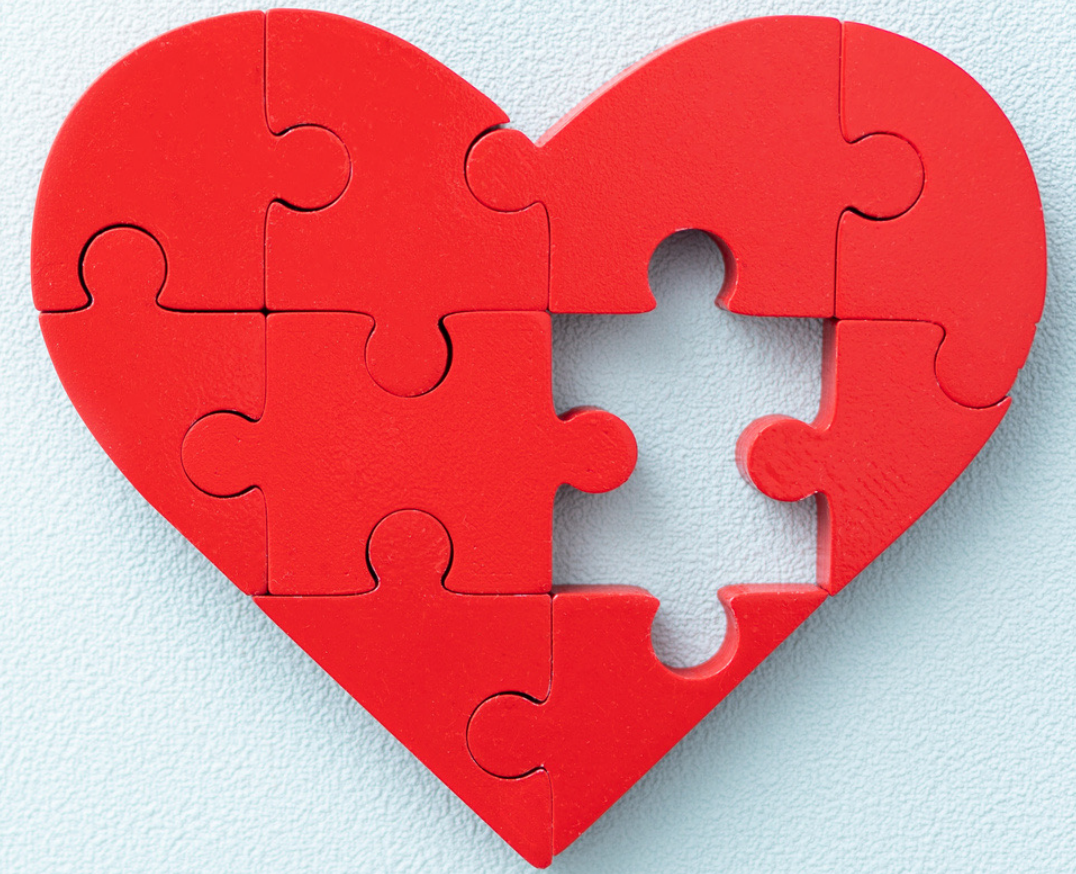


Connecting Multilingual Learners *in the Wake of* the Great Disconnect





*What's
shackling
you?*

Some things that can schackle:

Mindset

Habits

Bureaucracy

Beliefs

Policies

Missing skills

Conditioning

Group Norms

Trauma

Relationships

Negativity

Blindspots

What's shackling our teachers?



Some things that can schackle:

Stubbornness

Stagnation

Opinions

Misunderstanding

Corruption

Being undervalued

Emotional Pain

Fear/Doubt

Overwhelm

Poor coping skills

Toxic People

Insufficient support

What's shackling our students?



Some things that can schackle:

Perceptions

Poor Work Ethic

Anxiety

Peer Pressure

Feeling excluded

Neglect/Abuse

Low Self Esteem

Poor awareness

Social status

Video Games

Poor social skills

Being spoiled









Florida Education Association website, 2022



Florida Education Association website, 2022

**"the perception of teaching as an undesirable
career"**

Florida Education Association website, 2022

"the perception of teaching as an undesirable
career"
due to lack of teacher autonomy and low earning potential.

Florida Education Association website, 2022

In FL, **40%** of new teachers quit
within first 5 years of teaching

National average = 15-20%

Florida Education Association website, 2022

Top 3 hindrances to attracting new teachers in FL:

Low Pay

Lack of Support

**Lack of Flexibility in Instruction,
Pressure to Teach to the Test**

Florida Education Association website, 2022

Kinds of Support Teachers Want:

Pay raise

Positive acknowledgement

Smaller class size

Mental health days

Better discipline support

More subs > more time off

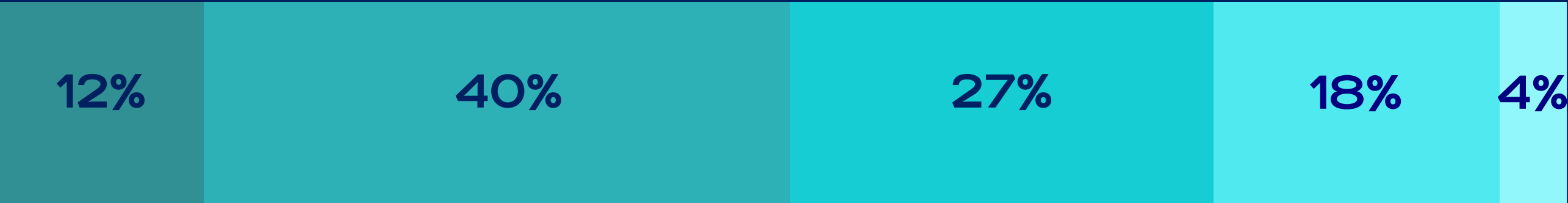
Reduce meetings/paperwork

More para professionals

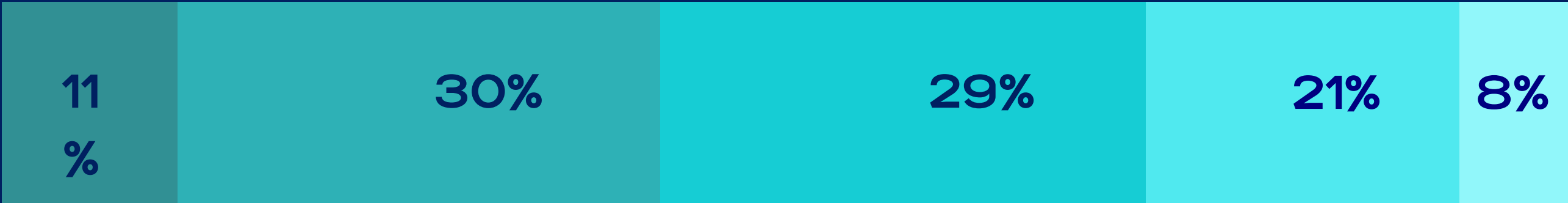
EdWeek Research Center, 2023

Impact of teacher well-being on job performance & growth

COLLEAGUES



SELF



Very negative Somewhat negative Neutral Somewhat positive Very Positive

EdWeek Research Center, Jan. 2023

**Alarming increases
between 2010-2015...**

Teen depression - 33%

Teen suicide attempts - 23%

Teen suicide - 31%



Jean M. Twenge, PhD. San Diego State University

**Alarming increases
between 2010-2015...**

Teen depression - 33%

Teen suicide attempts - 23%

Teen suicide - 31%



2012 - Ascendancy of the smartphone

Jean M. Twenge, PhD. San Diego State University

Relationships are the #1 predictor of happiness and good health



Robert Waldinger, Harvard University Longitudinal Study 1939-2014





Top 5 Influences on Youth Over Time

1950	Home	Church	School	Peers	TV
1980	Home	Peers	TV	School	Church
1990	Peers	TV	Home / Media	School	Church
2020	Video Games	Internet	Computers	Movies	TV

Michigan State University 1950, 1980, 1990
Visionary Leaders Institute 2020

We, the school, have a leadership crisis!



**"The true measure of leadership is influence--
nothing more, nothing less."**

John C. Maxwell

The Law of Influence

The proof of leadership is in the followers.

John C. Maxwell, The 21 Irrefutable Laws of Leadership





"Leadership is your ability to hide your panic from others."

George Carlin

The Law of Influence \neq The Law of Authority

RADICAL SHIFT
from Classroom Management to ***Classroom Leadership***

RADICAL TRANSFORMATION
of the school experience

TRANSFORMATION EQUATION

$$i + d + a = t$$

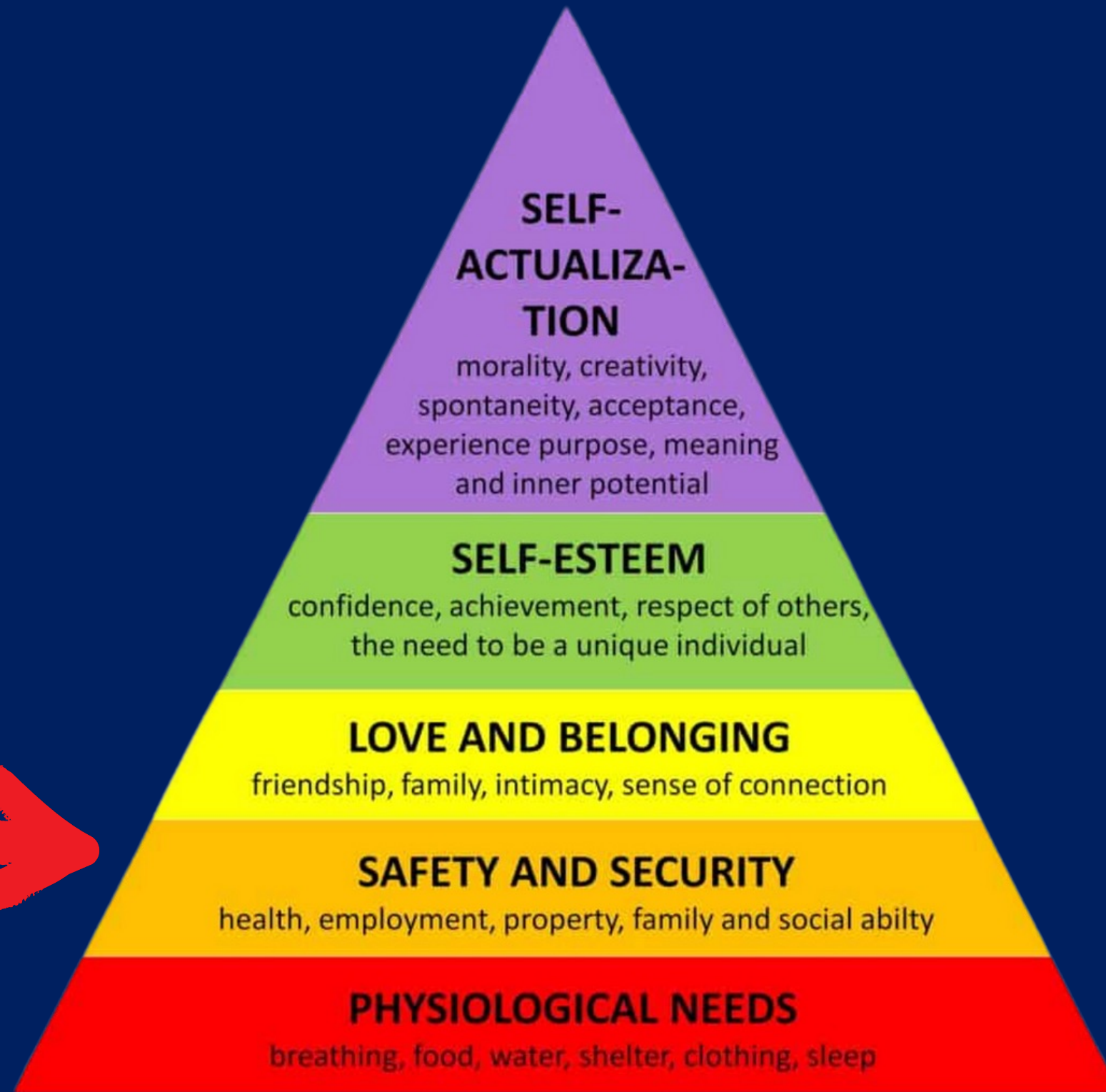
TRANSFORMATION EQUATION

$$\begin{array}{l} \text{information} \\ \text{decision} \\ + \text{ action } \\ \hline \text{TRANSFORMATION} \end{array}$$

