



STANDARDS OF JOY

How this project started...

- Hearing educators talk about what is happening in districts-opposite translations of common core
- Tears and frustration
- Anticipation about new initiatives
- Thinking about student self-advocacy in the current educational climate
- What do we know about the brain and learning that can be applied to curriculum and instructional practices so that learning is optimized? Where does joy come in?
- Greater Madison Writing Project-Summer 2014

That led me to:

- The work of neurologist Judy Willis
- Michael Opitz and Michael Ford

Engaging Minds in
the Classroom- The
Surprising Power
of Joy



Dr. Judy Willis- Neurologist turned Educator



Her story...

www.radteach.com



ENGAGING MINDS IN THE Classroom

THE SURPRISING POWER OF JOY

MICHAEL F. OPITZ

MICHAEL P. FORD



ENGAGING MINDS IN English Language Arts Classrooms

THE SURPRISING POWER OF JOY

MARY JO FRESCH

Edited by
Michael F. Opitz & Michael P. Ford

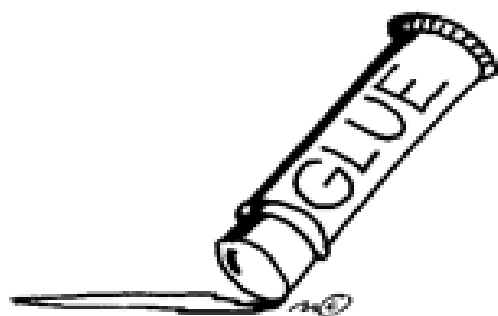


ENGAGING MINDS IN Social Studies Classrooms

THE SURPRISING POWER OF JOY

JAMES A. EREKSON

Edited by
Michael F. Opitz & Michael P. Ford



**How can focus on Joyful
learning help us achieve
our goals?**

**As a district? In our classrooms? With individual
students?**

KEEPING LEARNING JOYFUL





HOW DO WE DEFINE JOY?



How do you define Joyful Learning?

- Share with an elbow partner
- Do you have a memory of a learning experience that brought you joy? What elements of the experience made it joyful?

Engaging Minds in the Classroom: The Surprising Power of Joy

Michael Opitz and Michael Ford

“...acquiring knowledge or skills in ways that cause pleasure or happiness...what we are suggesting is that wrestling with new ideas and taking risk to learn new content requires persistence and the willingness to work through difficulties as they arise: through this experience, students experience joyful learning.

JOY-O-METER

Where are you at?

Where are your colleagues at?

Where are your students at?



How does this connect?

- With CCSS?
- Testing data that focuses on reading and math scores/progress?
- How districts are implementing CCSS and RTI?
- Are we seeing joyful Students?



Standardized Testing Culture and CCSS – Different Translations

Prescribed Curriculums

- Purchased Curriculums
- Publishers driving content/curriculum
- Everybody on same page/same day

Personalized Learning/Project Based Learning

- Opportunity for open-ended thinking, projects, collaboration
- Creativity encouraged
- Students part of goal process

NO BIGGIE,
BUT IF HE
MISSES PROBLEM 9,
WE'LL PULL YOUR
ACCREDITATION AND
YOU'LL BRING SHAME
ON YOUR COMMUNITY...

NO PRESSURE,
BUT IF HE
MISSES PROBLEM 9,
YOU'RE OUT
OF A TEACHING
JOB!!

DAVID,
IT'S PROBLEM 9!
YOU KNOW
PROBLEM 9!
RELAX!
RELAX!!

