plausible Interpretation (Theory/Explanation)</i>	<i>A Different Plausible Interpretation</i>
1. A car speeds by you and swerves briefly into oncoming traffic before returning to the proper lane.	The driver is distracted or intoxicated and briefly lost control of the car.	
2. Your cell phone suddenly turns off.	You have had it longer than three years, so it has stopped working.	

3. A student in your class does not respond when you ask if anyone has any questions.

The student understands all of the material and directions.

4. A student in your class speaks up defensively when you redirect her behavior.

The student does not like to be caught doing something wrong.

5. A student is late to your class nearly every day.

The student spends too much time talking to friends between classes.

Exercise 2.5 *Developing the Habit of Deliberate Interpretation***Directions**

Consider these questions in developing deliberate interpretation.

Reflecting on your starting point:

- What feelings do I have about the dilemma?
- What judgments am I making that cause these feelings?
- How is my cultural or social position affecting my interpretation and judgment of the dilemma?
- What assumptions am I making based on cultural stereotypes?

Observation of empirical facts:

- What information about the dilemma can I actually observe with my senses?

- Is my observation empirical (neutral and focused specifically on what I see and hear without interpretation or judgment)?
- Which part of my framing of the dilemma results from my observation and which part results from my interpretation?
- What other important information might exist that I have not yet observed or paid attention to?

From observation to interpretation:

- How could I interpret the information I observe differently?
- How do these new interpretations make me feel about my ability to effect change with this dilemma?

From interpretation to judgment:

- What new judgments might result from these new interpretations?

- How are these judgments different than the ones I had before?

From judgment to decision:

- What new conclusions can I identify now?

- How are these conclusions different than the ones I was coming to before?

Exercise 2.6 *Revising Your Original Driving Question and Dilemma Statement*

Directions

Go back to the driving question and dilemma statement that you formulated in Exercise 1.3.

1. *Habit of Personal Attribution:* Circle the words that can help you identify who currently has the power to solve your dilemma. Who is currently responsible for solving it?

2. *Habit of Asset Identification:* Circle any words that reflect deficit-based thinking.

3. *Habit of Deliberate Interpretation:* Circle any words that are interpretations and judgments.

4. Reword your driving question and dilemma statement in the table below by replacing the circled words. Use Tables 2.9 and 2.10 for inspiration and/or consider these tips:
 - Revise the way you describe the characteristics, dispositions, or resources of students, caregivers, and communities as beneficial and necessary for resolving the dilemma.
 - If your answers indicate a distal positioning or an external attribution, try stating it as proximal and internally attributed.
 - Replace interpretations or judgments with empirical observations.

Your Revised Driving Question

The question that summarizes your dilemma description and that you will try to answer using frame shifting.

Your Revised Dilemma Statement

The narrowing down of the dilemma into one sentence that describes the core of the issue that you would like to improve.

Extended Examples

TABLE 2.1 (Extended Examples) *Comparison Between Deficit Thinking and Asset-Based Thinking*

Examples of Deficit Thinking	Moving to Asset-Based Thinking
1. Kayla is always interrupting me when I'm speaking to the class as a group. She does not have respect for adults.	Kayla has strong opinions and leadership skills and isn't afraid to speak up.
2. Olivia never sits still during circle time. She has no self-control.	Olivia is full of energy and needs outlets for that energy.
3. Felix constantly uses his device to play games during class instead of focusing on the assignment. He chooses not to focus on the right things and does not care about his learning.	Felix shows determination and commitment, a love of strategy and challenge, and responsiveness to instant gratification.

TABLE 2.2 (Extended Examples) *Comparison of Teacher Conclusions in Response to Deficit-Versus Asset-Based Approaches to Students*

Examples of Deficit Thinking	Teacher's Conclusion Resulting from Deficit Thinking	Moving to Asset-Based Thinking	Teacher's Conclusion Resulting from Asset-Based Thinking
1. Kayla is always interrupting me when I'm speaking to the class as a group. Kayla does not have respect for adults.	I need to teach Kayla respect by being stricter and more consistent with punishing her lack of respect.	Kayla has strong opinions and leadership skills and isn't afraid to speak up.	I need to help Kayla use her skills to be an effective leader in different situations.
2. Olivia never sits still during circle time. She has no self-control.	I should call Olivia's care givers and ask them to work on improving Olivia's self-control.	Olivia is full of energy and needs outlets for that energy.	I should schedule in more breaks for Olivia to run around outside at appropriate moments in the lesson.
3. Felix constantly uses his device to play games during class instead of focusing on the assignment. He chooses not to focus on the right things and does not care about his learning.	I need to ban the use of electronic devices in class and be stricter about enforcing it.	Felix shows determination and commitment, a love of strategy and challenge, and responsiveness to instant gratification.	I need to use more complex games and extrinsic motivators in class.

TABLE 2.5 (Extended Examples) *Judgments Resulting from Interpretations*

Observation	Plausible Interpretation	Judgment
1. A car speeds by you and swerves briefly into oncoming traffic before returning to the proper lane.	The driver is distracted or intoxicated and briefly lost control of the car.	<i>The driver is an irresponsible lawbreaker.</i>
2. Your cell phone suddenly turns off.	You have had it longer than three years, so it has stopped working.	<i>Cell phone production just serves the wasteful practice of planned obsolescence.</i>
3. A student in your class does not respond when you ask if anyone has any questions.	The student understands all of the material and directions.	<i>The student is a fast, independent learner who does not need as much teacher support as some of the other students.</i>
4. A student in your class speaks up defensively when you redirect her behavior.	The student does not like to be caught doing something wrong.	<i>The student is deceitful and should be watched more carefully.</i>
5. A student is late to your class nearly every day.	The student spends too much time talking to friends between classes.	<i>The student values talking to friends more than the student fears the consequences of coming late to class.</i>

TABLE 2.6 (Extended Examples) *Different (More Generous) Judgments Resulting From Different Interpretations*

Observation	Different Plausible Interpretation	Different Judgment
1. A car speeds by you and swerves briefly into oncoming traffic before returning to the proper lane.	<i>The driver has just received word of an emergency, is rushing to the scene, and swerves to avoid a pothole.</i>	<i>The city really should repair the streets so that emergencies like this do not cause further accidents.</i>
2. Your cell phone suddenly turns off.	<i>The battery is dead.</i>	<i>You forgot to watch the level of the battery charge.</i>
3. A student in your class does not respond when you ask if anyone has any questions.	<i>The student hesitates to ask questions because the student does not want to feel stupid.</i>	<i>The student needs more help, but the teacher needs to be sure that the help is offered in a private, discreet manner.</i>
4. A student in your class speaks up defensively when you redirect her behavior.	<i>The student is explaining their side of the story, which includes information about the situation that you did not see.</i>	<i>The student has a keen eye and strong leadership skill and can provide useful information to the teacher about class progress.</i>
5. A student is late to your class nearly every day.	<i>The student has to write down homework assignments at the end of the class before yours but cannot see the board well from where the student sits in that room and has to wait for a classmate to finish before copying from the classmate.</i>	<i>The student needs assistance with getting an eye examination and corrective eyewear as well as in talking to the teacher of the previous class about the seating arrangement.</i>

TABLE 2.8 (Extended Examples) *Examples of How Different Judgments Lead to Different Decisions*

Observation	Plausible Interpretation	Judgment	Decision	Different Plausible Interpretation	Different Judgment	Different Decision
1. A car speeds by you and swerves briefly into oncoming traffic before returning to the proper lane.	The driver is distracted or intoxicated and briefly lost control of the car.	The driver is an irresponsible lawbreaker.	<i>You call the police and report the erratic driving. You believe the police should arrest the driver.</i>	The driver has just received word of an emergency, is rushing to the scene, and swerves to avoid a pothole.	The city really should repair the streets so that emergencies like this do not cause further accidents.	<i>You pull over and stay out of the driver's way. When you get home, you call to report the pothole to the city.</i>
2. Your cell phone suddenly turns off.	You have had it longer than three years, so it has stopped working.	Cell phone production just serves the wasteful practice of planned obsolescence.	<i>You decide to purchase a new phone, but first investigate which phones last the longest. To take advantage of a two month-average difference in phone life, you change phone brands and service providers.</i>	The battery is dead.	You forgot to watch the level of the battery charge.	<i>You charge the battery and start to pack your charger and carry it with you.</i>

3. A student in your class does not respond when you ask if anyone has any questions.	The student understands all of the material and directions.	The student is a fast, independent learner who does not need as much teacher support as some other students.	<i>You leave the student alone during independent work time.</i>	The student hesitates to ask questions because the student does not want to feel stupid.	The student needs more help, but the teacher needs to be sure that the help is offered in a private, discreet manner.	<i>You assign a skilled and kind peer to sit near the student. You check in with him discreetly and ask the peer to assist with particularly difficult tasks.</i>
4. A student in your class speaks up defensively when you redirect their behavior.	The student does not like to be caught doing something wrong.	The student is deceitful and should be watched more carefully.	<i>You pay more attention to the student's behavior and are sure to reinforce consequences when you observe negative behaviors.</i>	The student is explaining their side of the story, which includes information about the situation that you did not see.	The student has strong leadership skills and can provide useful information to the teacher about class progress.	<i>You give the student a leadership role in the class, ask for their help frequently, and praise their positive class involvement.</i>
5. A student is late to your class nearly every day.	The student spends too much time talking to friends between classes.	The student values talking to friends more than the student fears the consequences of coming late to class.	<i>You increase the penalties for tardiness.</i>	The student has to write down assignments at the end of the class before yours but cannot see the board well from where they sit in that room and has to wait for a classmate to finish before copying from the classmate.	The student needs help getting an eye exam and corrective eyewear as well as in talking to the teacher of the previous class about the seating arrangement.	<i>You contact the student's caregiver about your concern for the student's vision and brainstorm about solutions to the situation with the other teacher.</i>

Suggested Answers for Chapter 2

Exercise 2.4: Practicing Plausible Interpretations

Here are some different plausible interpretations one might make:

<i>Observation (Clue)</i>	<i>Plausible Interpretation (Theory/Explanation)</i>	<i>Different Plausible Interpretation</i>
1. A car speeds by you and swerves briefly into oncoming traffic before returning to the proper lane.	<i>The driver is distracted or intoxicated and briefly lost control of the car.</i>	<i>The driver has just received word of an emergency, is rushing to the scene, and swerves to avoid a pothole.</i>
2. Your cell phone suddenly turns off.	<i>You have had it longer than three years, so it has stopped working.</i>	<i>The battery is dead.</i>
3. A student in your class does not respond when you ask if anyone has any questions.	<i>The student understands all of the material and directions.</i>	<i>The student hesitates to ask questions because the student does not want to feel stupid.</i>
4. A student in your class speaks up defensively when you redirect her behavior.	<i>The student does not like to be caught doing something wrong.</i>	<i>The student is explaining her side of the story, which includes information about the situation that you did not see.</i>
5. A student is late to your class nearly every day.	<i>The student spends too much time talking to friends between classes.</i>	<i>The student has to write down homework assignments at the end of the class before yours but cannot see the board well from where the student sits in that room and has to wait for a classmate to finish before copying from the classmate.</i>

Discussion Activity 2b

^aInterpretation, deficit-based, external attribution

^bDistal, external attribution

^cExternal attribution

^dInterpretation

^eNo development needed

^fDistal, external



Frame Shifting

Resources

Exercise 3.1 *Identifying the Domain of Teaching in Which Your Dilemma is Placed*

- 1) Review the dilemma description you wrote about in Exercise 1.1 and the revised dilemma statement you wrote in Exercise 2.6.

- 2) Which domain of teaching have you placed your dilemma in up to this point? Explain why you think so. Use Tables 3.1-3.3 to help you.

1. Review the Guiding Questions in Table 3.5. What classroom management issues are occurring in your classroom during the dilemma that might be relevant for its solution?
2. Fill in the table below with additional dilemma statements and focus questions that address your dilemma just as Ms. Nash did in Table 3.6.

<i>Additional Dilemma Statements in the Domain of Classroom Management</i>	<i>Focus Questions</i>
<p>1. I have a student who is consistently disruptive and disrespectful. I have tried various strategies, but nothing seems to work. Should I continue to try different strategies, or should I consider more severe consequences?</p> <p>2. I have a student who is consistently absent and does not complete assignments. I have tried contacting parents and offering incentives, but nothing seems to work. Should I consider more severe consequences, or should I focus on supporting the student's attendance and motivation?</p> <p>3. I have a student who is consistently late to class. I have tried setting clear expectations and consequences, but nothing seems to work. Should I continue to try different strategies, or should I consider more severe consequences?</p> <p>4. I have a student who is consistently disruptive and disrespectful. I have tried various strategies, but nothing seems to work. Should I continue to try different strategies, or should I consider more severe consequences?</p> <p>5. I have a student who is consistently absent and does not complete assignments. I have tried contacting parents and offering incentives, but nothing seems to work. Should I consider more severe consequences, or should I focus on supporting the student's attendance and motivation?</p> <p>6. I have a student who is consistently late to class. I have tried setting clear expectations and consequences, but nothing seems to work. Should I continue to try different strategies, or should I consider more severe consequences?</p>	<p>1. What are the underlying reasons for the student's behavior?</p> <p>2. What are the most effective strategies for managing disruptive behavior?</p> <p>3. What are the most effective strategies for managing absenteeism and lack of motivation?</p> <p>4. What are the most effective strategies for managing tardiness?</p> <p>5. What are the most effective strategies for managing disruptive behavior?</p> <p>6. What are the most effective strategies for managing absenteeism and lack of motivation?</p>

1. Review the Guiding Questions in Table 3.7. What relationship issues are occurring in your classroom during the dilemma that might be relevant for its solution?
2. Fill in the table below with additional dilemma statements and focus questions that address your dilemma just as Ms. Nash did in Table 3.8.

Focus Questions

Exercise 3.4 *Developing Dilemma Statements and Focus Questions in the Domain of Curriculum and Instruction*

1. Review the Guiding Questions in Table 3.9. What issues are occurring in your classroom during the dilemma related to curriculum and instruction that might be relevant for its solution?
2. Fill in the table below with additional dilemma statements and focus questions that address your dilemma just as Ms. Nash did in Table 3.10.

*Additional Dilemma Statements in the Domain
of Curriculum and Instruction*

Focus Questions

Exercise 3.5a*Reframing a Primary School Dilemma Example #1*

<i>Dilemma Statement</i>	<i>Domain in Which Dilemma is Currently Framed</i>	<i>Guiding Questions</i>	<i>Plausible Reframing of the Dilemma Statement</i>	<i>Focus Question</i>
During center time for Language Arts, the group assigned to independent reading spends more time whispering to each other than reading their books.				

Possible Answers to Exercise 3.5a

Reframing a Primary School Dilemma Example #1

<i>Dilemma Statement</i>	<i>Domain in Which Dilemma is Currently Framed</i>	<i>Guiding Questions</i>	<i>Plausible Reframing of the Dilemma Statement</i>	<i>Focus Question</i>
During center time for Language Arts, the group assigned to independent reading spends more time whispering to each other than reading their books.	Classroom Management (Student off-task behavior)	<i>Curriculum:</i> How relevant to students' lives, interests, and /or abilities are the materials for independent reading?	<i>Curriculum:</i> Independent reading materials are not engaging enough to hold students' attention.	<i>Curriculum:</i> Which independent reading materials will engage my students?
		<i>Instruction:</i> What activities promote both accountability and genuine interest among classmates regarding what students are reading?	<i>Instruction:</i> Students are not expected to present the discoveries they make during independent reading or engage with the ideas of their classmates.	<i>Relationships:</i> How can I structure students' sharing of their independent reading in an authentic way that includes accountability?

Exercise 3.5b*Reframing a Primary School Dilemma Example #2*

<i>Dilemma Statement</i>	<i>Domain in Which Dilemma is Currently Framed</i>	<i>Guiding Questions</i>	<i>Plausible Reframing of the Dilemma Statement</i>	<i>Focus Question</i>
During P.E., students are allowed to choose their own teams and the same popular students always get chosen first while the least popular students always get chosen last.				

Possible Answers to Exercise 3.5b

Reframing a Primary School Dilemma Example #2

<i>Dilemma Statement</i>	<i>Domain in Which Dilemma is Currently Framed</i>	<i>Guiding Questions</i>	<i>Plausible Reframing of the Dilemma Statement</i>	<i>Focus Question</i>
During P.E., students are allowed to choose their own teams and the same popular students always get chosen first while the least popular students always get chosen last.	Relationships (Patience with limitations; appreciation for uniqueness)	<i>Instruction:</i> How are the goals of the activity discussed and handled? What is the role of competition and winning/losing? How is student interdependence fostered?	<i>Instruction:</i> Students value choosing the most competitive team over other considerations in order to win.	<i>Instruction:</i> How do I structure teams by heterogeneous ability?
		<i>Classroom Management:</i> What procedures are used in the team/small group formations?	<i>Classroom Management:</i> Procedures for team formation do not facilitate the accomplishment of a wide enough range of goals.	<i>Classroom Management:</i> What procedures can I create that support all of the learning goals?

Exercise 3.6a

Reframing a Middle School Dilemma Example #1

<i>Dilemma Statement</i>	<i>Domain in Which Dilemma is Currently Framed</i>	<i>Guiding Questions</i>	<i>Plausible Reframing of the Dilemma Statement</i>	<i>Focus Question</i>
Students struggle with Algebra because they do not know fractions or remember their multiplication tables.				

Possible Answers to Exercise 3.6a

Reframing a Middle School Dilemma Example #1

<i>Dilemma Statement</i>	<i>Domain in Which Dilemma is Currently Framed</i>	<i>Guiding Questions</i>	<i>Plausible Reframing of the Dilemma Statement</i>	<i>Focus Question</i>
Students struggle with Algebra because they do not know fractions or remember their multiplication tables.	Curriculum (Difficulty in students' content knowledge)	<i>Relationships:</i> What has the teacher done to support a safe classroom environment in which students take risks to participate when they do not know something?	<i>Relationships:</i> Students feel afraid about looking stupid and do not practice basic math facts when given the opportunity.	<i>Relationships:</i> How do I support a classroom community where students are safe to take risks?
		<i>Instruction:</i> What opportunities to practice basic facts are given within the context of the Algebra class?	<i>Instruction:</i> There are too few opportunities for students to practice basic math facts in engaging ways during class.	<i>Instruction:</i> How can I include activities that reinforce basic facts without taking too much time away from higher order processes?

Exercise 3.6b

Reframing a Middle School Dilemma Example #2

<i>Dilemma Statement</i>	<i>Domain in Which Dilemma is Currently Framed</i>	<i>Guiding Questions</i>	<i>Plausible Reframing of the Dilemma Statement</i>	<i>Focus Question</i>
No matter what I do, the students simply will not stop touching each other.				

Possible Answers to Exercise 3.6b

Reframing a Middle School Dilemma Example #2

<i>Dilemma Statement</i>	<i>Domain in Which Dilemma is Currently Framed</i>	<i>Guiding Questions</i>	<i>Plausible Reframing of the Dilemma Statement</i>	<i>Focus Question</i>
No matter what I do, the students simply will not stop touching each other.	Classroom Management (Non-compliance with class rules)	<i>Relationships:</i> Do the students completely understand why the teacher does not want them to touch each other?	<i>Relationships:</i> The students do not understand why they should not touch each other.	<i>Relationships:</i> How can I foster an understanding of each other's needs among the students?
		<i>Instruction:</i> How does the teacher incorporate movement into lessons?	<i>Instruction:</i> The teacher does not adequately require students to move during lessons.	<i>Curriculum:</i> How can I plan more movement into my instructional activities?

Exercise 3.7a

Reframing a High School Dilemma Example #1

<i>Dilemma Statement</i>	<i>Domain in Which Dilemma is Currently Framed</i>	<i>Guiding Questions</i>	<i>Plausible Reframing of the Dilemma Statement</i>	<i>Focus Question</i>
Many of my students do not complete homework.				

Possible Answers to Exercise 3.7a

Reframing a High School Dilemma Example #1

<i>Dilemma Statement</i>	<i>Domain in Which Dilemma is Currently Framed</i>	<i>Guiding Questions</i>	<i>Plausible Reframing of the Dilemma Statement</i>	<i>Focus Question</i>
Many of my students do not complete homework.	Instruction (Non-completion of assignments)	<i>Relationships:</i> What are the students' lives like outside of class?	<i>Relationships:</i> The students are experiencing stress or exhaustion and need a plan for addressing this during class.	<i>Relationships:</i> How can I support students in managing stress?
		<i>Curriculum:</i> Is the topic of the homework meaningful and relevant?	<i>Curriculum:</i> The homework assignments themselves are not engaging the students.	<i>Curriculum:</i> How can I create more meaningful homework assignments?

