

Meeting Non-Cognitive Concerns
Head-on, Strengthening Students'
Self-Awareness,
and Creating an Engaging
Classroom



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The Community College of Baltimore County
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“To Be of Use”

- Marge Piercy

- ❧ The people I love the best
 - ❧ jump into work head first
 - ❧ without dallying in the shallows
 - ❧ and swim off with sure strokes almost out of sight.
 - ❧ They seem to become natives of that element,
 - ❧ the black sleek heads of seals
 - ❧ bouncing like half-submerged balls.
-
- ❧ I love people who harness themselves, an ox to a heavy cart,
 - ❧ who pull like water buffalo, with massive patience,
 - ❧ who strain in the mud and the muck to move things forward,
 - ❧ who do what has to be done, again and again.



- ❧ I want to be with people who submerge
- ❧ in the task, who go into the fields to harvest
- ❧ and work in a row and pass the bags along,
- ❧ who are not parlor generals and field deserters
- ❧ but move in a common rhythm
- ❧ when the food must come in or the fire be put out.



- ❧ The work of the world is common as mud.
- ❧ Botched, it smears the hands, crumbles to dust.
- ❧ But the thing worth doing well done
- ❧ has a shape that satisfies, clean and evident.
- ❧ Greek amphoras for wine or oil,
- ❧ Hopi vases that held corn, are put in museums
- ❧ but you know they were made to be used.
- ❧ The pitcher cries for water to carry
- ❧ and a person for work that is real. - 1982

... as an educator



what does it mean to you, to “be
of use”?

some etymology



∞ “to educate”: from Latin,
ēducāre, to lead out

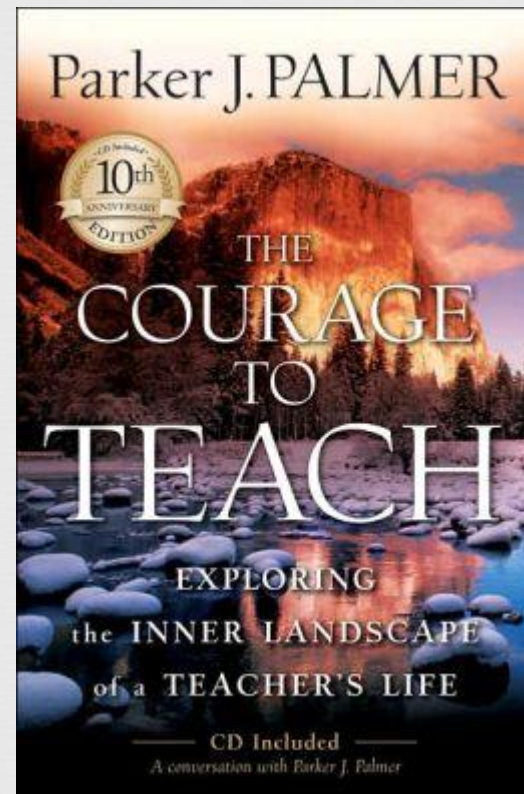
on integrity...



“We
teach who
we are.”



Parker J. Palmer



















...and whomever we are



... we have been *called to*
teaching

... *called to* our developmental
students

...who struggle

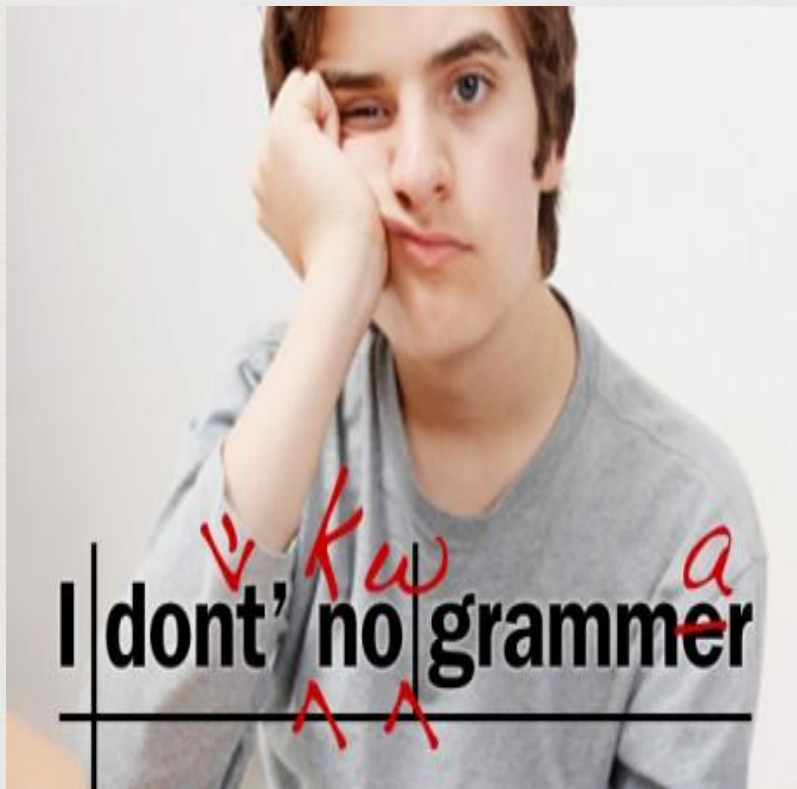
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visible walls ...