THE
JOY OF
LEARNING



Context

Questioning

Relevant

Challenging

stress

Choices

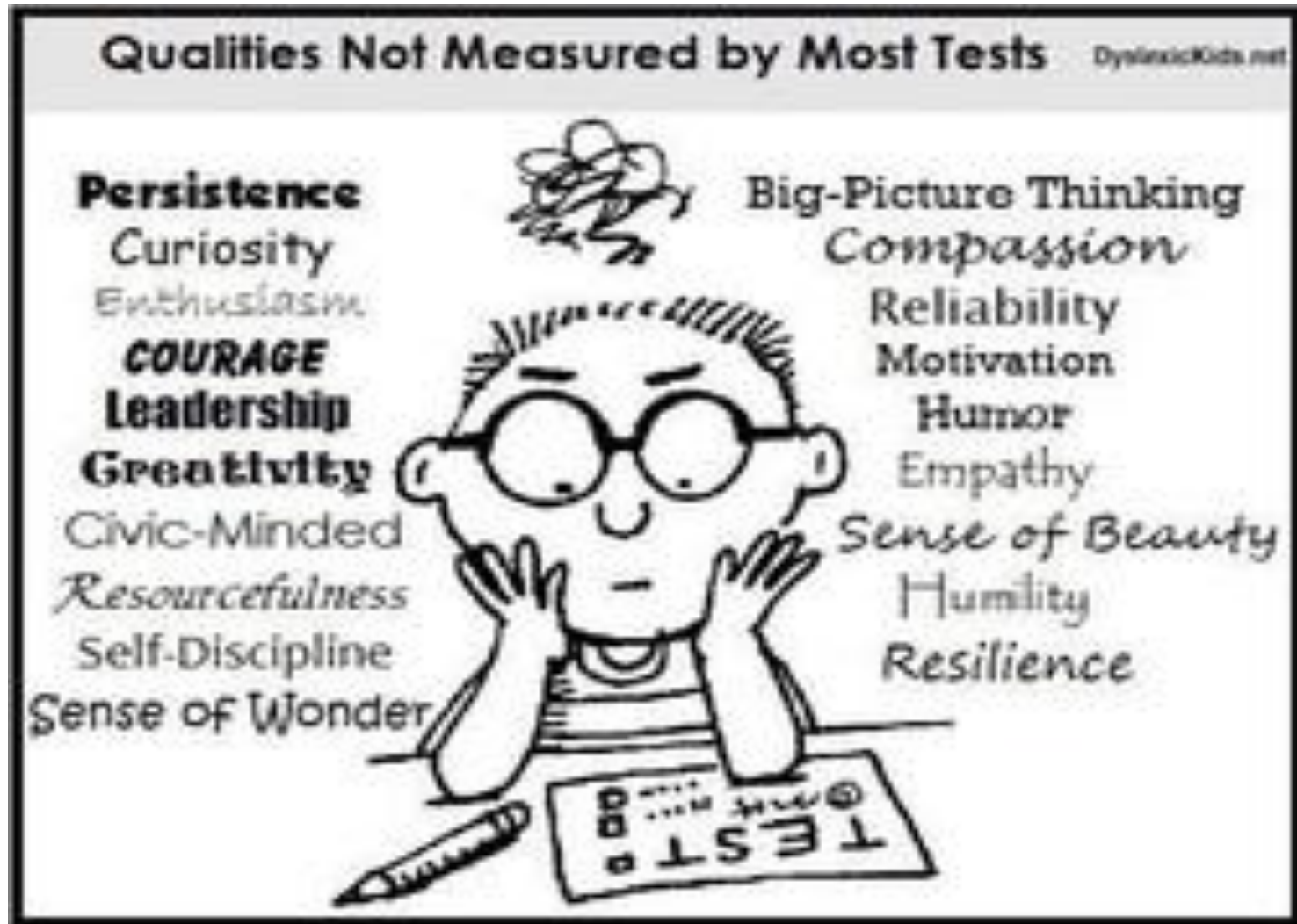
**ARE WE BEING GOOD
TO OUR BRAINS?**

Boredom

Engaging

Motivating

What tests measure and what they don't.





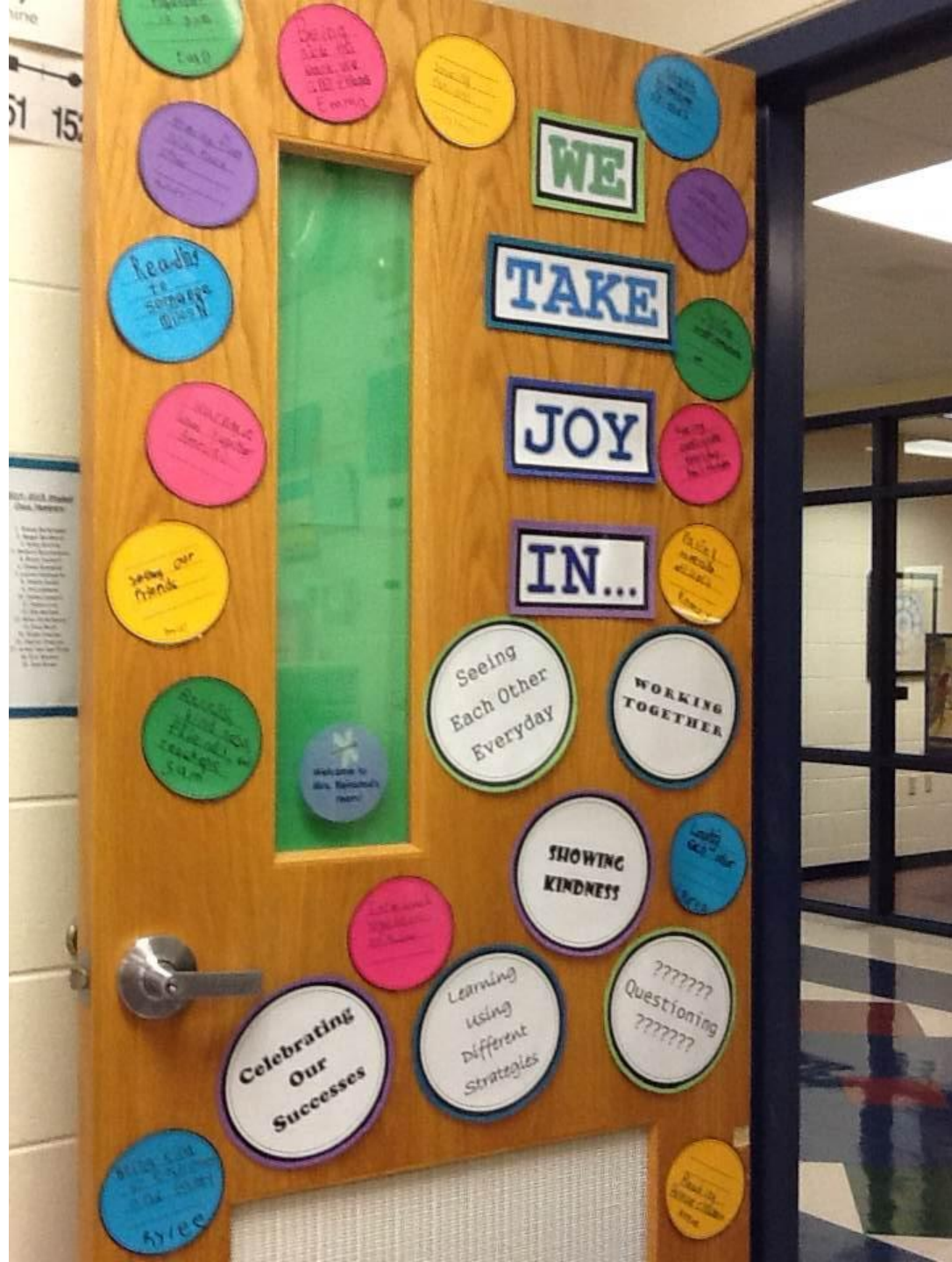
A hand is shown in silhouette, holding a bright, glowing light source that creates a starburst effect. The background is a solid teal color. A dark horizontal band across the middle of the image contains the text "INTENTIONAL FOCUS ON JOY".

INTENTIONAL FOCUS ON JOY

We take Joy in...

- Create “Joy” statements with students
- Specifically connect “Joy” statements with writing
- We take joy in...





WE
FIND
JOY
IN...



Our JOY Statements

We take JOY in...

