



PD by Design

Participant Notebook 2021

Deepening Engagement

On-Demand, Digital PD for Teachers

“For we are God’s handiwork, created in Christ Jesus to do good works,
which God prepared in advance for us to do.” Ephesians 2:10

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Background Music: Bensound

Our Speakers



Kevin Washburn, *Clerestory Learning*

Kevin is Executive Director of Clerestory Learning, an organization that equips teachers through services that offer effective instructional solutions based on educational implications from diverse scientific research fields, including neuroscience, cognitive psychology, and brain development. Kevin has degrees in elementary education, English, and educational leadership.



Kim Bearden, *Ron Clark Academy*

Kim Bearden is the cofounder and executive director of the Ron Clark Academy; she also teaches language arts. Kim was honored at the White House for being inducted into to the 2016 National Teachers Hall of Fame. She was selected from over 70,000 nominations to be honored as the Disney American Teacher Awards Outstanding Middle School Humanities Teacher. The Milken Family Foundation selected her to receive the Award for Excellence in Education, and she is a former Cobb County Teacher of the Year. Women Works Media Group named her one of Georgia's Most Powerful and Influential Women, and she is the winner of the 2016 Turknett Leadership Character Award and the Influence Her Award. She is also the recipient of the Outstanding Educator Award from the University of Georgia, her alma mater. Over the past thirty years, Kim has been a teacher, instructional lead teacher, curriculum director, school board member, staff development trainer, and middle school principal. Kim's book, *Crash Course: The Life Lessons My Students Taught Me*, made several bestseller lists, including the LA Times.

Kevin Washburn, “Increasing Learning by Minding Mindset”

“A word out of your mouth may seem of no account,
but it can accomplish nearly anything—or destroy it!”

(James 3:5a, MSG)

When we talk about the cultural moment as Christians, we need to begin in the right place. We do live in a cultural moment, but it is just that, a moment. The moment is not the story. God gives us the whole story. We’re tempted to stand in the moment and re-evaluate the story. But the moment is to be evaluated based on the story, not the other way around. We have a role to play—our students are called to thrive and lead in the culture. The measure of success in teaching our students is not today’s behavior. It is measured through how they live their lives throughout adulthood.

Christian education, at the end of the day, is the stewardship of souls. We are not teaching or mentoring the next generation to know, love, and follow God in a vacuum. We are doing it in a cultural moment.

Early Elementary

- Create and maintain a classroom environment that emphasizes intelligence gained through effort.
 - Welcome error as a gateway to learning.
 - Change strategies, not students: “The way you are trying to (throw the ball, form the letter a, solve the equation) isn’t working. Let’s figure out why. Then we’ll change the way you are trying to (throw the ball, form the letter a, solve the equation) so that you can do it better.”

Such an approach 1) focuses the student’s attention on the strategy or action rather than on his/her own intelligence, 2) makes the teacher a partner in solving the problem, and 3) communicates that with a different approach and redirected effort, the teacher believes the student can be successful.

- Be intentional in your comments. Praise the effort-result relationship rather than “natural ability”—e.g., “Look at what you’ve accomplished. I can tell you worked hard on this!” rather than, “You are good at math!” or “You are gifted at drawing!”

- Explain the truth about intelligence to parents.
- Foster resilience by directing student thinking...
 - to the future to propel directed effort—“Here is what you can do!” or “Here is what you’ll be able to do!”
 - to the past to promote learning by examining error—“Let’s figure out how to change the strategy so that you are successful.”
 - to the present to focus attention on next steps—“Just focus on the first step and complete it.”

Upper Elementary/Middle School

- Create and maintain a classroom environment that emphasizes intelligence gained through effort.
 - Welcome error as a gateway to learning.
 - Be cautious with competition.
 - Change strategies, not students: “This strategy you’re using doesn’t seem to be working. Let’s figure out why and how we can change the strategy so that you are successful.” (Brooks, 2007)

Such an approach 1) focuses the student’s attention on the strategy or action rather than on his/her own intelligence, 2) makes the teacher a partner in solving the problem, and 3) communicates that with a different approach and redirected effort, the teacher believes the student can be successful.

- Be intentional in your comments. Praise the effort-result relationship rather than “natural ability”—e.g., “Look at what you’ve accomplished. I can tell you worked hard on this!” rather than, “You are good at math!” or “You are gifted at drawing!”
- Explain the truth about intelligence to students and parents.
 - Use guiding questions to redirect student thinking:
 - Right now, what are you thinking about yourself and your ability to learn this material/skill?