

BUILDING
RESILIENT, INDEPENDENT LEARNERS
WHO WILL *thrive*
IN HIGH SCHOOL & BEYOND

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As we wait for everyone to join, head to
Menti.com & enter **2785 1652**



HOUSE KEEPING

- Please use your full legal name on zoom – will be used to verify attendance for clock hours
 - Call management, chat
 - Worktime & break for questions
 - Google doc with links & resources
-
- Let's hop onto Menti



ABOUT ME



- 25+ yrs: teacher, tutor, coach, & administrator
- 15 yrs: high school administrator
 - 7 yrs student life
 - 8 yrs academics
- 8 yrs leading college prep academics
 - Curriculum
 - Counseling & College Advising
 - LRC
 - Student academic supports
- Founder, Thrive Consulting & Coaching
- Parent of two teenagers

Designed & led:

High school curricula designs & redesigns
High school leadership activities
Admissions programs
Systemic mental health programs
Concussion & other mental/physical health protocols
Advisory & peer mentor programs
Study skills/student support efforts
Student-led workshops
Parent education programs



YOUR GOALS TODAY



- Understand the role of metacognition in learning and consider how I incorporate it in my work with students.
- Gain practical insights into fostering the skills and habits students need to successfully navigate high school.
- Identify specific strategies and tools that promote student autonomy and resilience and consider how I support student autonomy and resilience in my work.
- Consider how to enhance relationships with students & parents and set expectations that will help them prepare for high school.



AGENDA

- The “How”
 - Adolescent Brain Development
 - The Role of Metacognition
- The “What”
 - Skills & Habits for Success
 - Strategies for Developing These Skills
- Break
- Fostering Resilience & Autonomy
- Relationships that Support Success
- That’s a Wrap



A NOTE ABOUT CONTENT VS. SKILLS



- **Development of skills** can support **acquisition of content**; the opposite is not true
- Without strong skills, students will “hit a wall” and even strongest will struggle
- When assessing students in admissions or determining if students would be able to find success, the key factors were **skills, attitude, work ethic, & motivation**
- It’s everyone’s job (don’t leave it to other teachers)
- Parents are often focused on content – help them understand the importance of skills



A PEEK INSIDE THE BRAIN

ADOLESCENT BRAIN DEVELOPMENT



Adolescence: one of the primary phases of brain development

- **synaptic pruning:** use it or lose it; makes room for deeper focus on the things you're most interested in
- **myelination:** wrapping neurons in a fatty insulating layer; helps them communicate more efficiently. Myelination increases during adolescence, which can make it feel like everything is happening faster.
- **prefrontal cortex:** responsible for decision making & rational thought. One of the last parts of the brain to mature (typically in the mid 20's).



A PEEK INSIDE THE BRAIN

ADOLESCENT BRAIN PROCESSING



- Still developing connections between the **emotional center** (amygdala) & **decision-making center** (prefrontal cortex).
- Teens often process information using their emotions (amygdala) rather than the prefrontal cortex.
- This can lead to impulsive decisions and later regret: "I just wasn't thinking."



A PEEK INSIDE THE BRAIN

WHAT DOES THIS MEAN FOR EDUCATORS?



- **Patience, patience, patience**
- Remember **your students process information very differently and at different speeds** from one another & than you do
- **Break down executive functioning tasks and practice them repeatedly**
- **Help students anticipate important decisions**
 - their ability to make decisions is still developing
 - think about scenarios & decisions in advance
 - be explicit in your guidance

THE ROLE OF METACOGNITION



Metacognition: a critical awareness of one's thinking and learning and of oneself as a thinker and a learner. Thinking about one's thinking. The processes used to plan, monitor, and assess one's understanding and performance.

Metacognition is a critical part of learning and is crucial to student success in high school and beyond.

Be intentional & explicit in helping students develop metacognition. You want your students to understand:

- what they're learning
- how they're learning
- why they're learning it
- how it will apply, now and in the future

Have you ever heard one of your students say they never learned something that you know you taught?!