Respecting
each
other

Learning
from our
mistakes

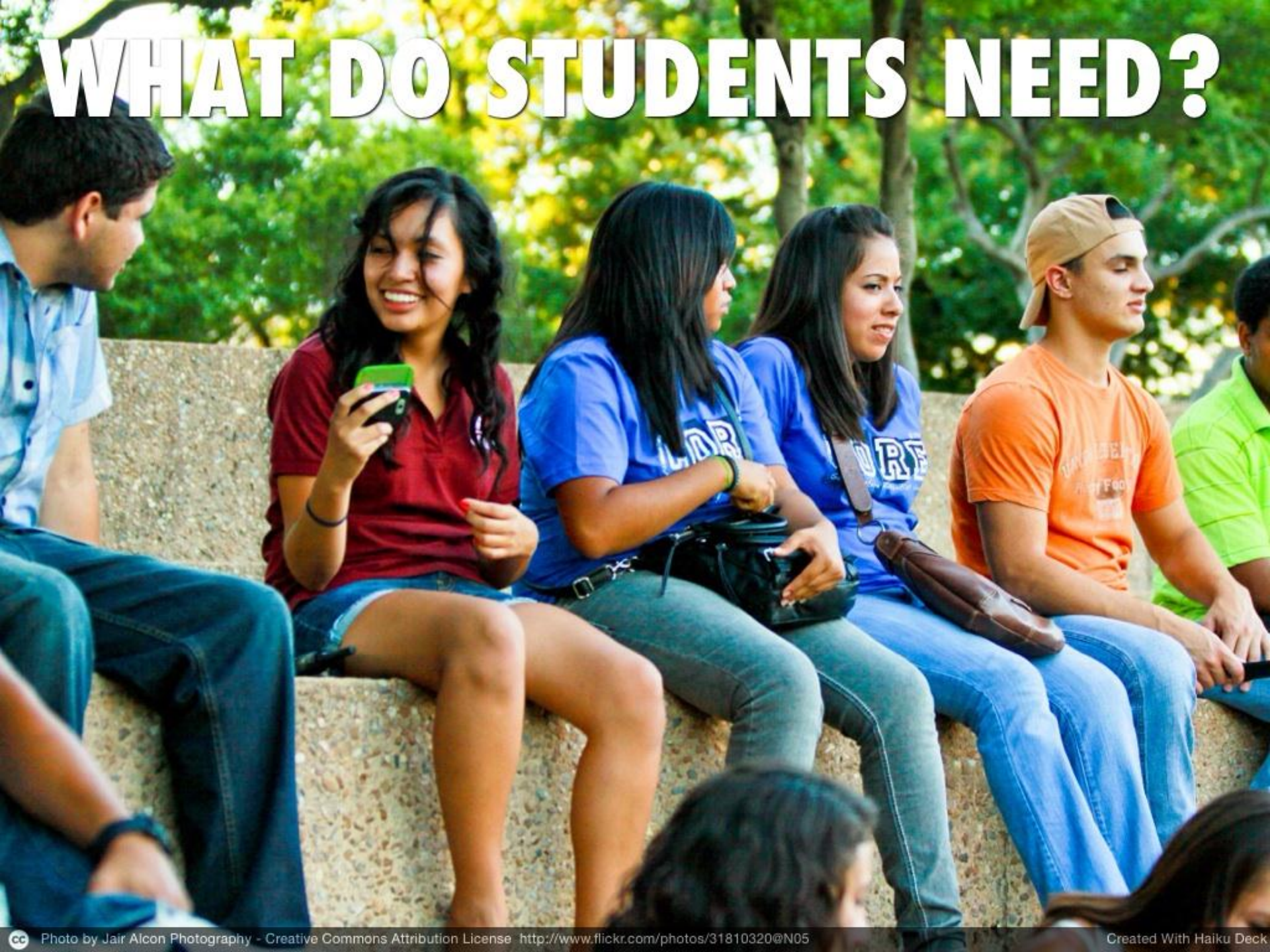
Always
trying our
hardest



Let's take a few minutes and create
some joy statements for learning



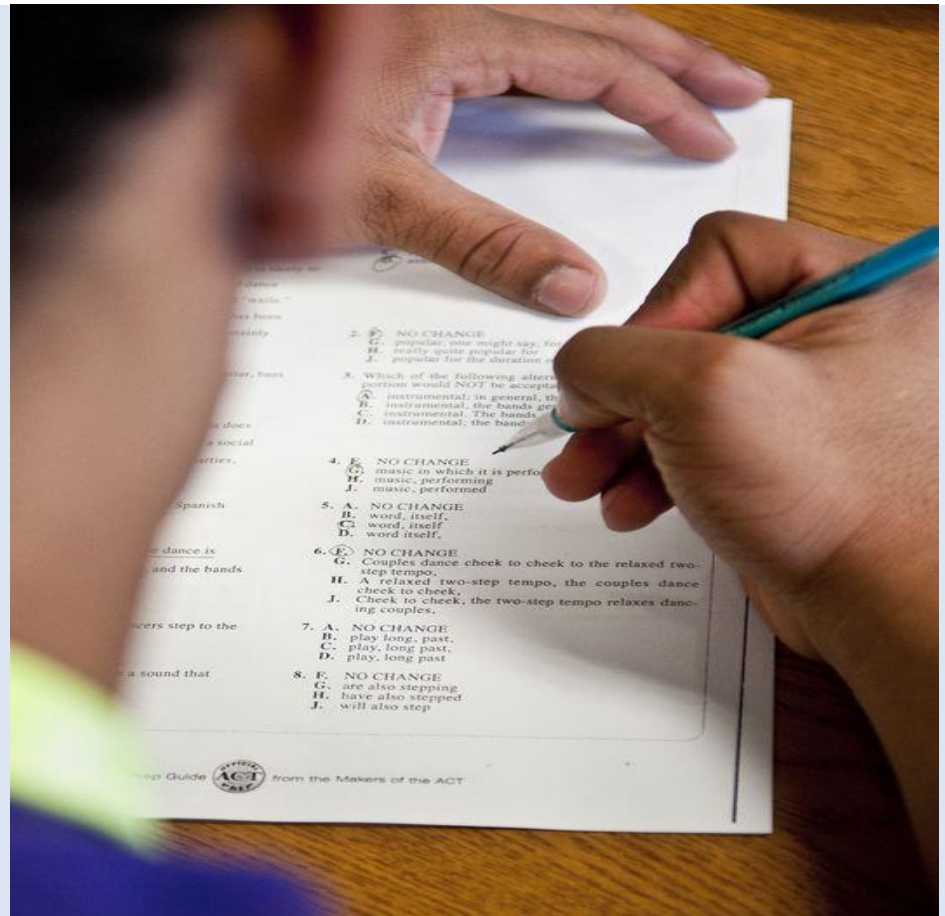
WHAT DO STUDENTS NEED?



Needs of Gifted and Talented Students

- What do they need?
- What stressors do they face?

Share some thoughts with the large group.