Exercise 3.7b

Reframing a High School Dilemma Example #2

<i>Dilemma Statement</i>	<i>Domain in Which Dilemma is Currently Framed</i>	<i>Guiding Questions</i>	<i>Plausible Reframing of the Dilemma Statement</i>	<i>Focus Question</i>
After some students come into class, they immediately put their heads on their desks and do nothing.				

Possible Answers to Exercise 3.7b

Reframing a High School Dilemma Example #2

<i>Dilemma Statement</i>	<i>Domain in Which Dilemma is Currently Framed</i>	<i>Guiding Questions</i>	<i>Plausible Reframing of the Dilemma Statement</i>	<i>Focus Question</i>
After some students come into class, they immediately put their heads on their desks and do nothing.	Classroom Management (Transition periods)	<i>Relationships:</i> Do the students feel motivated by a close relationship with the teacher?	<i>Relationships:</i> The students are not willing to put in extra effort to comply with the teacher's requests because they do not value their relationship with the teacher.	<i>Relationships:</i> How can I develop trusting relationships with my students?
		<i>Instruction:</i> What activities are the students expected to complete when they enter class?	<i>Instruction:</i> Transition activities are not relevant or motivating enough to immediately engage students.	<i>Instruction:</i> How can I make my transition activities more relevant?

Exercise 3.8a
Reframing a Post-Secondary Dilemma Example #1

<i>Dilemma Statement</i>	<i>Domain in Which Dilemma is Currently Framed</i>	<i>Guiding Questions</i>	<i>Plausible Reframing of the Dilemma Statement</i>	<i>Focus Question</i>
When students are placed in heterogeneous groups for projects, they do not know how to collaborate effectively. Especially students from nondominant backgrounds complain that their contributions are not accepted and respected.				

Possible Answers to Exercise 3.8a

Reframing a Post-Secondary Dilemma Example #1

<i>Dilemma Statement</i>	<i>Domain in Which Dilemma is Currently Framed</i>	<i>Guiding Questions</i>	<i>Plausible Reframing of the Dilemma Statement</i>	<i>Focus Question</i>
When students are placed in heterogeneous groups for projects, they do not know how to collaborate effectively. Especially students from nondominant backgrounds complain that their contributions are not accepted and respected.	Instruction (Challenges related to heterogeneous abilities)	<i>Relationships:</i> Do the students know each other and get along on a personal level?	<i>Relationships:</i> The students have not built enough trust through teambuilding to support honest and effective communication.	<i>Relationships:</i> How can I build teams that support communication among students?
		<i>Classroom Management:</i> What interaction routines and procedures support student interdependence in and out of class?	<i>Classroom Management:</i> The students need explicit interaction routines and procedures to support their interdependence.	<i>Classroom Management:</i> How can I set up and reinforce explicit interaction routines that support student interdependence?

Exercise 3.8b*Reframing a Post-Secondary Dilemma Example #2*

<i>Dilemma Statement</i>	<i>Domain in Which Dilemma is Currently Framed</i>	<i>Guiding Questions</i>	<i>Plausible Reframing of the Dilemma Statement</i>	<i>Focus Question</i>
During each lecture a number of students come late and many others leave early. I find it very disruptive and a bit demoralizing.				

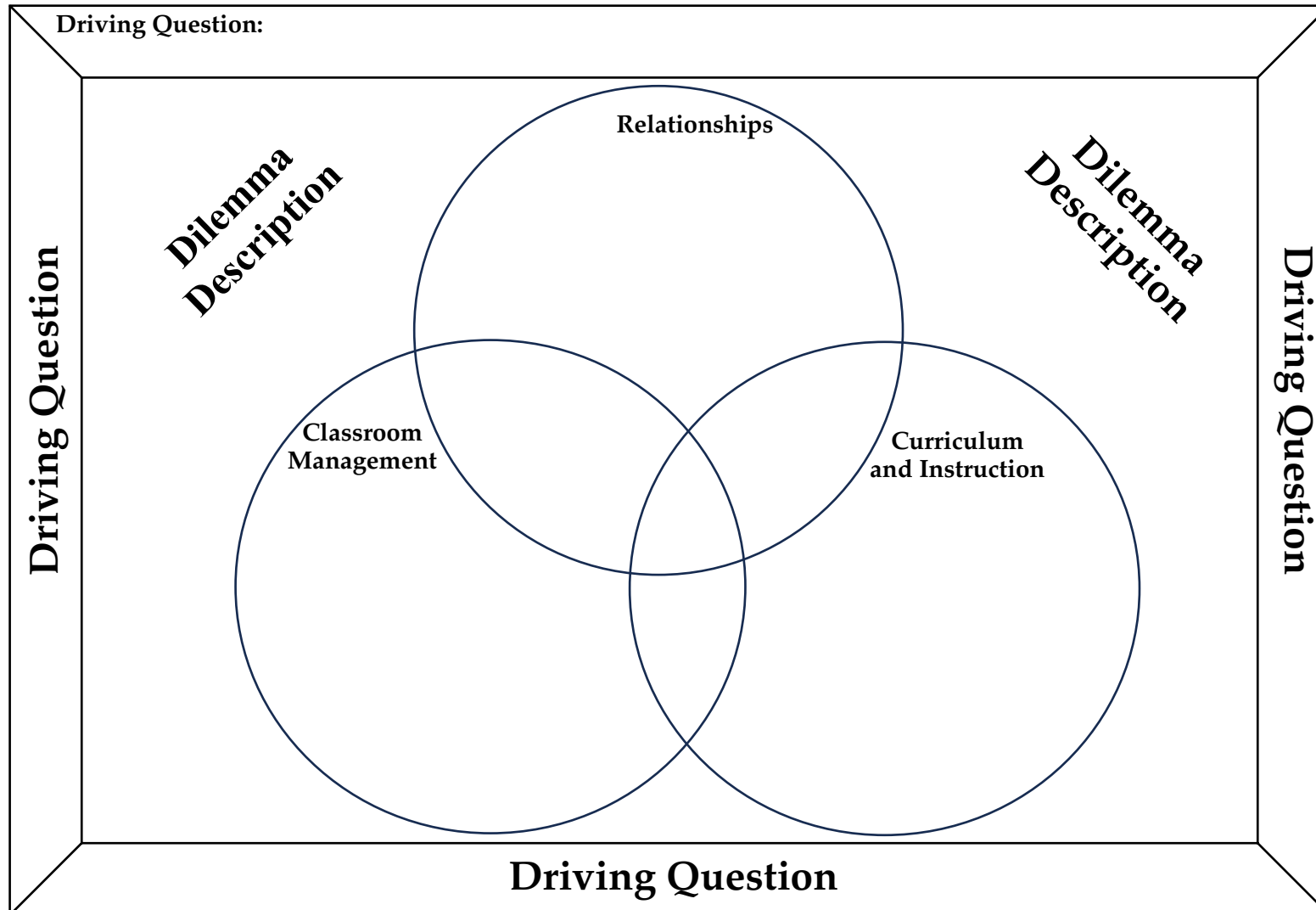
Possible Answers to Exercise 3.8b

Reframing a Post-Secondary Dilemma Example #2

<i>Dilemma Statement</i>	<i>Domain in Which Dilemma is Currently Framed</i>	<i>Guiding Questions</i>	<i>Plausible Reframing of the Dilemma Statement</i>	<i>Focus Question</i>
During each lecture a number of students come late and many others leave early. I find it very disruptive and a bit demoralizing.	Classroom Management (Non-compliance with class norms)	<i>Instruction:</i> Are students engaged in active participation throughout the lecture?	<i>Instruction:</i> The students are not required to contribute during the lecture and do not see a reason for attending the whole thing.	<i>Instruction:</i> How do I incorporate authentic student participation into each lecture?
		<i>Relationships:</i> Does the instructor know the students personally?	<i>Relationships:</i> The instructor cannot ask the students about their attendance because they do not have a trusting individual relationship.	<i>Relationships:</i> How do I develop better individual relationships with my students?

Exercise 3.9 *Focus Questions Within Each Domain*

Focus Questions: Fill in your **driving question** at the top of the frame. Then, list the **focus questions** you generated within each of the three domains of teaching.



Suggested Answers for Chapter 3

Discussion Activity 1: Dilemma Statements

- A. There are not clear structures for students to participate equally and at appropriate times during class discussions.
- B. Students are not transferring prior knowledge about paragraph construction to the new task of writing a thesis statement.
- C. Students interact with each other in ways that seem quite mean.
- D. Students are contacting me for extra help outside of my periods of availability.
- E. Students are using Snapchat, WhatsApp, Facebook, or Instagram without permission during class activities.

Discussion Activity 2: Identifying the Primary Domain of Teaching

- A: Instruction
- B: Curriculum and Instruction
- C: Relationships
- D: Classroom Management
- E: Instruction

Discussion Activity 3: Sample Answer for (2A) Above

Dilemma Statement frame shifted to the domain of classroom management: The interaction routine for students to answer the teacher's questions is unclear.

Focus question related to new dilemma statement: How do I establish clear interaction routines?

Part II: The Domains of Teaching

Resources



4

Frame Shifting to the Domain of Relationships

Resources

Exercise 4.1 *Evaluating the Quality of Student-Student Relationships***Directions**

Consider the following questions to help you evaluate how well your students know each other and how comfortable they are working together.

1. Does every student know the first name of every other student?

2. Can every student identify at least one positive and personal attribute, interest, or experience of every other student?

3. Is every student willing and able to work successfully with every other student (which does not mean that all groupings are equally desirable from the teacher's perspective)?

Exercise 4.2. *Identifying Teacher Moves in the Domain of Relationships***Directions**

1. Jot down the focus questions you listed in the domain of relationships in Exercise 3.3 in the left-hand column below.
2. Using the information presented in this chapter, use the right-hand column to identify one or more teacher moves that answer each focus question and that you have not tried before.

*Focus Questions in the Domain of
Relationships*

Teacher Moves to Try

Suggested Answers for Chapter 4

Discussion Activity 6

<i>Dilemma Statement</i>	<i>Focus Question</i>	<i>Possible Teacher Moves</i>
Middle School Sample Dilemma Suggested Answers		
<i>Relationships:</i> The students do not understand why they should not touch each other.	<i>Relationships:</i> How can I foster an understanding of each other's needs among the students?	Develop student-student relationships by: <ul style="list-style-type: none"> • Embedding exercises to increase students' knowledge of each other's lives; appreciation for each other's uniqueness; patience with each other. • Explicitly teaching students how to interact with each other and why. • Incorporating class building activities.
High School Sample Dilemma Suggested Answers		
<i>Relationships:</i> The students are not willing to put in extra effort to comply with the teacher's requests because they do not value their relationship with the teacher.	<i>Relationships:</i> How can I develop trusting relationships with my students?	Develop teacher-student relationships by: <ul style="list-style-type: none"> • Greeting students individually by name. • Showing care by asking students in sincere ways what is going on with them. • Being attentive to students' emotions. • Attending students' extracurricular activities.
Post-Secondary Sample Dilemma Suggested Answers		
<i>Relationships:</i> The instructor cannot ask the students about their attendance because they do not have a trusting individual relationship.	<i>Relationships:</i> How do I develop better individual relationships with my students?	Develop teacher-student relationships by: <ul style="list-style-type: none"> • Greeting students individually by name. • Incorporating class building activities. • Using beginning-of-class check-ins. • Sharing about your life outside of school. • Adjusting deadlines or assignment requirements if there are shared difficulties.



5

Frame Shifting to the Domain of Classroom Management

Resources

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Exercise 5.2 *Anticipating What and When to Pre-Correct***Directions**

Consider the following questions to help you determine what behaviors may need to have pre-corrections and when they occur.

1. During a recent lesson, what behavior would I like to have prevented my student(s) from doing?

2. What was happening in the lesson when that behavior occurred? What was I saying or doing? What were students supposed to be doing?

3. Which students were involved and what specifically did they do? Describe this objectively without judgment.

4. What materials were involved in the lesson? What were the conditions in which the materials were being used?

5. What activities were being transitioned? What was expected of students at this time? How was the time managed?

Exercise 5.3 *Using Prosody***Directions**

Consider the following questions to help you identify when and how you use prosody and what effects that has in your classroom.

- When do I speak loudly and when do I speak softly? Why? What happens when I change the volume of my voice in different moments?

- When do I speak quickly and when do I speak slowly? Why? What happens when I change the speed of my speaking?

- When do I change the pitch of my voice? Why? What happens when I change my pitch?

- When do I change the rhythm of my voice? Why? What happens when I change my rhythm?

Exercise 5.4 *Evaluating Your Uses of Verbal and Nonverbal Behaviors*

Directions: In the table below, you will find a list of the verbal and nonverbal behaviors that teachers can use to manage their classes more effectively. For each behavior, rate how conscious you are about using this strategy in your classroom. Then, rate how well your use of this strategy works in your classroom. At the conclusion of your ratings, determine if any of these strategies might help you improve your dilemma.

(Non)Verbal Behavior	I consciously use this strategy...	My use of this strategy (positively OR negatively) affects my students...
	<div> <div>←</div> <div>Never</div> <div>Continuously throughout every class</div> <div>→</div> </div>	<div> <div>←</div> <div>Not at all</div> <div>A whole lot</div> <div>→</div> </div>
<i>Pre-correction</i>	← →	← →
<i>Explicit Timing</i>	← →	← →
<i>Redirection by Focusing on the Instructional Task</i>	← →	← →
<i>Withitness</i>	← →	← →
<i>Active Supervision</i>	← →	← →
<i>Planned Ignoring</i>	← →	← →
<i>Prosody</i>	← →	← →
<i>Kinesics</i>	← →	← →
<i>Proximity</i>	← →	← →
<i>Haptics</i>	← →	← →
<i>Eye Contact</i>	← →	← →
<i>Facial Expression</i>	← →	← →

Exercise 5.5 *Identifying Teacher Moves in the Domain of Classroom Management***Directions**

1. Jot down the focus questions you listed in the domain of classroom management in Exercise 3.2 in the left-hand column below.
2. Using the information presented in this chapter, use the right-hand column to identify one or more teacher moves that answer each focus question and that you have not tried before.

*Focus Questions in the Domain of
Classroom Management**Teacher Moves to Try*



Frame Shifting to the Domain of Curriculum and Instruction

Resources

Exercise 6.1 *Exploring the Role of Curricular Positions in Your Dilemma*

1. What evidence do you see of the traditionalist and/or progressive position in the explicit curricular materials and activities you are given to teach?
 - a) What impact does that position have on your students' experiences with the curriculum?
 - b) How might your curricular materials and activities change if the curricular position underlying them were to shift (i.e., traditionalist-oriented materials were to become more progressive-oriented and vice versa)?
 - c) How might such a change affect your students' experiences with this revised curriculum and activities?

Exercise 6.2 *Evaluating Your Pedagogical Content Knowledge***Directions**

Consider the following questions in evaluating your own pedagogical content knowledge:

1. How robust is my pedagogical knowledge?
 - a. What more could I learn about effective teaching in general?
 - b. What more could I learn about the specific developmental, social, emotional, and cognitive needs of my students?
2. How robust is my content knowledge?
 - a. What topics could I further strengthen?
 - b. How could I develop my own ability to connect topics to each other and to explain these connections to students?
3. To what extent does my pedagogical content knowledge enable me to select and use appropriate curricular materials, in terms of both topic and level of difficulty, and to know when and how to modify those materials if necessary?

- a. Can I think of ample examples of when I was able to make a curricular topic easier for students who did not understand?
 - b. Can I think of ample examples of when I was able to make a curricular topic more complex for my most advanced students?
 - c. Do I accurately anticipate when I will need to make a curricular topic easier or more complex?
4. How well can I describe connections between curricular topics?
- a. Can I think of ample examples of when I have been able to articulate these connections in ways that students understood?
 - b. Can I think of ample examples of when I have been able to explain to students how they will use each curricular topic in the future?

Exercise 6.3 (Extended Version) *Exploring Students' Experiences with Explicit Curriculum*

Explicit Curricular Topic or Circumstance	Description of a Student in the Class	<i>How might this student experience this circumstance?</i>
In order to teach a middle school math standard about using algebraic equations to solve everyday problems, Ms. Garcia goes over a word problem about three students selling candy bars to raise money for their school club.	Gus' parents immigrated to the US from Germany nine months ago. The family has paid for extra English tutoring and Gus does well with learning content in English. Ms. Garcia often forgets that he is an immigrant. When his teacher presents this word problem, Gus has no idea what it is about since German students do not do fundraisers for the school.	
To teach a 2 nd grade language standard about discerning between closely related adjectives, Mr. Joseph wants student groups to organize the following terms in a way they think makes sense: gigantic, big, huge, large.	Nolan suffers from extreme asthma, so two years ago his doctor prescribed a medication that has caused him to become obese since beginning to take the medication.	
Ms. Finney chooses the focus of each high school history unit based on her state's standards and writes the current standards of focus on the board. One reads: "Review the Native American experience."	Lily is a registered member of the Seminole Tribe of Florida. Her mother is ethnically Seminole and her father is African American. Her parents have told her about how their ancestors collaborated in towns organized by her mother's people and her father's people, formerly enslaved African people who European settlers disrespectfully referred to as <i>maroons</i> . The Seminole Tribe of Florida never signed a peace treaty with the Europeans while other local indigenous nations did.	

Exercise 6.4 (Extended Version) *Exploring Students' Experiences with Hidden Curriculum*

Hidden Curricular Topic or Circumstance	Description of Student in Class	<i>What is the hidden message this example is sending?</i>	<i>How might this student experience this circumstance?</i>
During silent reading time in their third-grade classroom, students can choose any book they want to read from the class library. Mr. James has worked hard to select books that range in difficulty and topic, including picture books and chapter books, and books with themes having to do with friendship, family, adventure, and science fiction, among others.	David goes to the bookshelf to choose a new book to read for silent reading. He loves to make new selections and dive in to new books! But lately he has been noticing that none of the families in the picture books he loves so much look like his family.		
As students enter the classroom on Monday morning, Ms. Wang asks them one thing they did during the weekend. She likes to use this information at some point during the class in order to connect students' lives outside of school to what they are doing during class.	Danny's parents each work two low-wage jobs to make ends meet. During the weekend, one parent is usually working and the other is home with the children relaxing. Because they watch their finances carefully, they often stay home and watch movies together. Danny has noticed that Ms. Wang has referred to many things the other students have told her they do on the weekend, but never to Danny's family time.		

In his chemistry class, Mr. Marnix is passing back recently graded exams. Several students have done very well, with three students—Noah, Cynthia, and José—tying for the top score. Mr. Marnix comments on student scores as he passes back the tests.

Noah is a White male student. Cynthia is a White female student. José is a Latino male student whose parents immigrated from Honduras. As Mr. Marnix distributes the tests, he says to Noah, “Great job, Noah! You really have a knack for chemistry and you have shown it again on this exam.” As he is making this comment, he passes back Cynthia’s and José’s tests as well, but says nothing. As he continues to pass back the exams, he makes further comments to Jennifer, another White female student, that she needs to study harder next time.

Exercise 6.5 *Identifying Teacher Moves in the Domain of Curriculum and Instruction***Directions**

1. Jot down the focus questions you listed in the domain of curriculum and instruction in Exercise 3.4 in the left-hand column below.
2. Using the information presented in this chapter, use the right-hand column to identify one or more teacher moves that answer each focus question and that you have not tried before.

*Focus Questions in the Domain of
Curriculum and Instruction*

Teacher Moves to Try

Suggested Answers for Chapter 6

Possible Answers to Exercise 6.3 (Extended Version): *Exploring Students' Experiences with Explicit Curriculum*

Here are suggested answers about how each student might experience the circumstance described.