METACOGNITION DEEP DIVE

- **20 minutes:** review at least 2 of the 4 metacognition resources provided
- Take notes, identify key ideas
- Synthesize into a 2-minute share-out that includes:
 - What I learned
 - Key ideas
 - What I can use in my classroom
- **15 minutes:** breakout room sharing
 - One person act as a timer
 - Each person gets 2 minutes to share
 - Follow with 1 minute of Q & A
 - Move onto the next person



TEACHING SKILLS & HABITS FOR SUCCESS



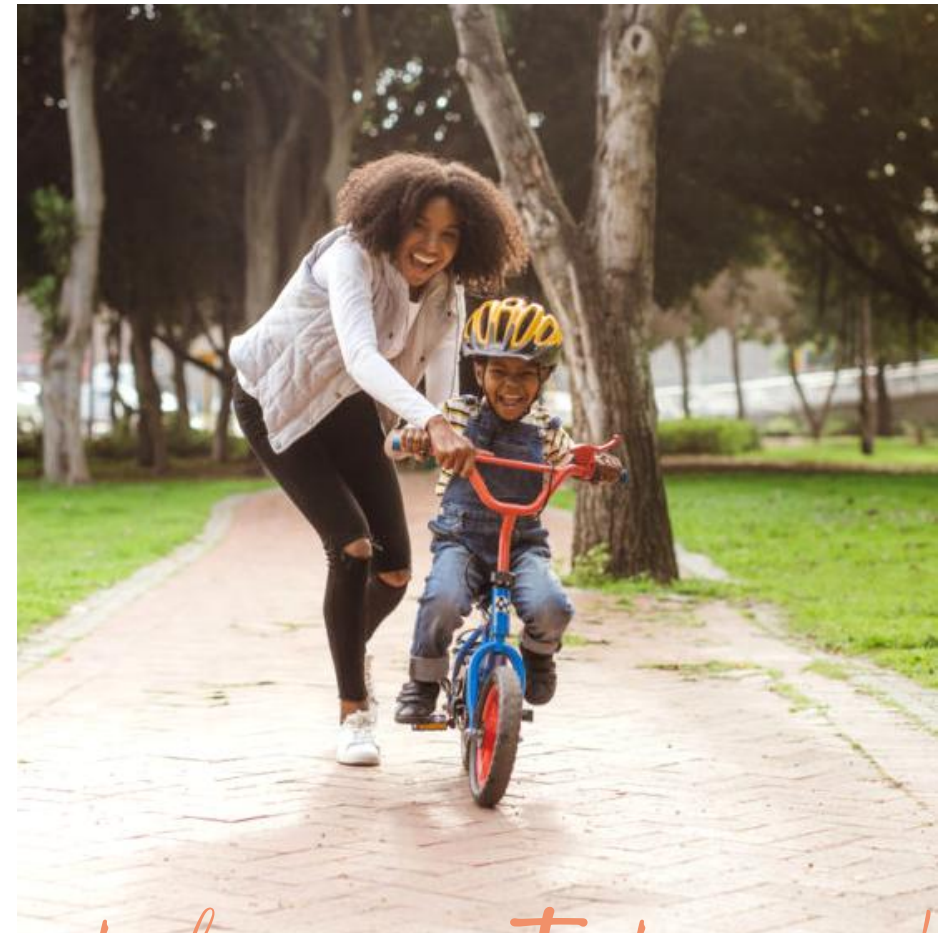
TEACHING & PRACTICING KEY SKILLS & HABITS



Like learning to ride a bike...

- Practice
- Supports
- Falls/fails*
- Encouragement to keep trying, be resilient
- Expect & understand imperfection
- Celebrations/encouragement

We need to break skills down and use these same steps when teaching skills.



