

TEACHERS WHO MAKE THE GREATEST DIFFERENCE

Texas Behavior Support State Conference
June 29-30, 2016

WHO IS YOUR FAVORITE TEACHER?

What do you remember best about that teacher?

What qualities do you associate with him/her?

What adjectives come to mind?

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THE TOP SCHOOLS IN HOUSTON

Brett Lemley, principal of Clear Horizons Early College High School in Clear Creek, the No. 5-ranked high school, said, “Our school is successful for one reason—relationships. We make it a point to get to know each and every student on campus.”

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THE TOP SCHOOLS IN HOUSTON

Scott Allen, principal of the High School of Performing Arts, the No. 6 Houston high school, said, “This community provides a sense of belonging, and our students want to be here. We also teach responsibility.”

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THE TOP SCHOOLS IN HOUSTON

Imelda Medrano, principal of Seven Lakes Junior High, the No. 5 middle school, said, “Most people think back to their junior high/middle school years and remember that time as being awful. Kids are entering their early teens, experiencing the onset of puberty, becoming hyper-sensitive to whether or not they fit in, and struggling with thinking logically rather than impulsively. It is a tough time and an awkward phase for the average person.

At Seven Lakes Junior High, we gout of our way to overcome these challenges by cultivating a culture of kindness and respect. We invest a lot of time and energy into talking about what it looks like, sould like, and feels like to be kind and to do your very best.”

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THE TOP SCHOOLS IN HOUSTON

Jennifer Nichols, principal of Sartartia Middle School, the No. 6-ranked middle school, said that makes her school special is that, “Students have a sense of belonging, which is key in the middle school years.”

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THE TOP SCHOOLS IN HOUSTON

And finally, here's how Keri Fovargue, head of River Oaks Elementary, the No. 1 Houston Elementary School, describes her school: "What really sets our school apart is our exceptional teachers and a true shared vision of learning for everyone. They care deeply for every student in their classroom, and they work hard to meet each child right where they are and move them forward from that place."

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GAME-CHANGING SELF-ESTEEM RESEARCH

Under the direction of Dr. Ron Lorimar at the University of Texas School of Public Health, a "Self-Concept Survey" was administered to students in two school districts in the greater Houston area.

This ground-breaking research disclosed the primary connection between a child's sense of self-esteem and his receiving unconditional love and care from an adult (parent, teacher, etc.) who is a primary person in that child's life.

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UNCONDITIONAL LOVE

It is NOT a "soft, sentimental emotion"
It is a *conscious decision* to relate to children in a certain way.

UNCONDITIONAL LOVE

- * Separates the person from the behavior
- * Means loving a child for who she *is* rather than for what she *does*
- * Is persistent—doesn't "give up"
- **Is not permissive; it encourages responsibility as well as freedom

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DR. WANDA BAMBERG

SUPERINTENDENT OF ALDINE ISD
(HOUSTON, TX.)

“If we want the test scores to go up, enabling teachers to *relate* to their students is as important as enabling them to teach the curriculum.

Kids learn best from teachers who care about them.”

THE SAM HOUSTON STATE UNIVERSITY STUDY

A Sam Houston State University study involving all 25 secondary schools in Aldine ISD compared students who *strongly agreed* with the statement “at least one teacher at my school likes and cares about me” with students who *strongly disagreed* with that statement.

Students who strongly agreed that a teacher likes and cares about them were:

THE SAM HOUSTON STATE UNIVERSITY

Drop-out Prevention Study

- more than twice as likely to pass the state-mandated 9th grade Algebra 1 exam
- approximately 1.5 times more likely to pass the state-mandated 9th grade English 1 exam
- absent from school an average of one less day per year
- proven to have 79.1 less incidents of misbehavior compared to students who did not feel that a teacher likes and cares about them

Drs. Onweigbuzie and Bengé,
Sam Houston State University
December, 2015

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DR. RUBY PAYNE

Sums it up!

“Practicing the principles of unconditional love is essential if we are to elevate academic performance, lower the dropout rate, and reduce the violence in our schools.”

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NEW STANFORD UNIVERSITY STUDY

The Stanford researchers say that teachers can make a tremendous difference in how children behave; and they contrast a “**punitive mind set**” which focuses on punishment, with an “**empathetic mindset**” that seeks to understand and care for children.

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STANFORD UNIVERSITY STUDY

“AN EMPATHETIC MINDSET”
Discretionary referrals (suspensions)
decreased by 50% when teachers showed
empathy and care toward their students.

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**In choosing programs to enhance relational skillsets,
three things are essential:**

1. Teachers should be provided an on-going process whereby they meet regularly throughout the year to strategize how to develop intentional, caring relationships with students.
2. The meetings should provide opportunities for teachers to problem-solve, peer-mentor, and team-build.
3. The meetings should be mandatory for all teachers—new teachers and veterans alike.

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DR. JAMES COMER

**“No significant learning
ever takes place
without a significant relationship.”**

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**KIDS WHO FEEL LOVED
DO BETTER!**

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