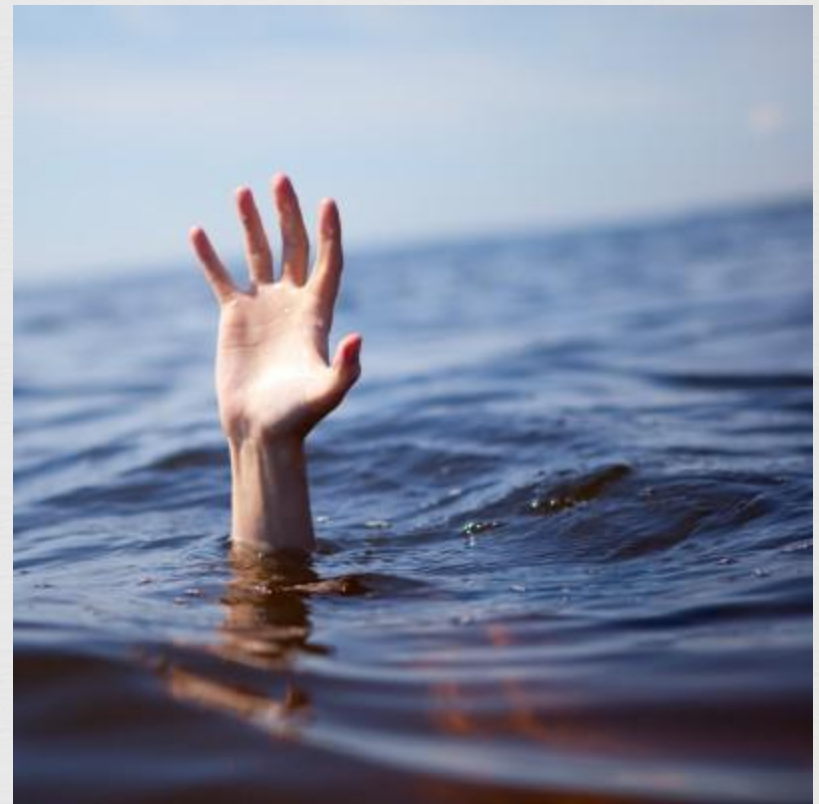
cognitive issues



finances



work



family



housing



transportation



time management



health



abuse

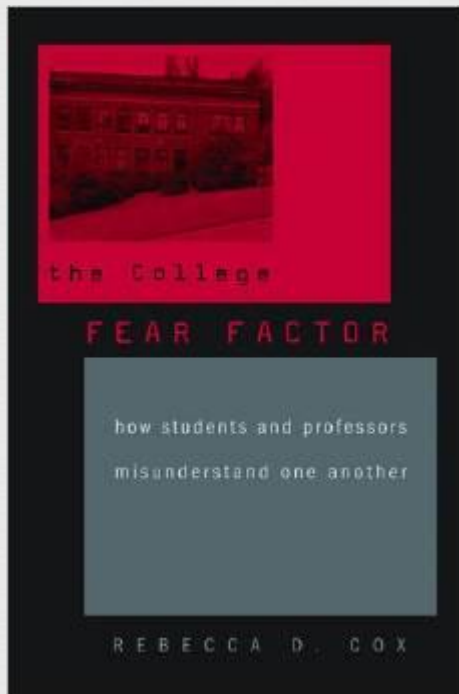


...and invisible walls

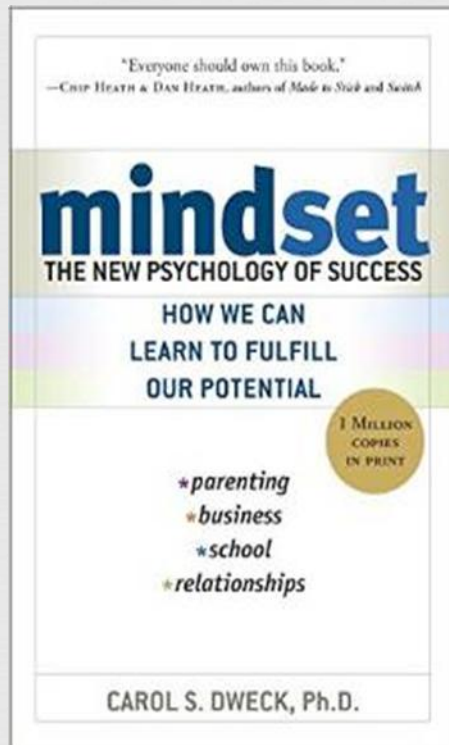