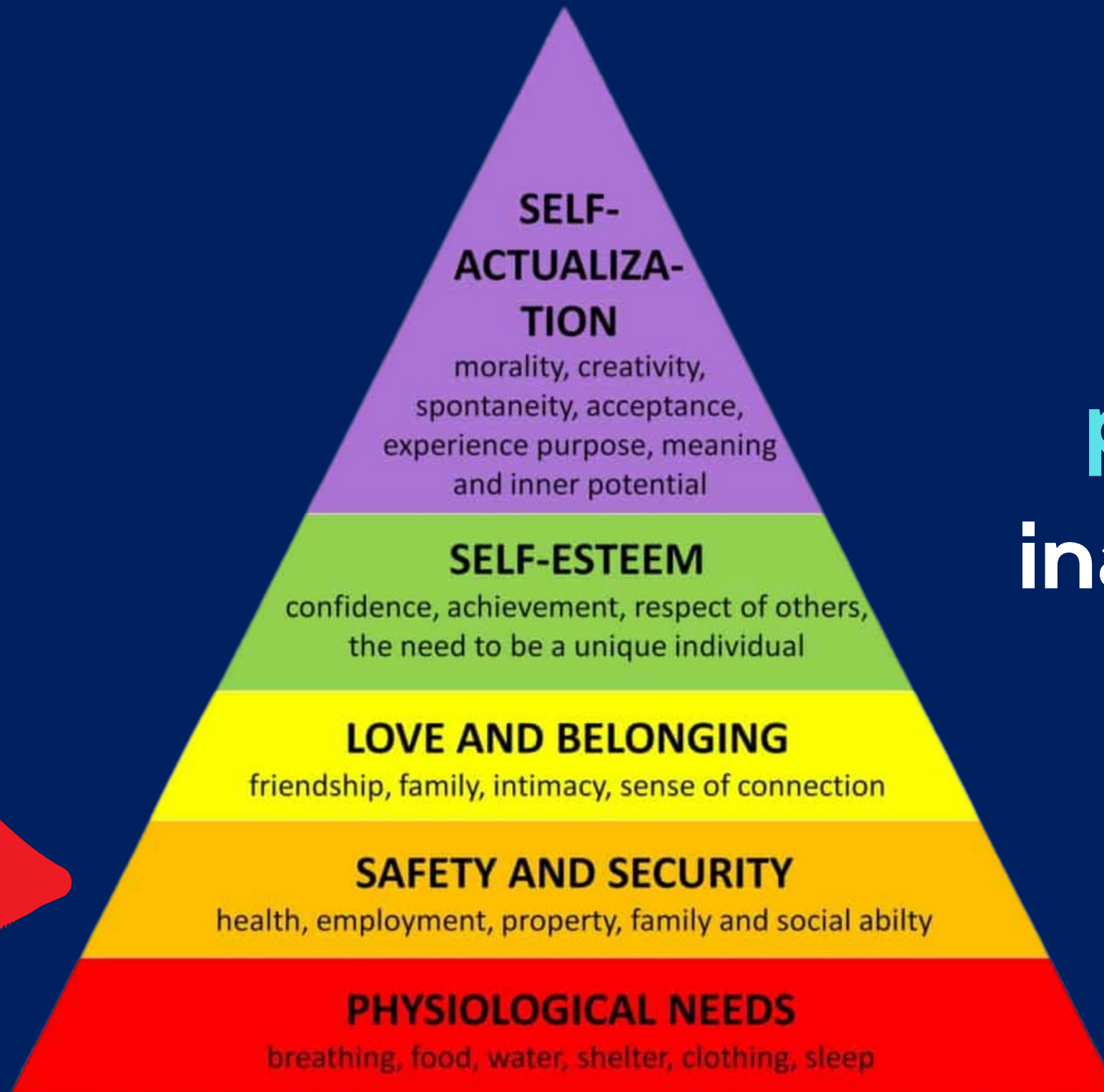


Classroom Leaders understand . . .

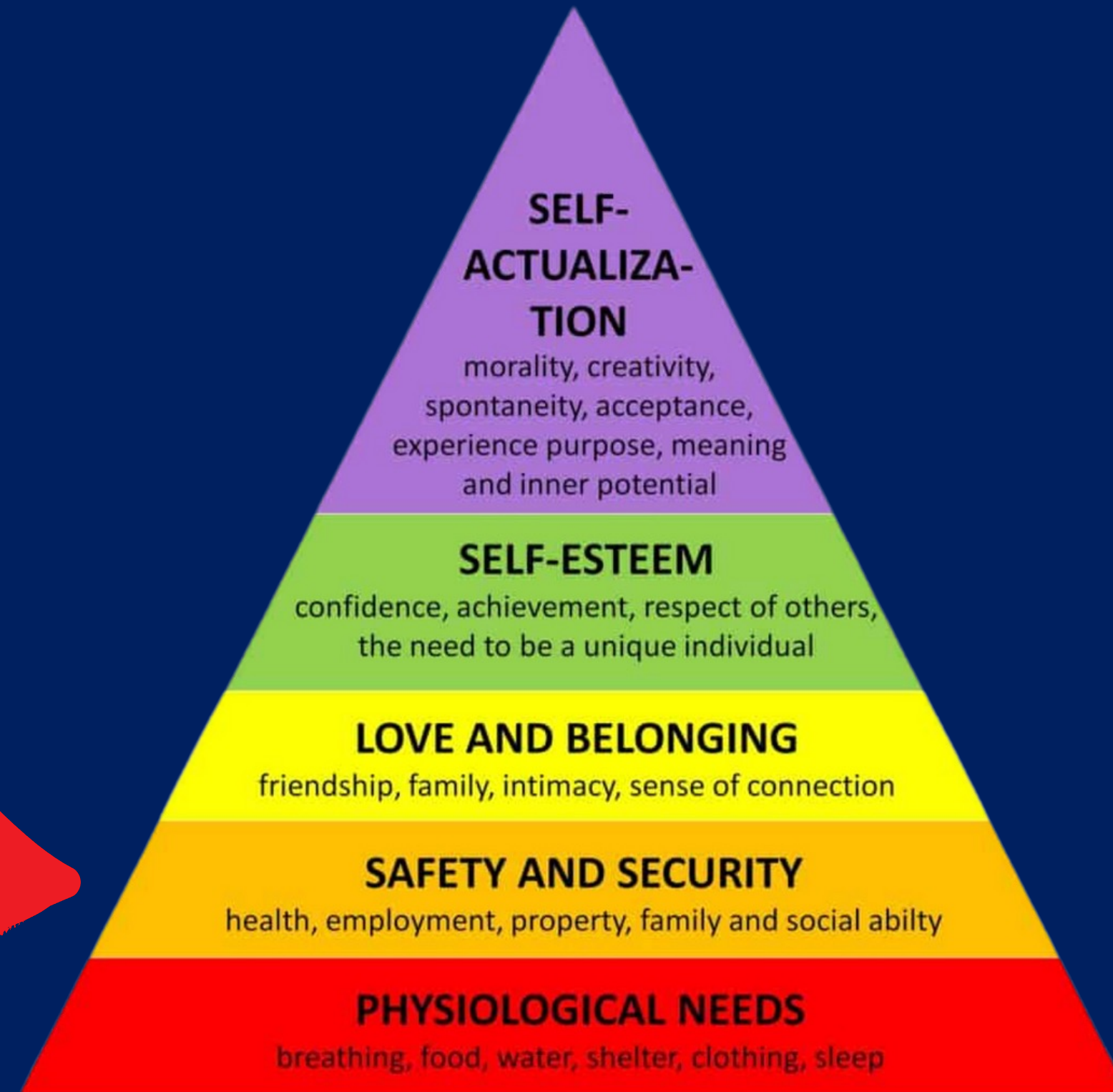
*we have to Maslow
before we can Bloom.*