ASHLEY'S STORY





**NOT JUST THE NOTES, IT'S HOW THEY ARE PLAYED THAT
MAKE THE MUSIC!**

NOVELTY



Authentic Choice

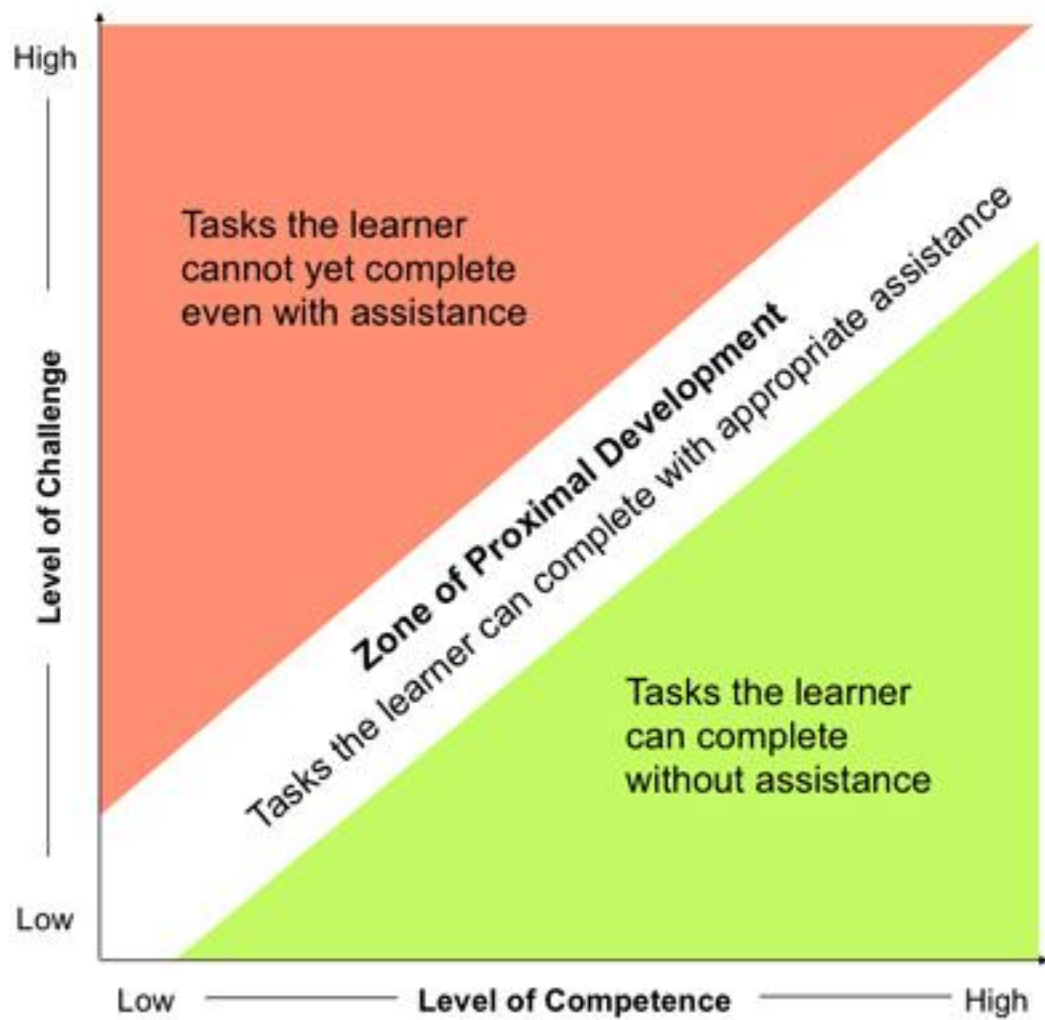


CREATIVITY



Challenge and Engagement





Vygotsky- Zone of Proximal Development

Flow...



Our Students and self-advocacy



RAD-Judy Willis

Three Important Neuroscience Concepts to Consider

R- Reticular Activating System-Novelty promotes information transmission

A-Amygdala-Affective filter-

Stress free classrooms promote learning and retention

D- Dopamine-Released in our brains through pleasurable associations with learning



GT Carpe Diem

Seize a day, change a lifetime

Deb Douglas- Student Self-
Advocacy Workshops

<http://www.gtcarpediem.com/>



WHAT DO WE NEED?



We face real pressures in education
today



EACH OTHER

AT OUR COMMON CORE



WE ALL NEED THESE THINGS



RESEARCH TELLS US THAT STUDENTS

DON'T LEARN WELL



WHEN UNDER STRESS



stress



Testing, Testing, Testing...