[http://
www.youtube.com/watch?v=yDu5HRZQRlg](http://www.youtube.com/watch?v=yDu5HRZQRlg)

anxiety



“mindsets”



fixed vs. growth mindset



SUCCESS



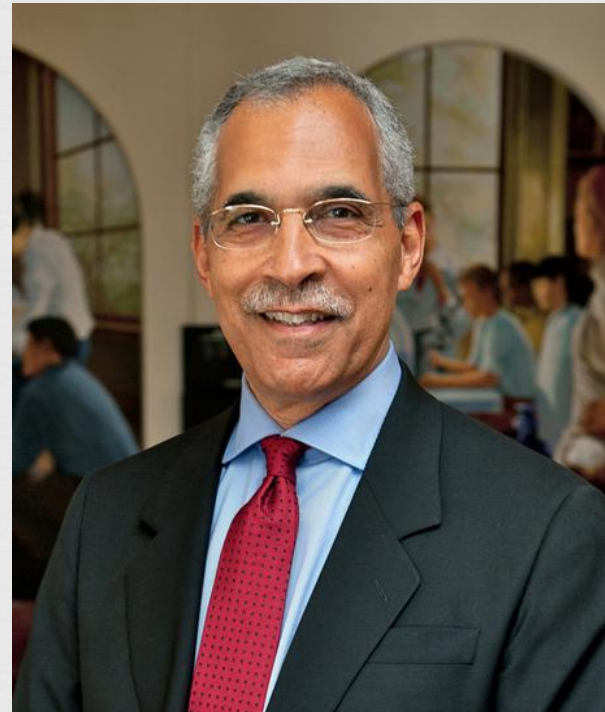
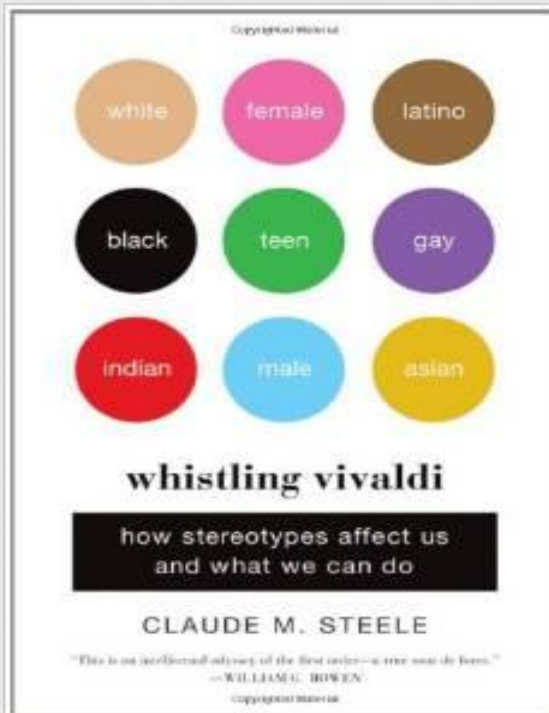
**WHAT PEOPLE THINK
IT LOOKS LIKE**

