

## Cognitive Learning & The Construction of Knowledge

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TED 505

## Comparisons of Mastery-Focused & Performance-Focused Classrooms

	Mastery Focused (Learning Focused)	Performance Focused (Product focused)
Success defined as...	Mastery, improvement	High grades, doing better than others
Value placed on...	Effort, improvement	High grades, demonstration of high ability
Reasons for satisfaction...	Meeting challenges, hard work	Doing better than others, success with minimum effort
Teacher oriented toward...	Student learning	Student performance
View of errors...	A normal part of learning	A basis for concern and anxiety
Reasons for effort...	Increased understanding	High grades, doing better than others
Ability viewed as...	Incremental	Fixed
Reasons for assessment...	Measure progress toward preset criteria, provide feedback	Determine grades, compare students to one another

## Learning-Focused Classroom

### Self-Regulated Learners

- Setting goals
- Monitoring goals
- Metacognition
- Strategy use

### Climate Variables

- **Order and safety**
- Success
- Challenge
- Task comprehension

### Teacher Characteristics

- Personal teaching efficacy
- Modeling and enthusiasm
- Caring
- Positive expectations

### Instructional Variables

- Introductory focus
- Personalization
- Involvement
- Feedback

## Showing Respect

**Caring** teachers hold their students to high standards and refuse to accept poor quality work. They treat their students with courtesy, respond to comments and questions, are patient when students make mistakes, and respond to legitimate needs for help.

## Valuing Individuality

**Caring** teachers know students as human beings, noticing and commenting on dress, habits, and behavior.

## Giving Personal Attention

**Caring** teachers spend personal time with students, helping them with schoolwork and extracurricular activities, as well as personal relationships and other non academic problems.

## Creating Safe Learning Environments

**Caring** teachers have fair rules that are predictably enforced, and they create classroom environments in which students feel free to express their thoughts and ideas without fear of embarrassment or ridicule.

## Analyze the Differences Between the Two Statements:

- “This is a new idea, and it will be challenging, but if you work hard I know you can get it. Start now while the ideas are still fresh in your mind. I’ll be coming around, so if you have any questions, just raise your hand.”
- “This material is hard, but we’ve got to learn it. Some of you will probably have trouble with this, and I’ll be around as soon as I can to straighten things out. No messing around until I get there.”

Research indicates that teachers’ expectations influence their interactions with individual students. Predict how teachers treat perceived high and low achievers in the classroom using the following criteria:

- Emotional support
- Teacher effort and demands
- Questioning
- Feedback and evaluation

**Emotional support:** Teachers provide more emotional support for high achievers by interacting more, and more positively, with them, and demonstrating more positive nonverbal behavior.

**Teacher effort and demands:** Teachers demand more of high achievers and give them more instructional support.

**Questioning:** Teachers call on perceived high achievers more often, give them more time to answer and prompt them more when they’re unable to answer.

**Feedback and evaluation:** Teachers praise high achievers more and criticize them less, and provide them with more informative feedback.

## Increasing Motivation with the Climate and Instructional Variables

1. Establish rules and procedures that **maintain a safe, orderly learning environment**.
2. Create links between topics to students’ personal lives.
3. Describe the reasons for studying particular topics, and provide evidence for increasing competence.
4. Establish and maintain high levels of student involvement in learning activities.
5. Provide specific and detailed feedback on student work.

What do “increasing motivation” and “stopping hate on campus” have to do with each other?

Students learn best and achieve their full potential in safe and orderly classrooms. Positive academic achievement begins with safe families and safe communities.


~The NEA~

"Hard" Responses	"Soft" Responses
<ul style="list-style-type: none"> <li>■ Metal detectors</li> <li>■ Added security personnel</li> <li>■ Zero-tolerance for weapons possessions</li> </ul>	<ul style="list-style-type: none"> <li>■ More counseling</li> <li>■ Conflict-Resolution programs</li> <li>■ Better communication between school and home</li> </ul>


It will take a combination of both approaches, administered with reason, and centered in respect, to keep our children - along with the education employees who work in our schools - from harm.

- And this is just from this week...**
- A Utah high school student wears a pillowcase resembling a Ku Klux Klan hood to a spirit day rally; shortly after, a mixed-race student blogs about it, and other students receive hostile and racially tinged texts. An image of a burning cross is sent via cell phone.
  - Jewish students in upstate New York report that their daily high school experience includes being called kike, hearing accusations that they killed Christ, listening to Holocaust jokes and having coins thrown at them.
  - In North Carolina, a teacher tells her immigrant students that they should go back over the fence to Mexico.
  - Graffiti targeting racial and ethnic groups, including a swastika, is found on a whiteboard in a California middle school.
  - An out gay student in Missouri is harassed daily by his peers, and one of his teachers tells him that he is going to hell.