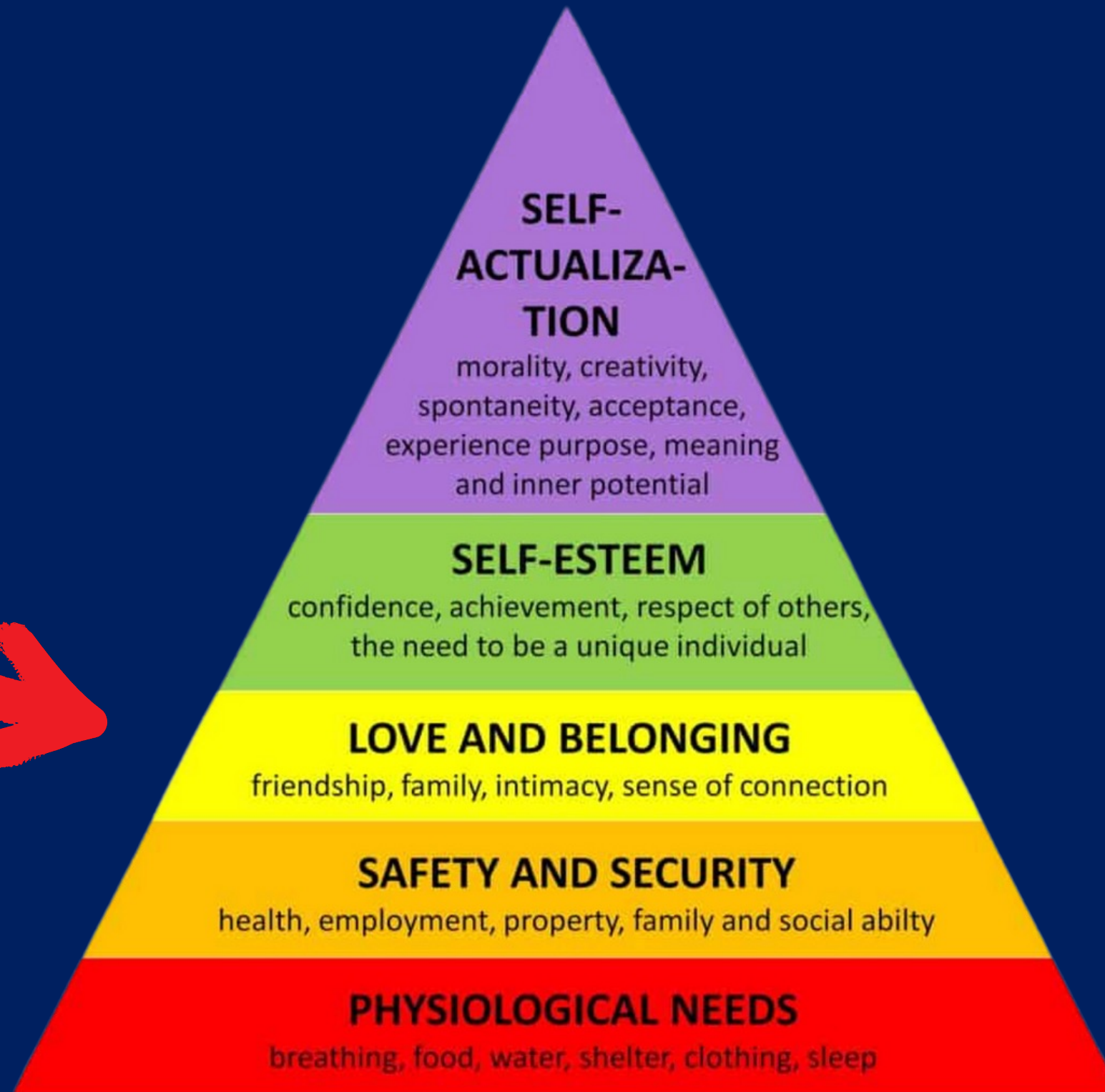
Classroom Leaders
explicitly teach
rules, operating systems
and behaviors that lower
the affective filter.



Classroom Leaders
minimize disruption by
predicting and preventing
inappropriate behaviors, and
leveraging them as
learning opportunities
when they arise.