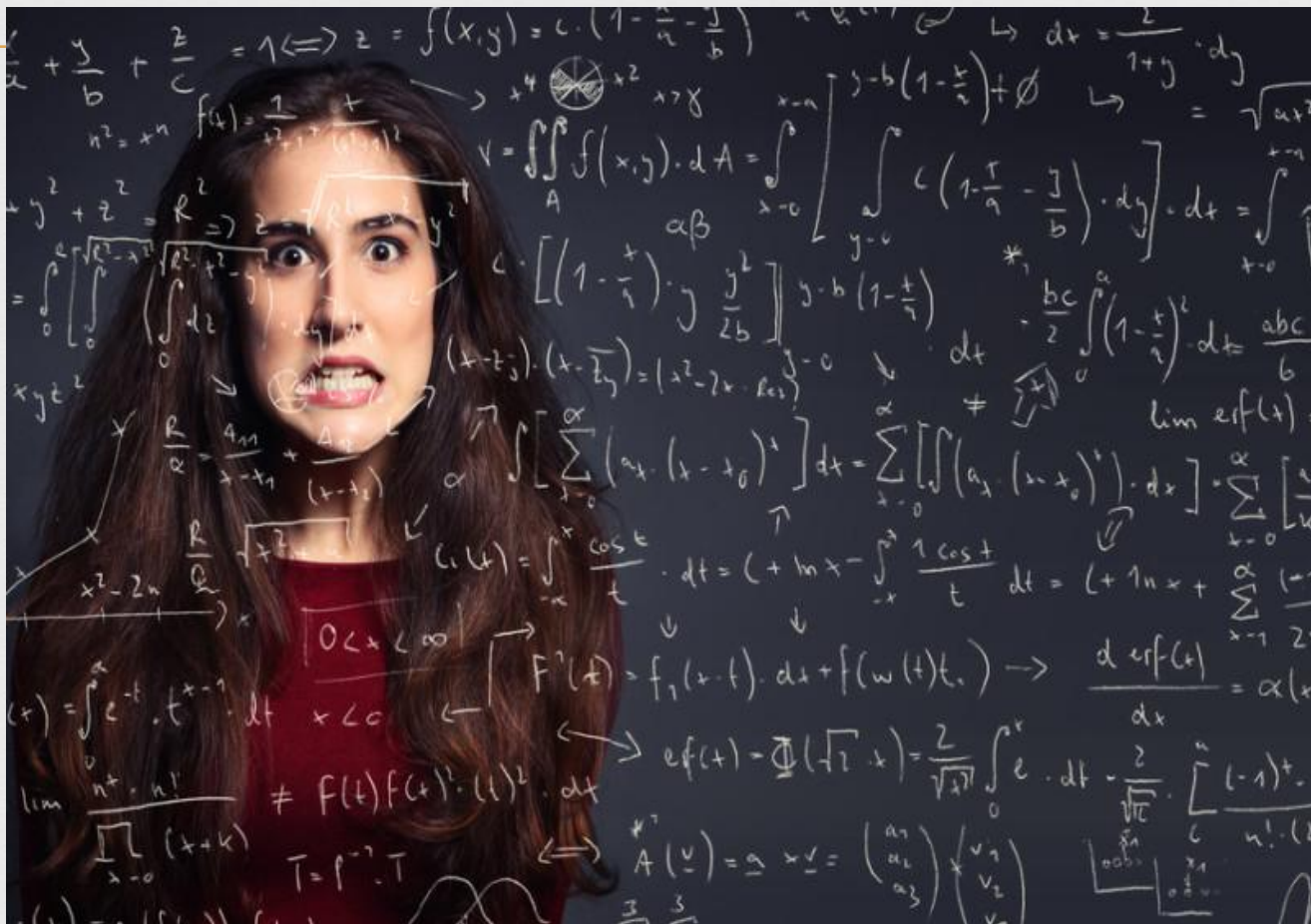
SUCCESS



**WHAT IT REALLY
LOOKS LIKE**

“stereotype threat”









social capital



“it’s not what you know,
but...”



“Actually, Lou, I think it was more than just my being in the right place at the right time. I think it was my being the right race, the right religion, the right sex, the right socioeconomic group, having the right accent, the right clothes, going to the right schools...”

The New York Times

For Poor, Leap to College Often Ends in a Hard Fall: [National Desk]
DePARLE, JASON. *New York Times*, Late Edition (East Coast) [New York, N.Y] 23 Dec 2012: A.1.