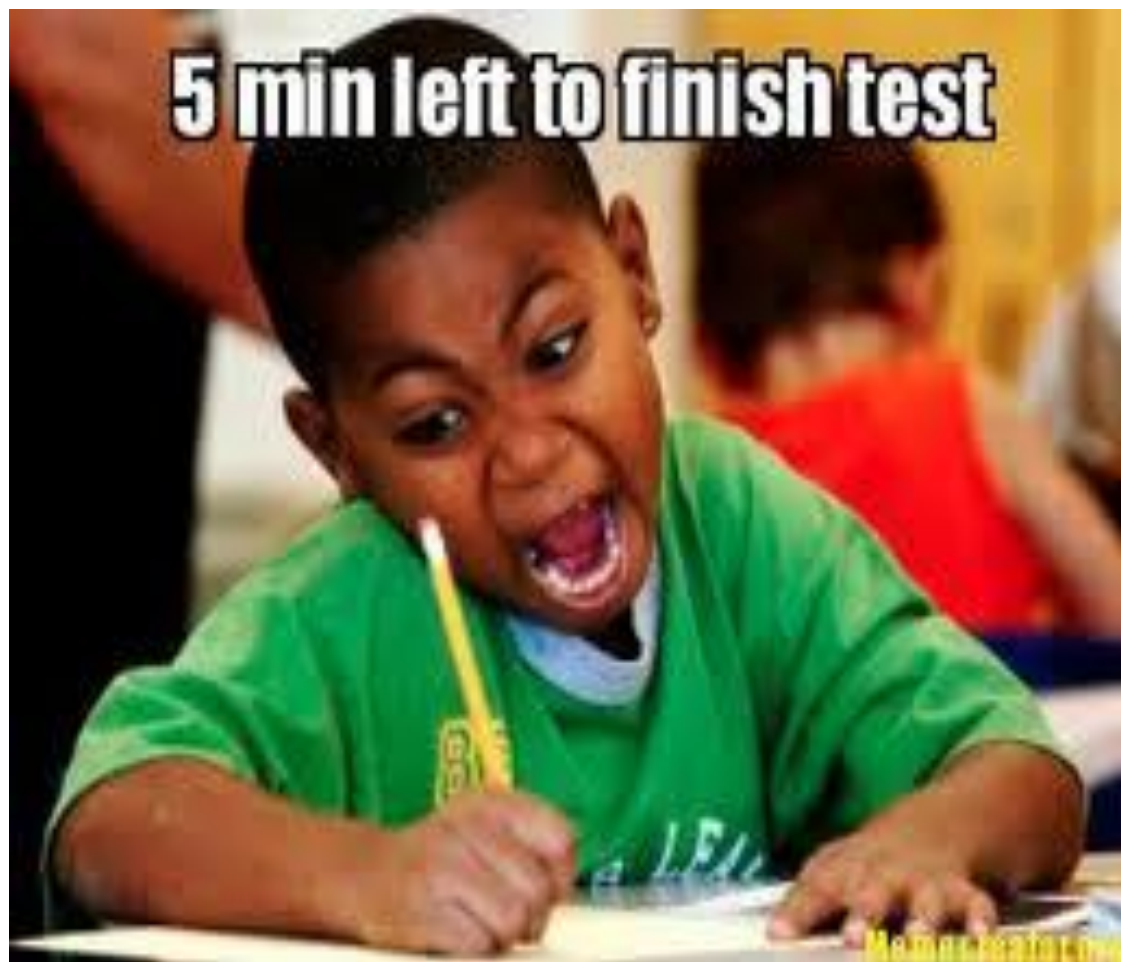
College & Career
Readiness Campaign

*“ Standardized tests should be
one part of a diverse puzzle
that allows everyone in the
classroom to focus more on
learning. ”*

Getting students out of the dark tunnel of testing stress



5 min left to finish test





Not at all confident

Very Confident

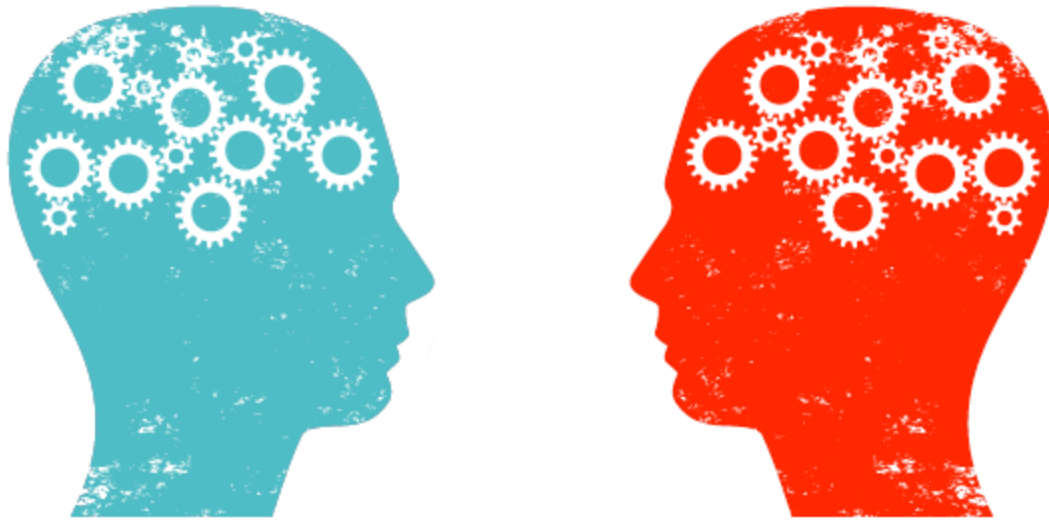
How do you feel when you are taking a test?

© 2012 Kevin Spear kevin@kevinspear.com www.kevinspear.com



"They call them standardized tests because being terrified to take them is the standard."

Writing Prompts



Draw your head and write what you think about
When you think of taking the _____test.

Discuss results of writing prompts with the class. Helps process and de-stress!



We are more than the sum of our data



**AND WE CAN'T PERFORM WELL
WHEN STRESS IS IN OUR CLASSROOMS**





WHAT ARE WE COMMUNICATING...



TO OUR STUDENTS...





ON A DAILY BASIS?

A close-up photograph of a hand holding a bright, glowing light source, possibly a small fire or a light bulb, against a clear, teal-colored sky. The light source is positioned in the center of the palm, and its glow creates a strong lens flare effect with multiple rays of light radiating outwards. The hand is silhouetted against the bright light, and the overall composition is centered and balanced.

INTENTIONAL FOCUS ON JOY

A photograph of three smooth, rounded stones stacked vertically on a sandy beach. The top stone is reddish-brown, the middle one is grey, and the bottom one is light grey. The background is a blurred expanse of sand and a pale sky. A semi-transparent dark grey horizontal band is positioned across the middle of the image, containing the word 'BALANCE' in white capital letters.

BALANCE

An anatomical model of a human heart and brain is shown on a blue balance scale. The heart is on the left pan, and the brain is on the right pan. The brain is significantly larger than the heart. The scale has a white dial with black markings. The background is a plain, light-colored surface.

THE BRAIN AND HEART

使用範囲 Ω 感量
4g~200g 200mg
NO. 飯島製作所

Research in Neuroscience Supports



- **Joyful Learning**



- Effective Information Processing
- Long Term Memory Storage

Positive Impact on Student Learning and Retention

Neuroscience research connects to joyful learning

In our research based, data and assessment driven educational system, leveraging the research on how the brain learns will help inform our conversations and prevent bad translations of

- COMMON CORE STANDARDS
- RESPONSE TO INTERVENTION
- WE DON'T HAVE TIME FOR....



“It is crucial that educators use classroom strategies that reflect what we know about the brain and learning.”