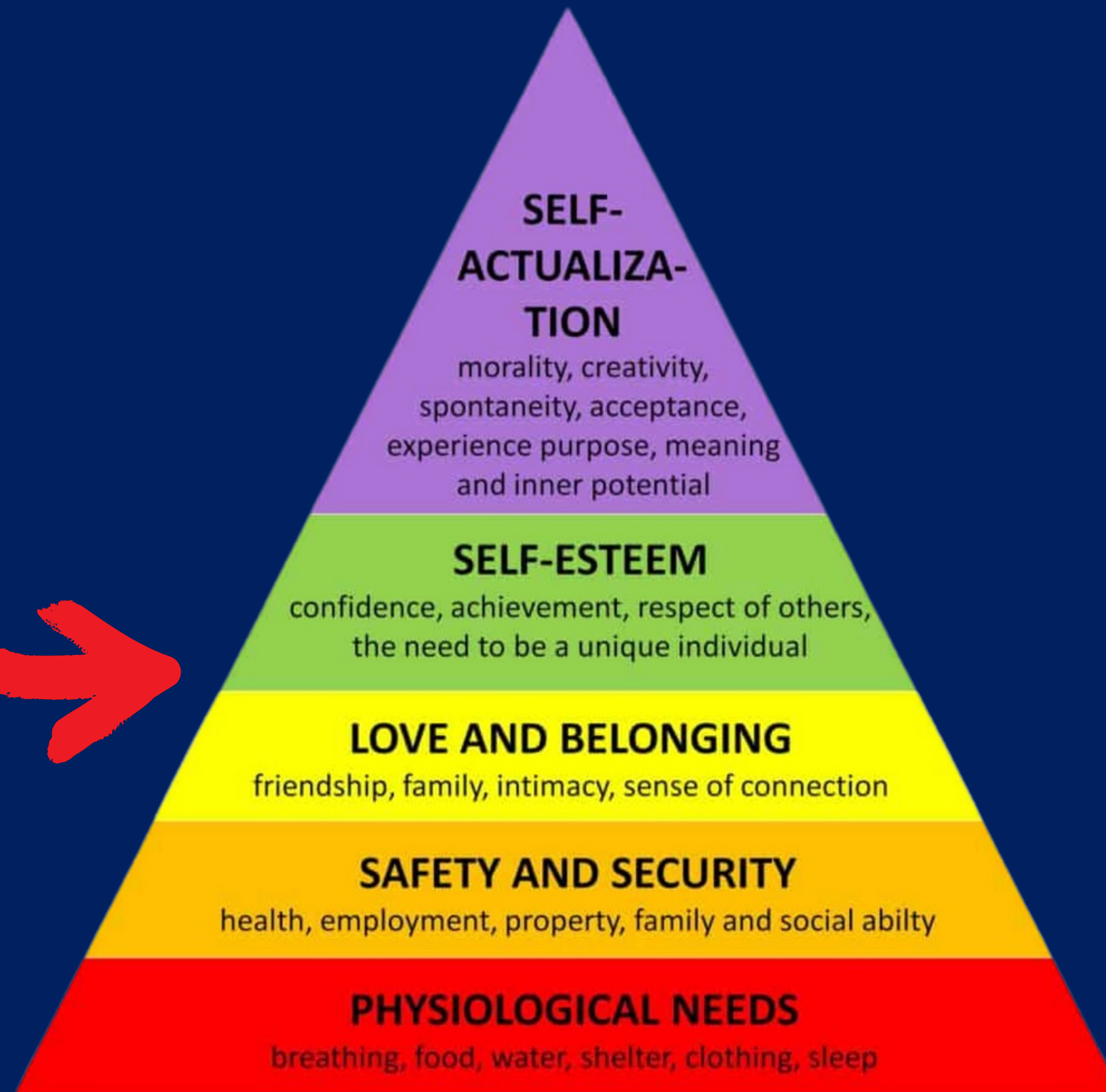


**Classroom Leaders
have techniques to
maintain self-control
and composure
in all situations.**



Classroom Leaders
use & teach
connecting skills
to cultivate meaningful
relationships.

Classroom Leaders
create classroom rituals
that cultivate
interpersonal and
intrapersonal skills,
like valuing oneself
and others,
and demonstrating respect.