Explicit Curricular Topic or Circumstance	Description of a Student in the Class	How might this student experience this circumstance?
In order to teach a middle school math standard about using algebraic equations to solve everyday problems, Ms. Garcia goes over a word problem about three students selling candy bars to raise money for their school club.	Gus' parents immigrated to the US from Germany nine months ago. The family has paid for extra English tutoring and Gus does well with learning content in English. Ms. Garcia often forgets that he is an immigrant. When his teacher presents this word problem, Gus has no idea what it is about since German students do not do fundraisers for the school.	<i>Gus may be distracted by the content of the problem and unable to do the activity the teacher is trying to facilitate. He may feel left out, remain confused, or give up. If he has had many experiences where he has felt like he does not belong, he may act out in some way. Ms. Garcia may misinterpret Gus' distraction as disinterest or disrespect.</i>
To teach a 2 nd grade language standard about discerning between closely related adjectives, Mr. Joseph wants student groups to organize the following terms in a way they think makes sense: gigantic, big, huge, large.	Nolan suffers from extreme asthma, so two years ago his doctor prescribed a medication that has caused him to become obese since beginning to take the medication.	<i>Nolan may feel ashamed of his weight and his group members might struggle with what to say, or they may make fun of his weight or make insensitive comments. Nolan is likely to only be thinking about his embarrassment and not about the adjectives or their differences. Mr. Joseph may need to intervene and address the awkwardness or unkind remarks that result, which will also take his, and other students', attention away from the curricular topic itself.</i>

Ms. Finney chooses the focus of each high school history unit based on her state's standards and writes the current standards of focus on the board. One reads: "Review the Native American experience."

Lily is a registered member of the Seminole Tribe of Florida. Her mother is ethnically Seminole and her father is African American. Her parents have told her about how their ancestors collaborated in towns organized by her mother's people and her father's people, formerly enslaved African people who European settlers disrespectfully referred to as *maroons*. The Seminole Tribe of Florida never signed a peace treaty with the Europeans while other local indigenous nations did.

Lily does not believe there is something that can be referred to as the "Native American experience" since there are many groups and individuals who belong to this category. She feels that her personal experience as well as her parents' histories are made invisible by the way this standard is stated. The fact that it is a standard required by the state where she is living just reinforces her perspective that the state's laws and policies are illegitimate. Lily may refuse to learn the information provided by state-sanctioned materials because she does not believe them. Her refusal may then result in her lack of school success, which could limit her educational options in the future.

Possible Answers to Exercise 6.4 (Extended Version): Exploring Students' Experiences with Hidden Curriculum

Here are suggested answers about how each student might experience the circumstance described.

Hidden Curricular Topic or Circumstance	Description of Student in Class	<i>What is the hidden message this example is sending?</i>	<i>How might this student experience this circumstance?</i>
During silent reading time in their third-grade classroom, students can choose any book they want to read from the class library. Mr. James has worked hard to select books that range in difficulty and topic, including picture books and chapter books, and books with themes having to do with friendship, family, adventure, and science fiction, among others.	David goes to the bookshelf to choose a new book to read for silent reading. He loves to make new selections and dive in to new books! But lately he has been noticing that none of the families in the picture books he loves so much look like his family.	<i>"Normal" families that appear in books have a mother, a father, and multiple children. The female and male characters have traits that indicate their gender, showing that men and women should dress and act differently from each other. Everyone who belongs to a "normal" family has the same color skin.</i>	<i>David learns that his family is wrong somehow. He goes home and asks his mothers why none of the families in the books look like them. They explain that he will only learn certain things at school but that there are many other places where he will learn about people who look like them. When he returns to school, he has lost his enthusiasm for choosing books from the library and is less interested in reading in general.</i>
As students enter the classroom on Monday morning, Ms. Wang asks them one thing they did during the weekend. She likes to use this information at some point during the class in order to connect students' lives outside of school to what they are doing during class.	Danny's parents each work two low-wage jobs to make ends meet. During the weekend, one parent is usually working and the other is home with the children relaxing. Because they watch their finances carefully, they often stay home and watch movies together. Danny has noticed that Ms. Wang has referred to many things the other students have told her they do on the weekend, but never to Danny's family time.	<i>"Normal" families go out together on the weekend and do exciting activities that cost money.</i>	<i>Although Ms. Wang has not said so, Danny interprets her silence to mean that there is something less valuable about staying home and watching movies with your family than some of the activities his classmates do. Danny feels like his life experiences are less valued by Ms. Wang than those of his classmates.</i>

In his chemistry class, Mr. Marnix is passing back recently graded exams. Several students have done very well, with three students—Noah, Cynthia, and José—tying for the top score. Mr. Marnix comments on student scores as he passes back the tests.

Noah is a White male student. Cynthia is a White female student. José is a Latino male student whose parents immigrated from Honduras. As Mr. Marnix distributes the tests, he says to Noah, “Great job, Noah! You really have a knack for chemistry and you have shown it again on this exam.” As he is making this comment, he passes back Cynthia’s and José’s tests as well, but says nothing. As he continues to pass back the exams, he makes further comments to Jennifer, another White female student, that she needs to study harder next time.

White male students have the capability to be good at science and should be encouraged to succeed at it, whereas other students do not.

Noah learns that science is “for him” while Cynthia and José learn that their achievements are less valued. This message is reinforced when Mr. Marnix chastises Jennifer for her low score without having praised Cynthia for her high score. Girls in the class receive the information that they do not do well enough, that science is not “for them.” Such messages from science teachers reinforce gender and racial gaps in STEM participation.

Discussion Activity #3

- a) Socioeconomic status plays prominently here because the student in this example lives in a multi-story house where each child has their own room. The family can afford a housekeeper that does laundry for the children. Students from middle- or low-income homes would have different frames of reference and would learn from the hidden curriculum in this math problem that their economic circumstances do not fit the idealized image of social class.
- b) The teacher replaced posters that were already there, indicating that Black heroes should only be on display during a particular time of year because they are not “regular” heroes. Also, the display of a hero apart from the group or community in which they participated reflects a hidden curriculum that values individuality and positions individual merit as separate from, and less important than, one’s participation in and contribution to an interdependent community. This dimension of the hidden curriculum may devalue students’ community cultural wealth.
- c) All of the students in the morning circle learn through Ms. Jones’ reaction to Muhammed that Arabic does not count as a valued foreign language and that learning the Quran is not as important as winning a soccer game.

Part III: Putting It All Together

Resources



Practicing Engaging the Habits of Mind

Resources

Considering Mr. Lee's Core Dilemma Within Different Educational Levels

Although Mr. Lee's dilemma describes a seventh-grade classroom, teachers across all educational levels can likely imagine a similar situation with group projects in their contexts. Below we present examples of primary school, high school, post-secondary educators who also encounter difficulties with group projects (see Table 7.8). Although each of these dilemmas involve different grade levels and content areas, when Mr. Schmidt, Ms. Johnson, and Dr. Navarro examine why they might face dilemmas related to group work, they will each employ the same habits of mind as Mr. Lee did. Using the Habit of Personal Attribution, they will first work to position the dilemma as a **proximal** dilemma and then will describe it in a way that puts the dilemma in the teacher's realm of control. They will then engage the **Habit of Asset Identification** by critically examining their beliefs about students and their students' abilities. Regardless of whether educators are working with young children or adults, it's important to be able to identify our students' assets that we can leverage as we work towards solving our dilemmas. Finally, each of these educators will practice the **Habit of Deliberate Interpretation** as they make sense of their **observations** of students' behaviors and arrive at **judgments** and **decisions** about their **interpretations**.

Essentially, what we want to underscore is that teachers of students at all age levels engage in the **habits of mind** in similar ways. The differences will come when we discuss **frame shifting** to the **domains of teaching** in Chapter 8, as specific teacher moves related to **relationships, classroom management, and curriculum and instruction** will look different depending on the educational level of the students.

TABLE 7.8 *Applying Mr. Lee's Dilemma Across Educational Levels*

Shared Dilemma: <i>When students are placed in heterogeneous groups for projects, they do not know how to collaborate effectively.</i>	
Primary School Context	To help his students practice real-world problems related to money, Mr. Schmidt randomly placed his students in groups of three to work on a series of activities together using manipulatives representing currency. While two groups worked effectively during this time, other students played with the money rather than focusing on the task. Mr. Schmidt also noticed that in some groups the three group members were not interacting with each other. For example, best friends Sam and Nico were in the same group, even though Mr. Schmidt had assigned groups randomly. The two of them did the entire activity together and did not include their third group member, Cooper.
High School Context	In Ms. Johnson's World History course, students were assigned to work in groups of their choosing on a simulation related to communism. Ms. Johnson gave students a packet that explained the procedures and told them they needed to complete the simulation and a written reflection about what they learned by the end of class. When she visited each of the groups, she noticed that many of them were interpreting the directions incorrectly. She also saw that some of her students went straight to the reflection so they could socialize with the friends in their group and did not participate in the simulation. Believing that her students were old enough to face the consequences of their lack of work ethic, she assigned low participation points to many students in the class.
Post-Secondary Context	Writing Pedagogy is a required class for secondary education teacher candidates at Dr. Navarro's university. Using what she knew were best practices for teaching the writing process, she assigned students to writing groups to give feedback to each other. She did not know her students personally because she wanted to keep professional distance, so she assigned groups based on last names. She grew frustrated throughout the semester when she noticed that some groups of students were not following through with fidelity on the feedback process and that some students were giving trite feedback that would not advance their peers' writing and would definitely not help them learn to give feedback to their future students. In the end, she figured that if students didn't care about her class, then she wasn't going to feel bad about the academic repercussions of their actions.

Continuing the Gradual Release of Responsibility Model: Developing the Habits of Mind Together Using Ms. Cohen's Case

Case 2: Talking Over One Another in Ms. Cohen's Whole-Class Discussion

Ms. Cohen, a White teacher from a middle-class background, was in her first year of teaching second grade. The majority of her students were African American and came from primarily working poor and working-class households. She lived in the neighboring county and commuted daily for work. She generally enjoyed her bright and eager students, however sometimes she found their energy hard to direct. She loved sharing books with her students, but the book discussions they had always seemed to get out of hand and she was beginning to dread the daily literacy lesson. Just the other day, for example, she wrapped up the math lesson and told students to put away their materials and come sit on the carpet she designated for them to use during the literacy lesson. Students scurried to the carpet, hoping to find spots near their friends. As soon as they sat down, they started talking to each other. After a couple minutes of Ms. Cohen's imploring them to stop talking with a seemingly endless mantra of, "Please stop talking with your friends and focus up here," and "Eyes on me," the students finally quieted for the daily read aloud.

As Ms. Cohen showed students the cover of the book, she asked them to make predictions about what the book would be about. Suddenly a flurry of answers came at her at once. She reminded them, "Remember, we speak one person at a time. Please raise your hand if you'd like to share your prediction." Students followed these instructions by taking turns, and Ms. Cohen thought that maybe today's discussion would be a little less chaotic than it often is. However, as she started reading the story aloud and asking students to respond to prompts, students stopped raising their hands and were sharing answers all at once again. This time when she spoke to the students about appropriate discussion etiquette, she pointed to the behavior chart and said, "You are showing disrespect to one another when you do not take turns to hear each other's responses. You need to raise your hand to be called on if you would like to share an answer. If you continue to speak without raising your hand, I will have to move your clip." The clip system was a classroom management technique she learned about at a professional development workshop where the teacher uses a color-coded behavior chart with each student's name written on a clip that is attached next to a specific color. All students start on green each day, but a student's clip can be moved to orange or red if they misbehave. Having your clip moved to red results in a note home.

At Ms. Cohen's admonishment, students again complied with her request, but several students repeated answers a previous student had said. They were so antsy to share that they were not carefully listening to their classmates' responses. When Hannah repeated what Austin had just shared, Austin blurted out, "I already said that! You're dumb!" Some students snickered

and Ms. Cohen put Austin's clip on orange. Austin became frustrated and left the circle to return to his desk, where he put his head down and began to cry. Ms. Cohen's heart sank, but she did her best to keep the rest of the group focused. Throughout the rest of the read aloud a similar pattern continued, resulting in some students having their clips put on orange. This consequence was effective insofar as the students whose clips were moved no longer talked over one another, however she noticed that they no longer contributed at all and instead sat still and sulked. She was happy when time for the literacy lesson was up and students went to lunch because she had become exhausted from constantly reining students in and managing everyone's frustration, including her own.

As she entered the faculty lounge, she fell into her chair and said, "These students are out of control during our book discussions. They have no respect for one another when they are sharing and only care about their own answers. I feel like I'm spending most of my time policing their discussion rather than actually talking about the books! And then they don't understand when they get disciplined, which is even more upsetting for everyone and makes it even harder to teach for the rest of the day." One of her colleagues suggested that this might be a good dilemma to bring to their monthly professional learning community (PLC) which had been practicing **frame shifting**. Prior to their PLC meeting, Ms. Cohen prepared her **driving question** and **dilemma statement** (see Table 7.9).

TABLE 7.9 Ms. Cohen's Original Driving Question and Dilemma Statement

Ms. Cohen's Original Driving Question	Ms. Cohen's Original Dilemma Statement
How can I make my students respect each other?	<i>During whole-class discussions, students disrespect each other by talking over one another.</i>

Earlier in this chapter we modeled how Mr. Lee could apply the **habits of mind** as he worked toward solving his dilemma. Now we will provide a scaffolded approach to give you a try at practicing the habits on your own by providing questions and exercises throughout this case followed by our explanation of possible responses. When you encounter exercises in the chapter, we encourage you to stop reading and to use the worksheets available in the study guide to complete these exercises. After you have tried the activity yourself, continue reading and compare your answers with what follows in the chapter.

Engaging the Habit of Personal Attribution with Ms. Cohen's Dilemma

The **Habit of Personal Attribution** has a twofold purpose: to help educators focus their dilemma as within their control to change and to help them adopt an **internal attribution** for solving the dilemma by developing **teacher efficacy**, or self-confidence, in being able to impact the dilemma in a positive way. Exercise 7.1 will walk you through a series of questions that can

help you think about how Ms. Cohen has currently attributed the cause for, and solution to, her dilemma. Prior to starting this exercise, we recommend that you revisit her dilemma description to see how she initially spoke about it. A discussion about how the Habit of Personal Attribution can be applied to Ms. Cohen's case follows the exercise. As you are completing the exercises in this section, keep in mind the similarities and differences you notice between your answers and the chapter text because you will have one final case after this one to practice the process again. Since there are multiple ways one could complete the exercises in this chapter, we will include criteria for determining the strength of your response in our discussion. Now let's look at our suggested answers. We can identify a few excerpts that suggest how Ms. Cohen is assigning responsibility for the dilemma. For example, she shared with her colleagues, "These students are out of control. They have no respect for one another when they are sharing and only care about their own answers." She also posed the **driving question**, "How can I make my students respect each other?" Although these comments suggest that she has situated the problem as her students' responsibility to change (we will discuss this more in a moment), she has adopted a **proximal** position because she has identified a dilemma that is within her direct sphere of influence to affect. This is not a **distal** problem because it does not rely on forces or conditions outside of Ms. Cohen's control, such as a societal ill or a policy change, to lead to the solution. So, when we consider the first step in the Habit of Personal Attribution, we see that the dilemma is positioned as proximal. Now, we examine if Ms. Cohen has an internal attribution.

Even if teachers do not explicitly state their beliefs about who is responsible for solving a dilemma, their comments and thoughts about students can often reveal what they believe. Ms. Cohen's comments suggest that she believes her students are responsible for controlling their behavior and that they need to change the way they view each other in order for the class to have productive whole-class discussions. This is an example of **external attribution** because the responsibility for change is outside of Ms. Cohen's hands. Sometimes an external attribution results from low **teacher efficacy**, as the teacher loses confidence in their ability to effect change. Prior to Ms. Cohen's comment about her students to colleagues, we see her attempting to shift conditions that affect how the discussion was going, as she "did her best to keep the rest of the group focused" by reminding them of her expectations and using the behavior chart system. Although these efforts were not wholly effective, we see that Ms. Cohen has taken some responsibility for trying to make the class run more smoothly (personal attribution). We also see signs that she is losing confidence, such as her dreading the literacy lesson which she used to enjoy. She also ends the lesson exhausted and frustrated, which is sure to affect her confidence.

Exercise 7.1 *Engaging the Habit of Personal Attribution***Directions**

Answer each of the questions below to practice how you could apply the Habit of Personal Attribution to the teacher's dilemma.

1. Identify excerpts from the dilemma description that suggest how the teacher is currently assigning responsibility for the dilemma.

2. Which (if any) aspects of the dilemma are distal (dependent on conditions that are outside of the teacher's control, such as a policy change) and which are proximal (something they can affect)?

3. Based on the excerpts above, has the teacher described the dilemma as outside of their control (external attribution) or as something that they have control over (internal attribution)? Explain your answer.

4. What is revealed in the case about the teacher's confidence or lack of confidence in their own ability to motivate and teach their students effectively?

5. How does using the Habit of Personal Attribution affect how the teacher approaches this dilemma?

This example illustrates the complexities inherent in teaching dilemmas, as at different points in the case Ms. Cohen is both assigning responsibility for the dilemma as within her control to change (e.g., in trying to redirect students) and also outside of her control (e.g., in leaving it up to the students to change). Teachers often do their best to accomplish their instructional goals and try everything they can think of when things go wrong. When they run out of ideas or energy, though, teachers tend to resort to external attribution. They may also find that their teacher efficacy is low, as they lose confidence in their ability to make change. When efficacy is low, it is important to step back and consider the dispositions, knowledge, skills, and resources we possess that can help us as we approach our dilemmas. Complete Exercise 7.2 to identify skills and resources available to Ms. Cohen that may help as she works to solve her dilemma. Although the details given in the case may not allow you to know the entire range of possible answers about Ms. Cohen's teacher efficacy, this exercise will still give you an opportunity for practice.

When identifying the skills and resources Ms. Cohen already has that can support her efforts to solve her dilemma, we see that she has the disposition to self-reflect. This disposition allowed her to express to her colleagues that she would like to do something different in her practice. She could build upon this disposition by remembering the times that she has been successful in leading discussion. For example, she might recall that throughout the **whole-class discussion**, students did often comply with her requests to raise their hands and take turns. Although her redirection did not result in long-term change, it does show that she has some ability to affect how class discussions proceed, which can help her feel empowered to make new changes. She is already leaning on the resources of her PLC to help her with the dilemma, which is a sign of her commitment to improving her practice. Further, the beginning of her **dilemma description** characterizes her as having a kind and positive outlook on her students, as she appreciated their eagerness to learn. This optimistic disposition towards her students will help her as she moves forward with addressing her persistent dilemma. Developing the Habit of Personal Attribution helps teachers like Ms. Cohen restore a sense of teacher efficacy by refocusing on what they can control and re-energizing themselves to give new teacher moves a try.

Engaging the Habit of Asset Identification with Ms. Cohen's Dilemma

Next, we will practice the **Habit of Asset Identification**. Complete Exercise 7.3 by first identifying any examples of **deficit thinking** present in Ms. Cohen's case, then apply the Habit of Asset Identification by repositioning students in a positive light.

Revisiting the **dilemma description**, we can see evidence of how Ms. Cohen has positioned her students as the source of her problem by describing them as "out of control" and having "no respect for each other." This is an example of deficit thinking because she is positioning students as fundamentally flawed and casting the sole responsibility for

Exercise 7.2 *Building Teacher Efficacy*

Directions

Based on the information you have about the teacher's dilemma, consider which of the following they currently possess or have access to that they can draw upon as they approach their dilemma. Then respond to the questions that follow.

<i>Dispositions</i>	<i>Knowledge</i>	<i>Skills</i>	<i>Resources</i>
<input type="checkbox"/> Curiosity	<input type="checkbox"/> Content area	<input type="checkbox"/> Collaboration	<input type="checkbox"/> More skilled colleagues
<input type="checkbox"/> Optimism	<input type="checkbox"/> Student developmental levels	<input type="checkbox"/> Learning new things	<input type="checkbox"/> School and district leaders
<input type="checkbox"/> Persistence	<input type="checkbox"/> Students' personal and learning needs	<input type="checkbox"/> Practices of reflection	<input type="checkbox"/> Community, parent, and/or university partners
<input type="checkbox"/> Courage	<input type="checkbox"/> Student activities and interests	<input type="checkbox"/> Insightfulness	<input type="checkbox"/> Trade journals
<input type="checkbox"/> Commitment	<input type="checkbox"/> Community strengths and resources	<input type="checkbox"/> Attention to detail	<input type="checkbox"/> Professional organizations
<input type="checkbox"/> Openness	<input type="checkbox"/> Parent and family backgrounds, values, and approaches	<input type="checkbox"/> Building connections with students and families	<input type="checkbox"/> Professional development opportunities
<input type="checkbox"/> Friendliness	<input type="checkbox"/> Other:_____	<input type="checkbox"/> Other:_____	Other:_____
<input type="checkbox"/> Honesty			
<input type="checkbox"/> Willingness to learn			
<input type="checkbox"/> Self-reflection			
<input type="checkbox"/> Other:_____			

1. How can the teacher use these skills and resources to help them as they approach solving their dilemma?

Exercise 7.3 *Practicing the Habit of Asset Identification***Directions**

Use the questions below to diagnose deficit thinking and identify assets in the dilemma.