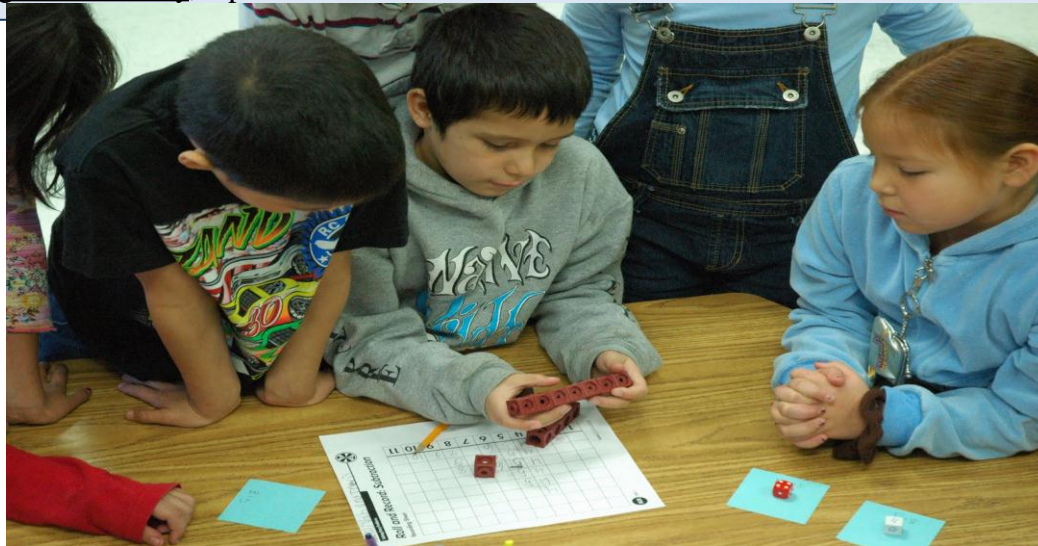
Judy Willis, *The Neuroscience of Joyful Education*

Let's revisit the joyful learning definition...

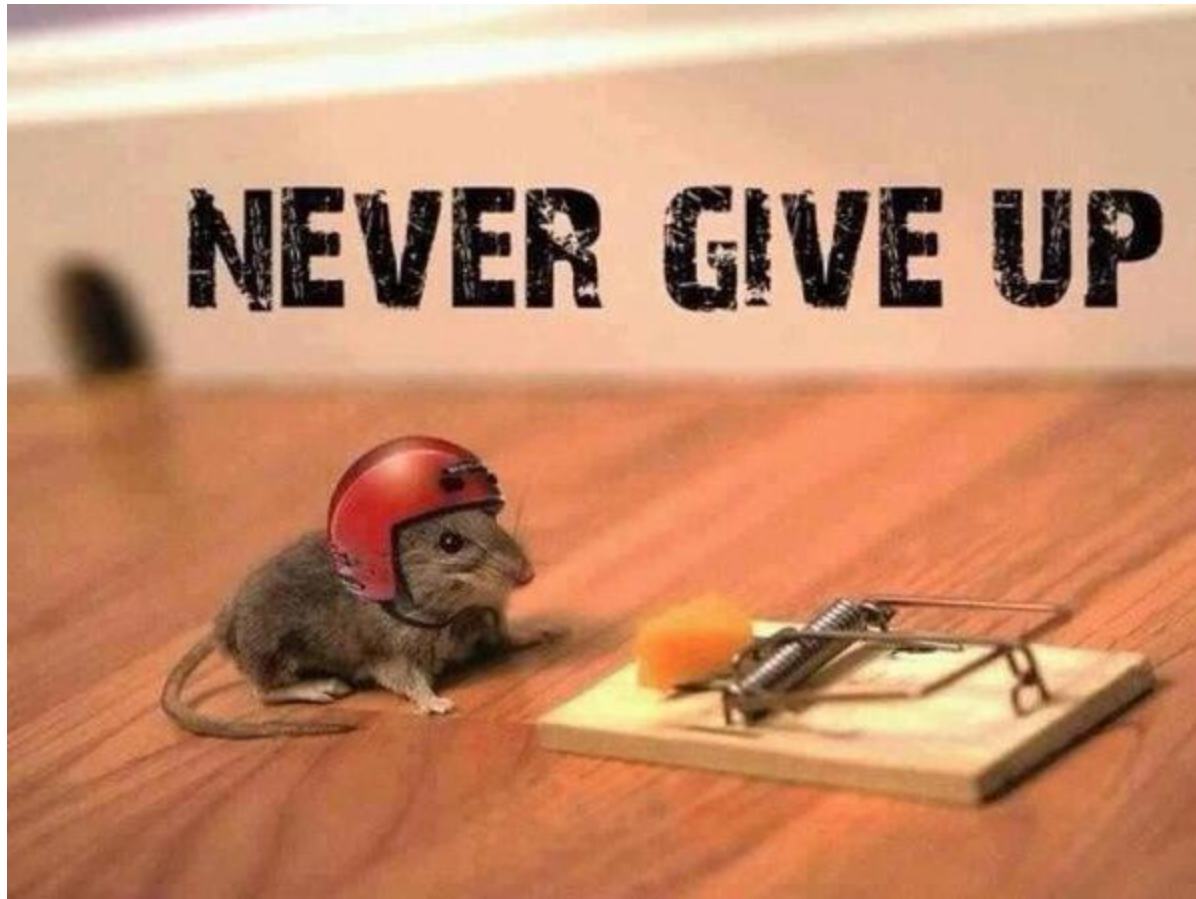
...wrestling with new ideas and taking risks to learn new content requires persistence and the willingness to work through difficulties as they arise: through this experience, students experience joyful learning.

Engaging Minds in the

Classroom: The Surprising Power of Joy, Opitz and Ford



Perseverance



The Neuroscience of Joyful Education

- “When students are engaged and motivated and feel minimal stress, information flows freely through the affective filter in the amygdala and they achieve higher levels of cognition, make connections, and experience “aha” moments.”

Lost in translation...

“Unfortunately, the current emphasis on standardized testing and rote learning encroaches upon many student’s joy. In their zeal to raise test scores, too many policymakers wrongly assume that students who are laughing, interacting in groups, and being creative...are not doing real academic work.”