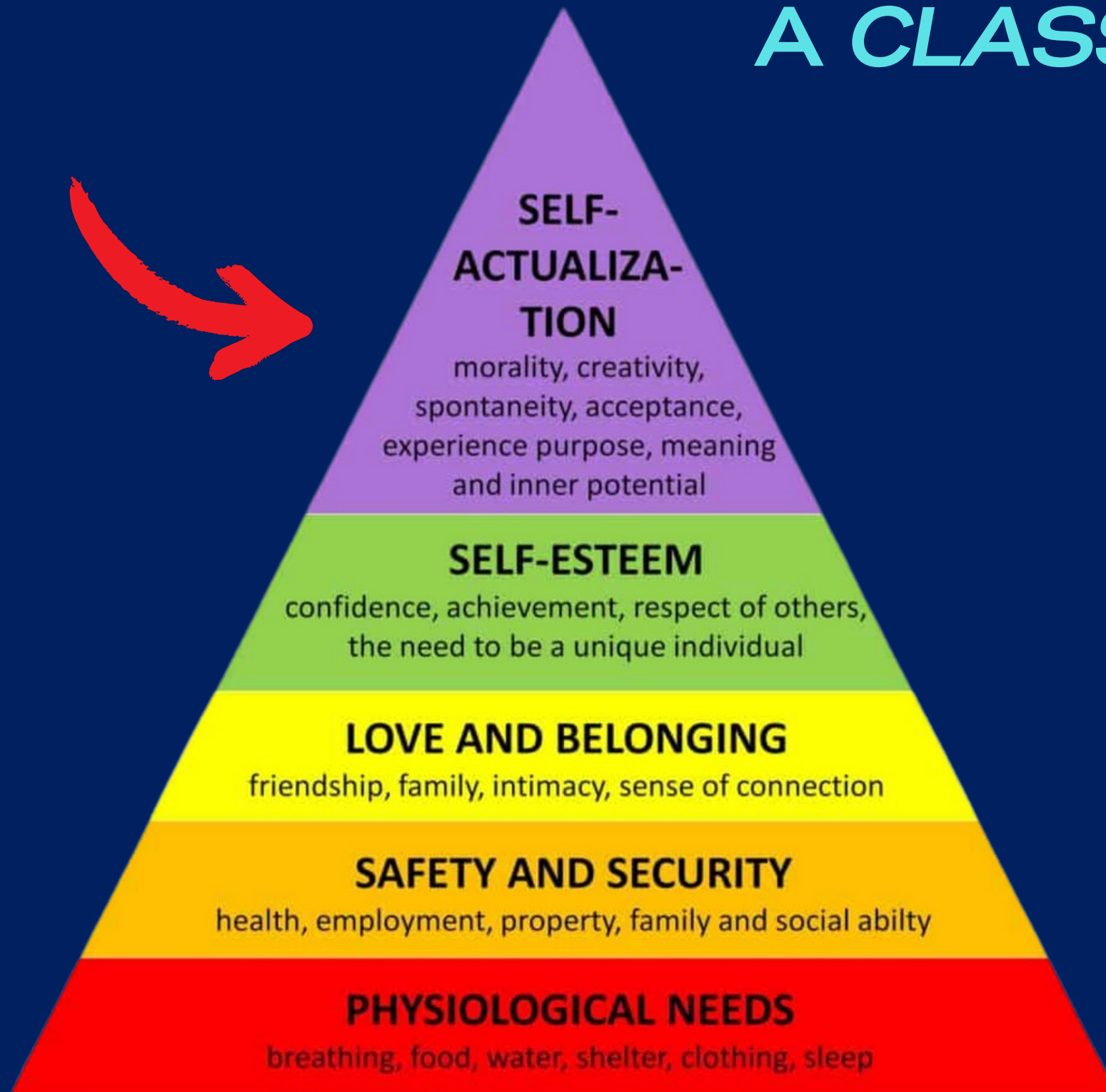


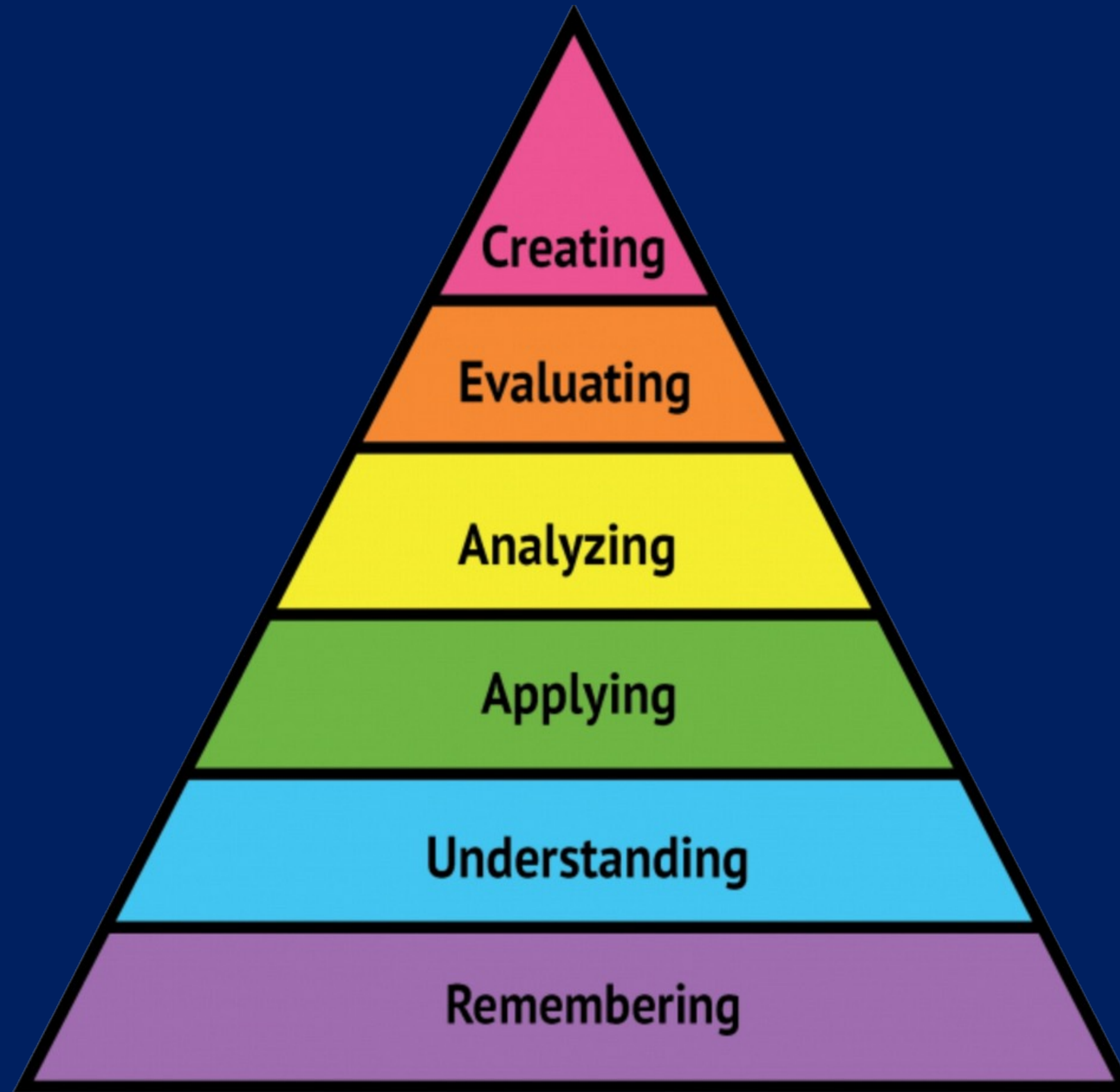
A CLASSROOM LEADERSHIP APPROACH

develops a leadership
mindset and **skills set**

so teachers can

create a community in which
every student feels
safe, valued, connected
and positioned to thrive.





Classroom Leaders
position students to
Bloom!

**Classroom Leaders treat others with
Unconditional Positive Regard.**

Unconditional Positive Regard – accepting another human being without judgement as one to be prized simply because s/he is a human being; respectful caring without contingencies

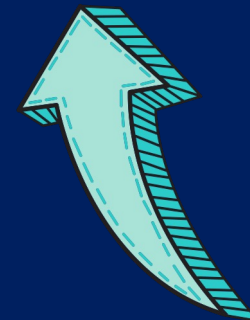
Unconditional Positive Regard



Stronger Influence



Deeper Relationships



Unconditional Positive Regard

**Classroom Leaders
see everyone as a 10.**

**They make a habit of offering
non-contingent praise.**



**"I've learned that people
will forget what you said,
people will forget what you did,
but people will never forget
how you made them feel."**

Maya Angelou



The Law of Buy-in

People buy into the leader **before**
they buy into the vision, the content, the expectations, etc.

John C. Maxwell, The 21 Irrefutable Laws of Leadership

*We have to buy into them before
they will buy into us.*

Classroom Leaders
CHOOSE a **Mental Model**
that allows connection,
inspires growth, and
establishes **high minimum standards**
for the classroom community.



**We don't see things as they are.
We see them as we are.**

Anais Nin



Classroom Leaders
hold the vision
when their students loose sight.

The Law of Design

Effective systems maximize growth.

John C. Maxwell, The 15 Invaluable Laws of Growth

System – a process for predictably achieving a desired result based on logical, specific, repeatable practices.

Classroom Leaders
leverage effective systems to achieve
extraordinary outcomes.

**Classroom Leaders connect with students and
foster connectivity in the classroom.**

Connecting – the ability to **identify** with people and **relate** to them in a way that **instills trust** and **increases your influence** with them.

Connecting is the GAP-CLOSER!

It closes the gap between
language learning and language acquisition.

Classroom Leaders
look for common ground to connect on.

**Classroom Leaders
are authentic.**

Classroom Leaders
ask questions from the heart
that reflect UPR.