1. What evidence of deficit thinking is present (if any)? Consider the following:
 - What ways has the teacher positioned the dilemma as due to something that is wrong with the students?
 - How might the teacher's cultural or social position shape their perspective about what might be wrong with the students?
 - What assumptions might the teacher be making based on cultural stereotypes?

2. What assets of the students, caregivers, or community are present in the description of the dilemma? Consider the following, as applicable:
 - What student characteristics, dispositions, or resources can be viewed as beneficial and necessary for solving the dilemma?
 - What strengths are present in caregivers and students' communities?
 - How can the teacher build upon students' strengths in order to solve their dilemma?

dilemma on them. We do not have direct evidence that Ms. Cohen is making assumptions about her students based on cultural stereotypes nor do we have knowledge of how her cultural position shapes her perspective on her students. Nevertheless, it is important to always inquire into how a teacher's cultural and social background might impact how they think about students. If we were in Ms. Cohen's PLC, for example, we might ask her questions to help her ascertain whether she, as a White middle-class woman who does not live in her school's community, has implicit biases towards students from ethnically diverse and working poor backgrounds that contribute to why she sees their behavior as "out of control" and disrespectful. These are difficult, but necessary, conversations to have.

The Habit of Asset Identification is an opportunity for educators to not only notice when they are using deficit thinking, but also to intentionally reposition their students, students' caregivers, and communities in a way that highlights their assets and positive contributions. For instance, Ms. Cohen could admire the enthusiasm of her second graders as they talk about books! It is a great sign that students are so interested in literacy and feel eager to share their ideas with one another. Ms. Cohen could build on students' love of books and book discussions when she develops teacher moves to address her dilemma. When we view students from this angle, it helps us reposition the dilemma by recognizing that the problem is not inherent in the students. Further, this habit works with the **Habit of Personal Attribution** because when teachers identify assets of students that can help them solve the dilemma, it puts the teacher in a position of being able to take charge of the dilemma in an effort to make change.

Engaging the Habit of Deliberate Interpretation with Ms. Cohen's Dilemma

Next, we will engage the **Habit of Deliberate Interpretation** which helps educators slow down and intentionally think about what they believe about their dilemma and its source. As we engage this **habit of mind**, we will need to rely on the thinking we've developed when applying the **Habits of Personal Attribution** and **Asset Identification** to Ms. Cohen's case by positioning the dilemma as within Ms. Cohen's control and by keeping in mind the importance of using students' assets to benefit the situation. To practice the Habit of Deliberate Interpretation, teachers should begin by assessing whether their **driving question** and **dilemma statement** are derived from an **empirical observation** of events. As we saw with Mr. Lee's case above and Ms. Nash's examples in Chapter 2, oftentimes teachers do not begin with an empirical observation but instead skip this step and state their dilemma either as an **interpretation** of how they make sense of the events or as a **judgment** about the situation. Complete Exercise 7.4 to indicate where you think Ms. Cohen has positioned her dilemma. You may want to refer to the example of Ms. Nash's dilemma from Chapter 2 to determine where the dilemma is positioned.

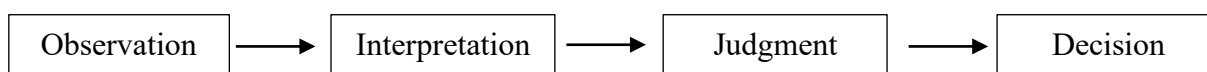
Exercise 7.4 *Engaging the Habit of Deliberate Interpretation to Determine the Teacher's Initial Approach to the Dilemma*

Directions

Examine the teacher's original dilemma statement. Determine how the teacher has initially positioned their dilemma and explain your response.

Original Dilemma Statement:

1. Draw a circle around the step below that describes how the teacher has initially positioned their dilemma.



2. Explain how you determined how the teacher positioned their dilemma.

Ms. Cohen's original dilemma statement has some elements of an empirical observation: it includes that students talk over one another during **whole-class discussions** which is something she can see and hear. However, a closer examination of her dilemma statement reveals that she has moved beyond making an observation and has judged her students' behavior. This is evident when she describes students as "disrespectful." The reason Ms. Cohen's dilemma statement is not positioned as an interpretation is that her statement does not reveal how she is making sense of why students are talking over one another. She has skipped both observation and interpretation and moved straight to judgment.

Developing Empirical Observations

When teachers realize that they have positioned their dilemma statements as something other than an empirical observation, they need to back up in the process by making an objective and neutral observation. Complete Exercise 7.5 to identify empirical observations that can be made based on Ms. Cohen's dilemma description. The questions in this exercise are based on questions from an exercise you were introduced to in Chapter 2 and then saw again in Mr. Lee's case. In several of the exercises in this section, we have included all of the questions that you originally saw in previous chapters even though some of them will be difficult to answer given the limited information provided in Ms. Cohen's case. We have included them so that you can re-use these exercises with your own dilemma where you will have all of the information you need. As you use the exercises to practice in this chapter, skip any questions for which you don't have enough information.

Based on Ms. Cohen's description of her dilemma, we can identify empirical details of what she could see and hear during the whole-class discussion. She could see:

- Students talked with their friends when they came to the carpet.
- Students sometimes responded to her request to raise their hands and take turns, but then returned to answering questions without raising their hands.
- Austin left the circle and started to cry when his behavior clip was moved to orange.
- Class participation decreased after some students' clips were put on orange.

She could hear:

- Students responded all at once to Ms. Cohen's questions.
- Some students provided answers another student already said.
- Austin called Hannah "dumb" for repeating what he had already said.
- Some students laughed at Austin calling Hannah a name.

Slowing down the sense-making process by first noting what teachers see and hear in a neutral manner helps them get to the bottom of their dilemma. It is also important to consider other clues or information that maybe they didn't see or pay attention to initially. For example, prior

to the literacy lesson students had just finished their math lesson and they hurried to the carpet with the hope of finding a seat by their friends. Right after the literacy lesson, students went to lunch and Ms. Cohen went to the teacher's lounge where she shared her frustrations with her colleagues. This information may prove helpful as Ms. Cohen determines the source of her dilemma and how she could work to solve it. For example, she might consider how the transition into the literacy lesson by students rushing to select their own seats sets the stage for the encounters that follow.

Developing empirical observations is the first of a multistep process. To allow readers to add ideas as we move through the different steps, we have provided Handout A, a template for the entire process of the Habit of Deliberate Interpretation that can be added to step by step as we move through the individual exercises related to this habit. We will use this template throughout the rest of this section of Chapter 7 and include a completed version of it with suggested answers for Ms. Cohen's dilemma at the end of the chapter. Based on what you noted in Exercise 7.5, begin completing the template by selecting three empirical observations that seem significant to the dilemma and writing them in the left-hand column.

Moving From Observation to Interpretation

The next step in the Habit of Deliberate Interpretation is making interpretations about the empirical observations. To practice this on your own, complete Exercise 7.6 by forming multiple plausible interpretations about the observations of Ms. Cohen's classroom dilemma. As we did with Mr. Lee's and Ms. Nash's examples, we will guide you through the process of articulating the stories teachers create that help them make sense of their observations. There are several observations that Ms. Cohen could make about what she saw and heard in her classroom. For the sake of this exercise, we will select and discuss three of these observations and plausible interpretations of them. First, we'll discuss the observation that students responded all at once to Ms. Cohen's questions. One way Ms. Cohen might make sense of this is to interpret that the students' behavior means that they do not care to listen to one another's ideas. Taking in a broader view of the situation, however, and engaging the Habit of Asset Identification, we can see that students are very eager to share their responses. This leads to a different plausible interpretation that perhaps students were speaking over one another not because they don't care about each other's ideas, but that there does not appear to be an established **routine** for how all students' contributions could be shared during the whole-class discussion. A second observation is that students snickered when Austin called Hannah "dumb" for repeating his answer. One way Ms. Cohen might interpret this is that students do not care for each other's feelings. Another plausible interpretation is that a classroom community characterized by strong relationships among students has not been established or else the students would not make fun of each other publicly.

Handout A *Steps in the Habit of Deliberate Interpretation Template*
Directions

Use this template to collect your answers as you work through the Habit of Deliberate Interpretation.

Observation (Step 1)	Initial Plausible Interpretation (Step 2)	Initial Judgment (Step 3)	Initial Decision (Step 4)	Different Plausible Interpretation (Step 2)	Different Judgment (Step 3)	Different Decision (Step 4)

A final observation we'll discuss here is that class participation decreased when Ms. Cohen moved some behavior clips to orange. Ms. Cohen might make sense of this by interpreting that second graders tend to pout when they do not get what they want. Considering that the students were still eager to share even when Ms. Cohen reprimanded them for not raising their hands, a different plausible view of the decrease in participation is that students stopped sharing because they feared the shame and consequences that could come from having their clip moved and they did not want to make their teacher angry with them. Your interpretations are likely somewhat different from the ones we selected for modeling the process of observation to interpretation. A common feature of the Different Plausible Interpretations column in Handout A is that the interpretations have an internal attribution: each of the new interpretations explain why the observed behavior occurred by considering what is happening in the classroom environment that the teacher has control over. Use this criteria to check your responses in Step 2 of the template.

From Interpretation to Judgment

How we make sense of the world informs our judgments, which are internalized thoughts we have about our interpretations that we often make instinctively, or without conscious thought. The Habit of Deliberate Interpretation helps teachers be intentional about the judgments they make about their observations and how those are interpreted. For Exercise 7.7, you will return to the interpretations you came up with in the previous exercise and will imagine what judgments Ms. Cohen might make about these interpretations. If it is helpful, consult Chapter 2 and Mr. Lee's section above to see examples of how these new judgments may be worded.

Using the observations and interpretations we shared above, we will discuss how Ms. Cohen might make different types of judgments based on her interpretations of what she has observed. As a reminder, the responses we present here are just examples of how a reader might respond to these exercises; you may have different answers. Correct answers for the Different Judgments column share the feature that they are more generous towards students than the Initial Judgments. The first observation we discussed above was that students responded all at once to Ms. Cohen's questions. An initial interpretation is that students don't care to listen to each other's ideas. We heard Ms. Cohen voice a judgment about this when she spoke to her colleagues at lunch after her class. She shared that her students are disrespectful. Oftentimes we make initial judgments without realizing we're doing it. These are often the comments we make when we are frustrated with the dilemma and haven't had time yet to process it and think carefully about it.

Once Ms. Cohen reconsidered her observation, she had a different interpretation which was that there wasn't an established routine for how students could all share their ideas. This might lead to the judgment that students are eager to share their ideas with one another but

Exercise 7.7 *Moving From Interpretation to Judgment***Directions**

Examine the interpretations you developed in Exercise 7.6. Practice formulating judgments based on these interpretations by following the steps and answering the questions below.

1. Focusing on one observation/row at a time in your Steps of Deliberate Interpretation template (Handout A), write down possible judgments the teacher may have based on both the initial and different plausible interpretations (Step 3).
2. Examine the column that includes Initial Judgments, then the column that includes Different Judgments. What differences do you notice between these two columns?
3. How do the other habits of mind play a role in how you formed different judgments?
4. How do these differences impact potential decisions the teacher may make?

don't have a way to do so that allows the lesson to stay on track. Ms. Cohen actually realized her students' eagerness at the beginning of her dilemma description, but once she got into the heat of the moment she shifted to a **deficit-oriented** judgment about them. The second observation we discussed above was that students snickered when Austin called Hannah "dumb." The first interpretation Ms. Cohen could make about this observation is that students do not care about each other's feelings, and a judgment that might arise from this interpretation is that students can be mean-spirited. However, a different interpretation might be that a strong classroom community has not yet been established and this is why students are not treating each other with kindness. A judgment one might make based on this interpretation is that teachers need to make intentional moves to build a classroom community because it will often not happen on its own. Finally, our third observation was that the clip system resulted in decreased class participation. One interpretation of this is that second graders tend to pout when they do not get what they want, and one way this might be judged is that some students use their emotions to manipulate the teacher. An alternative interpretation, however, makes sense of the clip system leading to less participation as being due to the clip system being a source of shame and fear for students. If this interpretation were true, then a judgment one might have would be that the clip system is a form of public embarrassment.

When you examine the potential judgments we described above, what differences do you notice between the judgments that come from the initial interpretations and those that come from the new, or different interpretation? To help the judgments come into clearer focus, we present them in Table 7.10. The judgments that arise from the initial interpretations tend to have a negative and deficit orientation towards students. This often happens when we form interpretations or judgments about an observation without thinking carefully about it, such as when we are feeling frustrated by the dilemma. The Habit of Asset Identification helps teachers identify their students' strengths and positive attributes. Asset identification plays an important role when we form more intentional judgments about our interpretations. In Chapter 2 we discussed this part of the process as forming a "more generous" judgment about students or the dilemma, which we believe is important because how we judge our students will impact how we treat them.

TABLE 7.10 *Comparing Ms. Cohen's Initial Judgments and New Judgments*

Initial Judgment	Different Judgment
Students are disrespectful.	Students are eager to share their ideas with one another.
Kids can be mean-spirited.	Teachers need to make intentional moves to build a classroom community.
Some students use their emotions to manipulate the teacher.	The clip system is a form of public embarrassment.

Another difference we note between the two sets of judgments in Table 7.10 is where the responsibility for changing the dilemma lies. With the initial interpretations, Ms. Cohen's students will need to change (become more respectful, nicer, less manipulative) in order to solve the dilemma. However, when we engage the Habit of Personal Attribution, our revised judgments place the dilemma as something within the educator's realm of control to change. If students are eager to share their ideas, for example, that is something Ms. Cohen can build on when she decides what her teacher moves will be in response to students' eagerness. Adopting an **internal attribution** will be important as we turn to the final step in the Habit of Deliberate Interpretation: **decisions**.

From Judgment to Decision

Last, we will consider how Ms. Cohen's interpretations and judgments may lead to different decisions about the actions she will take as a reaction to her judgments. Practice this step by completing Exercise 7.8.

Engaging the Habit of Personal Attribution helps teachers make decisions that are in their realm of control. If Ms. Cohen decides on teacher actions based on her initial judgments, they may result in actions that do not lead her to resolve the core of the dilemma. For example, in response to the initial judgments she may decide to remind students to be respectful and to use the behavior chart if they continue to talk out of turn. This was what she initially tried in her dilemma and the resolution did not satisfy her because compliance was temporary and her use of the behavior chart resulted in students not contributing as much. She may also decide to remove students from the circle if they laugh at another student and have them listen to the book discussion from their desk. This is also an unsatisfying result because ultimately Ms. Cohen does want her students to contribute and be a part of the literacy discussion. The last decision she might make based on her initial judgments would be to continue using the behavior chart even if students are "pouting" because she does not want students to think their emotions can manipulate her. But this decision also disappoints since it maintains a **deficit-oriented** perspective of the students that ultimately exhausts Ms. Cohen.

The more generous judgments she could make about her observations and interpretations will result in more productive and positive changes in her classroom. For example, she could develop discussion **structures** to respond to students' eagerness to share, integrate intentional opportunities for student-student relationships to be developed and nurtured, and adopt a proactive approach to enforcing classroom **rules**. We will examine more possibilities for specific teacher moves in Chapter 8. Practicing the Habit of Deliberate Interpretation helps teachers like Ms. Cohen be intentional about how they are thinking about students (or caregivers and communities) and how they are responding to those thoughts. Used

Exercise 7.8 *Moving From Judgment to Decision***Directions**

Focusing on one observation (row) at a time in the Steps of Deliberate Interpretation template (Handout A), write down possible decisions the teacher might make based on both the initial and different judgments (Step 3) you noted in Exercise 7.7. Then, answer the question below.

1. What role does the Habit of Personal Attribution play when deciding on potential teacher actions for this dilemma?

in combination with the Habit of Asset Identification and the Habit of Personal Attribution, the Habit of Deliberate Interpretation opens up new possibilities for Ms. Cohen to view and respond to her dilemma during whole-class discussion.

Engaging All of the Habits of Mind to Describe Ms. Cohen's Dilemma

Initially Ms. Cohen posed the **driving question**: "How can I make my students respect each other?" and the **dilemma statement**, *During whole-class discussions, students disrespect each other by talking over one another*. Keeping in mind all that you have considered after enacting each of the **habits of mind** above, practice revising Ms. Cohen's original driving question and dilemma statement in Exercise 7.9.

Throughout this section we have practiced engaging each of the habits of mind to help Ms. Cohen shift how she positioned her dilemma and by extension, how she positioned her students. First, we used the **Habit of Personal Attribution** to examine where Ms. Cohen initially placed responsibility for the dilemma and noted that her driving question and dilemma statement both put the onus of responsibility on students to change. We discussed how Ms. Cohen could use **internal attribution** to recognize how the dilemma is within her sphere of control to affect. We then engaged the **Habit of Asset Identification** to identify language or thoughts Ms. Cohen shared that reflected **deficit thinking**, such as describing the students as disrespectful or "out of control." We considered how she could adopt an **asset orientation** by recognizing her students' strengths and dispositions that could be beneficial for solving the dilemma, such as their eager desire to discuss books. Finally, we applied the **Habit of Deliberate Interpretation** to recognize that Ms. Cohen initially described her dilemma from a place of **judgment** rather than by beginning with an **empirical observation**. We engaged each of the steps of the Habit of Deliberate Interpretation to formulate **interpretations** and (more generous) judgments that moved her closer to making decisions that were within her control to change.

After putting each of these habits of mind to work, Ms. Cohen could revise her dilemma statement to: *Students do not listen to each other during whole-class discussions*. While this statement centers on her students and what they are not doing "correctly," it includes no deficit language and presents a dilemma Ms. Cohen could address as a teacher. This internal attribution is reflected in the revised driving question: "What steps can I take to support how students treat each other during whole-class discussions?" This question now centers the locus of control on Ms. Cohen's ability to support students' interactions with one another. It also reflects an asset orientation by focusing on how she can harness her students' eagerness to share in a productive manner.

In the main text of the chapter, we aimed to help you develop the habits of mind by modeling how Mr. Lee might engage the habits when addressing his dilemma about the group project. Here in the Study Guide, we have worked with you as you practiced applying the

Exercise 7.9 *Revising the Original Driving Question and Dilemma Statement After Developing all Three Habits of Mind*

Directions

Complete each of the activities below.

1. The original driving question and dilemma statement have been provided in the table below. Underline words in the driving question and dilemma statement that suggest deficit thinking, show an external attribution, or otherwise suggest judgment.

	Before Applying Habits of Mind	After Applying Habits of Mind
Driving Question	How can I make my students respect each other?	
Dilemma Statement	<i>During whole-class discussions, students disrespect each other by talking over one another.</i>	

2. Fill in the right-hand column of the table by revising the teacher's original driving question and dilemma statement to reflect how they might change after developing all three habits of mind. The revision should:
 - a. Reflect an internal attribution.
 - b. Use an asset-orientation towards students and be absent of deficit language.
 - c. Be based on deliberate interpretations about the source(s) of the dilemma.
3. Underline key words in the new driving question and dilemma statement that demonstrate an internal attribution, asset thinking, and deliberate interpretation of the dilemma.
4. Explain how you arrived at the revised driving question and dilemma statement. What considerations did you make? What influenced how you worded each of them?

habits of mind to Ms. Cohen's case. Remember that we are using the gradual release of responsibility model to roll out the application practice in Chapters 7 and 8. This model includes the stages "I do," "We do," and "You do." When presenting the example case of Mr. Lee, we completed all of the exercises as a model. That was the first stage in our gradual release of responsibility. Then with Ms. Cohen's case, we did it together. First you tried each exercise and then we discussed possible answers. Now it is time for you to try exercises that develop the habits of mind independently. Next, we present Ms. Ortega's dilemma about technology use in her classroom and provide the same exercises you completed above so you can practice engaging the habits of mind independently. The exercises and suggested answers follow.

Continuing the Gradual Release of Responsibility Model: Developing the Habits of Mind Independently Using Ms. Ortega's Case

Case 3: Disruptive Use of Technology in Ms. Ortega's Spanish II Class

Ms. Ortega, a teacher with 15 years of full-time teaching experience, taught Spanish II at a large suburban high school with an ethnically and socioeconomically diverse population. Born and raised in Colombia, she was a native Spanish speaker and had lived in the United States for over twenty years. She was very involved in the local Colombian expat community, however she was not very familiar with the other ethnic communities in her area. Spanish II was a popular course at Ms. Ortega's high school because two years of foreign language were required for graduation. Some students had been taking Spanish courses since sixth grade or had extended family members who spoke Spanish fluently and therefore skipped Spanish I. Other students had failed Spanish I multiple times and were just able to take Spanish II in 12th grade. Therefore, her classes always had a mix of age levels and abilities. This wide variety in students' confidence, Spanish skills, and developmental levels could be challenging for Ms. Ortega as she planned her curriculum and instruction.

