Welcome to Hidden Sparks Without Walls. We will be starting shortly…

- While we are waiting to begin please practice using the chat feature by sharing your name, school and location. Activate chat by clicking the “Chat” tab below the attendees list on the right of your screen. Enter your communication and click on “Send.”

- If you have any clarifying questions about the format or the topic, you may click on the “Q&A” tab below the presenter list and enter your questions. Feel free to use the hand raising feature, by clicking on the little yellow hand on the right side of the screen.

- Don’t hesitate to engage as active, full participants. Your contributions may help others.

- Be aware of your air time.
Welcome & Conference Etiquette

Below are some tips that will help make this conference call successful.

• **Use the right phone.** - Cell phones can be included in conference calls, but some can also cause static on the lines. Try to use a landline phone if possible. Speakerphones pick up a lot of background noise. If you use one, mute it whenever possible.

• **Participate in a quiet, undisturbed room.** – Background noise can be heard through the phone and will disturb others in the conference. If you can’t find a quiet room, use your phone’s mute button until you want to speak – and avoid distracting noises such as humming, scraping chairs, tapping a pencil, etc.

• **Never Put a Conference Call on Hold!** - Participants will be forced to listen to your on-hold music or they will not know that you have stepped away and may continue to address you while you’re gone.

• **Call Waiting** - The sound of your call-waiting beep can be disruptive and confusing to conference call participants. Quite often the Call Waiting function can be temporarily suspended by touching *70 prior to the call.

• **Identify Yourself** - When you first enter the call and when you ask a question please identify yourself by name and school or state on-line.

• **Chat Room & Question/Answer Box** – Those participating on line may use the chat room and question/answer box on the lower right of their screen to enter questions and comments at any time. We will offer regular opportunities for those joining by phone only to participate as well.
Karen Kruger, M.Ed. is currently an adjunct professor at Bank Street College of Education and teaches in the graduate school. She received her Masters from Bank Street and has taught in elementary and middle schools from Kindergarten through 8th grade. For the past five years she has been a field facilitator and course instructor for the Schools Attuned Initiative for New York City. Her responsibilities included teaching all courses offered by “All Kinds of Minds”, developing curricula for workshops, mentoring and supervising teachers in K-12, leading faculty development workshops for NYC schools and observing students.
Overview of the Session

1. Review learning profiles – ask for volunteers to share one strength with evidence and one weakness with evidence, and strategies to support their weakness.

2. Examine the distinction between what you teach and how you teach.

3. Consider a case study of two geometry teachers.

4. Develop strategies for students who struggle with dominant constructs of a teaching style.
Goals of the Session

1. To appreciate how our individual teaching styles affect the content of what we teach.

2. To understand that while the content of our subjects cannot be changed, our delivery (teaching style) of the content can be adjusted.

3. To consider strategies for students who struggle with the dominant developmental pathways of our teaching style.
Let’s have some volunteers share a portion of their learning profiles.

1. Give one example of one of your strengths, with evidence.

2. Give one example of a weakness, with evidence and a strategy that you use to support the weakness.
Teaching styles can affect teaching...

Keep in mind:

• Our individual teaching styles are influenced by our developmental strengths and weaknesses.

• Sometimes we take our strengths for granted and assume that everyone can do what we do easily.

• For an example of how teaching styles can affect content delivery, let’s look at the subject of geometry.
Sample Geometry Problem

To find the distance between two points A and B on opposite sides of a rock, a boy drove a stake at O and continued AO to C so that OC=OA and continued BO to D so that OD=OB. He then measured the length CD which he said was the same as that of AB. Was he correct, and if so, why?

Primary Demands of Geometry

First, let’s examine the primary neurodevelopmental demands of the subject of geometry.

1. Higher order thinking
2. Spatial ordering
3. Memory
4. Receptive Language

A visual representation of the proportions of the demands might look like this:
Neurodevelopmental demands of geometry

Primary demands of geometry

- Higher order thinking
- Receptive language
- Spatial ordering
- Memory
Case Study of Two Geometry Teachers

We have seen the primary constructs required for the subject of geometry.

Let’s look at an example of how 2 different teachers can teach the same content in very different ways.

We will begin with Teacher 1:
Teacher 1: Classroom desks are arranged into small groups, collaboration is encouraged to solve problems, students may assist one another in drawing geometric figures. When a proof or theorem is introduced, each group works together to understand and practice the solution. Students are encouraged to make connections between geometry learned and its application in real life. Small groups are asked to discuss their findings with the whole class. The final exam is a combination of a written test, from classroom material and a group project on the uses of geometry.
<table>
<thead>
<tr>
<th>Neurodevelopmental Constructs</th>
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<tr>
<td>Expressive Language</td>
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<tr>
<td>Receptive Language</td>
</tr>
<tr>
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</tr>
<tr>
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<tr>
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</tr>
<tr>
<td>Spatial Ordering</td>
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<tr>
<td>Higher Order</td>
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<td>Social Cognition</td>
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</tbody>
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What Does a Student Need in Teacher 1’s Classroom?
**Teacher 2:** Student desks are arranged in rows with equal spacing around each desk. Students keep a notebook of the geometric proofs and theorems covered in the course. Students are expected to record the proofs and theorems as they are taught in class and record all proofs used in homework assignments. Teacher checks each notebook for accuracy and completion. Weekly quizzes cover new proofs and theorems learned. The final exam is taken directly from the material that is recorded in the students’ notebooks.
What Does a Student Need in Teacher 2's Classroom?

