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Transformative Teaching:

Changing Today's Classrooms Culturally, Academically, and Emotionally

By Kathleen Kryza, MaryAnn Brittingham, and Alicia Duncan

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Study Guide

This study guide is a companion to the book *Transformative Teaching: Changing Today's Classrooms Culturally, Academically, and Emotionally* by Kathleen Kryza, MaryAnn Brittingham, and Alicia Duncan. *Transformative Teaching* presents effective techniques for giving instruction to diverse students and meeting their emotional, cultural, and academic needs.

This guide is arranged by chapter, enabling readers to either work their way through the entire book or focus on the specific topics addressed in a particular chapter. It can be used by individuals, small groups, or an entire team to identify key points, raise questions for consideration, assess conditions in a particular school or district, and suggest steps that might be taken to promote a healthy school culture.

We thank you for your interest in this book, and we hope this guide is a useful tool in your efforts to create a healthy culture in your school or district.

Chapter 1

Understanding Our Inner Hero

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1. What qualities do teacher heroes have, and what actions do they take? In analyzing your own hero's journey, what do you consider to be your kryptonite in the classroom, and why is this the case?

2. In your own words, define what it means to be courageous and to be vulnerable. Why do you have to be vulnerable in order to be truly courageous?

3. What is an emotional trigger? Which of the common emotional triggers presented in figure 1.2 evoke the greatest emotional reactions in you? Why do you think that these needs act as triggers for you?

4. Consider the teacher strengths and gifts listed on page 13. What do you consider to be your gifts as a teacher, and how do you use these strengths to positively impact students?

5. Briefly describe the toolkit of strategies that the authors present for supporting educators as they alter their methods for dealing with classroom challenges.

Chapter 2

Knowing *Those Kids*

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1. What are the nine most common types of unique learners that may be present in classrooms?

2. How does the Individuals With Disabilities Education Act (IDEA) define a *specific learning disability* and a *behavioral disorder*?

3. Why may gifted students and twice-exceptional students be difficult to teach? What are the major indicators of gifted students and twice-exceptional students?

4. Why does education play a crucial role in the lives of students living in poverty and students who are English learners? What teaching strategies specific for these learners work?

Chapter 3

Adopting Apprenticeship Learning

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1. List and briefly describe each of the three steps to apprenticeship learning.

2. Consider the example of a transparent lesson introduction provided at the top of page 37. Rephrase a lesson introduction of your own to make it completely transparent with students and lead with the why, how, and what. How does the resulting language differ from your original, opaque message?

3. What is *scaffolding*? Why is scaffolding important in teaching students a new skill?

4. What steps are present in the gradual release of responsibility model?

5. In your own words, what is involved in each of the six steps that teachers can follow to teach students deliberate practice?

Chapter 4

Learning Foundation One: A Safe Learning Environment

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1. What qualities does an emotionally safe classroom have? What motto would you assign to your classroom's emotional state?

2. Review the caring actions for building trust with students that are listed on pages 57–58. Which of these actions do you already take in the classroom? Which of these actions do you think you should implement or utilize more frequently, and why?

3. What techniques do you use to get to know your students? What information about your students do you seek when using these techniques?

4. How can educators help their students appreciate the difference between fairness and disappointment?

5. What suggested guidelines should classroom rules follow? What are your classroom rules, and how are they similar to and different from the examples of traditional classroom rules that this chapter provides?

Chapter 5

Learning Foundation Two: Procedures and Routines

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1. What are procedures and routines, and what is the relationship between procedures and routines?

2. Why are common expectations needed to reach students who are learning both independently and interdependently and to reach students from individualistic cultures and collectivist cultures?

3. Describe what is involved in each of the five steps for teaching procedures to students in a way that avoids confusion.

4. What are anchor activities? Which of the example anchor activities listed on page 70 have you suggested to your students, and which ones may you consider suggesting in the future?

Chapter 6

Learning Foundation Three: A Growth Mindset

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1. How do fixed mindset thinkers' internal messages and growth mindset thinkers' internal beliefs differ?

2. What is a fatalistic cultural perception? How does this perception relate to a fixed mindset?

3. In your own words, what are the steps that teachers should introduce to students at the beginning of the school year to help them respond when they have difficulty learning something?

4. Choose one of the feel-it activities listed on page 80 to help students feel their mindsets. How do they respond to the activity, and what discussion is generated by their answers to the questions that follow the activity?

5. Consider the ideas that the authors present for keeping growth mindsets alive throughout the school year. What is an idea of your own for keeping growth mindsets alive that you would add to this list?

Chapter 7

Learning Foundation Four: Student Talk

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1. According to research, what impact and importance do oral discussion and student discourse have in the classroom? What are the three language learning processes that student discourse can promote?

2. What are the steps that the authors suggest teachers take to help students develop their discourse skills?

3. Briefly describe the three levels of talk protocol.

4. How have you let students lead classroom conversation? How has this practice impacted the direction and depth of your students' discourse?

Chapter 8

Learning Foundation Five: Student Self-Assessment

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1. What does the term *student self-assessment* mean? Why is this ability essential in the three areas of the learning triad?

2. Briefly describe the steps that teachers can take to help students mature as effective self-assessors. What are some practices that educators can use to help students gain awareness of their metacognitive processes?

3. In your own words, what should students do in each phase of the Plan-Do-Review teaching technique?

4. Consider the prompts for formative assessment exit cards listed on page 109, and based on these examples, write your own prompt for an exit card specific to one of your formative assessments.

5. Why might it be beneficial to involve students in creating and self-assessing rubrics with their teachers?

Chapter 9

Learning Foundation Six: Mindfulness

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1. Define *mindfulness*. Which of the benefits of mindfulness listed in this chapter do you find most crucial, and why?

2. What is a culturally significant reason to pass mindfulness on to U.S. students?

3. Briefly describe the STOP technique's process for teaching mindfulness to students.

4. How have you found yourself practicing mindfulness or gratitude in your professional life? Which of the mindfulness techniques described in this chapter could you see yourself incorporating into your own day-to-day life, and why is that the case?

Chapter 10

Teaching With the Social-Emotional Self in Mind

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1. When do the biggest classroom struggles happen? What transpires when a student and a teacher engage in a power struggle?

2. Name the three important understandings about behavior that can nurture a growth mindset.

3. What is a problematic pattern you've seen displayed by a student in your classroom? What do you believe was the behavior's intent? What possible solutions to this behavior do you see or have you seen?

4. Consider the techniques presented in this chapter that you can use to switch students' focus in order to prevent conflict. Describe a situation in which you have used one of these techniques, and note how the technique was helpful.

Chapter 11

Teaching With the Cultural Self in Mind

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1. What is the true dominating factor when it comes to student's academic struggles, and what big idea about this factor can most significantly impact how educators go about teaching?

2. How do an individualistic society's values differ from a collectivistic society's values?

3. How do common feelings and approaches in direct communication styles differ from those in indirect communication styles?

4. Is your classroom more individualistic or collectivistic? Which of the strategies for deliberately balancing the needs of collectivist and individualist cultural variations in your class do you use or could you see yourself using, and why?

Chapter 12

Teaching With the Academic Self in Mind

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1. How is the chunk, chew, check (CCC) framework illustrative of how the brain learns best? What does each of these Cs involve?

2. What three student reactions can teachers thoughtfully respond to through varying the CCC framework's steps in their lesson designs?

3. How does the CCC framework empower students to become lifelong learners?

4. Why is input-output learning not effective? What does this process not include that is needed to prompt real learning?

5. Briefly describe the top strategies that teachers can use to engage students in chewing in the classroom.