To accommodate these differences, on Tuesdays and Thursdays she used learning stations where students rotated to different activities during the class. She had three different stations and students stayed at each for 15 minutes. One station was a listening station where students used their school-issued laptops and headphones to listen to audio clips of native Spanish speakers having conversations about simple topics that involved particular grammatical skills and applied that week's vocabulary words. The second station was a reading station in which students independently read short passages in Spanish about the cultures of various Spanish-speaking countries and answered questions about the readings. Ms. Ortega led the third station where she posed a speaking prompt to students to generate conversation in Spanish. On Mondays, Wednesdays, and Fridays, Ms. Ortega began class with a warm-up task that was posted on the board and reviewed content they learned the previous day. Then she conducted a mini-lesson where she modeled a skill, and followed this with collaborative or independent work time. Because of time constraints, on Tuesdays and Thursdays she skipped the opener and students started class by immediately going to their first station, which was posted on the board. She let students know when their 15 minutes were up at each learning station and asked them to move to their next station.

Since the start of the semester, Ms. Ortega had been struggling with her 3rd period class, particularly with one student named Anthony. A high school senior, Anthony was a third-generation Mexican American student who had experienced mixed success in high school. He did well in classes that interested him such as history (he loved watching war movies) and with teachers who "got" him. This was his second year in Ms. Ortega's class, as he took her Spanish I

class last year when he was a junior and barely earned a passing grade in the class, which particularly embarrassed him because his classmates expected him to know Spanish due to his Mexican heritage. Now a senior, he was frustrated that he had to take another Spanish class with Ms. Ortega. He was even more frustrated (and perhaps even more embarrassed) that he had to take it with mostly sophomores who were more successful in Spanish than he was even though many of them did not come from families with Latinx roots. Anthony came late to class at least twice a week, slowly walking in with his headphones on listening to music from his cell phone. On a near daily basis, Ms. Ortega would say to him as he came into the room, "Anthony, I don't know why you think the rules don't apply to you. I have to tell you every day to turn off your music and put your phone away." He usually complied with this directive, but not without a comment such as, "This is stupid. This isn't middle school." Upon hearing comments like this, Ms. Ortega would think, "Well, you sure act like a middle schooler!" She was frustrated that the school did not have a policy against cell phone use during the school day. Instead, each teacher had to come up with their own rules and enforce them accordingly.

For the most part, Anthony participated in instructional activities on Mondays, Wednesdays, and Fridays and particularly worked well during cooperative activities that followed the mini-lesson. Most of Anthony's disruptions occurred on Tuesdays and Thursdays when students worked mostly independently in learning stations while Ms. Ortega led a speaking station at the back of the classroom. He participated well in the conversation station led by Ms. Ortega, but was often off-task in the other two stations. Nearly every time he was in the listening station, he would go onto sports websites instead of completing the listening activity at hand. Ms. Ortega often knew he was doing this, but did not intervene for two reasons: first, she was busy leading the speaking station, and second, she felt that Anthony was nearly an adult and that it was his responsibility to be successful, even if he was breaking the rules. However, many times Anthony would not keep the sports sites to himself and would call a fellow student over to share what he had found online. When this happened, Ms. Ortega intervened because it was a distraction for the other students who she believed would otherwise be focused on the assigned tasks. She would stop her group lesson and would say loudly from her seat, "Boys! That's enough. If you don't stop looking at other sites, you will receive a zero for today's class."

During the reading station, she could often hear music blasting from Anthony's headphones from the other side of the room and she would look up to see him mouthing the words to the songs. Because some students said they need music to help them focus when they read, Ms. Ortega allowed students to listen to their headphones in the reading station. The volume of Anthony's music, however, was far too loud and she felt he was taking advantage of her flexibility. She had tried taking points away and threatened to take his computer and phone away, yet he continued to be disruptive. She finally could not take it anymore and wrote him an office referral for disorderly conduct for which he served one day of silent lunch detention. She had hoped that receiving a referral would curb Anthony's disruptive use of technology in her class,

but the disruptions only got worse. She felt she was out of options to improve the situation and was frustrated that some students just didn't care about authority.

Ms. Ortega was eager to find a solution to this situation, as Anthony was not the only student who she faced conflict with when it came to technology use in the classroom and compliance with her classroom rules. She taught in the same district as Mr. Lee and had participated in her school's professional learning focused on frame shifting. However, since instructional coaches at her school focused on the heavily tested content areas, she did not have a school-based coach to help her practice frame shifting. To facilitate her own process, she consulted the handouts given out during the professional learning sessions she attended and tried her hand at completing the provided exercises to help her solve the dilemma. She started by drafting a driving question and dilemma statement (see Table 7.11).

TABLE 7.11 *Ms. Ortega's Original Driving Question and Dilemma Statement*

Ms. Ortega's Original Driving Question	Ms. Ortega's Original Dilemma Statement
What will make my students abide by my classroom's technology rules?	<i>Some students do not care about complying with my rules for technology use.</i>

Practicing the Habits of Mind Using Ms. Ortega's Dilemma

To support your independent development of the habits of mind, in this section you will complete Exercises 7.1-7.9 and Handout A again, this time on your own and focusing on Ms. Ortega's dilemma. We include suggested answers at the end of this chapter. You will build upon your work developing and engaging the habits of mind in this chapter to practice frame shifting in Chapter 8.

Additional Discussion and Practice for Chapter 7

1. Reflect on the exercises you completed for Ms. Cohen and Ms. Ortega. Did you find yourself grappling with any of the exercises? Were there differences between how you answered the exercises and the provided suggested answers? Explain how you made sense of those differences.
2. The core dilemma in Ms. Cohen's case is that students talk over one another during literacy discussions in 2nd grade. The core dilemma for Ms. Ortega has to do with a student's use of technology in high school. Choose an example that is **not** from your educational level and explain how that core dilemma might look at your level. Use Table 7.8 to help you.
3. How might Ms. Cohen's and Ms. Ortega's cultural, linguistic, socioeconomic positions be playing a role in their dilemmas? How might these issues affect how they engage the habits of mind?

Suggested Answers for Chapter 7

Handout A *Steps in the Habit of Deliberate Interpretation Template*

Directions

Use this template to collect your answers as you work through the Habit of Deliberate Interpretation.

Observation (Step 1)	Initial Plausible Interpretation (Step 2)	Initial Judgment (Step 3)	Initial Decision (Step 4)	Different Plausible Interpretation (Step 2)	Different Judgment (Step 3)	Different Decision (Step 4)
1. Students responded all at once to Ms. Cohen's questions.	Students do not care to listen to one another's ideas.	Students are disrespectful.	Remind students to be respectful. If students continue to talk out of turn, use the behavior chart.	There is not an established routine for how all students' contributions could be shared during whole-class discussion.	Students are eager to share their ideas with one another.	Use discussion structures that ensure all students have a chance to share with a partner.
2. Students snickered when Austin called Hannah "dumb" for repeating his answer.	Students do not care for each other's feelings.	Kids can be meanspirited.	If a student continues to say mean things to another student, remove them from the circle on the floor and have them listen to the discussion from their desk.	A classroom community characterized by strong relationships among students has not been established.	Teachers need to make intentional moves to build a classroom community.	Integrate intentional opportunities for student-student relationships to develop and be nurtured.

3. Class participation decreased when Ms. Cohen moved some behavior clips to orange.	Second graders tend to pout when they do not get what they want.	Some students use their emotions to manipulate the teacher.	Tell students that “big kids” do not pout and that pouting will not keep students from moving to orange or red “if needed.”	The clip system makes students feel shame and fearful of the consequences that could come from having their clip moved.	The clip system is a form of public embarrassment.	Use other methods of classroom management to proactively avoid behaviors that do not follow the class rules, as well as restorative practices when students are not compliant.
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Exercise 7.1 *Engaging the Habit of Personal Attribution (Ms. Ortega)*

Directions

Answer each of the questions below to practice how you could apply the Habit of Personal Attribution to the teacher's dilemma.

- Identify excerpts from the dilemma description that suggest how the teacher is currently assigning responsibility for the dilemma.
 - "I don't know *why* you think the rules don't apply to you."
 - "...she felt that Anthony was nearly an adult and that it was his responsibility alone to be successful, even if he was breaking the rules"
 - "...it was a distraction for the students"
 - "If you don't stop looking at other sites, you will receive a zero for today's class."
 - "She had tried taking points away and threatened to take his computer and phone away, yet he continued to be disruptive."
 - "She finally could not take it anymore and wrote him an office referral for disorderly conduct for which he served one day of silent lunch detention. She had hoped that receiving a referral would curb Anthony's disruptive use of technology in her class, but the disruptions only got worse."

- Which (if any) aspects of the dilemma are distal (dependent on conditions that are outside of the teacher's control, such as a policy change) and which are proximal (something they can affect)?

The school's lack of a policy around cell phones is a distal aspect of the dilemma because she alone cannot effect change of that policy. Another distal aspect of her dilemma is the policy that all students have to pass two years of foreign language to graduate. Anthony is taking the class because of the requirement, despite signs that he would prefer not to be in the class. Overall, though, the core of her dilemma is proximal because she has control over her own classroom rules and how she enforces them.

- Based on the excerpts above, has the teacher described the dilemma as outside of their control (external attribution) or as something that they have control over (internal attribution)? Explain your answer.

Ms. Ortega has assigned an external attribution to her dilemma because she has put the responsibility on students to change. We see this in her dilemma statement which focuses on whether students "care about complying" with her rules.

- What is revealed in the case about the teacher's confidence or lack of confidence in their own ability to motivate and teach their students effectively?

Towards the end of the dilemma description, Ms. Ortega felt "she was out of options to improve the situation" because the office referral she submitted for Anthony's behavior did not result in changes to his technology use in class. Also, sometimes teachers write discipline referrals because they do not know what else to do to fix the problem themselves and so they are referring the problem to their administration to handle. This can be a sign of low teacher efficacy.

5. How does using the Habit of Personal Attribution affect how the teacher approaches this dilemma?

The Habit of Personal Attribution can help Ms. Ortega see that she has initially positioned the responsibility for solving the dilemma solely on her students. Using this habit of mind can help her think about how she can shift how she thinks about the dilemma and what she has control over to change.

Exercise 7.2 Building Teacher Efficacy (Ms. Ortega)
Directions

Based on the information you have about the teacher's dilemma, consider which of the following they currently possess or have access to that they can draw upon as they approach their dilemma. Then respond to the questions that follow.

<i>Dispositions</i>	<i>Knowledge</i>	<i>Skills</i>	<i>Resources</i>
<input type="checkbox"/> Curiosity	<input type="checkbox"/> Content area	<input type="checkbox"/> Collaboration	<input type="checkbox"/> More skilled colleagues
<input type="checkbox"/> Optimism	<input type="checkbox"/> Student developmental levels	<input type="checkbox"/> Learning new things	<input type="checkbox"/> School and district leaders
<input type="checkbox"/> Persistence	<input type="checkbox"/> Students' personal and learning needs	<input type="checkbox"/> Practices of reflection	<input type="checkbox"/> Community, parent, and/or university partners
<input type="checkbox"/> Courage	<input type="checkbox"/> Student activities and interests	<input type="checkbox"/> Insightfulness	<input type="checkbox"/> Trade journals
<input type="checkbox"/> Commitment	<input type="checkbox"/> Community strengths and resources	<input type="checkbox"/> Attention to detail	<input type="checkbox"/> Professional organizations
<input type="checkbox"/> Openness	<input type="checkbox"/> Parent and family backgrounds, values, and approaches	<input type="checkbox"/> Building connections with students and families	<input type="checkbox"/> Professional development opportunities
<input type="checkbox"/> Friendliness	<input type="checkbox"/> Other:_____	<input type="checkbox"/> Other:_____	Other:_____
<input type="checkbox"/> Honesty			
<input type="checkbox"/> Willingness to learn			
<input type="checkbox"/> Self-reflection			
<input type="checkbox"/> Other:_____			

2. How can the teacher use these skills and resources to help them as they approach solving their dilemma?

Ms. Ortega could use her curiosity and willingness to learn as a strength to draw from as she uses the frame shifting approach. Curiosity and attention to detail will be necessary, for example, when she engages the Habit of Deliberate Interpretation and needs to examine multiple interpretations and judgments for what she observes. Her pedagogical content knowledge is strong, which is evidenced by her use of learning centers to help students read, speak, and listen to Spanish. This can help her when she practices frame shifting and examines how curriculum and instruction may be playing a role in her dilemma. The fact that she is engaging in self-study of her dilemma by using the materials provided on frame shifting in a faculty meeting illustrates her persistence, self-reflection, and wiliness to learn which she will need as she works on solving her dilemma.

Exercise 7.3 *Practicing the Habit of Asset Identification (Ms. Ortega)*

Directions

Use the questions below to diagnose deficit thinking and identify assets in the dilemma.

1. What evidence of deficit thinking is present (if any)? Consider the following:
 - What ways has the teacher positioned the dilemma as due to something that is wrong with the students?
 - How might the teacher's cultural or social position shape their perspective about what might be wrong with the students?
 - What assumptions might the teacher be making based on cultural stereotypes?

Ms. Ortega thinks some students "just don't care about authority" and says to Anthony, "I don't know why you think the rules don't apply to you." This suggests that she sees the students as inherently insubordinate. Another suggestion that she thinks Anthony does not care about his education is that she does not intervene when he is off-task during the listening station because she "felt that Anthony was nearly an adult and that it was his responsibility alone to be successful." When Ms. Ortega thinks to herself that Anthony "acts like a middle schooler" she is blaming the dilemma on his maturity.

We do not know enough about Ms. Ortega and her dilemma to be sure that cultural biases are playing a role in the deficit views she has on Anthony and some of his peers. The dilemma description noted that she devoted a lot of time to her own Colombian expat community and was not very familiar with other ethnic communities in her town, thus perhaps her lack of familiarity with the Chicano community of which Anthony was a part might contribute to her negative view of him and some of his peers.

2. What assets of the students, caregivers, or community are present in the description of the dilemma? Consider the following, as applicable:
 - What student characteristics, dispositions, or resources can be viewed as beneficial and necessary for solving the dilemma?
 - What strengths are present in caregivers and students' communities?
 - How can the teacher build upon students' strengths in order to solve their dilemma?

Anthony is an active participant during the mini-lesson and cooperative learning activities that happen on Mondays, Wednesdays, and Fridays in Ms. Ortega's class. He is successful in classes that interest him, such as history. He is also successful in classes with teachers who he feels connected to, which demonstrates that he cares about doing well when he cares about the teacher. He and other students use technology to research issues that interest them (ex: sports sites).

Ms. Ortega could build on these strengths by making an effort to get to know him better. She could use his interest in history and sports when designing the content of some of the learning stations.

Exercise 7.4 *Engaging the Habit of Deliberate Interpretation to Determine the Teacher's Initial Approach to the Dilemma (Ms. Ortega)*

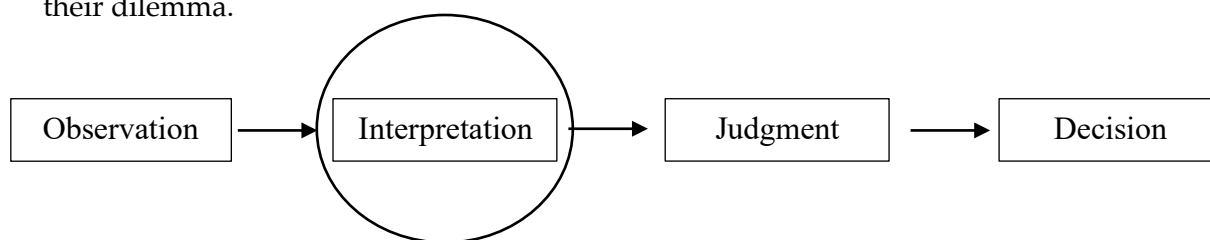
Directions

Examine the teacher's original dilemma statement. Determine how the teacher has initially positioned their dilemma and explain your response.

Original Dilemma Statement:

Some students do not care about complying with my rules for technology use.

2. Draw a circle around the step below that describes how the teacher has initially positioned their dilemma.



2. Explain how you determined how the teacher positioned their dilemma.

Interpretations are how teachers make sense of the issues that are happening in their classroom. When Ms. Ortega says that "some students do not care about complying with my technology rules," she is sharing her interpretation for why they are not complying: because they do not care to comply.

Exercise 7.5 *Observation of Empirical Facts (Ms. Ortega)*

Directions

Using information available from the dilemma description, respond to the prompts below to help make an empirical observation. Focus on being objective by avoiding words that have negative or judgmental connotations.

1. Make a bulleted list of specific things the teacher can see during the dilemma.
 - *Anthony comes late to class at least twice a week.*
 - *Anthony walks into class listening to headphones.*
 - *During the listening station, Anthony went to sports websites instead of the activity at hand.*
 - *Often Anthony would call other students over to look at the sports websites.*
2. Make a bulleted list of specific things the teacher can hear during the dilemma.
 - *Ms. Ortega says, "I don't know why you think the rules don't apply to you. I have to tell you every day: turn off your music and put your phone away."*
 - *Anthony responded to Ms. Ortega telling him to turn off his phone, "This is stupid. This isn't middle school."*
 - *Anthony played music loudly during the reading station and mouthed along.*
 - *When Ms. Ortega sees Anthony showing sports websites to other students she says from the other side of the room, "Boys! That's enough. If you don't stop looking at other sites, you will receive a zero for today's class."*
3. What happened right before the dilemma?

We do not have information about what happened right before or after Ms. Ortega's class. We do know that Anthony participates well during Mondays, Wednesdays, and Fridays when there was a mini-lesson and either independent practice or cooperative activities. Going back even further, we know that he almost failed her class last year and is one of the oldest students in the class.
4. What happened right after?

Unknown
5. Before finishing this activity, review your observations above to ensure they are empirical. Revise any words that have negative or judgmental connotations.
6. Based on what you noted in #1-4 above, select three empirical observations that seem significant to the dilemma and write them below.
 - a. *Anthony responded to Ms. Ortega telling him to turn off his phone, "This is stupid. This isn't middle school."*
 - b. *During the listening station, Anthony went to sports websites instead of the activity at hand.*
 - c. *Anthony walks in late listening to headphones.*

Exercise 7.6 *Moving From Observation to Interpretation (Ms. Ortega)***Directions**

For this exercise you will focus on the interpretation columns (Step 2) in your Habit of Deliberate Interpretation chart. For each observation you selected, write down an **initial plausible interpretation** that could describe how the teacher is currently interpreting, or making sense of, this dilemma. In this step, withhold judgment and simply provide an explanation of why this dilemma may be occurring. Then, consider other information you have about the dilemma to develop a **different plausible interpretation** for each observation. After you have completed Step 2 in the chart, respond to the prompts below.

1. How did you interpret observations differently between the initial interpretations and the revised interpretations?

The revised interpretation is more generous and takes more of the information from the dilemma description into account. It engages the Habit of Personal Attribution by keeping the focus on Ms. Ortega's role.

2. How might these new interpretations make the teacher feel about their ability to effect change with this dilemma?

Ms. Ortega can more directly see what she can do to make an impact on the dilemma.

Exercise 7.7 Moving From Interpretation to Judgment (Ms. Ortega)

Directions

Examine the interpretations you developed in Exercise 7.6. Practice formulating judgments based on these interpretations by following the steps and answering the questions below.

1. Focusing on one observation/row at a time in your Steps of Deliberate Interpretation template (Handout A), write down possible judgments the teacher may have based on both the initial and different plausible interpretations (Step 3).

See answers on Handout A: Ms. Ortega.

2. Examine the column that includes Initial Judgments, then the column that includes Different Judgments. What differences do you notice between these two columns?

The initial judgments are deficit focused and externally attributed whereas the different judgments are internally attributed. Ms. Ortega can see a way to take action without waiting for Anthony to change his behavior.

3. How do the other habits of mind play a role in how you formed different judgments?

The Habit of Personal Attribution puts the focus back on what Ms. Ortega's role is and what she has control over. The Habit of Asset Identification helps shift the focus away from Ms. Ortega's perception of Anthony's deficits.

4. How do these differences impact potential decisions the teacher may make?

All of Ms. Ortega's initial decisions are punitive in nature. These actions are likely to further damage her relationship with Anthony and make her feel burned out. By engaging all three habits of mind, Ms. Ortega can focus on taking more proactive actions and maintaining a positive view of Anthony and the dilemma.

