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Poor Students, Rich Teaching (Revised Edition): Seven High Impact Mindsets for Students From Poverty

By Eric Jensen

Study Guide

This study guide is a companion to the book *Poor Students, Rich Teaching (Revised Edition): Seven High Impact Mindsets for Students From Poverty* by Eric Jensen. *Poor Students, Rich Teaching (Revised Edition)* presents effective and research-based mindsets, as well as corresponding strategies, to ensure that all students graduate ready for college and their careers.

This guide is arranged by chapter, enabling readers to either work their way through the entire book or focus on the specific topics addressed in a particular chapter. It can be used by individuals, small groups, or an entire team to identify key points, raise questions for consideration, assess conditions in a particular school or district, and suggest steps that might be taken to promote a healthy school culture.

We thank you for your interest in this book, and we hope this guide is a useful tool in your efforts to create a healthy culture in your school or district.

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Chapter 1

Personalize The Learning

1. What is a culture of personalization?
2. Please list some strategies for learning names. Which do you believe is the most valuable and how would you go about implementing this strategy?
3. What is a *Me Bag*? Explain how a *Me Bag* should be utilized and what benefits can be gained from doing so.
4. Please explain the importance of teachers sharing everyday problems with students. What effect does sharing like this have on students?
5. How should an educator share personal goals with students? What is the goal of this kind of sharing?

Chapter 2

Connect Everyone for Success

1. Please define the *fifty-fifty rule*. What is it and how should this rule be followed in the classroom?
2. What makes collaborative work so effective in the classroom? What role does *interdependency* play in this effectiveness?
3. What value do cooperative groups and teams have as a means of encouraging collaboration? What are some ways in which these groups can be made more effective and dynamic?
4. Compare and contrast *study buddies* and *student mentors*. Explain the most significant characteristics of each, in addition to their similarities and differences.
5. How should *temporary partners* be utilized in collaborative work? Please provide an example of the use of *temporary partners*.

Chapter 3

Show Empathy

1. Why is it important for students in poverty to experience empathy from their educators?
Why do they need this empathy?
2. Please explain 5 useful empathy-response tools. How should these tools be used? What are the primary goals of their usage?
3. What three tools can educators utilize to quickly connect with their students? What is the importance of connecting with students quickly?
4. Explain how connecting early, connecting late, and connecting with students' home lives can be utilized in addition to other connection strategies?

Chapter 4

Set Gutsy Goals

1. What are *gutsy goals* and why should educators make use of them?
2. Explain the process of setting gutsy goals that aim for mastery, as well as the importance of doing so. What role do SMART goals play in this process?
3. How is the process of setting gutsy goals unique in the 21st century? How might an educator ensure that these goals are of value?
4. How important is it that educators encourage students to believe in them? How should an educator go about doing so?
5. What are the primary characteristics of micro goals? Describe how they can be used to support gutsy goals.

Chapter 5

Give Fabulous Feedback

1. Explain the benefits of giving frequent and comprehensive feedback to students?
2. Please explain the feedback loop of formative assessment, as well as the five benchmarks of all quality formative assessment.
3. What is SEA and how can it be used to provide qualitative feedback? What is the primary benefit of this form of feedback?
4. Please describe the 3M Process and its primary qualities. How should the 3M Process be used with students?
5. What is *Micro-Index Card Feedback*? Please describe how you would utilize this form of feedback in the classroom.
6. How does student feedback differ from other forms of feedback? What are some student feedback strategies that can be used in the classroom?

Chapter 6

Persist With Grit

1. What is *grit*? How does it differ from self-control and how does these differences make it important?
2. Please list and describe each of the five ways to develop grit. How do each of these strategies uniquely develop student grit? Which are you most likely to use?
3. Explain how connecting student *values* and *identity* to a task can keep grit from dropping or infuse new energy into efforts for success. What are some techniques for doing so?
4. Please describe the three step process for dealing with grit breakdowns.

Chapter 7

Boost Optimism and Hope

1. Please describe *optimism* and *hope*. Are the two different? If so, is one more productive than the other?
2. Explain the importance of modeling optimism to students. What are some strategies for doing so?
3. Why is it important to instill hope in students living in poverty? How should an educator go about doing this?
4. How should educators build students' self-concept and effort levels? How does doing so help students grow?
5. How should introspective questions be used to encourage and support the dreams of students?

Chapter 8

Build Positive Attitudes

1. Please explain *gratitude*. What are its primary qualities? Why is it important that students living in poverty develop an understanding of *gratitude*?
2. What are the primary benefits of *service work* and *acts of kindness*? When are these benefits the greatest and why should students be encouraged to pursue these benefits?
3. Explain the similarities and differences between *service works* and *acts of kindness*. Also, how should students go about pursuing both?
4. Please list and describe each of the five strategies that will encourage students to take responsibility and self-regulate?

Chapter 9

Change the Emotional Set Point

1. Please define the *emotional set point*. How is the *emotional set point* changed by chronic stress?
2. What does the evidence show as being the key to changing the *emotional set point* of students? How so?
3. What are the three types of happiness? How do they relate to teaching and the *emotional set point*?
4. What are the four ways that educators should go about changing students' emotional set points?