**SIX LESSON from JENA:  
What Every School & Educator  
Should Take To Heart**



- The oak tree where nooses were hung on the Jena High School campus in the Fall of 2006 no longer stands. It was chopped down, presumably in an effort to erase racial tensions in the small Louisiana town.



- The school's main academic building is also gone, destroyed by an arson that has raised questions about a possible link to the racial discord.

What remains in the predominately white, rural town are bad feelings about the legal battles involving black students who have become known internationally as the “Jena Six.”

They were accused of beating a white student at the climax of racial discord sparked by the noose hanging. Five of the students were initially charged as adults with attempted second-degree murder and conspiracy; the sixth was charged as a juvenile.

Advocates, though recognizing clearly that violence is never an acceptable solution to racial tensions, argue that charges against the black students were disproportionate to the actual offense and that their race factored into the charges levied against them. Others disagree.

But, what educators must never forget is this: Had school officials in Jena paid closer attention to racial divisions on campus, addressed the noose-hanging incident properly and kept tensions from escalating, the beating may never have happened at all.

Six Lessons from Jena every school and educator should take to heart



## DON' T IGNORE OBVIOUS SIGNS OF TROUBLE



- In Jena, a black student approached a vice-principal and asked, “Can we sit under that tree?” On campus, it was known as the “White Tree” - a place where white students historically gathered. The principal said people could sit wherever they liked. It was an appropriate response, yet one that overlooked the core issue: Why did students feel like they needed to ask for permission? What did the very question reveal about the school’s racial climate?

## EXAMINE YOUR SCHOOL'S CLIMATE



- You may think your school is “no Jena High” - but do you know for sure? Are there divisions about which you are unaware?

In a survey conducted by Teaching Tolerance, the NEA and the Civil Rights Project, the vast majority of teachers said their schools were largely free of racial or ethnic tensions.



Students paint a very different picture. 1 in 4 reports being victimized in racial or ethnic incidents in a typical school year, and race and ethnicity aren't the only lines of division.

70% of female students say they've been sexually harassed at school; 75% of gay students report hearing anti-gay slurs frequently or often at school, and more than a third say they've been physically harassed.

## TAKE BIAS INCIDENTS SERIOUSLY



- After a few black students sat under the “White Tree,” 3 white students hung nooses from it. Jena's white school superintendent later told reporters, “Adolescents play pranks. I don't think it was a threat against anybody.”

In truth, the hanging of nooses was no youthful prank; it was a bias incident connoting racial lynchings. As one mother, whose son Robert is among the Jena Six, told Britain's *Observer*, the act “meant the KKK, it meant...’ We’re going to kill you, we’re gonna’ hang you ‘til you die.’ ”

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**Port workers in Long Beach  
decry use of noose threats**

**The San Diego Union-Tribune  
ASSOCIATED PRESS**

**December 9, 2007**

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By their very nature, bias incidents intend to demean or instill fear in those targeted, and schools must address them quickly, consistently and effectively.

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### PROVIDE FORUMS FOR MEANINGFUL DISCUSSION



When bias incidents occur, schools must open lines of communication, not shut down debate.

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### In Jena:



- After black students gathered around the "White Tree" to protest the school's response to the noose-hanging, the principal called a school assembly and told students it was time to put the incident behind them. The district attorney spoke next, flanked by police officers, warning students: "I can end your life with one stroke of my pen" - the equivalent of throwing gasoline on a fire.

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### In Jena:

- When black parents showed up at a school board meeting, they were not allowed to speak. When they showed up again, board members allowed a spokesperson to address them, but then quickly moved on to other business without addressing the parents' concerns.

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In highly charged bias incidents, schools should hold forums for educators, students, parents and community members and issue regular updates about the incident, describing what happened, why the incident was unacceptable and how the school has responded thus far. Schools should seek input about ways the schools, students, parents and community can work together to resolve the underlying problems.

## USE BIAS INCIDENTS AS TEACHABLE MOMENTS



- Ask teachers to set aside class time to allow students to reflect on what has happened. Because students can influence peer behavior, ask them to write down suggestions for preventing further incidents and promoting respect and to discuss their suggestions in small groups. Since bias incidents often involve the use of bigoted speech (slurs or symbols), conduct lessons to empower students to make respectful choices.