**Classroom Leaders harness the power of
rich shared experiences that foster connections.**

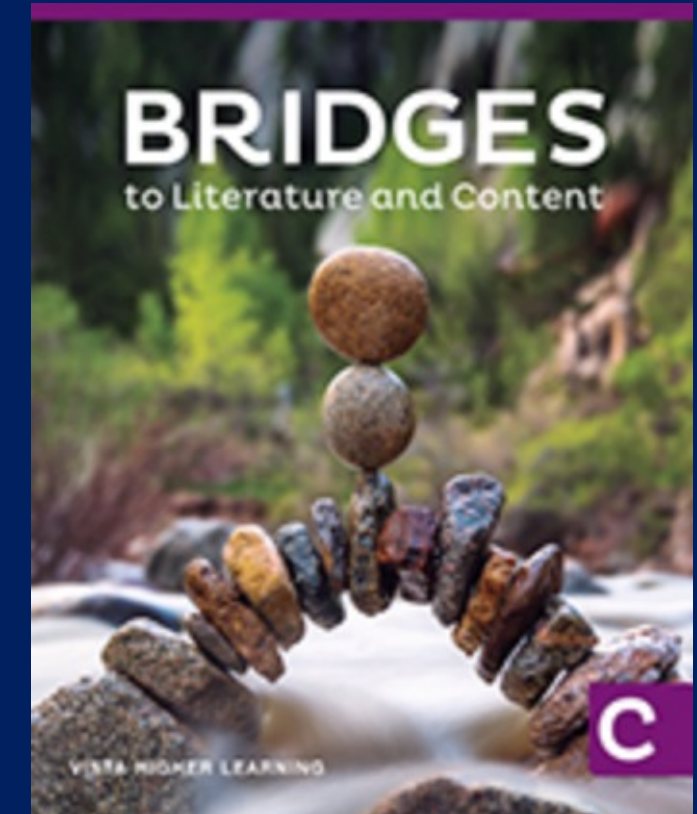
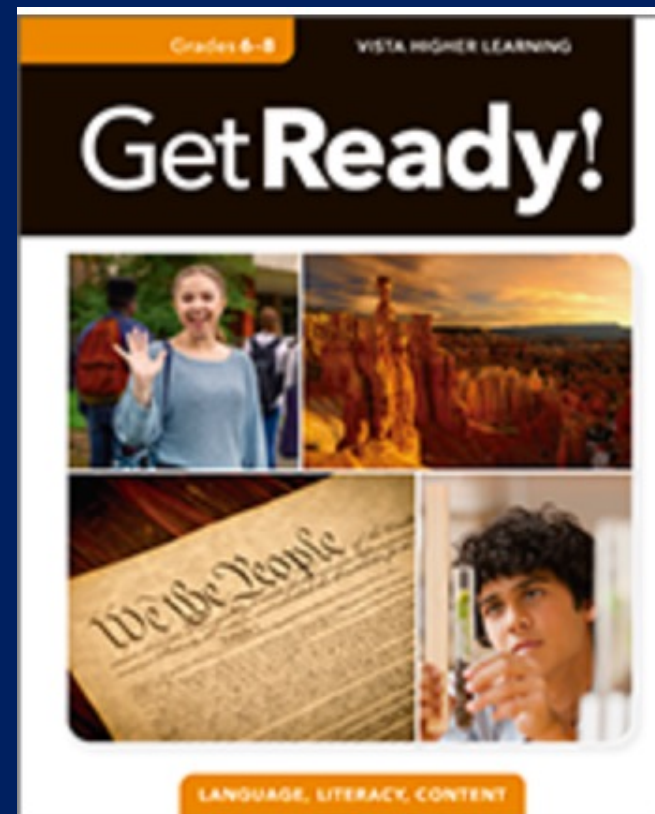
Classroom Leaders
inspire students to higher ideals.

Classroom Leaders are intentional about the culture they create.

Classroom Leaders are other-centric:

**"We are people of value
who value people
and add value to them."**

Classroom Leaders choose resources that foster connection.





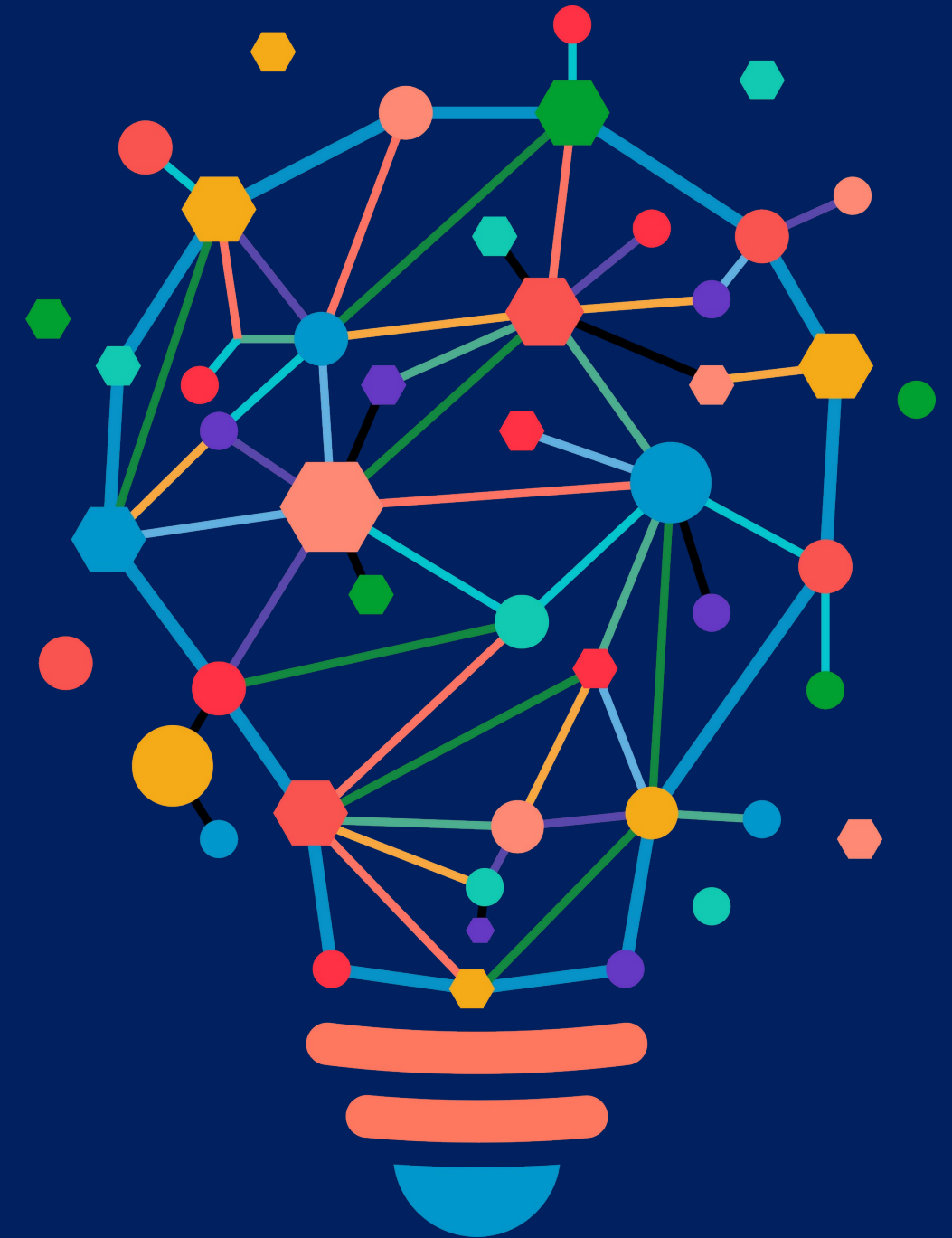
Our brain is hardwired for connection.