Reticulum/Amygdala/Dopamine

R- Reticular Activating System-Novelty promotes information transmission

**A-Amygdala-Affective filter-
Stress free classrooms promote learning and retention**

D- Dopamine-Released in our brains through pleasurable associations with learning

- “We believe in principled practices-informed by professional experiences and consensus of expert opinion and research from the field.” Opitz and Ford p. 4(reference from Vogt and Shearer, 2010)

Opitz and Ford- Framework for Joyful Learning

Motivation

Engagement

Assessment
and
Evaluation

Learning
Environment

Motivation

- Self-Efficacy and Competence: beliefs the learner has about the ability to be successful
- Control over factors that contribute to success or failure
- Growth mindset vs fixed
- Importance/Usefulness/Time and Effort required
- Interest and Intrinsic Value
- Goals Mastery-demonstration of ability

Engagement

- Attention
- Commitment
- Persistence
- Value

Assessment and Evaluation

- Learners ability to self-assess
- Teachers formative and summative assessments. Is feedback productive? Does it feed forward? Are summative assessments a true indicator of mastery or low-level recall?
- Student created projects/research/products
- School-wide configurations of assessments

Learning Environments

- School Community
- Classroom
- Large Group
- Small Group
- Individual

What does a joyful learning environment look like in our buildings spaces/places? With groups and individual students?

Attention!

Only put paper in the toilet, please.
All other waste is to be disposed of in the garbage.

Aufmerksamkeit!

Wertes
Stellen Sie nur Papier in die Toilette, bitte. Alle anderen
Verschwendung soll über im Müll verfügt werden.
en entsorgt

Achtung !

Attention!

Seulment mettre le papier dans la toilette, s'il vous plaît.
Tout autre gaspillage va être liquidé dans les ordures.
déchet doit place poubelles

DON'T SUCCEUMB TO BAD TRANSLATIONS

OF STANDARDS AND TESTING THAT ELIMINATE JOY

Oppmerksomhet!

Anbring bare papir i toalettet, behager.
Annet avfall avhendet i søppelet.

L'attenzione!

Soltanto ha metteto la carta nel gabinetto, per favore.
Tutto l'altro spreco è essere eliminato nell'immondizia.

A atenção!

na privada deve ser jogado
Só ponha papel no banheiro, por favor.
Todo outro desperdício é liquidado no lixo.

Because eliminating joy

- Negatively Impacts Learning

- Added stress
- Anxiety
- Low motivation
- Lack of engagement
- Lack of relevance
- Lack of autonomy and control

What is our role?

- A Teacher's Manifesto in a Time of Standardization



Frame the Conversation

Teachers: Use the neuroscience research on learning and the brain.
It's powerful!



Judy Willis website:
<http://www.radteach.com/>

Students: Teach them the how the brain works so they can self advocate- It's powerful!



APPLICATION

What kinds of activities do we ask students to do that matches with the science of Joyful Learning and connects with CCSS standards?

CCSS-Grade 8

- [CCSS.ELA-LITERACY.W.8.2](#)
Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content
- [CCSS.ELA-LITERACY.RH.6-8.1](#)
Cite specific textual evidence to support analysis of primary and secondary sources.
- [CCSS.ELA-LITERACY.RH.6-8.2](#)
Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

APPLICATION

What kinds of writing do we ask students to do that meets criteria in the Joyful Learning Framework and connects with CCSS standards?

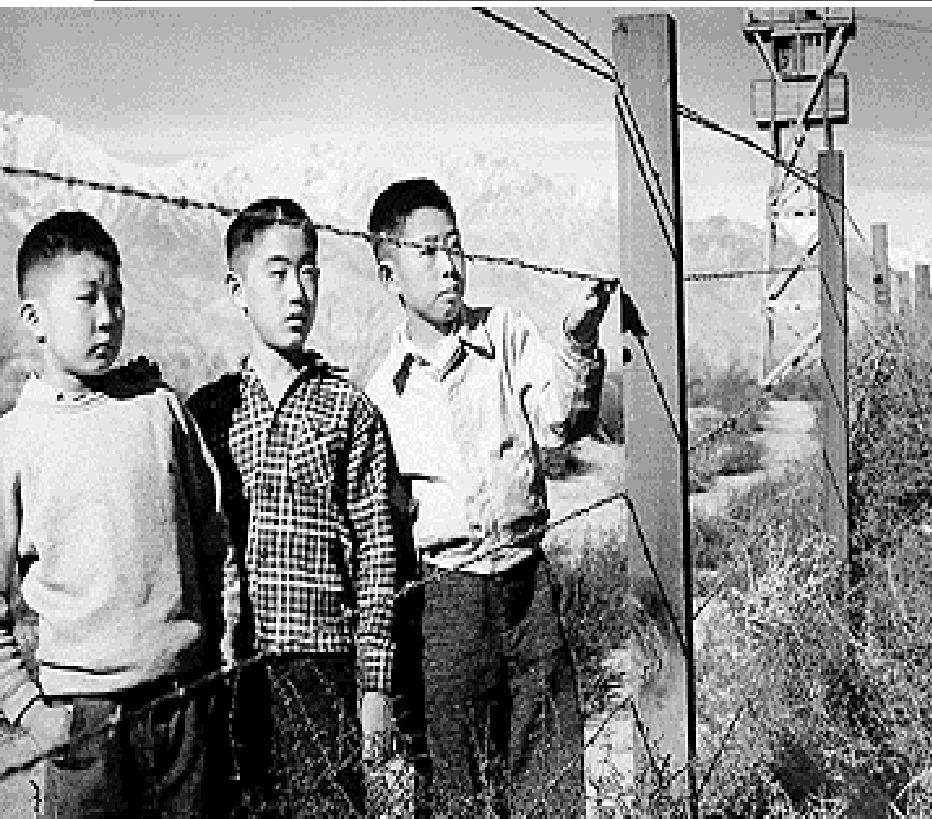
Give-one-Get-one Activity

10 minutes

Photographs by Lewis Hine of Child Labor



Primary Source Documents



WESTERN DEFENSE COMMAND AND FOURTH ARMY WARTIME CIVIL CONTROL ADMINISTRATION

Presidio of San Francisco, California

May 3, 1942

INSTRUCTIONS TO ALL PERSONS OF JAPANESE ANCESTRY

Living in the Following Area:

All of that portion of the City of Los Angeles, State of California, within that boundary beginning at the point at which North Figueroa Street meets a line following the middle of the Los Angeles River; thence southerly and following the said line to East First Street; thence westerly on East First Street to Alameda Street; thence southerly on Alameda Street to East Third Street; thence northeasterly on East Third Street to Main Street; thence northerly on Main Street to First Street; thence northwesterly on First Street to Figueroa Street; thence northeasterly on Figueroa Street to the point of beginning.