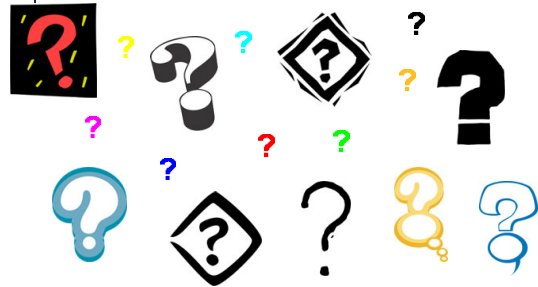
## BRIDGE DIVISIONS IN THE SCHOOL AND THE COMMUNITY



- Organize school-wide events to help students cross the boundaries that divide them and learn about respectful behavior. Mix It Up at Lunch Day ([www.mixitup.org](http://www.mixitup.org)) and No Name-Calling Week ([www.nonamecallingweek.org](http://www.nonamecallingweek.org)) are excellent events with which to start.

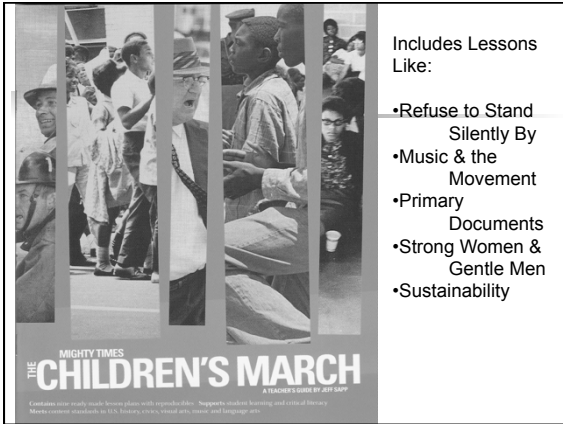
- Schools don't exist in isolation, however. If tensions exist in schools, they exist in the larger community, too. Whether through structured dialogue programs like those offered by the Study Circles Resource Center ([www.studyircles.org](http://www.studyircles.org)), racial justice initiatives like those sponsored by the National League of Cities ([www.ncl.org](http://www.ncl.org)), or mediation services available through the Community Relations Service ([www.usdoj.gov/crs/](http://www.usdoj.gov/crs/)), the events in Jena serve as a call to each of us to explore what divides us - and what can unite us.

What is the equivalent of the "White Tree" on your campus?



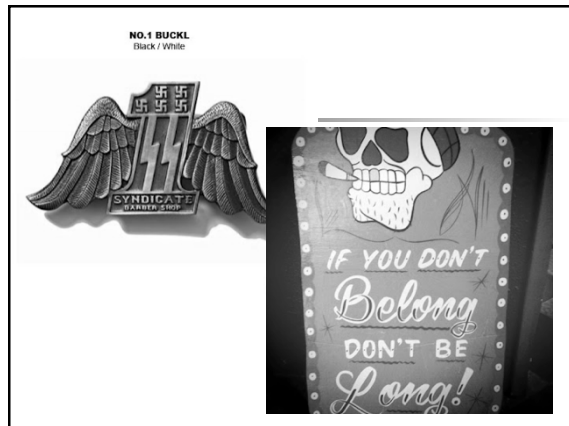
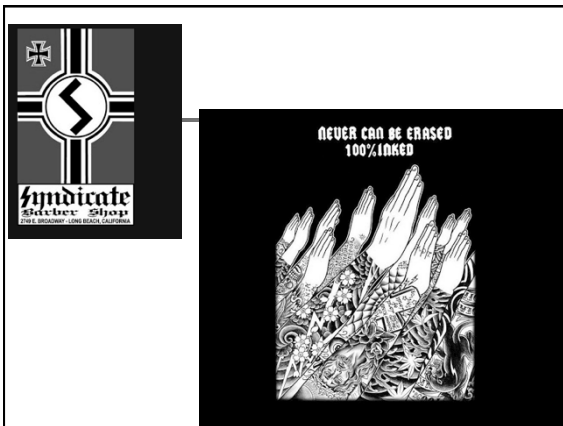
FREE Resources  
To Stop Hate On  
Your School  
Campus

BEFORE a hate  
incidence occurs, there  
is curriculum available  
that can help build a  
respectful climate on  
your school campus.



Includes Lessons Like:

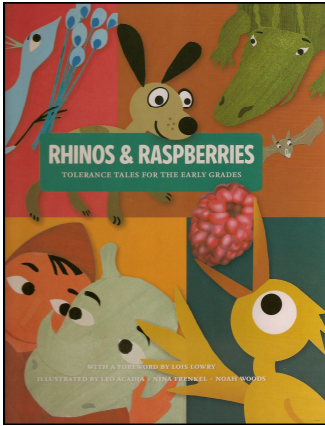
- Refuse to Stand Silently By
- Music & the Movement
- Primary Documents
- Strong Women & Gentle Men
- Sustainability



Includes Lessons Like:

- Twenty Pounds
- Primary Documents
- Antisemitism
- Bystanders
- Blended Poetry
- Faith in Humanity
- Service-Learning





## Rhinos & Raspberries: Tolerance Tales for the Early Grades

School Climate Questionnaire  
MIDDLE/UPPER GRADES ACTIVITY

TEACHING TOLERANCE

Please indicate how strongly you agree or disagree with the following statements.