Exercise 7.8 *Moving From Judgment to Decision (Ms. Ortega)***Directions**

Focusing on one observation (row) at a time in the Steps of Deliberate Interpretation template (Handout A), write down possible decisions the teacher might make based on both the initial and different judgments (Step 3) you noted in Exercise 7.7. Then, answer the question below.

1. What role does the Habit of Personal Attribution play when deciding on potential teacher actions for this dilemma?

Ms. Ortega can now take actions that are proximal and internally attributed, meaning they are within her power to change. She can see how she can bring her existing skills and resources to bear on the dilemma, such as her robust pedagogical content knowledge.

Handout A *Steps in the Habit of Deliberate Interpretation Template (Ms. Ortega)*

Directions

Use this template to collect your answers as you work through the Habit of Deliberate Interpretation.

Observation (Step 1)	Initial Plausible Interpretation (Step 2)	Initial Judgment (Step 3)	Initial Decision (Step 4)	Different Plausible Interpretation (Step 2)	Different Judgment (Step 3)	Different Decision (Step 4)
1. Anthony responded to Ms. Ortega telling him to turn off his phone, "This is stupid. This isn't middle school.	Anthony thinks he is above the rules and does not need to listen to Ms. Ortega.	Anthony is impertinent and has no regard for authority.	Lay down the law during a stern conversation with Anthony and his parents and make it clear that Ms. Ortega is in charge.	Anthony feels like Ms. Ortega is treating him like a much younger student.	Ms. Ortega and Anthony do not have a trusting and positive relationship that helps Anthony feel respected.	Develop the relationship with Anthony so he knows that when the teacher is enforcing the rules, it is not personal.
2. During the listening station, Anthony went to sports websites instead of the activity at hand.	Anthony only wanted to do off-task behaviors.	Anthony doesn't care about succeeding at his school work.	He should earn a failing grade and bear the consequences.	There was not enough guidance or academic press to keep Anthony on track during the listening station.	The instructional activities and individual accountability embedded in the activities need to be tighter.	Create more engaging and involved instructional activities at the listening station.

3. Anthony walks in late listening to headphones.	Anthony does not care about when class starts or how he should enter the room.	He is a carefree rule breaker.	Increase the punitive nature of his punishment until he finally gets the message that he needs to follow the rules.	Anthony does not see the importance of being on time or coming to class without his headphones on.	There are not clear rules that have value for the students.	Evaluate the classroom rules with the class; consider whether class instructional activities really require students to be on time.
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Exercise 7.9 *Revising the Original Driving Question and Dilemma Statement After Developing all Three Habits of Mind (Ms. Ortega)*

Directions

Complete each of the activities below.

1. The original driving question and dilemma statement have been provided in the table below. Underline words in the driving question and dilemma statement that suggest deficit thinking, show an external attribution, or otherwise suggest judgment.

	Before Applying Habits of Mind	After Applying Habits of Mind
Driving Question	What will <u>make my students</u> abide by my classroom's technology rules?	How <u>can I create meaningful rules, routines, and instructional activities that support</u> students' productive use of technology during the lesson?
Dilemma Statement	<i>Some students <u>do not care</u> about complying with my rules for technology use.</i>	<i>My rules for technology use need to be <u>reasonable, clear, and consistently enforced</u>.</i>

2. Fill in the right-hand column of the table by revising the teacher's original driving question and dilemma statement to reflect how they might change after developing all three habits of mind. The revision should:
 - a. Reflect an internal attribution.
 - b. Use an asset-orientation towards students and be absent of deficit language.
 - c. Be based on deliberate interpretations about the source(s) of the dilemma.
3. Underline key words in the new driving question and dilemma statement that demonstrate an internal attribution, asset thinking, and deliberate interpretation of the dilemma.
4. Explain how you arrived at the revised driving question and dilemma statement. What considerations did you make? What influenced how you worded each of them?

The Habit of Deliberate Interpretation allows for the peeling back of Ms. Ortega's original view in order to see how the origin of Anthony's actual behaviors might be in practices that she can control. The Habit of Personal Attribution supports the focus on all three domains of teaching and how the teachers' practices not only in classroom management but also in instruction might be affecting the dilemma. The new driving question and dilemma statement reflect this focus.



8

Practicing Frame Shifting to the Three Domains of Teaching

Resources

Frame Shifting Mr. Lee's Dilemma Across Educational Levels

In Chapter 7 we introduced you to three educators who, like Mr. Lee, encountered challenges with students collaborating effectively when placed in heterogeneous groups for projects. We described Mr. Schmidt's group activity in which his primary school students practiced real-world money problems using manipulatives that represent currency, Ms. Johnson's high school world history class in which student groups completed simulations related to communism, and Dr. Navarro's teacher education writing class in which students worked in writing groups to give each other feedback on their work. When these teachers examined why they might have faced dilemmas related to group work, each of them would have employed the same **habits of mind** Mr. Lee did, and when **frame shifting** they would have also asked similar questions as Mr. Lee did to determine which **domain of teaching** their dilemma lies in. For example, each of these teachers would determine that their core dilemma is in the **domain of curriculum and instruction**. They would also practice shifting the frame of their dilemmas by considering how their dilemma could be related not just to instruction, but also to **classroom management, relationships**, and curriculum.

Finally, when determining their teacher moves as a result of their reframing, they likely would arrive at very similar conclusions as Mr. Lee did. For example, we would expect to see teachers of all age levels using **pre-correction** (domain of classroom management) to anticipate what could go awry during the group activity. They might all consider the relevance and applicability of the curricular and instructional tasks to be sure they were accessible and engaging for students (domain of curriculum and instruction). We would also expect to see teachers of all age levels using **teambuilding activities** (domain of relationships) to help students develop comfort and trust among their group members. The main differences in how Mr. Lee and the other teachers would enact these similar teacher moves are in exactly what the teacher may say or the activities they may use depending on the age of the students they are teaching. To illustrate this point, Tables 8.6 and 8.7 below differentiate what teacher moves may look and sound like across the educational levels. We selected one teacher move from the domain of classroom management and one from relationships to model this process for readers.

As you can see, the fundamental teacher moves are the same across educational levels. For example, each educator used pre-correction to avoid undesirable behaviors and each incorporated teambuilding to strengthen relationships among students. The language they used when speaking to their students differed, however. When working on teambuilding, Mr. Schmidt told his primary school students to be sure to "say hi to all of our friends in our groups." This language is appropriate for young students, but would be condescending if used with adolescents or college-aged students. In her high school class, Ms. Johnson began the teambuilding activity by reminding her students, "You all know that I believe teambuilding is important when we get into groups," and then she connected her teambuilding activity to the day's content. It is a good idea for teachers of all age levels to explicitly let their students know

TABLE 8.6 *Example from the Domain of Classroom Management: Pre-Correction Across Educational Levels*

Primary School Context	<p>Mr. Schmidt could anticipate that students would play with the manipulatives by saying, "Today you will be working in groups with play money. Before we get started with our activity, let's remind ourselves about how we handle our play money. Even though the word "play" is in the name, we are going to be very serious when we do the activities. What did we learn about "playing" using math manipulatives?" At this point, the class could chant back the phrase that Mr. Schmidt would have taught them at the beginning of the year: "<i>Math play is serious practice!</i>" Mr. Schmidt would respond, "That's right! We are going to do some serious practice! Manipulatives are used to help us learn; they are not toys." He could then enlist students to help remind the class of the expectations. "So, what should I expect to see when I see students holding the play money today?" and "What should we <i>not</i> be doing with the money?"</p>
High School Context	<p>Ms. Johnson may anticipate that some students would rush through the task, which includes a simulation followed by a reflection. To preempt this, she could say, "After your group finishes the simulation, you will each write an individual reflection about what you learned about communism from the simulation. Now, I know many of you are quick workers and may want to jump ahead to completing the reflection before the simulation is complete. The simulation is important because it will help you experience the nuances of communist economies, which you might not understand just from reading about it in your history textbook. The simulation should take about ten minutes, so if I see students writing earlier than that, then it'll be clear to me that you did not complete the simulation thoroughly. So, please get started on the simulation. I look forward to hearing what you learned from it."</p>
Post-Secondary Context	<p>Dr. Navarro noticed that some groups provided superficial writing feedback to each other. To address this the next time students get into groups for feedback, she could say, "Let's talk about what high quality feedback looks like versus superficial feedback. I am in a writing group with colleagues, and if someone writes, 'nice job' on an article I'm working on, that doesn't help me to know what I did particularly well and need to continue doing in future papers. On the other hand, if a colleague writes, 'You state your argument very clearly in the second paragraph' and then circles where in the paragraph I did this, it is much more helpful to me as a writer. What if we want to give constructive feedback for improvement? Instead of simply saying, 'Work on your transitions,' what would be more specific and helpful feedback a group member could provide?" Dr. Navarro could then ask students how this skill will be necessary for their future students, thereby helping to develop their pedagogical content knowledge. She could say, "Just like some of you are giving superficial feedback, your students will do this as well. How would you push them to give more constructive feedback?" Following this discussion, Dr. Navarro could remind students that their task is to give high quality feedback on papers so that they can support their classmates, and ultimately their future students, in becoming better writers.</p>

TABLE 8.7 *Example from the Domain of Relationships: Teambuilding Across Educational Levels*

Primary School	During the math lesson, Mr. Schmidt noticed that Sam and Nico excluded their group member Cooper in the money activity. Seeing this, Mr. Schmidt could provide and model structures that support students' relationships with one another in class. For example, when students first join their groups of three, he could say, "Okay, class. Before we start our activity, we're going to learn something about each of our friends in our groups. Each of you will say hi to your group members and then share what animal you would like to be and why."
<i>Mr. Schmidt's math class</i>	
High School	Students in Ms. Johnson's class got to pick their own groups, which resulted in groups of friends socializing instead of working. One way to avoid this would be for Ms. Johnson to assign students to heterogeneous groups based on what she knows about each of their skills and personalities. Prior to starting the simulation, she could lead each group in a brief teambuilding activity to get them more comfortable with one another. For example, to connect the teambuilding activity with the day's topic she could display four pictures from Budapest's graveyard for communist statues and say, "You all know that I believe teambuilding is important when we get into groups. So, before we get started in your groups today, look at the slide I've posted of different communist statues and think about which one best matches how you are feeling today. Starting with the person sitting closest to the back door, each of you tell your group members which statue is most like you today and why."
<i>Ms. Johnson's history class</i>	
Post-Secondary	Dr. Navarro could explicitly state why she uses teambuilding in her classroom, even at the college level: "Sharing our writing with each other is a very vulnerable act. This is true in our college classroom, just as it is true in the secondary classes you will be teaching one day. To help create comfort among each other in your writing groups just as you will need to do with your own students, each day we will start our writing groups with a quick teambuilding activity. Sometimes it will be about writing, and other times it may be random and silly. For today, I'd like you each to imagine you have been stranded on a desert island. As a group, decide if you are going to try to escape or stay on the island. Then, identify one talent or strength each of you has that will help the group either get away or survive on the island."
<i>Dr. Navarro's writing pedagogy class</i>	

the "why" behind their activities, and we note how Ms. Johnson has alluded to having explained the importance of teambuilding to her high school students in the past. Similarly, we see Dr. Navarro explicitly sharing with her preservice teachers the purpose behind teambuilding in a writing pedagogy class. She shares that teambuilding in her college classroom both helps to allay the vulnerability they might feel sharing their writing with each other and is a way to model how they might build relationships among students in their future K-12 classrooms. However teachers go about enacting their teacher moves within the domains of teaching, they need to select age-appropriate responses to students and these responses also need to be authentic to their own personalities.

Continuing the Gradual Release of Responsibility Model: Working Together to Frame Shift Ms. Cohen's Dilemma

In this section we will practice together how to identify which **domain of teaching** Ms. Cohen's dilemma is currently framed in and how she could shift the frame to the different domains in order to identify teacher moves to answer her **driving question**. Before diving into **frame shifting** Ms. Cohen's dilemma, we recommend rereading her dilemma description from Chapter 7 to review the details in her case. Her section of Chapter 7 ended with Exercise 7.9 in which you revised her original driving question and **dilemma statement** after applying the **habits of mind**. For the sake of continuity, throughout this section of Chapter 8 we will use the driving question and dilemma statement we developed when modeling potential answers to Exercise 7.9 (see Table 8.8).

TABLE 8.8 *Ms. Cohen's Dilemma Statement and Focus Question after Developing the Habits of Mind*

Driving Question	Dilemma Statement
What steps can I take to support how students treat each other during whole-class discussions?	<i>Students do not listen to each other during whole-class discussions.</i>

Identifying How Ms. Cohen Initially Framed Her Dilemma

The first step when frame shifting is to determine how the teacher has currently framed their dilemma. Using the same indicators for each **domain of teaching** that Mr. Lee did when he determined his initial framing (see Tables 3.1 to 3.3), complete Exercise 8.1 to determine in which domain Ms. Cohen's current dilemma statement is framed.

Since **whole-class discussions** are an instructional activity used to support students' learning, one may initially think this dilemma is framed in the **domain of curriculum and instruction**. However, a closer examination of the **dilemma statement** and **focus question** reveals that the focus is actually on "the quality or nature of the communication between students" as well as "how students treat each other." This is also evident when we consider Ms. Cohen's dilemma description in Chapter 7 in which she attributed the way students talk over one another as a sign of disrespect, which relates to the nature of communication between students.

Exercise 8.1 *Determining How the Dilemma Is Initially Framed***Directions**

Use the indicators in Handout 6 to determine in which domain of teaching the dilemma is currently framed.

Write the dilemma statement below:

1. In which domain of teaching has the teacher initially framed their dilemma?
2. Explain how you determined this domain.

These indicators help us determine that Ms. Cohen has initially framed her dilemma in the **domain of relationships**. Remember that the domains are **interdependent**, so dilemmas often result from interlocking issues within different domains. For that reason, it is not as important that you have identified the initial framing of the dilemma statement “correctly,” as it is that you can effectively shift the frame across the domains of teaching to gather new perspectives. In the rest of this section, we will journey through all three domains of teaching to see how **frame shifting** can lead to the identification of different teacher moves.

Our first task is to zoom in and look more closely at the domain of relationships where Ms. Cohen has initially framed her dilemma. Although she already identified some issues connected to relationships, such as how students treat each other, there may be other sources of her dilemma connected to relationships that she has not yet considered. Therefore, it is important that she continues to go through the systematic process of examining multiple aspects in the domain of relationships as she works to solve her dilemma. This is similar to the process Ms. Nash went through when she originally positioned her dilemma in **classroom management** and used the guiding questions for reframing in that domain to think differently about her original dilemma. Mr. Lee also followed these steps by more closely examining his initial framing of his dilemma within the domain of curriculum and instruction. Ms. Cohen will go through the same process in her original domain of relationships.

To practice pinpointing the sources of Ms. Cohen’s dilemma as it relates to relationships, complete Exercise 8.2 which includes guiding questions from Handout 8 that can help teachers decide which aspect(s) of relationships might connect to their dilemma. Based on the areas of focus you identify, you will then practice writing dilemma statements and focus questions which will provide direction as Ms. Cohen determines the teacher moves that will help her address her dilemma.

Several issues related to the domain of relationships arise in Ms. Cohen’s dilemma. For the sake of space, we will not discuss each one of the relevant indicators here and instead will focus on a few key issues related to relationships in her classroom as a way of modeling how to frame shift to the domain of relationships. Ms. Cohen has stated that the core issue is that students speak over one another during whole-class discussions. Something she has not yet considered is whether her preferred communication style might differ from her students’ ways of speaking. Since she does not share the cultural backgrounds of many of her students, it is important to consider that her dilemma might relate to her “understanding of students’ cultural communication styles.” She is a White middle-class woman who lives outside of the predominately African-American and working-class community in which she teaches. She could start by considering how her own cultural background influences her expectations for discussions. Whether at home, in a social setting, or in church, she was accustomed to one person speaking at a time and listeners remaining quiet. Many of her students come from cultural backgrounds in which speakers often talk over one another when they are in a

Exercise 8.2 *Frame Shifting to the Domain of Relationships***Directions**

Respond to each of the questions below to determine how the frame of the dilemma might be shifted to the domain of relationships.

1. Based on the available information, how might the dilemma involve any of the following issues related to relationships? Place a check next to all that apply:
 - ☐ How much the teacher knows about students' lives outside of school?
 - ☐ The teacher's understanding of students' cultural communication?
 - ☐ The teacher's appreciation for who the students are as people?
 - ☐ The teacher's understanding of, and ability to respond to, each student's social, emotional, and academic needs?
 - ☐ The teacher's understanding of how students' developmental phases impact students' lives and learning?
 - ☐ Students' knowledge about each other's backgrounds and current lives?
 - ☐ Students' appreciations for each other's unique characteristics, abilities, and talents?
 - ☐ Students' and teachers' patience with each other's limitations?
 - ☐ Teachers' relationships with students' families?
 - ☐ Teachers' knowledge about, and involvement in, students' communities?
 - ☐ Other: _____
2. Which of the issues above do you think the teacher should prioritize in order to solve the dilemma? Explain your rationale.

3. Generate new dilemma statements and focus questions that specifically focus on areas you identified in #2.

<i>Additional Dilemma Statements in the Domain of Relationships</i>	<i>Focus Questions</i>
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4. How did the habits of mind play a role in developing the new dilemma statements and focus questions?
5. How does this step help the teacher move closer to solving their dilemma?

discussion; in fact, it is a sign of deep engagement. As this is her first year of teaching, perhaps she has not yet invested time in learning about her students and the communication patterns used in their communities.

Applying the **Habit of Asset Identification** will be key in debunking any **deficit thinking** that deems students' communication patterns as disrespectful. Instead, understanding that her students' communication patterns are informed by their cultural backgrounds (just as hers are) can help her approach her dilemma from an asset-oriented perspective. The **Habit of Deliberate Interpretation** can also help her distinguish between the **observation** that students share their ideas without raising their hands and her **interpretation** of this behavior as disrespect. Interpreting the student behaviors differently or more neutrally can result in different teacher moves than if she views the behavior as disrespectful. Building on this new area of focus, an additional **dilemma statement** might be, *I am unfamiliar with my students' cultural communication styles* and a complementary **focus question** could be, "How can I learn about my students' cultural communication styles and how they may appear in the classroom?"

Another aspect from her dilemma that we will discuss in the domain of relationships is "students' appreciations for each other as well as their patience with one another." Ms. Cohen was concerned that students did not listen carefully to each other's responses during whole-group discussions, which was apparent when students would repeat answers another student had already said. Also, she was concerned that students were impatient with one another and did not appreciate each other such as when Austin called Hannah "dumb" for repeating an answer he had already provided and students giggled at this name-calling. Focusing on this aspect of the relationships, she might state this dilemma as, *Student-student relationships need to be nurtured*. A resulting focus question could be, "What structures can I use to support the development of student-student relationships in my classroom?" Both her new dilemma statements and the corresponding focus questions rely on Ms. Cohen's engagement of the **Habit of Personal Attribution**. Rather than attributing the problem to students, she positions herself as responsible for addressing a potential mismatch in communication styles between her and her students and facilitating stronger student-student relationships in her classroom.

Ms. Cohen began with a broad dilemma statement that was already framed in the domain of relationships: *Students do not listen to each other during whole-class discussions*. To get to the root of why this may be occurring, she examined the guiding questions for frame shifting to the domain of relationships which helped her home in on aspects of relationships she had not previously considered that might be affecting why students were not appearing to listen to each other during whole-class discussions. Restating her dilemma with clearer focus will give Ms. Cohen direction when she determines the teacher moves she will take as she responds to these concerns.

Now that Ms. Cohen has zoomed the frame into the domain of relationships, identified other dilemmas relevant to this domain, and posed focus questions, she can determine the

teacher moves she can make to help solve her persistent dilemma. Complete Exercise 8.3 by describing specific actions Ms. Cohen could take related to relationships that might help her solve her dilemmas. It may be useful to revisit Chapter 4 which discusses ways that teachers can improve teacher-student and student-student relationships.

One focus question we generated from Exercise 8.2 was, “How can I learn about my students’ cultural communication styles and how they may appear in the classroom?” Because Ms. Cohen is not from and does not live in her students’ community, she can learn more about her students’ communication styles by spending time at events that matter to them, as we discussed in a *Focus on Culture* section in Chapter 4. For example, attending a school sporting event is a great opportunity to observe and listen to families’ ways of communicating with each other while they watch their children play sports from the bleachers or sidelines. Ms. Cohen could also ask her students if there are events unrelated to school that are important to them that she could attend. Learning more about her students and how they communicate outside of school with their friends and their families can possibly help Ms. Cohen understand her students’ communication during lively whole-class discussions.

