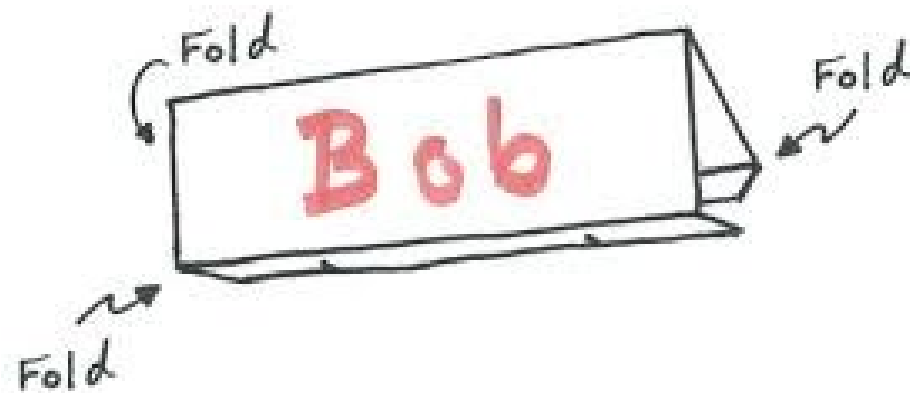
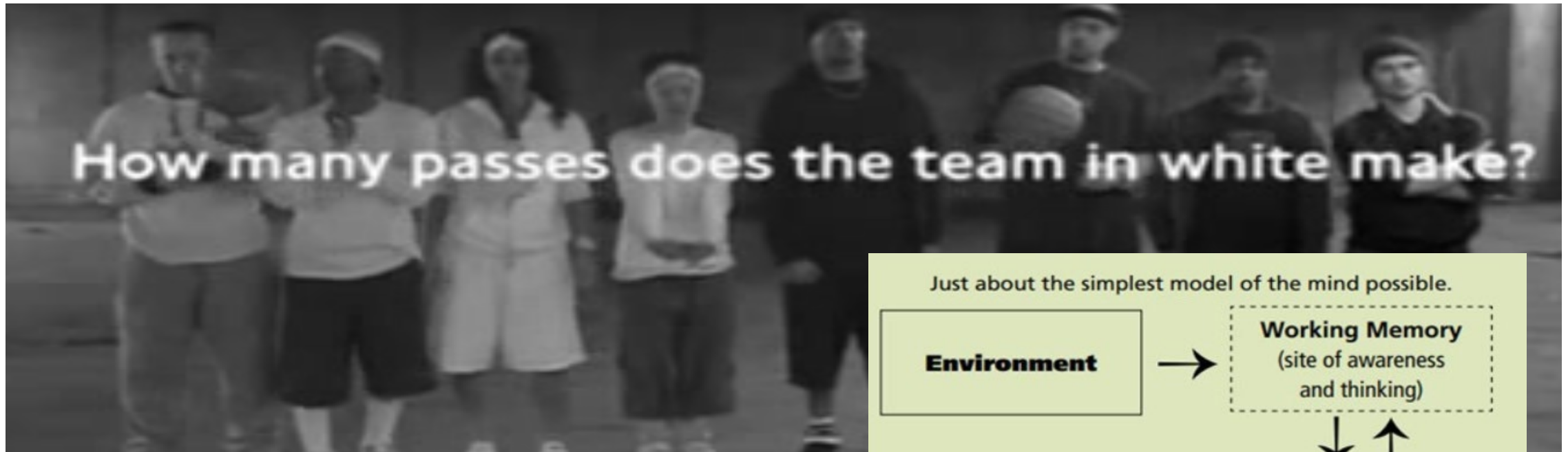


# Welcome! Please Make a Name Tent

You can see mine on the table



## Explain Again What Happened Here & What We Learned



Just about the simplest model of the mind possible.