Chapter 10

Engage Voice and Vision

1. What is cultural relevance? Please explain its effect on students and how cultural relevance might change from student to student.
2. What are the four questions central to fostering a great classroom environment? How do these questions and their answers encourage students to see you and the content as relevant?
3. What is *student voice* and why is it important? What are some opportunities that educators might use to develop student voice?
4. Please describe the three ways educators can discover and develop students' visions. What is the benefit of developing students' voices using these strategies?

Chapter 11

Set Safe Classroom Norms

1. Please explain *physical* and *emotional safety*. How are they similar and how are they different?
2. How should an educator ensure physical safety? What must be accounted for and planned out in order to ensure physical safety?
3. What role do established classroom norms have in ensuring emotional safety? What norms are most useful in establishing emotional safety?
4. Please explain *cool rules* and describe the four example rules mentioned in the book. How and why should *cool rules* be utilized in the classroom?

Chapter 12

Foster Academic Optimism

1. What is academic optimism? How does academic optimism differ from other forms of optimism?
2. How does changing roles in the classroom foster academic optimism?
3. Explain how an educator can show students the evidence of their peers' success. How does this encourage students to remain optimistic?
4. What does it mean to 'change the game'? What is involved in this process and what are the benefits of doing so?
5. Please provide an example of how you would utilize one of the strategies in this chapter to encourage academic optimism in your classroom.

Chapter 13

Manage the Cognitive Load

1. Please define *cognitive load*. What is the role of *cognitive load* in the classroom?
2. What are the dangers associated with having a high cognitive load and why should instructors work to reduce their students' cognitive load?
3. Please describe each of the tools that educators might use to reduce their students' cognitive load. What are the primary characteristics and uses of each?
4. What unique effects does a heavy cognitive load have on students' ability to recall information at a critical time? How can educators fight this and increase students' ability to retrieve knowledge?

Chapter 14

Strengthen Thinking Skills

1. What is *critical thinking*? What role does it play as a thinking skill?
2. What are some tools for optimal reasoning? When and how would you use some of these tools?
3. Pick one of the problem solving paths listed in this chapter. Explain how you would utilize this path in your classroom. What challenges do you see arising with your students and how would you overcome them?
4. Please describe the three routines that educators can utilize every day to develop thinking skills amongst their students.
5. What are some basic thinking and questioning tools that educators can teach their students?

Chapter 15

Enhance Study Skills and Vocabulary

1. What are the greatest weaknesses of generalized study skills, especially when they are compared to contextual, or specific, study skills?
2. Please list the six high-impact study skills. What makes these skills so valuable and how is their effectiveness increased when used in tandem?
3. What are relational study aids? Please provide some examples and describe their effectiveness.
4. Why is it uniquely important that students living in poverty enhance their vocabulary? In addition, describe the three strategies that can be utilized to improve student vocabulary.

Chapter 16

Engage for Maintenance and Stress

1. What effect does physical activity have on students' mental health? With this knowledge in mind, is it important to engage students physically?
2. Please describe seven activities that can be utilized to engage students quickly and easily. How do these activities place students into arousal states and why is it necessary to do so?
3. What are the two primary stress filters? Explain how these filters effect student stress levels.
4. Please describe the Yerkes-Dodson Stress Productivity Curve. What does this tell you about the relationship between stress and optimal learning?
5. What are some techniques that can be used to either lower or raise students' stress levels? Explain how these techniques work and the primary considerations for each.

Chapter 17

Engage Students for a Deeper Buy-In

1. Please explain the differences between compliance learning and choice learning. Why is choice learning better for the learning environment than compliance learning?
2. Please explain *setup*, *buy-in*, and *relevance*. Describe each stage of this learning process and explain how they interrelate.
3. What are learning hooks and what role do they play in achieving *compelling*, *deep relevancy*? Provide some examples of learning hooks.
4. Please describe each of the question groups listed on page 177. What is the role of these questions in the classroom?

Chapter 18

Engage to Build Community

1. Explain the importance of developing a sense of community amongst students.
2. What are the five criteria that all effective classroom rituals must meet? Why must classroom rituals meet these criteria?
3. Provide some examples of effective classroom routines and their usage. Which do you find most effective?
4. What is reciprocal teaching and what are its four primary strategies? What are the unique benefits of fully realized reciprocal teaching?

Chapter 19

Support Alternative Solutions

1. What are the two primary ways of keeping students in school until graduation? In your opinion, how do they keep students in school?
2. Please define the *academic operating system*. How do the arts develop this system in students?
3. What effect does frequent physical activity have on the development and maturation of brain cells?
4. Please describe how physical activity and the arts should be utilized in the classroom. Provide some examples of each.

Chapter 20

Prepare for College and Careers

1. What are the primary questions that must be considered in deciding that students are college or career ready?
2. Please describe some strategies that educators can utilize in order to prepare students for college and careers. How do these strategies prepare students?
3. What are the benefits of encouraging certain students to pursue technical education or careers right after graduation? What skills must be taught to these students to ensure they are prepared?
4. Describe the three steps of implementing a new program that will prepare students for technical education or work after graduation.