The other focus question we developed related to relationships was, “What structures can I use to support the development of student-student relationships in my classroom?” In Chapter 4 we discussed that students need to feel emotionally safe in the classroom, which includes feeling secure that their peers will support them and protect them from harm. Currently this is not happening in Ms. Cohen’s classroom, as students are participating in name-calling and laughing at others. One way that Ms. Cohen could strengthen her classroom community so that it supports student-student relationships is by helping students get to know and appreciate each other. While many teachers consciously create opportunities in the first week of school for students to learn about each other, we encourage teachers to continue this practice throughout the school year, such as by using morning meetings, which we explained in Chapter 4. Ms. Cohen could adapt these activities for her second-grade students by also incorporating hand signals for them to indicate when they like what another student has said. These actions can be used during the literacy lessons as well as throughout the day to develop a sense of classroom community. Another way Ms. Cohen could help students learn about each other is by structuring one-on-one interactions between students, such as by using Quiz--Quiz--Trade. These are just two ways in which Ms. Cohen could purposefully integrate opportunities for students to develop stronger positive relationships with one another.

Exercise 8.3 *Identifying Teacher Moves in the Domain of Relationships*

Directions

- 1. Jot down the focus questions you listed in the domain of relationships in Exercise 8.2 in the left-hand column below.
- 2. Use the right-hand column to identify one or more teacher moves that answer each focus question (suggestions are in Chapter 4).

<i>Focus Questions in the Domain of Relationships</i>	<i>Teacher Moves to Try</i>
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Frame Shifting Ms. Cohen's Dilemma to the Domain of Classroom Management

One of the strengths of the **frame shifting** approach is that it allows teachers to view their dilemmas from perspectives they may not yet have considered. Ms. Cohen initially framed her dilemma in the **domain of relationships**, however there may be aspects of classroom management that are also impacting her dilemma. Review the description of Ms. Cohen's dilemma and then complete Exercise 8.4 to explore how her dilemma may be reframed to the **domain of classroom management**.

Upon evaluating the guiding questions, we can see that there are several classroom management-related issues at play in Ms. Cohen's **dilemma description**. Perhaps the most prevalent issue involves "how and when students should interact with each other and the teacher." The chief concern Ms. Cohen has expressed has to do with how students speak over one another and do not raise their hands during discussions. A reframing to the domain of classroom management can help her focus on **routines** and procedures for how students should interact during **whole-class discussions**. A possible restating of Ms. Cohen's dilemma is: *There is not an established **interaction routine** for whole-class discussions that allows all voices to be heard.* This may sound familiar, as it was how Ms. Cohen reinterpreted her students' behavior when she practiced the **Habit of Deliberate Interpretation** in Chapter 7 to tease apart why students may be speaking over one another during discussions. Reframing the dilemma to a focus on **interaction routines** is beneficial for Ms. Cohen because now she can focus on teaching, practicing, and reinforcing discussion routines with her students. A resulting **focus question** could be, "What interaction routines can I use during whole-class discussions that allow all voices to be heard?" This **dilemma statement** and focus question embrace an **internal attribution** as they put the onus of responsibility on Ms. Cohen to develop routines for interacting rather than relying on her students to change.

Another aspect of classroom management that we see in this dilemma is related to "clear expectations and consistent (re)enforcement" related to whole-class discussion. Ms. Cohen relies on the behavior chart, which does work in the short term to keep students from continuing to call out, but she notices that it also curbs students' enthusiasm to share out of fear of having their card moved to orange or red, and it also causes their spirits to fall. Perhaps this method of reinforcing guidelines is an area that Ms. Cohen would like to address. Here she may restate her dilemma as: *The behavior chart leads to short-term results and negatively impacts students.* This dilemma statement builds on Ms. Cohen's previous work developing the Habit of Deliberate Interpretation when she realized that students' decreased participation when she used the behavior chart was not because students are pouty or manipulative, but rather because the chart itself caused public shame. Developing a focus question based on this new dilemma statement will help guide her towards teacher moves that will address the problem. She could state her new focus question as, "What nonpunitive techniques can I use to reinforce my

Exercise 8.4 *Frame Shifting to the Domain of Classroom Management***Directions**

Respond to each of the questions below to determine how the frame of the dilemma might be shifted to the domain of classroom management.

1. Based on the available information, how might the dilemma involve any of the following issues related to classroom management? Place a check next to all that apply:
 - ☐ Procedures for how and when students should move through the classroom?
 - ☐ Procedures for how and when students should use materials?
 - ☐ Procedures for how and when teachers distribute and collect assignments?
 - ☐ Procedures for how and when students should interact with each other and the teacher?
 - ☐ Procedures for how and when students should demonstrate respect?
 - ☐ Procedures for how and when teachers and students give and receive feedback?
 - ☐ Explicit timing for tasks and behaviors?
 - ☐ Teacher behaviors including nonverbal behavior, movement, and tone of voice?
 - ☐ Clear expectations and consistent (re)enforcement?
 - ☐ Other: _____

2. Which of the issues above do you think the teacher should prioritize in order to solve the dilemma? Explain your rationale.

3. Generate new dilemma statements and focus questions that specifically focus on areas you identified in #2.

*Additional Dilemma Statements in the
Domain of Classroom Management*

Focus Questions

4. How did the habits of mind play a role in developing the new dilemma statements and focus questions?
5. How does this step help the teacher move closer to solving their dilemma?

expectations during whole-class discussions?" Attending to either of her new dilemma statements and focus questions in the domain of classroom management will help Ms. Cohen address her **driving question**, "What steps can I take to support how students treat each other during whole-class discussions?"

The final step in frame shifting a dilemma to the domain of classroom management is to identify specific actions the teacher can take to answer the focus questions. Using the new focus questions you developed in Exercise 8.4, describe what teacher moves Ms. Cohen could make to help resolve her dilemma in the domain of classroom management.

A straightforward teacher move related to the focus question, "What interaction routines can I use during whole-class discussions that allow all voices to be heard?" is to create an interaction routine for discussions. Ms. Cohen noticed that most of her students wanted to share their ideas during book discussions, but there was not time for all students to share and she did not want students speaking over each other. Ms. Cohen could try "Think-Pair-Share," an interaction routine we described in Chapter 6 when discussing ways to maximize student engagement in the **domain of curriculum and instruction**. Think-pair-share is particularly useful in a situation similar to Ms. Cohen's because so many students want their voices to be heard, but there is not time in a whole-class discussion to hear all voices. The use of this interaction routine exemplifies the **interdependence** of the domains of teaching. In this section on the domain of classroom management, we want to highlight the specific procedures Ms. Cohen could implement to let students know how, when, and with whom to interact during whole-class discussions. For example, she could consider:

- Assigning students a discussion partner who they sit next to in an assigned area of the carpet;
- Letting students know which partner will speak first;
- Using explicit timing to let students know how long each student will share;
- Cold-calling random students to share what their partners discussed.

Having a set of procedures that structure the interaction from start to finish will lead to more equitable opportunities for students to share with one another than if she simply instructs students to, "Talk to the person sitting next to you."

The other focus question that Ms. Cohen might address in the domain of classroom management is, "What nonpunitive techniques can I use to reinforce my expectations during whole-class discussions?" Ms. Cohen will need to consider what teacher moves might be necessary to reinforce the new interaction routines without the use of the behavior chart. In Chapter 5 we discussed the need for teachers to revisit routines and procedures if they are not running smoothly. It is not uncommon for students of all ages to need reminders about classroom routines. In Ms. Cohen's second-grade class, she could reinforce the Think-Pair-Share

Exercise 8.5 *Identifying Teacher Moves in the Domain of Classroom Management*

Directions

- 1. Jot down the focus questions you listed in the domain of classroom management in Exercise 8.4 in the left-hand column below.
- 2. Use the right-hand column to identify one or more teacher moves that answer each focus question (suggestions are in Chapter 5).

<i>Focus Questions in the Domain of Classroom Management</i>	<i>Teacher Moves to Try</i>
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routine by having a poster near the area students sit during the literacy lesson that outlines the steps for Think-Pair-Share. At the start of the literacy lesson, she could use **pre-correction** by reminding students of the interaction routine. If a student begins to speak out of turn, she could use **kinesics** by gesturing with her finger over her mouth to signify that the student should not be talking, paired with a kind but firm **facial expression** such as a raised eyebrow and a smile. If the issue continues, she could use additional nonverbal behaviors by pointing to the chart and reminding students of the Think-Pair-Share procedures. If a student continues to not follow the procedures for sharing, then Ms. Cohen may use **restorative practices** to help the student consider the effect their actions have on the classroom community. One practice we discussed in Chapter 5 is the use of **affective statements** which are statements that help students develop empathy and recognize the impact of their actions on others. Sometimes teachers can make an affective statement by telling students how their behaviors impact others, or they may choose to ask the student to consider this for themselves. We understand that seeing long-term, sustained change may require a combination of redirection to the procedures and restorative practices. Both of these techniques focus more on *teaching* the child about how they should interact in the school setting than on *punishing* them for not following procedures. By frame shifting her driving question to the domain of classroom management, Ms. Cohen can implement structures that maximize student learning and make all students feel supported.

Frame Shifting Ms. Cohen's Dilemma to the Domain of Curriculum and Instruction

Finally, we will practice frame shifting by evaluating how Ms. Cohen's dilemma can be **frame shifted** to the **domain of curriculum and instruction**. Although her **driving question** ("What steps can I take to support how students treat each other during whole-class discussions?") is initially framed in the **domain of relationships**, there may be issues related to curriculum and instruction that are affecting the success of her **whole-class discussions**. Begin the process of frame shifting to curriculum and instruction by completing Exercise 8.6.

One issue from the domain of curriculum and instruction that relates to Ms. Cohen's dilemma is how students are asked to participate during the literacy lesson. Ms. Cohen tends to solicit responses from students using an IRE sequence, which we described in Chapter 6. This sequence starts with teachers initiating with a question (I), followed by a student responding (R), and the teacher evaluating (E) the quality of the response. Ms. Cohen's use of IRE leads to an "unequal participation among students" during the literacy lesson discussions because only the students who raise their hand can participate in sharing their ideas. Using this approach might inadvertently contribute to why some students call out their answers, as they may worry that they will not be selected to share their answer with the class. To narrow in on this aspect of Ms. Cohen's instruction she may restate her dilemma as, *The current interaction sequence does not allow for equal participation among students* and might ask the **focus question**, "What interaction sequence could I use that distributes equal participation among students?" Ms. Cohen has

Exercise 8.6 *Frame Shifting to the Domain of Curriculum and Instruction*

Directions

Respond to each of the questions below to determine how the frame of the dilemma might be shifted to the domain of curriculum and instruction.

1. Based on the available information, how might the dilemma involve any of the following issues related to curriculum and instruction? Place a check next to all that apply:

Curriculum

- ☐ Conceptual connections from one part of the lesson to another?
- ☐ Content that interests students?
- ☐ Content that builds upon students' funds of knowledge?
- ☐ Content that taps into students' frames of reference?
- ☐ Hidden curriculum that the teacher has not considered?
- ☐ An appropriate level of difficulty in content knowledge?
- ☐ An appropriate level of difficulty in reading comprehension and writing requirements?
- ☐ Development and maintenance of students' knowledge about their own and other cultures?
- ☐ Opportunities for students to develop critical thinking and social consciousness and take social action?
- ☐ Other: _____

Instruction

- ☐ The necessary / appropriate amount of direct instruction?
- ☐ Gradual release for students to receive scaffolded support that leads to successful independent work?
- ☐ Meaningful and equitable participation among students?
- ☐ Interdependent collaboration and / or social learning?
- ☐ A variety of activities and ways for students to demonstrate knowledge and skills?
- ☐ The proper amount of feedback?
- ☐ The accessibility of sufficient assistance?
- ☐ Other: _____

2. Which of the issues above do you think the teacher should prioritize in order to solve the dilemma? Explain your rationale.

3. Generate new dilemma statements and focus questions that specifically focus on areas you identified in #2.

*Additional Dilemma Statements in the
Domain of Curriculum and Instruction*

Focus Questions

4. How did the habits of mind play a role in developing the new dilemma statements and focus questions?

5. How does this step help the teacher move closer to solving their dilemma?

engaged the **Habit of Personal Attribution** by recognizing that she might need to change the interaction sequence she has relied on in order to solve the dilemma of students not listening to each other during the whole-class discussions.

When examining Ms. Cohen's dilemma with a focus on curriculum within the domain of curriculum and instruction, curricular issues may not be readily apparent. Students appear to be engaged with the books she uses and there is no evidence that the books she has selected do not connect to students' lives. However, curriculum also includes the content that is taught implicitly through verbal exchanges and classroom activities. In Chapter 6 we discussed the **hidden curriculum**, which includes the messages our materials, lessons, or interactions communicate that are not explicitly stated. There are likely elements of the hidden curriculum in Ms. Cohen's classroom that she has not yet considered that may be impacting how students engage during whole-class discussions. We acknowledge that it can be difficult for teachers to identify the hidden curriculum in their own classrooms, and it might not be something Ms. Cohen would consider on her own. Engaging in the frame shifting approach with others who can ask critical questions about our practices, such as Ms. Cohen is doing with her PLC, can help teachers see hidden curriculum they did not realize was present. In Ms. Cohen's case, for example, the IRE interaction sequence implicitly communicates what interaction styles are acceptable in dominant culture. This is particularly relevant since Ms. Cohen is teaching a predominantly African-American population of students for whom a more interactive communication style might be the norm. With this in mind, a new **dilemma statement** could be, *The interaction sequence we use for whole-class discussion contains hidden expectations that exclude the participation of some students.* A focus question that can help Ms. Cohen direct her attention to teacher moves is, "How can I create more transparent interaction sequences that allow all students to participate?" Next, in Exercise 8.7 determine the teacher moves Ms. Cohen will need to make to address the dilemma statements you identified.

The first focus question we developed in the domain of curriculum and instruction asks, "What interaction sequence could I use that distributes equal participation among students?" Again highlighting the **interdependence** of the domains of teaching, one **structure** that would meet her needs is Think-Pair-Share which we discussed when she reframed her dilemma to the **domain of classroom management**. In that section we focused on the **interaction routines** Ms. Cohen could implement and reinforce to ensure Think-Pair-Share runs smoothly. Considering Think-Pair-Share from the domain of curriculum and instruction, the routine allows for equity of voices since all students are accountable for sharing with their partners. Further, student engagement is high during Think-Pair-Share since 50% of the class shares at the same time. Beyond Think-Pair-Share, Ms. Cohen could also consult resources such as Kagan and Kagan's (2009) book which includes a wide assortment of structures teachers can use to increase student engagement and ensure equitable participation among students. Interaction structures include clear procedures, which would also aid Ms. Cohen in addressing her second focus question in

Exercise 8.7 *Identifying Teacher Moves in the Domain of Curriculum and Instruction*

Directions

- 1. Jot down the focus questions you listed in the domain of classroom management in Exercise 8.6 in the left-hand column below.
- 2. Use the right-hand column to identify one or more teacher moves that answer each focus question (suggestions are in Chapter 6).

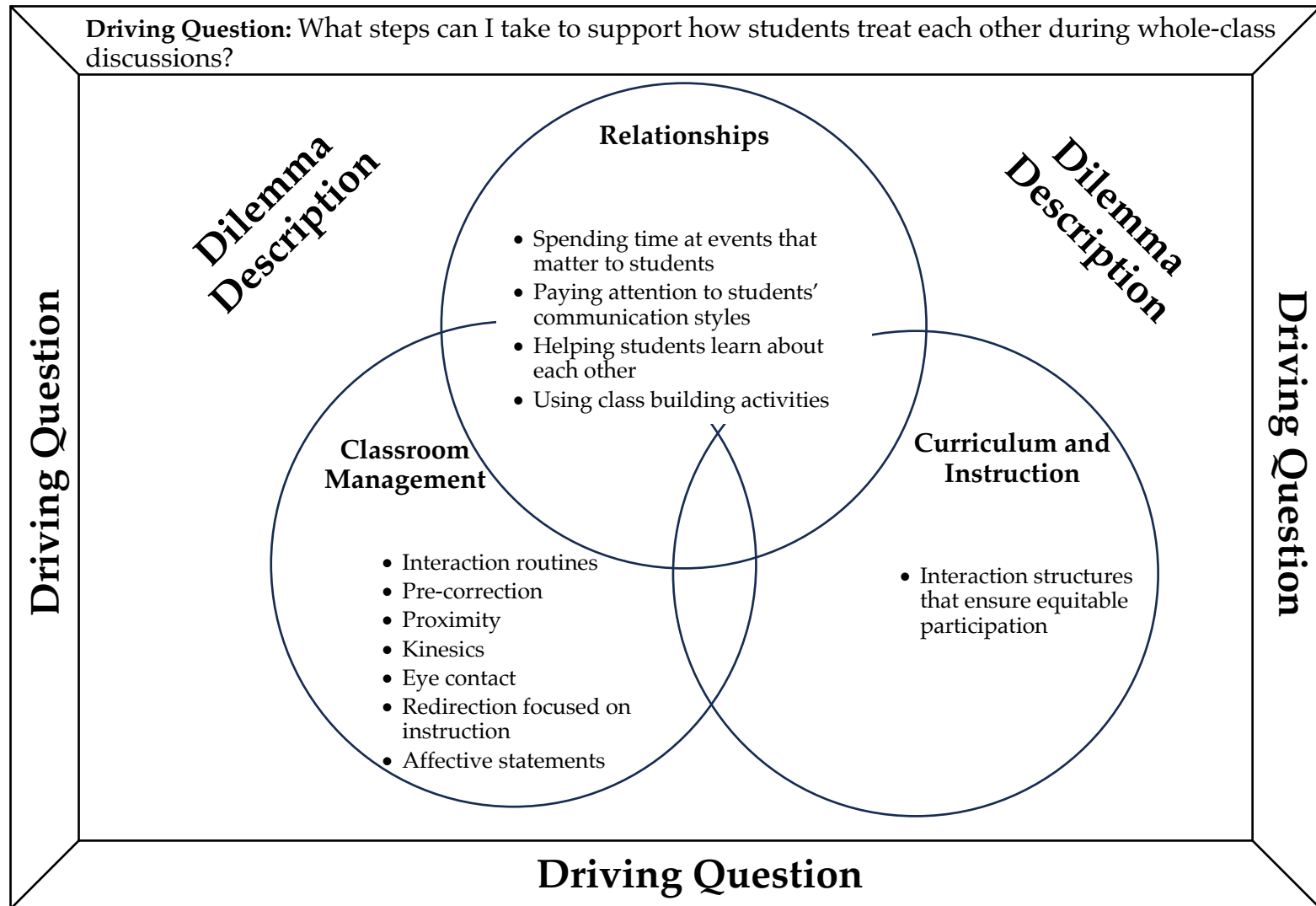
<i>Focus Questions in the Domain of Curriculum and Instruction</i>	<i>Teacher Moves to Try</i>

this domain, “How can I create more transparent interaction sequences that allow all students to participate?” Incorporating cooperative interaction structures into whole-class discussions can allow all students to share their ideas rather than only the students the teacher calls on during IRE interactions.

Review of Ms. Cohen’s Case

Ms. Cohen engaged in the **frame shifting** approach to help her address her **driving question**, “What steps can I take to support how students treat each other during whole-class discussion.” Because her focus was on how students treat each other, her dilemma was originally framed in the **domain of relationships**. By zooming in to this domain, she was able to reveal that there were more issues connected to relationships in her dilemma than she had originally realized. She generated new **dilemma statements** and **focus questions**, which led her to determine specific teacher moves she could make in this domain. She repeated this process as she frame shifted to the other two **domains of teaching** and discovered how aspects of **classroom management** and **curriculum and instruction** were impacting her **whole-class discussion** dilemma, as well. As a result of the frame shifting process, Ms. Cohen has a variety of teacher moves she can try to solve her persistent dilemma (see Figure 8.3). Because of the **interdependence** of the domains of teaching, some of her teacher moves might address multiple domains simultaneously. Enacting new teacher moves across the three domains of teaching will hopefully result in lively whole-class discussions that leave students feeling heard and supported and that leave Ms. Cohen reinvigorated and confident in her ability to solve persistent dilemmas.