**Failure is not the opposite of success... failure is part of success!*

KEY SKILL: TIME MANAGEMENT & ROUTINES



- Break large tasks into smaller, more manageable steps
- Estimate & allocate time
- Establish consistent **routines** with allocated time for homework, studying, activities, family time, leisure, etc.
- Metacognition: reflect, evaluate, & modify along the way



BUILDING TIME MANAGEMENT & ROUTINES



POSSIBLE SUPPORTS... have students:

- identify & prioritize tasks (during work time, for homework, for an assignment, etc.)
- participate in the process of breaking down large writing assignments, projects, units, etc.
 - Construct a class schedule with key deadlines
 - Have each student create a personal schedule (breaking each deadline down further)
- estimate the time tasks will take, document, compare to actual time, & adjust
- establish a homework routine and plan to minimize distractions
 - Include parents in process
 - Check in with students
 - Have students reflect & adjust as needed



KEY SKILL: ORGANIZATION



- Have a place for everything
- Consistently put everything in its place
- Regularly declutter/clean out spaces
- Keep track of assignments
- Keep track of notes, class materials, & resources
- Know what is needed for each class, assignment, etc.



DEVELOPING ORGANIZATION SKILLS



SUPPORTS you can provide...

- Help students determine & use a place for everything and assess & adjust as needed
- Present, practice, and assess several strategies for tracking homework*
 - Planners, sticky notes, to-do lists
 - Whiteboards or whiteboard calendars
 - Online apps
 - Color coding
- Present, practice, and assess several strategies for keeping track of class materials & resources*
 - Binder, folders, file folders, etc.
- Help students create & refer to checklists for each class, backpack, etc.
- Establish declutter routine
- Reflect, assess, & adjust regularly

*the best one is the one they'll use! Try different strategies. If one doesn't work, switch it up! No one size fits all solutions!



KEY SKILL: STUDY STRATEGIES



- Recall is not enough
- Simulate test environment & questions
- Work through problems
- Practice high order thinking
 - Place in context
 - Explain concepts
 - Make connections
 - Compare & contrast
- Study as you go!
 - Cramming not effective
 - Repetition → recall



DEVELOPING STUDY STRATEGIES



SUPPORTS you can provide...

- Teach various techniques (identify & teach the best techniques for your content area)
 - Brain dump & teach
 - Stop light
 - Practice tests
 - Online videos/sources (provide guidance)
- Help students identify what to focus on/prioritize
- Have students create a study plan/schedule
- Have them teach someone else the concepts
- Build “study time” into homework time





BREAK & RELAX

REFLECT, PLAN, & SHARE

METACOGNITION, TIME MANAGEMENT, ORGANIZATION, & STUDY SKILLS



Reflect & Plan (10 minutes)

- What is one thing you do in your classroom that promotes the acquisition and practice of one of the skills we've discussed (metacognition, time management, organization, or study strategies)? How do you go about this?
- In which of these areas would you like to enhance student growth? What is your plan for enhancing student growth in this area?

Share (5 minutes)

Complete google form to share details. These will be shared out with the group so others may benefit from your experience & planning.



FOSTERING RESILIENCE & AUTONOMY



- Resilience in middle school is a strong predictor of academic and personal success in high school.
- Students who develop **grit, self-efficacy, and autonomy** are better prepared to manage rigorous coursework, social pressures, and high school/college readiness.
- Middle school is a critical time for developing resilience and self-regulation.