Pursuant to the provisions of Civilian Exclusion Order No. 33, Headquarters, dated May 3, 1942, all persons of Japanese ancestry, both alien and non-alien, will be evacuated from the above area by 12 o'clock noon, P. W. T., Saturday, May 9, 1942.

No Japanese person living in the above area will be permitted to change residence after 12 o'clock noon, P. W. T., Sunday, May 3, 1942, without obtaining special permission from the representative of the Commanding General, Southern California Sector, at the Civil Control Station located at:

Japanese Union Church,
120 North San Pedro Street,
Los Angeles, California.

Such permits will only be granted for the purpose of uniting members of a family, or in cases of grave emergency. The Civil Control Station is equipped to assist the Japanese population affected by this evacuation in the following ways:

1. Give advice and instructions on the evacuation.
2. Provide services with respect to the management, leasing, sale, storage or other disposition of most kinds of property, such as real estate, business and professional equipment, household goods, boats, automobiles and livestock.
3. Provide temporary residence elsewhere for all Japanese in family groups.
4. Transport persons and a limited amount of clothing and equipment to their new residence.

The Following Instructions Must Be Observed:

1. A responsible member of each family, preferably the head of the family, or the person in whose name most of the property is held, and each individual living alone, will report to the Civil Control Station to receive further instructions. This must be done between 8:00 A. M. and 5:00 P. M. on Monday, May 4, 1942, or between 8:00 A. M. and 5:00 P. M. on Tuesday, May 5, 1942.

2. Evacuees must carry with them on departure for the Assembly Center, the following property:

- (a) Bedding and linens (no mattress) for each member of the family;
- (b) Toilet articles for each member of the family;
- (c) Extra clothing for each member of the family;
- (d) Sufficient knives, forks, spoons, plates, bowls and cups for each member of the family;
- (e) Essential personal effects for each member of the family.

All items carried will be securely packaged, tied and plainly marked with the name of the owner and numbered in accordance with instructions obtained at the Civil Control Station. The size and number of packages is limited to that which can be carried by the individual or family group.

3. No pets of any kind will be permitted.
4. No personal items and no household goods will be shipped to the Assembly Center.
5. The United States Government through its agencies will provide for the storage, at the sole risk of the owner, of the more substantial household items, such as iceboxes, washing machines, pianos and other heavy furniture. Cooking utensils and other small items will be accepted for storage if crated, packed and plainly marked with the name and address of the owner. Only one name and address will be used by a given family.
6. Each family, and individual living alone, will be furnished transportation to the Assembly Center or will be authorized to travel by private automobile in a supervised group. All instructions pertaining to the movement will be obtained at the Civil Control Station.

Go to the Civil Control Station between the hours of 8:00 A. M. and 5:00 P. M., Monday, May 4, 1942, or between the hours of 8:00 A. M. and 5:00 P. M., Tuesday, May 5, 1942, to receive further instructions.

J. L. DeWITT
Lieutenant General, U. S. Army
Commanding

Who Is In Our Classroom?



There are loads of ideas
in this very room!



Wrapping Up



Jog the Web



Jog the Web-Resources-Neuroscience of Joyful Learning

<http://www.jogtheweb.com/run/AOKiCiFvu57/Neuroscience-of-joyful-learning>

Litmus Test



Will this
resource/strategy/instructional method
promote joyful practice that connects
with the neuroscience on learning and
engagement?

Leveraging What We Know About How Students Learn

Coordination of ...

- Curriculum Design
- Instruction
- Resources
- Authentic Assessment Practices

So that we create and foster...

- Student Engagement
- Inquiry
- Motivation
- Student Choices
- Context and Connection
- Improved student outcomes

“Joy and enthusiasm are absolutely essential for learning to happen—literally, scientifically, as a matter of fact and research.

“The neuroscientific research about learning has revealed...the qualitative improvement in brain circuitry involved in memory and executive function that accompanies positive motivation and engagement.”



STICK TOGETHER

SHARE THE JOYS

A close-up photograph of a plush donkey toy. The donkey has a blue head and large, floppy pink ears. Its face is a lighter, peach-colored fabric. It is wearing a pair of black over-ear headphones with silver-colored accents. The donkey's eyes are closed, and it has a small, dark, stitched smile. The background is a plain, light-colored surface.

GET OUT OF THE GLOOMY PLACE

CULTIVATE



A SENSE OF WONDER

THE WORLD OUR STUDENTS LIVE IN NEEDS WHIMSY!



It's worth the wait

CULTIVATE JOY

IN WRITING, LEARNING, TEACHING

PERSONAL TAKE AWAY

Standards of Joy



Make a Joyful Learning Quotes Poster or Bulletin Board

Life is not easy for any of us.
But what of that?
We must have
perseverance
and above all confidence in ourselves.
We must believe that we are gifted for something
and that this thing must be attained.

- Marie Curie



www.masterschannel.com

just breathe.



- to likely to
Chase
"wails."
has been
mainly,
star, bass
does
a social
atties,
Spanish
dance is
and the bands
ancers step to the
a sound that
2. ☒ F. NO CHANGE
G. popular, one might say, for
H. really quite popular for
J. popular for the duration of
3. Which of the following alterations would NOT be acceptable?
☒ A. instrumental; in general, the
B. instrumental, the bands get
C. instrumental. The bands
D. instrumental; the band
4. ☒ E. NO CHANGE
G. music in which it is performed
H. music, performing
J. music, performed
5. ☒ A. NO CHANGE
B. word, itself,
C. word, itself
D. word itself,
6. ☒ E. NO CHANGE
G. Couples dance cheek to cheek to the relaxed two-step tempo.
H. A relaxed two-step tempo, the couples dance cheek to cheek,
J. Cheek to cheek, the two-step tempo relaxes dancing couples.
7. ☒ A. NO CHANGE
B. play long, past,
C. play, long past,
D. play, long past
8. ☒ F. NO CHANGE
G. are also stepping
H. have also stepped
J. will also step

I are in my
d feel inspire

When they told me I was delusional...

- **I almost fell off my unicorn!**



She hath done
what she could.

Thanks!



QUESTIONS?

Sharon Daly 2014