**Environment**



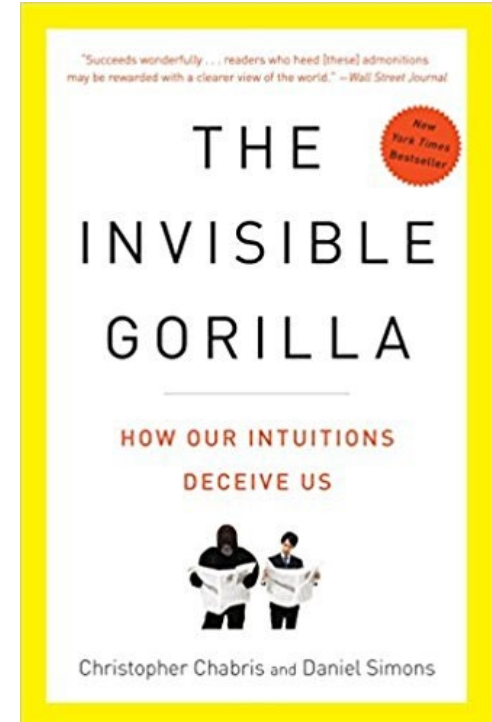
**Working Memory**  
(site of awareness  
and thinking)



**Long-Term Memory**  
(factual knowledge and  
procedural knowledge)

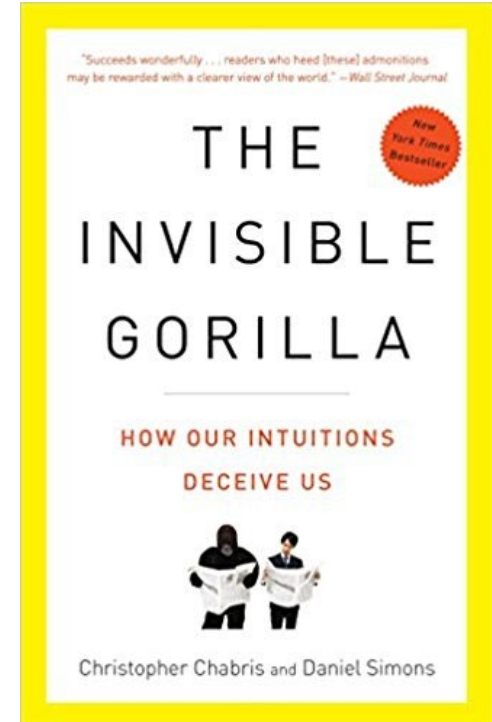
## On “The Illusion of Attention” (aka “Inattentional Blindness”)

- 1) “We are aware of only a small portion of our [visual] world at any moment...”
- 2) “The idea that we can look but not see is flatly incompatible with how we understand our own minds...”



## On “The Illusion of Attention” (aka “Inattentional Blindness”)

There is one proven way to eliminate inattentional blindness: make the unexpected object or event less unexpected.”



## Denarius Frazier



## A Pretty Good Recipe

Not just watching but tracking data

Detailed descriptions what he wants to see (exemplar)

Anticipate errors (and plan for actions in response)

The data is driving the intervention

They are looking at the problem –  
“Transient Information Effect”

In a climate of psychological safety

# Preparation vs Planning

## Planning

What activities?  
For how long?  
With what purpose?  
What questions?

## Preparation

What does 'right' look like?  
What's likely to go wrong?  
How will data be gathered? About what?  
How will students answer & show knowledge?



