Teaching to Students’ Strengths: How to assess the brilliance of our students

Facilitators: Dr. J.V. Reza & Dr. JuanCarlos Arauz
Research & Planning Conference – Orange County, CA
Thursday October 6, 2016 - 10:30 to noon
Room: Garden 1
Workshop Outline

• 10:30 a.m. – 10:40 a.m.  Introduction & Purpose
• 10:40 a.m. – 10:50 a.m.  The Magic & Science of Teaching & Learning Model
• 10:50 a.m. – 11:00 a.m.  Personalizing Cultural Resilience
• 11:00 a.m. – 11:30 a.m.  Assessment of Cultural Resilience & 21st Century Skills
• 11:30 a.m. – 11:40 a.m.  Theory
• 11:40 a.m. - 11:50 a.m.  Theory to Practice
• 11:50 a.m. - noon    Action Steps

Outcomes
• Participants will have a deeper understanding of our educational approach that identifies strategies for reframing the brilliance of students.

• Participants learn how to put theory into practice using Cultural Resilience.

Dr. J.V. Reza & Dr. JuanCarlos Arauz
Six success factors

- Directed
- Focused
- Valued
- Nurtured
- Connected
- Engaged
Context Setting: *Making connections*

**Future Work Skills (Benner)**
- Sense Making
- Social Intelligence
- Novel & Adaptive Thinking
- Cross-Cultural Competency
- Computational Thinking
- New Media Literacy
- Transdisciplinarity
- Design mind set
- Cognitive Load Management
- Virtual Collaboration

**Cultural Resilience skills (Arauz)**
- Innovation
- Adaptability
- Critical Analysis
- Cross-Cultural Communication
- Teamwork

Dr. J.V. Reza & Dr. JuanCarlos Arauz
The Magic & Science of Teaching & Learning

- Pedagogy
- Andragogy
- Heutoagogy

- Culturally Responsive Classroom
- Learning Styles
- Emotional Intelligence
- Multiple Intelligences
- Teaching to Students' Strengths
- Teaching Social Justice & Equity

Cultural Resilience

Dr. J.V. Reza & Dr. Juan Carlos Arauz
# Elements of the Magic and Science of Teaching & Learning

<table>
<thead>
<tr>
<th>Basic Premise...</th>
<th>Who to Read in the Field</th>
<th>Learning Styles (How Students Learn)</th>
<th>Emotional Intelligence</th>
<th>Multiple Intelligences (How Students are Smart)</th>
<th>Teaching to Students’ Strengths</th>
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<tbody>
<tr>
<td>...culturally responsive teaching as using the cultural knowledge, prior experiences, and performance styles of diverse students to make learning more appropriate and effective for them; it teaches to and through the strengths of these students.</td>
<td>Hanley &amp; Noblit, Gay &amp; Ladson-Billings</td>
<td>Kolb</td>
<td>Goleman &amp; Mortaboys</td>
<td>Gardner</td>
<td>Arauz</td>
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<td>...there is a cycle of learning that takes place for someone to REALLY learn something and that different people enter the cycle at different points based on who they are AND that all people must complete the cycle to have learned &quot;X&quot;</td>
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<td>...that the safer and more cared for students feel the better they learn. How do we as faculty create these types of learning environments for all our students?</td>
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<td>...that all students are smart...in different ways. His theory has progressed to include 8 basic types of intelligence: logical/mathematical, spatial/visual, bodily/kinesthetic, interpersonal, intrapersonal, naturalist, musical/rhythmic verbal/linguistic</td>
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<td>...that all students come to class with some skill level associated with innovation, adaptability, teamwork, cross-communication &amp; critical thinking. The question for faculty is how to assess these skill levels and then use teaching methods that capitalize on those skills to foster successful learning.</td>
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Cultural Resilience

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How to prepare students in a Global Society?

**LIFE EXPERIENCES**

- Academic Excellence
- Cultural Resiliency
- Diversity & Inclusion

**21C SKILLS**

- Innovation
- Teamwork
- Critical Analysis
- Cross-Cultural Communication
- Adaptability
- Teamwork
- Critical Analysis
- Cross-Cultural Communication
- Adaptability
E3 Video on Cultural Resilience

• What were your initial impressions after watching the video?
• What questions have been raised after watching the video?