Hide highlighting

Abstract (summary) Translate

Angelica Gonzales marched through high school in Goth armor -- black boots, chains and cargo pants -- but undermined her pose of alienation with a place on the honor roll. Thirty years ago, there was a 31 percentage point difference between the share of prosperous and poor Americans who earned bachelor's degrees, according to Martha J. Bailey and Susan M. Dynarski of the University of Michigan.

Full Text Translate | Turn on search term navigation

GALVESTON, Tex. -- Angelica Gonzales marched through high school in Goth armor -- black boots, chains and cargo pants -- but undermined her pose of alienation with a place on the honor roll. She nicknamed herself after a metal band and vowed to become the first in her family to earn a college degree.

"I don't want to work at Walmart" like her mother, she wrote to a school counselor.

Weekends and summers were devoted to a college-readiness program, where her best friends, Melissa O'Neal and Bianca Gonzalez, shared her drive to "get off the island" -- escape the prospect of dead-end lives in luckless Galveston. Melissa, an eighth-grade valedictorian, seethed over her mother's boyfriends and drinking, and Bianca's bubbly innocence hid the trauma of her father's death. They stuck together so much that a tutor called them the "triplets."

Low-income strivers face uphill climbs, especially at Ball High School, where a third of the girls' class failed to graduate on schedule. But by the time the triplets donned mortarboards in the class of 2008, their story seemed to validate the promise of education as the great equalizer.

Angelica, a daughter of a struggling Mexican immigrant, was headed to Emory University. Bianca enrolled in community college, and

DeParle writes:



“The story of their lost footing is also the story of something larger -- the growing role that education plays in preserving class divisions. .. education, a force meant to erode class barriers, appears to be fortifying them” (DeParle).

non-cognitive



life + affective issues

what is our role?



listening...











**“LISTENING IS BEING ABLE TO BE CHANGED BY
THE OTHER PERSON.”**

ALAN ALDA

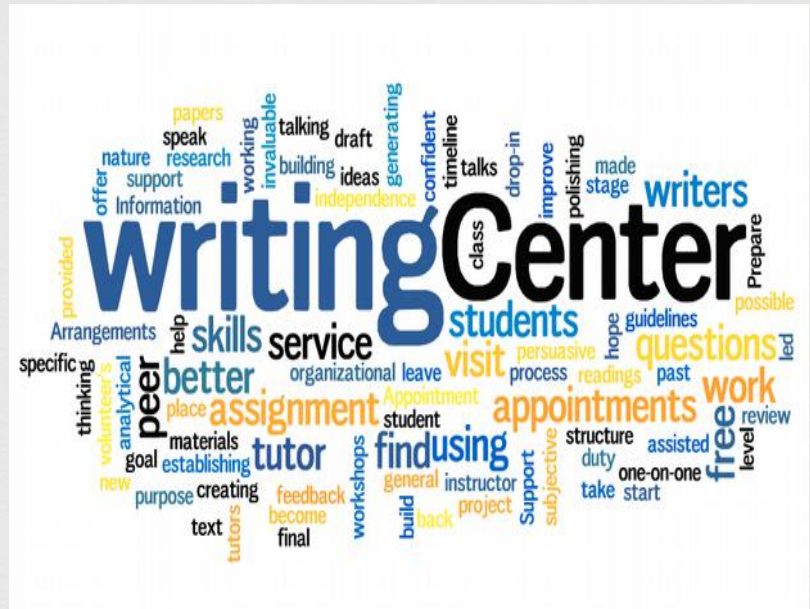
© Lifehack Quotes

connecting to resources





Academic Support Center





GRANTS

SCHOLARSHIPS

LOANS

engaging and challenging



sharing ...

selected practices/assignments



- ❧ letter of motivation/mid-semester check in
- ❧ on-going, formative assessment
- ❧ “mindsets” questionnaire
- ❧ CCBC resource game
- ❧ engaging classroom activities
- ❧ short essay assignments
- ❧ Family History I-Search/Research project
- ❧ end of semester final, analytic essay

yours?



- ❖ Write down two (2) practices/ assignments you have used or might use to respond to some of the non-cognitive issues mentioned above
- ❖ Share with a neighbor

snowball



q & a

œ

acknowledgments



- ❧ Peter Adams, Professor Emeritus, former Director, Accelerated Learning Program, CCBC
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- ❧ Colleagues of Teaching, Learning Roundtable Committee, CCBC

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