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</table>

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## Compare the Two Teachers

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<thead>
<tr>
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<th>Teacher 1</th>
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<td><strong>Expressive Language</strong></td>
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Before we begin developing strategies for the students who struggle with the dominant constructs of the teacher’s teaching styles, think about students with strengths that match a teacher’s style.

For example, if a student has strengths in social cognition, which classroom would be best for this child? Why?

What about a student with strengths in temporal sequential ordering and spatial ordering? Where would you place him/her? Why?
What about a child with weaknesses in social cognition? Where would this child experience success?

Would you consider placing this student in the other classroom?

What might happen?
Ideally, we would place students in the classrooms where their learning profiles would correspond to the teaching styles of their teachers.

For example, the children who struggle with social cognition would be placed in a classroom where independent work is emphasized and collaboration is not.

Since life is generally less than ideal, we need to consider strategies for the students who have trouble accessing content from dominant constructs of a teacher’s teaching style.
Here are some strategies for students with weaknesses in:

1. Receptive Language
2. Attention
3. Memory

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Receptive Language strategies

1. **V.C.R.** -- Quick, immediate adjustments by the teacher, for students with language processing struggles. **Volume** – vary the amount of verbal information, to avoid overwhelming the student. **Complexity** – vary the complexity of the information (academic language is much more complex than daily social language.) **Rate** – vary the rate (speed, timing, inflection) to allow for language processing.


3. Provide non-verbal input with maps, diagrams, graphs, tables, flow-charts representing steps
Attention Strategies

1. Preview expectations for work periods or assignments.

2. Provide checklists, graphic organizers or flow charts to show steps involved with tasks/assignments.

3. Provide deadlines/dates with expectations; take long term goals and chunk them into short term goals. Post schedules on board.

4. Model time management skills, use timers in classroom. Take breaks during long work periods; allow doodling, and/or cooperative learning.

5. Increase or decrease speed in which information is presented. Encourage students to ask for pace to slow down or for repetition of information not understood.
Memory Strategies

Short term:
- Ask students to repeat directions or paraphrase instructions.
- Encourage/explain sub-vocalization for important information.
- Teach students to “visualize” what they are reading or seeing.

Active Working:
- Break procedures into to do lists or check lists.
- Provide direct instructions for maintaining assignment books.
- Use acronyms: COPS – for proofreading (Capitalize, Organization, Punctuation, Spelling); DMSB – for long division (Dad-divide, Mom-multiply, Sister-subtract, Brother-bring down; FACT- self monitoring for active listening (Focus attention, Ask yourself questions, Connect ideas, Try to picture important ideas.)

Long term:
- Incorporate rhymes, songs, physical movement into learning.
- Ask students to summarize and paraphrase verbally in class, use small groups for collaborative review
- As a class, share memory strategies.
Conclusion

- Now that we have considered how teaching styles can affect students’ ability to access information, think about your teaching style. How would you describe your classroom environment?

- What do students need to be successful in your class? Which neurodevelopmental constructs are necessary to understand the subject that you teach and the way that you teach it?

- I hope this session has helped you to become more aware of how teaching styles can affect student access to information and strategies can help students who struggle with the dominant constructs of your teaching style.
Dr. Levine, the founder of All Kinds of Minds, is the author of many books on this approach to learning. Two of these books:

- **A Mind At a Time** published by Simon and Shuster.
- **Educational Care** published by Educators Publishing Service.

He has also written a book for elementary school age students: **All Kinds of Minds** published by Educators Publishing Service.
Hidden Sparks is a non-profit fund whose purpose is to help children with learning differences reach their full potential in school and life. Hidden Sparks develops and supports professional development programs for Jewish day schools to help increase understanding and support for teaching to diverse learners.

Guided by a philosophy that by helping schools meet the needs of children with learning and behavioral differences, ultimately all students will benefit. Hidden Sparks’ programs combine professional development in learning and positive behavioral support, guided classroom observation and one on one coaching. The Hidden Sparks model and program is currently in 21 Jewish Day Schools/Yeshivot in New York and 7 in Boston, through a partnership with Gateways: Access to Jewish Education.
<table>
<thead>
<tr>
<th>Date</th>
<th>Session</th>
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</thead>
<tbody>
<tr>
<td>Wednesday, March 30, 2009</td>
<td>Repeat of: How We Learn with Claire Wurtzel</td>
</tr>
<tr>
<td>Wednesday, April 22, 2009</td>
<td>Analyzing Student Work, with Kelli Pollock</td>
</tr>
<tr>
<td>Wednesday, April 29, 2009</td>
<td>Strategies for Peak Performance: Effective Tools for Organizing Your Students, with Jane Gertler</td>
</tr>
<tr>
<td>Wednesday, May 13, 2009</td>
<td>3 Part Session: Exploring Learning Processes in Judaic Studies Curriculum, with Shmuel Schwarzmer</td>
</tr>
<tr>
<td>Wednesday, May 20, 2009</td>
<td>Pre-requisite for this class is participation in, or downloading Claire Wurtzel’s February 24th Hidden Sparks Without Walls class, An Overview of How We Learn.</td>
</tr>
<tr>
<td>Wednesday, June 3, 2009</td>
<td>3 Part Session: Exploring Learning Processes in Judaic Studies Curriculum, with Shmuel Schwarzmer</td>
</tr>
<tr>
<td>Tuesday, June 9, 2009</td>
<td>Transitions, with Andrea Rousso</td>
</tr>
</tbody>
</table>

For more details visit [www.HiddenSparks.org](http://www.HiddenSparks.org)
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