FOSTERING AUTONOMY



- Provide choice and agency
 - differentiated pathways with multiple options for projects, assignments, or assessment formats
 - student-selected topics for research or projects
 - student-selected "learning centers" or activities
- Scaffold skills, moving from teacher-directed to student-directed application
 - seek opportunities for student-directed practice
 - avoid jumping to student-directed without scaffolding and practice
- Foster a culture of mutual respect where students feel comfortable taking risks, asking questions
- Provide opportunities for students to take on leadership & responsibility within the classroom
- Teach self-advocacy skills



FOSTERING RESILIENCE



- **Metacognition is key!**
- Practice regular reflection and self-evaluation
 - Of skills & habits
 - Of learning objectives
 - Toward personal goals
- Teach students to self-assess
 - Using rubrics
 - On assignments
 - When studying for tests
- Teach emotional regulation and emotional intelligence
- Focus on process over product



FOSTERING RESILIENCE



- Encourage iterative learning & adjustments (using rubric, practice tests, etc.)
- Examine grading practices to ensure that mistakes don't "sink" a student
- Provide opportunities to demonstrate growth
- Maintain perspective
 - Acceptance of imperfection
 - Use strength-based messages rather than fear-based messages about high school
- Find ways to engage students in **"productively stuck"** experiences. To be "productively stuck" means you are actively engaged with a challenge or problem, making progress and learning from it, even though you haven't reached a complete solution yet



HIGH EXPECTATIONS & IMPERFECTION



[Myth of the Duck Video](#)

- High expectations, imperfection, growth mindset, & failure can coexist!
- Focus high expectations on process (vs. product):
 - Engagement
 - In-class/learning risk taking
 - Growth
 - Leadership
 - Respectful behavior
 - Collaboration
- **Celebrate failures** as learning opportunities
 - Given kids opportunities to continue until they succeed so the failure doesn't feel like the end but a part of the process

**Failure is not the opposite of success... failure is part of success!*



RELATIONSHIPS THAT SUPPORT SUCCESS

STUDENT : TEACHER



- Relationship before content
- Base relationships on trust, rapport, & curiosity
- Student self-advocacy is crucial
 - explicitly teach & scaffold
 - Students who need most support often most need to learn & practice this skill
- Honor mistakes, celebrate successes



Be curious, not
judgmental.

Walt Whitman

quote fancy

RELATIONSHIPS THAT SUPPORT SUCCESS

PARENT : TEACHER



- Be proactive
- Parents as partners
 - Help them understand how to support you
 - Help them get to know you as a person, not just a figure
- Parents need support
 - Educate them about their child's needs
 - Help them help their child
 - Provide them with insights by sharing observations (areas for growth as well as strengths)



REFLECT, PLAN, & SHARE

AUTONOMY, RESILIENCE, STUDENT-TEACHER RELATIONSHIPS, PARENT PARTNERSHIPS



Reflect & Plan (15 minutes)

Reflect:

- How do I foster autonomy & resilience among my students?
 - What messages do I communicate to students about failure?
 - How do I hold students accountable while still offering support?
 - How do I celebrate progress rather than just success?
- How do I foster strong student-teacher relationships?
 - How do I teach self-advocacy?
 - How can I support those students who most need to learn self-advocacy skills?
 - How do I honor student mistakes as opportunities for learning?
- How do I foster a partnership with parents?
- Which of these areas is one I'd like to grow?
 - How can I grow in this area?
 - What steps can I take to begin this growth?

Share in breakout rooms (15 minutes)

- One way I foster autonomy, resilience, student-teacher, or parent-teacher relationships.
- One area I'd like to grow.



PREPARING STUDENTS & PARENTS FOR HIGH SCHOOL



- Emphasize skills
 - In classrooms
 - In parent communications (parents are often focused on content)
- Emphasize & support strong executive functioning, decision-making, and self-advocacy skills
- Replace fear-based messages with strength & growth-focused messaging
- Help students and parents identify realistic high school goals and priorities and understand/plan a path to reach those

HOW CAN THRIVE HELP?