Figure 8.3 *Teacher Moves Generated by Ms. Cohen's Frame Shifting*



Continuing the Gradual Release of Responsibility Model: Working Independently to Frame Shift Ms. Ortega's Dilemma

We conclude this chapter by providing an opportunity for readers to practice **frame shifting** on their own using Ms. Ortega's dilemma from Chapter 7. In this case, Ms. Ortega has challenges with technology use in her Spanish II class and with one student in particular. Please reread her **dilemma description** from Chapter 7 prior to completing the exercises below. As we did with Mr. Lee and Ms. Cohen's dilemmas, you will begin by identifying the initial **domain of teaching** in which Ms. Ortega's dilemma is framed (Exercise 8.1). Then, staying in that domain of teaching, use the guiding questions for that domain to discover if there are other issues related to that domain. After writing new **dilemma statements** and **focus questions**, determine teacher moves Ms. Ortega might make to address the focus questions in the original domain. Depending on the domain you identify Ms. Ortega as being framed in initially, you might start in the domain of relationships (Exercises 8.2 and 8.3), the domain of classroom management (Exercises 8.4 and 8.5), or the domain of curriculum and instruction (Exercises 8.6 and 8.7). You can then complete the exercises for the other domains in any order you prefer. We encourage readers to use Chapters 4-6 as they generate ideas of teacher moves to address the focus questions, and we have included Handout 10 which you can use to document all of the teacher moves generated by Ms. Ortega's reframing. We include suggested answers to these exercises at the end of the chapter, which we present starting with the exercises related to Ms. Ortega's initial frame.

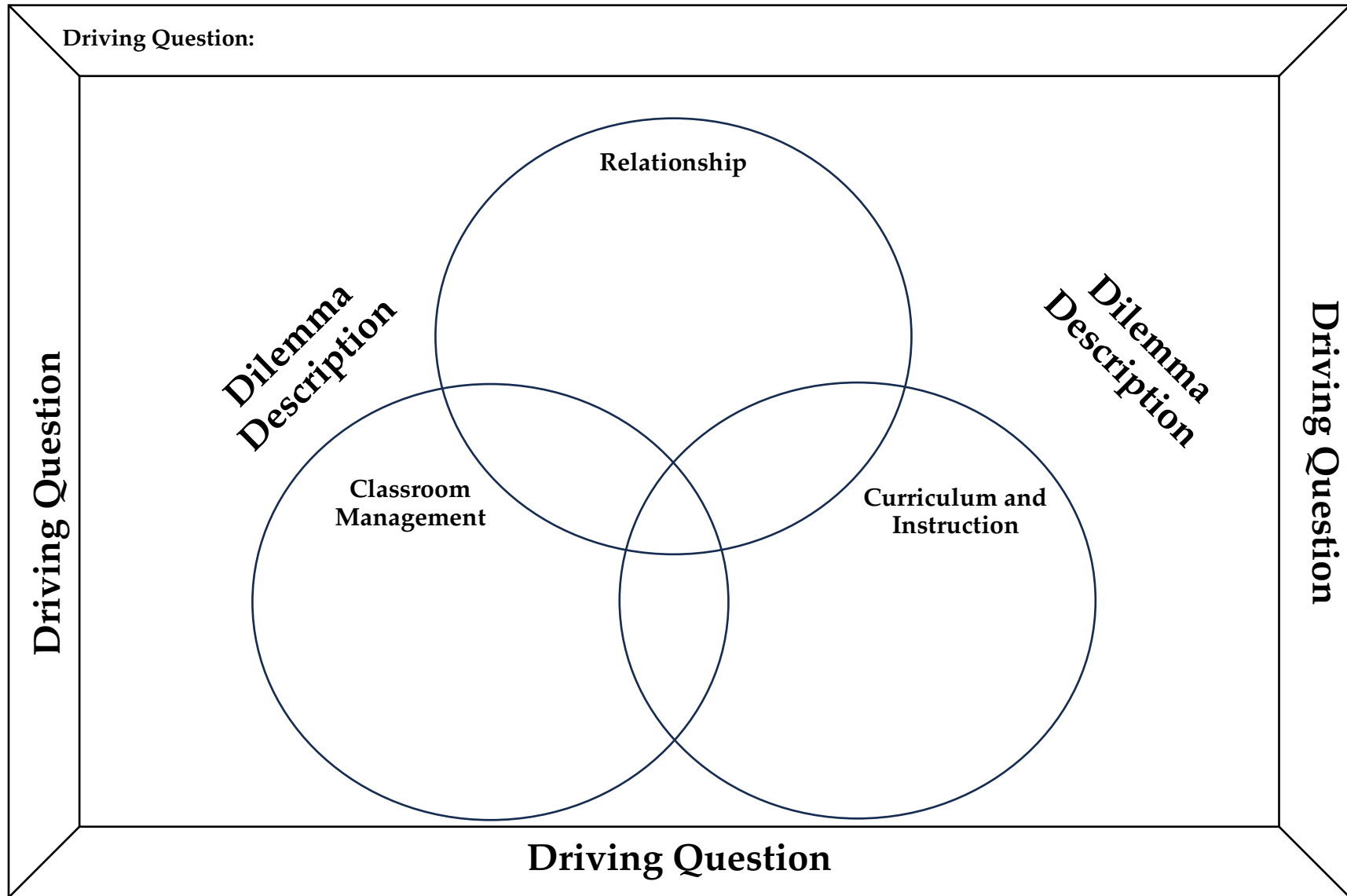
Additional Discussion and Practice for Chapter 8

1. In activity #2 for Additional Discussion and Practice for Chapter 7 in the Study Guide, you selected either Ms. Cohen or Ms. Ortega's dilemma and explained how it might look in your context. Using the same dilemma here, identify teacher moves in each domain that you might use in your educational level to address the dilemma.
2. How might Ms. Ortega's cultural background and her (lack of) knowledge of other cultures in her community play a role in her dilemma, both in general and with Anthony in particular? How could becoming more familiar with the other ethnic communities in her area impact her teacher moves in the different domains of teaching?

References

Kagan, S., & Kagan, M. (2009). *Kagan cooperative learning*. Kagan.

Handout 10 *Collection of Teacher Moves Generated by Frame Shifting*



Chapter 8 Suggested Answers

Exercise 8.1 *Determining How the Dilemma Is Initially Framed (Ms. Ortega)*

Directions

Use the indicators in Handout 6 to determine in which domain of teaching the dilemma is currently framed.

Write the dilemma statement below:

My rules for technology use need to be reasonable, clear, and consistently enforced.

Note to reader

Since Ms. Ortega's dilemma is initially framed in the domain of classroom management, we will next present suggested answers from Exercises 8.4 and 8.5 focused on this domain. Suggested answers for the other two domains follow.

Exercise 8.4 *Frame Shifting to the Domain of Classroom Management (Ms. Ortega)*

Directions

Respond to each of the questions below to determine how the frame of the dilemma might be shifted to the domain of classroom management.

1. Based on the available information, how might the dilemma involve any of the following issues related to classroom management? Place a check next to all that apply:
 - ☐ Procedures for how and when students should move through the classroom?
 - ☒ Procedures for how and when students should use materials?
 - ☐ Procedures for how and when teachers distribute and collect assignments?
 - ☒ Procedures for how and when students should interact with each other and the teacher?
 - ☒ Procedures for how and when students should demonstrate respect?
 - ☐ Procedures for how and when teachers and students give and receive feedback?
 - ☐ Explicit timing for tasks and behaviors?
 - ☒ Teacher behaviors including nonverbal behavior, movement, and tone of voice?
 - ☒ Clear expectations and consistent (re)enforcement?

2. Which of the issues above do you think the teacher should prioritize in order to solve the dilemma? Explain your rationale.
 - *"Procedures for how and when students should use materials" is a priority because Ms. Ortega is concerned with how Anthony and other students use technology in the classroom.*
 - *"Clear expectations and consistent (re)enforcement" is a priority because Ms. Cohen is inconsistent in her enforcement of rules about technology use.*
 - *"Teacher behaviors including nonverbal behavior, movement, and tone of voice" is a priority because the way Ms. Cohen responds to Anthony's behaviors tends to escalate the situation.*

3. Generate new dilemma statements and focus questions that specifically focus on areas you identified in #2.

Additional Dilemma Statements in the Domain of Classroom Management

Focus Questions

1. Students use technology inappropriately in learning stations.
2. I am inconsistent in how and when I enforce technology rules.
3. My responses to Anthony oftentimes escalate our conflict.

1. *How can I structure the learning stations so that technology does not interfere with learning?*
2. *How can I consistently enforce technology rules in the learning stations without interfering with my teaching in the conversation station?*
3. *How can I reinforce my expectations without escalating the conflict?*

4. How did the habits of mind play a role in developing the new dilemma statements and focus questions?

Ms. Ortega would need to engage Habit of Asset Identification to be sure to avoid any deficit language that blames the students for the dilemma she is facing, which is particularly important in this case since her frustration level with Anthony is quite high. The Habit of Deliberate Observation would help Ms. Ortega separate her judgments about Anthony's behavior from her empirical observations about what occurs. It is the Habit of Deliberate Observation that helped her (re)interpret his behavior as a response to the tone she uses when she speaks to him, which lead to the dilemma statement related to how she escalates conflict with Anthony. Being open to this interpretation required Ms. Ortega to lean into the Habit of Personal Attribution as she focuses on what she has control over (e.g., how she responds to Anthony) instead of focusing on changing student behaviors (e.g., how Anthony speaks to her).

5. How does this step help the teacher move closer to solving their dilemma?

Although Ms. Ortega's initial driving question and dilemma statement focus on rules, this step helps her see that there are other issues in the domain of classroom management that are affecting her dilemma. The new focus questions bring the problems into sharper focus, which will help her identify specific teacher moves that will help solve the problem.

Exercise 8.5 *Identifying Teacher Moves in the Domain of Classroom Management*

Directions

1. Jot down the focus questions you listed in the domain of classroom management in Exercise 8.4 in the left-hand column below.
2. Use the right-hand column to identify one or more teacher moves that answer each focus question (suggestions are in Chapter 5).

<i>Focus Questions in the Domain of Classroom Management</i>	<i>Teacher Moves to Try</i>
1. <i>How can I structure the learning stations so that technology does not interfere with learning?</i>	<ul style="list-style-type: none"> - <i>Implement a rule in the reading station that does not allow music to be played. This rule is consistent with the instructional goals of the station because students need full attention to comprehend text in a foreign language.</i> - <i>Demonstrate withitness by ensuring students' laptop screens are visible to Ms. Ortega while she is leading her learning station. To do this she may need to set up a designated space in the classroom for the listening station rather than students sitting in their own desks to listen to their computers.</i> - <i>If available, use classroom management technology such as GoGuardian which allows the teacher to restrict sites students can go to during a lesson. This would ensure that students can only access the assigned sites during the listening station.</i>
2. <i>How can I consistently enforce technology rules in the learning stations without interfering with my teaching in the conversation station?</i>	<ul style="list-style-type: none"> - <i>Use pre-correction by reminding students of the expectations to only be on assigned websites and not to listen to headphones during the reading station.</i> - <i>Actively supervise by monitoring students' screens while leading the conversation station.</i> - <i>When Ms. Ortega sees technology being misused, she could provide students in the conversation station a prompt to discuss while she addresses students privately about their technology use.</i>
3. <i>How can I reinforce my expectations with Anthony without escalating the conflict?</i>	<ul style="list-style-type: none"> - <i>Use the SIMMER down method in loaded moments.</i> - <i>Use restorative practices to restore the relationship between Ms. Ortega and Anthony and to help Anthony see the impact his behavior has on the classroom community and on his own learning.</i> - <i>Be mindful of prosody when reinforcing expectations by using a tone that is firm, but kind.</i> - <i>Speak to Anthony privately when possible about his behavior. Do not speak to him in a way that embarrasses him in front of his peers.</i>

Exercise 8.2 *Frame Shifting to the Domain of Relationships (Ms. Ortega)*

Directions

Respond to each of the questions below to determine how the frame of the dilemma might be shifted to the domain of relationships.

1. Based on the available information, how might the dilemma involve any of the following issues related to relationships? Place a check next to all that apply:
 - ☒ How much the teacher knows about students' lives outside of school?
 - ☐ The teacher's understanding of students' cultural communication?
 - ☒ The teacher's appreciation for who the students are as people?
 - ☒ The teacher's understanding of, and ability to respond to, each student's social, emotional, and academic needs?
 - ☐ The teacher's understanding of how students' developmental phases impact students' lives and learning?
 - ☐ Students' knowledge about each other's backgrounds and current lives?
 - ☐ Students' appreciations for each other's unique characteristics, abilities, and talents?
 - ☒ Students' and teachers' patience with each other's limitations?
 - ☐ Teachers' relationships with students' families?
 - ☐ Teachers' knowledge about, and involvement in, students' communities?
 - ☒ Other: Teacher's expression of warmth and care towards students

2. Which of the issues above do you think the teacher should prioritize in order to solve the dilemma? Explain your rationale.
 - *"The teacher's expression of warmth and care towards students" is a priority because the way Ms. Ortega speaks to Anthony does not convey a sense of care which likely impacts how he responds to her.*
 - *"The teacher's understanding of, and ability to respond to, each student's social, emotional, and academic needs" is a priority because it appears that Ms. Ortega is not sensitive to the embarrassment Anthony feels being a senior in a class with younger students, nor how he might be responding to her with bravado in an effort to preserve his dignity in front of his peers when she admonishes him publicly.*

3. Generate new dilemma statements and focus questions that specifically focus on areas you identified in #2.

<i>Additional Dilemma Statements in the Domain of Relationships</i>	<i>Focus Questions</i>
1. Anthony does not experience teacher warmth and care in his relationship with Ms. Ortega.	1. <i>How can Ms. Ortega demonstrate genuine warmth and care with Anthony?</i>
2. Ms. Ortega is not sensitive to Anthony's need to avoid embarrassment in front of his peers.	2. <i>How can Ms. Ortega reinforce her classroom expectations in a way that does not publicly embarrass students?</i>

4. How did the habits of mind play a role in developing the new dilemma statements and focus questions?

The Habit of Personal Attribution ensured that the statements and focus questions are in Ms. Ortega's realm of control. This is particularly important in this domain since her interactions with Anthony are relational, meaning that he contributes to the dynamic as much as Ms. Ortega does. However, by engaging the Habit of Personal Attribution she focuses on her part in the dynamic rather than assigning blame to Anthony. The Habit of Deliberate Observation is also particularly important in helping Ms. Ortega make empirical observations that resulted in different interpretations and judgments of Anthony's behavior. For example, instead of interpreting his behavior as disrespectful, she interpreted it as his attempt to avoid embarrassment in front of his peers.

5. How does this step help the teacher move closer to solving their dilemma?

Ms. Ortega's driving question that we identified in Chapter 7 was, "How can I create meaningful rules, routines, and instructional activities that support students' productive use of technology during the lesson?" Although this is in the domain of classroom management, to be effective in implementing these rules she needs to frame shift to relationships because the nature of teacher-student relationships often impacts whether students comply with teacher requests. Her new focus questions give direction for identifying specific teacher moves that will address the driving question.

Exercise 8.3 *Identifying Teacher Moves in the Domain of Relationships (Ms. Ortega)*

Directions

1. Jot down the focus questions you listed in the domain of relationships in Exercise 8.2 in the left-hand column below.
2. Use the right-hand column to identify one or more teacher moves that answer each focus question (suggestions are in Chapter 4).

<i>Focus Questions in the Domain of Relationships</i>	<i>Teacher Moves to Try</i>
1. <i>How can Ms. Ortega demonstrate genuine warmth and care with Anthony?</i>	<ul style="list-style-type: none"> - <i>Start each day fresh with Anthony; do not hold onto grudges from the previous day(s).</i> - <i>Be a warm demander by showing care while holding high expectations.</i> - <i>Ask Anthony about his life outside of school. Demonstrate interest by following-up on previous things Anthony shares.</i> - <i>Give genuine praise when Anthony actively participates, such as during mini-lessons on Mondays, Wednesdays, and Fridays.</i> - <i>Greet Anthony in a friendly manner when he enters the classroom, even if he is late.</i>
2. <i>How can Ms. Ortega reinforce her classroom expectations in a way that does not publicly embarrass students?</i>	<ul style="list-style-type: none"> - <i>State her expectations and reinforce them without sarcasm or a tone of frustration.</i> - <i>Speak to Anthony privately about his tardiness using affective statements to describe how coming in late with loud music playing on his headphones impacts the classroom community.</i> - <i>Address noncompliance by using eye contact, proximity, and redirection focused on instruction rather than calling out to him from across the room. (These are classroom management strategies that can preserve a teacher's relationship with students.)</i>

Exercise 8.6 *Frame Shifting to the Domain of Curriculum and Instruction (Ms. Ortega)***Directions**

Respond to each of the questions below to determine how the frame of the dilemma might be shifted to the domain of curriculum and instruction.

1. Based on the available information, how might the dilemma involve any of the following issues related to curriculum and instruction? Place a check next to all that apply:

Curriculum

- ☐ Conceptual connections from one part of the lesson to another?
- ☒ Content that interests students?
- ☒ Content that builds upon students' funds of knowledge?
- ☐ Content that taps into students' frames of reference?
- ☒ Hidden curriculum that the teacher has not considered?
- ☐ An appropriate level of difficulty in content knowledge?
- ☒ An appropriate level of difficulty in reading comprehension and writing requirements?
- ☒ Development and maintenance of students' knowledge about their own and other cultures?
- ☐ Opportunities for students to develop critical thinking and social consciousness and take social action?
- ☐ Other: _____

Instruction

- ☐ The necessary / appropriate amount of direct instruction?
- ☒ Gradual release for students to receive scaffolded support that leads to successful independent work?
- ☐ Meaningful and equitable participation among students?
- ☒ Interdependent collaboration and / or social learning?
- ☐ A variety of activities and ways for students to demonstrate knowledge and skills?
- ☒ The proper amount of feedback?
- ☒ The accessibility of sufficient assistance?
- ☐ Other: _____

2. Which of the issues above do you think the teacher should prioritize in order to solve the dilemma? Explain your rationale.

- *"Content that interests students" is a priority because in the listening station, Anthony continually goes to sites that interest him rather than listening to the assigned content. Perhaps if he was interested in the content of the material in the reading station, he would not be disruptive.*
- *"Interdependent collaboration and/or social learning" is a priority because Anthony has demonstrated that he learns best through collaboration. His off-task behaviors present when he is in independent work stations for the majority of the class period. He may be more successful and*

on-task on Tuesdays and Thursdays if there was a collaborative component during the reading and/or listening stations.

- 3. Generate new dilemma statements and focus questions that specifically focus on areas you identified in #2.

<i>Additional Dilemma Statements in the Domain of Curriculum and Instruction</i>	<i>Focus Questions</i>
1. The content does not interest Anthony.	1. <i>How can Ms. Ortega develop content that interests students while maintaining instructional goals?</i>
2. Anthony loses focus and motivation in independent learning stations.	2. <i>How can the reading and/or listening station incorporate collaboration?</i>

- 4. How did the habits of mind play a role in developing the new dilemma statements and focus questions?

While engaging the Habit of Deliberate Observation, Ms. Ortega could look for additional clues that would provide insight into why Anthony was not complying with her rules. Recalling that he does well with activities that include social interactions, such as the conversation station and the interactive activities on Mondays, Wednesdays, and Fridays, she could interpret his off-task behavior in the reading and listening stations as a sign that Anthony loses motivation or focus when working independently for long stretches of time.

- 5. How does this step help the teacher move closer to solving their dilemma?

Recognizing that Anthony’s behavior might be rooted in the domain of curriculum and instruction can help Ms. Ortega design activities that will interest Anthony and adapt to his learning style.

Exercise 8.7 *Identifying Teacher Moves in the Domain of Curriculum and Instruction (Ms. Ortega)*

Directions

1. Jot down the focus questions you listed in the domain of classroom management in Exercise 8.6 in the left-hand column below.
2. Use the right-hand column to identify one or more teacher moves that answer each focus question (suggestions are in Chapter 6).

<i>Focus Questions in the Domain of Curriculum and Instruction</i>	<i>Teacher Moves to Try</i>
<i>How can Ms. Ortega develop content that interests students while maintaining instructional goals?</i>	<ul style="list-style-type: none"> - Explore a link between the focus of each unit and Anthony's interests in history and sports. Select listening and reading passages related to these interests.
<i>How can the reading and/or listening station incorporate collaboration?</i>	<ul style="list-style-type: none"> - Create an option for the reading and/or listening station allows students to choose to work independently or with a partner. - Partnered work would include structures to ensure each student is accountable for reading/ listening independently (one of Ms. Ortega's instructional goals) but could discuss their comprehension answers with a partner.