• What are your life experiences that have developed your Innovation/Imagination?
• What are your life experiences that have developed your Agility/Adaptability?
• What are your life experiences that have developed Critical Analysis?
• What are your life experiences that have developed your Cross-cultural Communication?
• What are your life experiences that have developed your Teamwork?
Identifying your Cultural Resilience

- Innovation
- Adaptability
- Critical Analysis
- Cross-cultural Communication
- Teamwork

Dr. J.V. Reza & Dr. JuanCarlos Arauz
Assessment: *How do identify the essential skills for academic & workforce success?*

1) How often do you speak the same language and/or cross-culturally communicate between your school, neighborhood and home?
   a. The language you speak in school
      - same daily few times/week month year
   b. The way you speak English in school
      - same daily few times/week month year

Teamwork
2) How often you participate on a team sport and/or activity:
   - everyday few times a week seasonal I don’t play
   - during elementary during middle school during high school
Taking the E.S.A.T.

Student Name: AISHA MOORE
Year of High School Graduation: 2014
Date of Assessment: 11/11/14

Based on the skills you have gained from your lived experiences, which we call Cultural Resilience, we have provided the following results. By drawing from your diverse, personal background, you have been able to navigate your specific and often challenging environment. Furthermore, we believe that the competencies gained from life experiences can be mindfully translated into skills for success in the workplace. Research shows these are essential competencies to be successful in a global society.

E.S.A.T. Score

- Innovation
- Adaptability
- Critical Analysis
- Cross Cultural Communication
- Teamwork
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<th>I-ACCT</th>
<th>Examples in a Real World Setting</th>
<th>Example in an Academic Setting</th>
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</table>
| INNOVATION: Ability to create | Experiences such as artistic ability are innovative because you create your own ways to express yourself. | **What are examples that faculty can facilitate/nurture/foster/illuminate**  
Example 1:  
Example 2: |
| ADAPTABILITY: Ability to ease between transitions | When you move from one home to another or must share a room with siblings, you adapt to sharing the space with each other. | **What are examples that faculty can facilitate/nurture/foster/illuminate**  
Example 1:  
Example 2: |
| CRITICAL ANALYSIS: Ability to identify various factors & perspectives | As you go from your neighborhood to your school, you notice that you have to act in a certain way to fit in at home and another way to fit in at school. | **What are examples that faculty can facilitate/nurture/foster/illuminate**  
Example 1:  
Example 2: |
| CROSS-CULTURAL COMMUNICATION: Ability to network | At home you speak Spanish, with some of your friends you speak Spanglish, and with other friends you speak English that includes slang. | **What are examples that faculty can facilitate/nurture/foster/illuminate**  
Example 1:  
Example 2: |
| TEAMWORK: Ability to utilize one's own network | You play a team sport and you decide to fundraise. You each find 10 things to contribute and work together to create an online fundraising campaign. | **What are examples that faculty can facilitate/nurture/foster/illuminate**  
Example 1:  
Example 2: |
Cultural Resilience is the concept that individuals & communities have built competencies to overcome adversity not only because of individual characteristics but also because of the support from larger sociocultural factors.

- C. Clauss-Ehlers - 2004
**Cultural Wealth:** What we bring to the table from our ‘home’ cultures

**Income:**
The dollars received from salaries, wages, and payments.

**Wealth:**
The total extent of an individual’s accumulated assists and resources.
Cultural Resilience are competencies (inner strengths) acquired through navigating diverse life experiences, often challenging environments, and using one's own traditions and cultural background to overcome obstacles.

The Educational Strengths Assessment Tool (E.S.A.T.) is based on the concept of Cultural Resilience and is both culturally relevant and responsive in identifying the capabilities that every student brings to a classroom. When this is implemented, the pursuit of learning is accelerated.
“A recommendation letter with an evaluation of these essential skills would be valuable as I believe it will allow these students to stand out more in the admissions process.”

Dr. J.V. Reza & Dr. JuanCarlos Arauz

-Director of Undergraduate Admissions
Program Development

• **WORKSHOP INTRODUCTION:**
  • Invited JuanCarlos to facilitate a 4-hour workshop to faculty

• **CAMPUS WIDE PRESENTATION:**
  • Invited to be the keynote at our Annual Faculty Teaching & Learning Conference and to present a workshop after the keynote

• **PILOT PROJECT:**
  • Subsequently worked a year with a small group of faculty who wanted to learn more about 21st Century Skills, student strengths & modulating their teaching techniques to take advantage of the strengths student brought into the room

Dr. J.V. Reza & Dr. JuanCarlos Arauz
## Plan of Action

<table>
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<tr>
<th>Immediate Action Steps that require the resource of time</th>
<th>Intermediate Action Steps that require resource of time &amp; money</th>
<th>Future Action Steps that require resource of time &amp; money &amp; Professional assistance</th>
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</thead>
<tbody>
<tr>
<td><strong>What can I do on my own?</strong></td>
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<td><strong>What can we do in our roles of an organization?</strong></td>
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<td><strong>What can we do to institutionalize this practice?</strong></td>
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Gracias
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