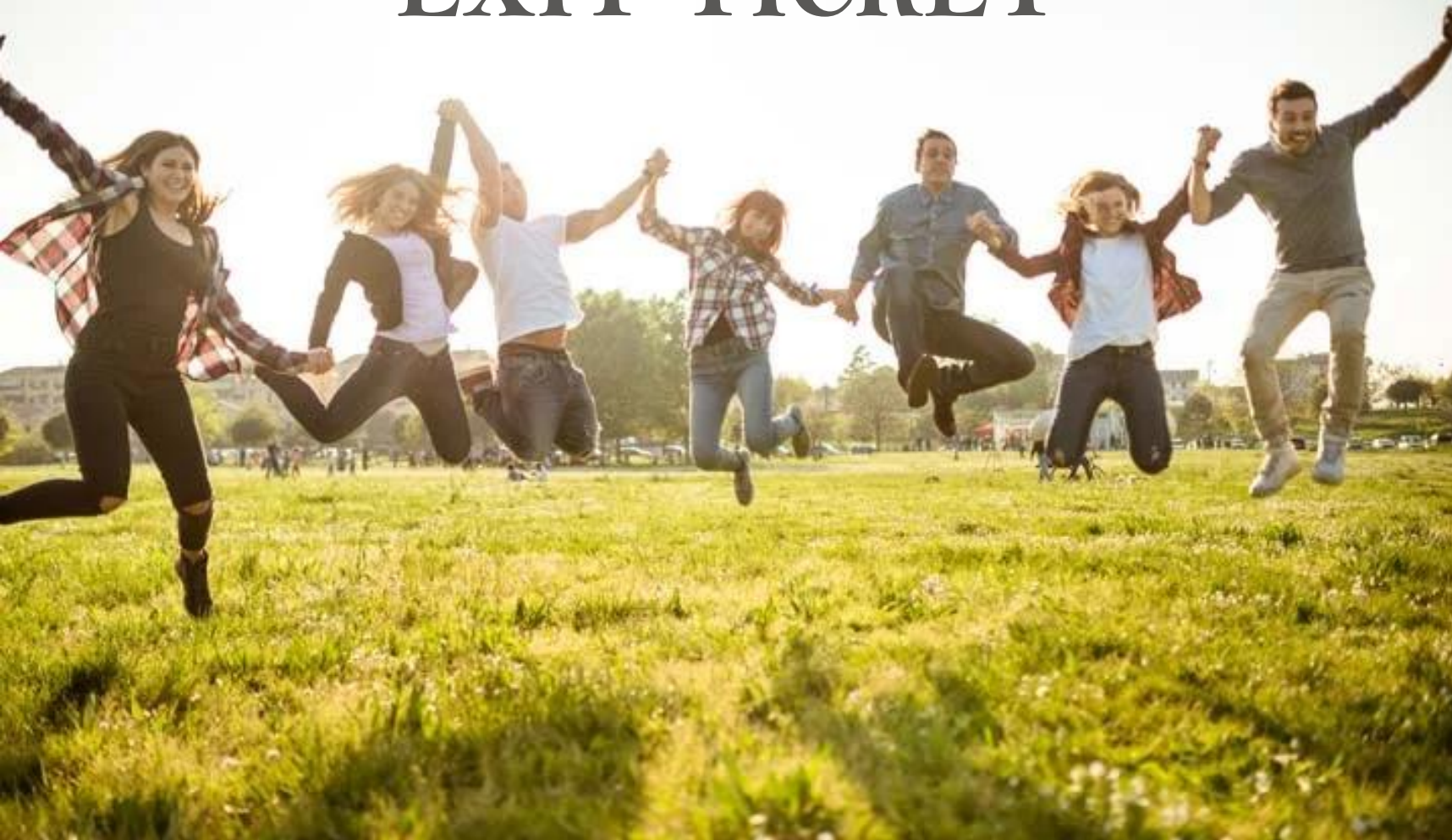
- Speak to parents about preparing kids for high school.
- School consulting:
 - Work with faculty & administration on fostering strong parent partnerships and navigating high-stakes conversations
 - Support strategic planning & initiatives, curriculum design, etc.
- Support individual parents & teens

Referral program: refer & book → \$50 Amazon GC

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