We are caught in an inescapable network of mutuality, tied in a single garment of destiny. Whatever affects one directly affects all indirectly. —Dr. Martin Luther King Jr.

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We are in an uncertain time period for sure

1. Give Yourself the gift of self-compassion

2. Work vertically to identify essential learning standards you will not get to as 2019-2020 ends...

3. Be hyper-aware of support needed for students and parents struggling with e-learning tools and methods (access issues and social-emotional learning issues)

Student self-efficacy in mathematics...

My Blog Earlier This Week

Silent heroes...

Good Enough, For Now

Timothy D. Kanold  April 16th, 2020
Essential Question

Why did you choose to join the education profession and teach mathematics?

Student Self-Efficacy

1958

“You need to get that retarded boy out of my class!”

Our Professional Self-Efficacy

1973

How was I to develop my academic competence?
The Impact on You: Effective Knowledge Sharing

“Neuroscience shows that a reward circuit is triggered in our brains when we cooperate with one another.”

In highly Effective School Cultures

Becky DuFour

“Clarity Precedes Competence”

When educators share a sense of collective efficacy, school cultures tend to be characterized by beliefs that reflect high expectations for student success.

A shared language represents a focus on student learning as opposed to instructional compliance.

The best feedback for high expectations for success cues!

Reflect: Do I indicate...

1. You are part of this class
2. This class is special; we have high standards here
3. I believe you can reach those standards

I am giving you these comments because I have very high expectations for you and this class and I know you can reach them...
Collective teacher efficacy predicts the level of group performance…

The stronger the beliefs you hold about your collective capabilities, the more you achieve.

The stronger your shared belief in your instructional efficacy, the better the school performs academically.

(Bandura, Self-Efficacy: The Exercise of Control, 1997, p. 477)

“What Are Those Black Boxes?”

“The Question Becomes . . .

“What should we be transparent about?”
Collaboration Feeds Teacher Self-Efficacy

“Social interactions firmly anchored in instructional practice can move teachers beyond contrived collegiality to a culture that can in turn influence a teachers’ sense of efficacy. . . .”

Caveat: Anchored in actual teaching and assessing episodes
—Neugebauer, Hopkins, & Spillane, “Social Sources of Teacher Self-Efficacy” Teachers College Record (April 2019), 121(4), 13–21

Who Do You Really Want to Hang Out With?
Nobel Prize-winning economist Daniel Kahneman’s list of people we most desire to socialize with in a more mutually nourishing way:

1. Friends, then relatives
2. Spouse or partner, then children
3. Students or parents, then coworkers or colleagues
4. Then … your boss


As Teachers We Serve By Effective Knowledge Sharing

“We believe a broad acceptance of the emotional lives of others is crucial for establishing good working relationships—and good relations, in turn, lead to effective knowledge creation.”

(Von Krogh et al., 2000, in Fullan, 2001, p. 51)
Your **Heart & Soul Pursuit**
If your fundamental goal is to seek **external** balance then you have aimed too low …

**INTERNAL BALANCE IS THE KEY TO WELL BEING**

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**Quadrant II Time Required!**
Becoming fully engaged in Quadrant I while strategically engaging in Quadrant II activity …

*Only you can know what this is for you.*

---

Too much time in QI or QIII will send you into QIV.
Pursuing Internal Balance
What is your Quadrant II activity?

I’d rather be in QUADRANT II

Yours, Mine, and Ours!

“So much of America’s tragic and costly failure for all of its children stems from our tendency to distinguish between our own children and other people’s children … as if justice were divisible.”

Your Mathematics Heart And Soul: Living The Quadrant II Life!
Thank You!

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