The "hook" that allows us to learn and store information is the funds of background knowledge.

Llopart & Estaban Guitart, 2018

Center for Devaloping a Child, Harvard University, 2017

Students need a **variety** of
"HOOKS"
and
cross-domain associations
to make connections.



Llopart & Estaban Guitart, 2018

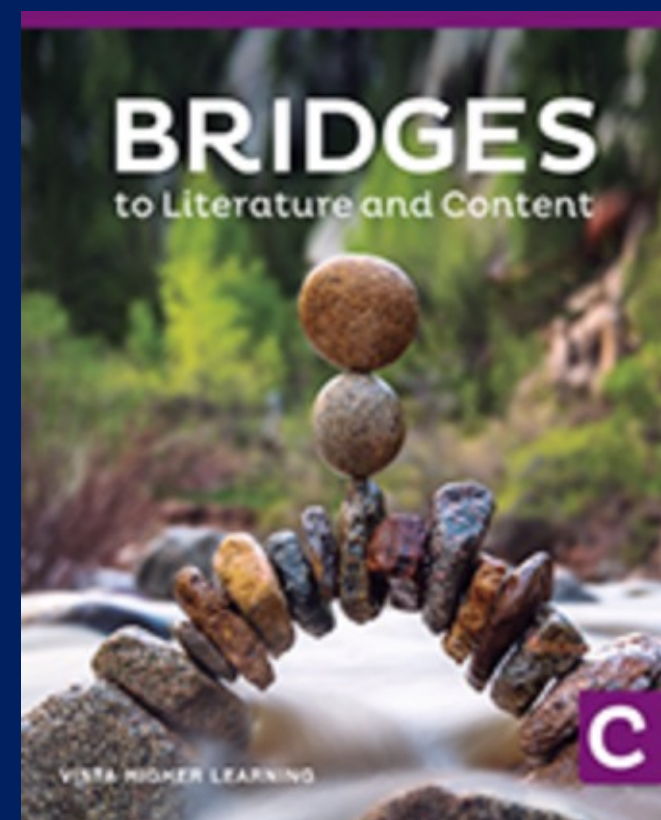
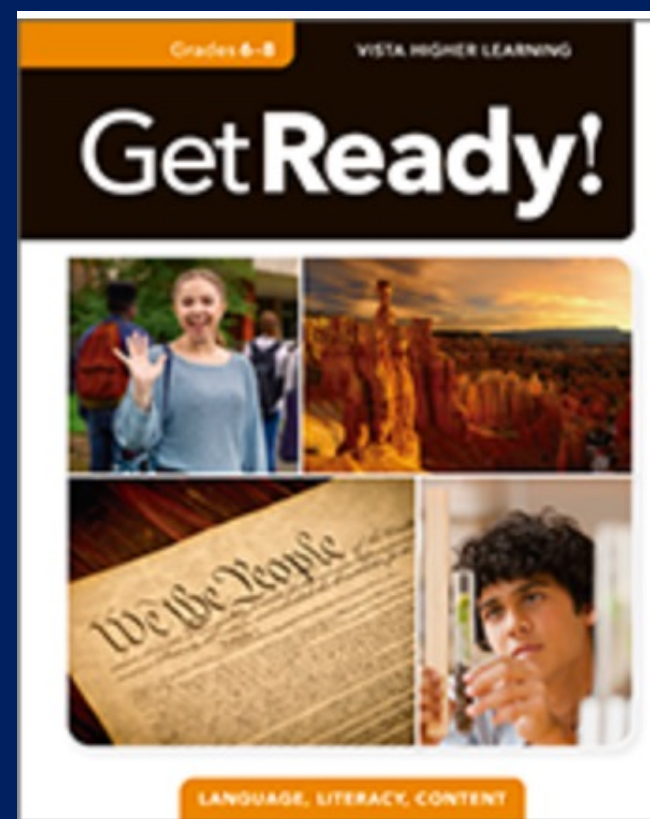
Center for Devaloping a Child, Harvard University, 2017

CONNECTIONS
move learned concepts
from short term to long
term memory.

Llopart & Estaban Guitart, 2018

Center for Devaloping a Child, Harvard University, 2017





- Language
- Literacy
- Content
- Sociocultural
- Interpersonal



Classroom Leadership
invests in
TEACHERS
to harness the
POWER of
HUMAN CONNECTION!



**Classroom Leadership
empowers teachers
to position learners
to thrive in all
aspects of development.**



Empowerment involves:
feeling confident in our ability

Empowerment involves:
feeling confident in our ability
AND
encouraged by our circumstances

Empowerment involves:
feeling confident in our ability
AND
encouraged by our circumstances
such that we can devote our talents to a purpose.

Classroom Management is something you DO.

Classroom Leadership is *who you ARE.*



No written word,
no spoken plea
can teach our youth
what they should be,
nor all the books
on all the shelves.
It's what the teachers **ARE**
themselves.

John Wooden

Classroom Leaders
raise the minimum standard
commensurate with
their leadership ability.

The Law of the Lid

Leadership ability
**determines a person's level of effectiveness
and potential impact.**

John C. Maxwell, The 21 Irrefutable Laws of Leadership

*The greater the impact we want to make,
the greater our influence needs to be.*

John C. Maxwell, The 21 Irrefutable Laws of Leadership

Are we equipping teachers to build a culture of connectedness?



To step into
the fullness of
their purpose?

To be agents of change?

**Generation Z (born 1996-2012)
values experiences
that they believe enrich their everyday lives.**

McKinsey Report, 2020

**Generation Z is searching for truth
and hungry for clarity and purpose.**

McKinsey Report, 2020

**Gen Z-ers seek out
those they perceive to be in the know.**

McKinsey Report, 2020

1950	Home	Church	School	Peers	TV
1980	Home	Peers	TV	School	Church
1990	Peers	TV	Home / Media	School	Church
2020	Video Games	Internet	Computers	Movies	TV
2030	?	?	?	?	?

The Law of Intentionality

**Growth doesn't just happen.
We have to be intentional about it!**

John C. Maxwell, The 15 Invaluable Laws of Growth

What is your SMALL BIGGIE? (a small change that can make a big impact)

- Mindset Shift
- Show-up Shift
- Superpower Shift