	Agree Strongly			Disagree Strongly		
	1	2	3	4	5	
a. Students in our school get along well.	1	2	3	4	5	
b. Students choose to interact primarily with people most like themselves.	1	2	3	4	5	
c. Students in my school know how to report harassment, bullying and racial abuse to school officials.	1	2	3	4	5	
d. Students in my school would feel comfortable reporting harassment, bullying and racial abuse to school officials.	1	2	3	4	5	
e. Teachers in my school actively work to create a safe and welcoming environment for every student.	1	2	3	4	5	
f. Every student in my school feels like he or she belongs here.	1	2	3	4	5	
g. My school creates opportunities for students to get to know each other.	1	2	3	4	5	
h. At my school, adults and students listen to each other.	1	2	3	4	5	
i. I look forward to coming to this school in the morning.	1	2	3	4	5	

True or False?  
In the last 3 months...

	True	False
1. I've seen biased vandalism or graffiti at school.	True	False
2. I've heard a student use a slur, epithet or other derogatory put-down.	True	False
3. I've heard a student tease or ridicule another student.	True	False
4. I've heard a teacher or other adult in the school make disparaging remarks about a particular group of students.	True	False
5. I've seen—and analyzed—our school's safety data and reports.	True	False
6. I've had a conversation with someone about our school's climate.	True	False

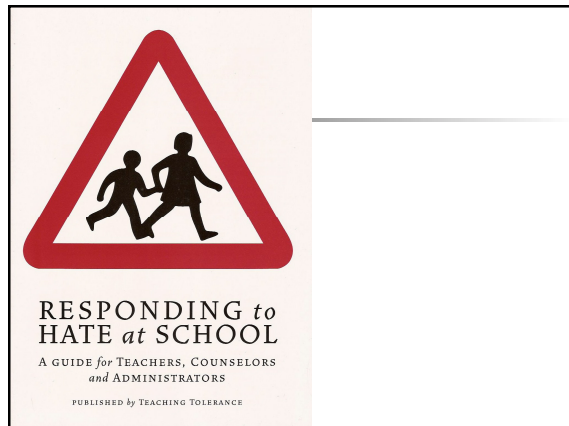
**Find this at [www.tolerance.org](http://www.tolerance.org).**

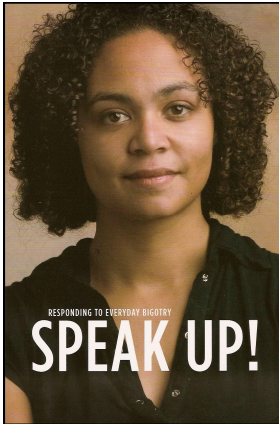
**HOW TO USE THIS QUESTIONNAIRE**

- As a tool to diagnose differences in perception between teachers and students
- As an opening activity for professional development programs dealing with school climate and safety
- As part of a larger school climate assessment that also includes face-to-face interviews, focus groups and other tools

Adapted from Responding to Hate at School ([www.tolerance.org/rhs/index.pdf](http://www.tolerance.org/rhs/index.pdf)), [bits.2i.jp](http://bits.2i.jp) ([www.mitsup.org](http://www.mitsup.org)) and the U.S. Department of Education's "Creating a Safe and Connected School Climate" ([www2.ed.gov/ohse/schools/docs/2016\\_Creating%20a%20Safe%20Schools.pdf](http://www2.ed.gov/ohse/schools/docs/2016_Creating%20a%20Safe%20Schools.pdf))

DURING the time when an incidence has occurred, there are specific things to do to help both the victim and the perpetrator.





RESPONDING TO EVERYDAY BIGOTRY  
**SPEAK UP!**

“That’s so gay!”  
“That’s lame!”  
“You’re retarded!”

[www.tolerance.org/speakup](http://www.tolerance.org/speakup)



AFTER a hate incident, there are ways to follow-up and ensure respectful dialogue about what has occurred.

- You can...
- Have a School-Wide Emergency Response Plan. Visit [www.tolerance.org/rthas/](http://www.tolerance.org/rthas/) to find out more.
  - Issue regular updates to keep everyone informed.
  - Continue the dialogue. Use resources like the National League of Cities. Visit [www.nlc.org](http://www.nlc.org).

Mariner High School  
Everett, Washington

- “Respect is the cornerstone of all our interactions and behaviors. We acknowledge the dignity and worth of one another and strive never to diminish another by our conduct or our attitudes.”

Motivation = Safe Classrooms

Safe Classrooms = Higher Grades