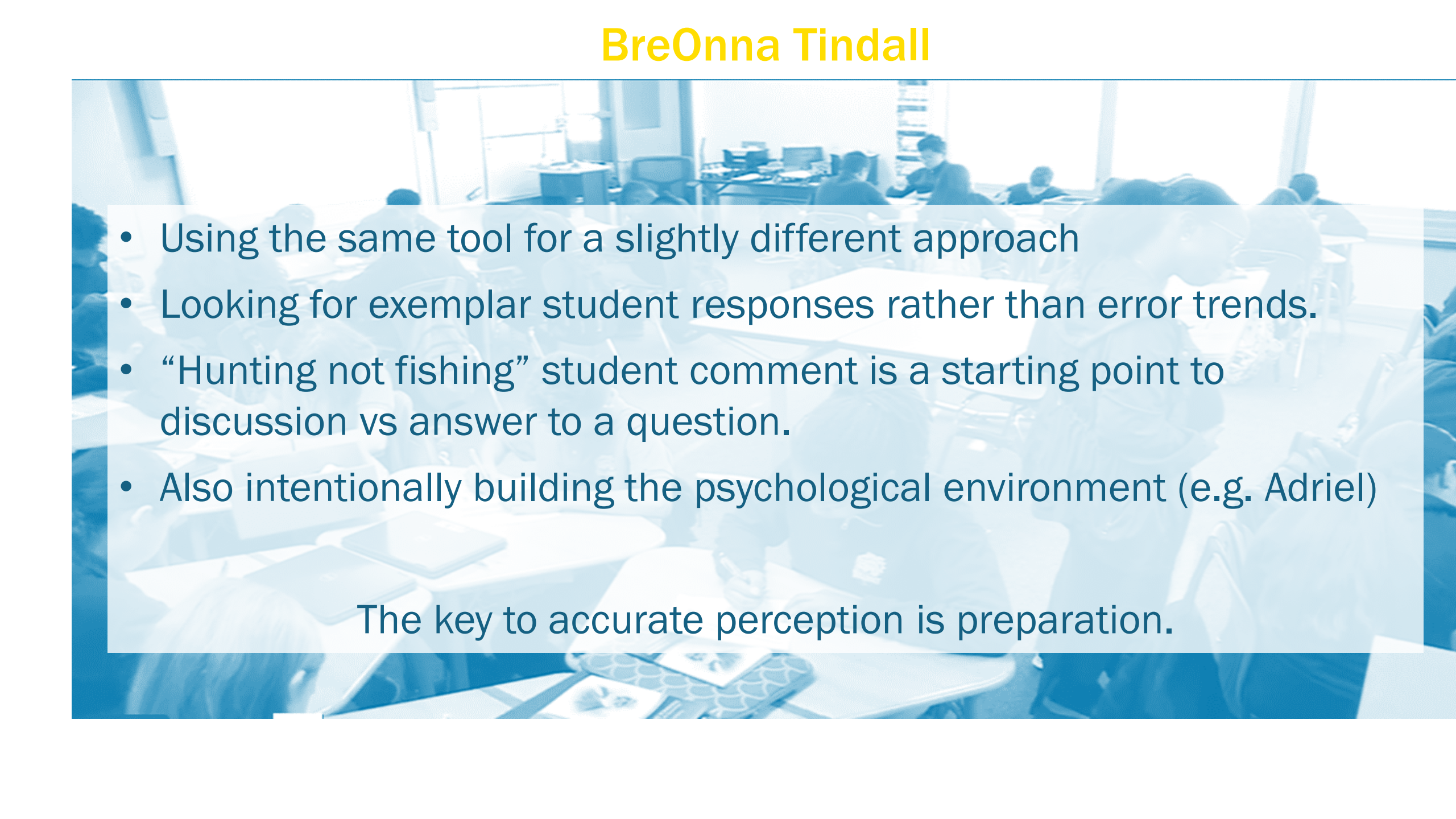
# BreOnna Tindall

A blue-tinted photograph of a classroom. Students are seated at desks, some working on laptops, others on papers. A student in the foreground is writing. A student in the background is looking at a laptop. The room has large windows and a whiteboard.

How is this similar to and different from what Denarius is doing?



# BreOnna Tindall

- 
- A blue-tinted photograph of a classroom. Students are seated at desks, some looking at papers or devices. The room has large windows in the background, letting in bright light. The overall atmosphere is that of a busy, modern educational environment.
- Using the same tool for a slightly different approach
  - Looking for exemplar student responses rather than error trends.
  - “Hunting not fishing” student comment is a starting point to discussion vs answer to a question.
  - Also intentionally building the psychological environment (e.g. Adriel)

The key to accurate perception is preparation.



# BreOnna Tindall's Lesson Preparation

Readers: ① me  
② Laniyah  
③ Jaden

"Justice" by Langston Hughes

## Justice is Blind



① **Lady Justice** is the personification of the ideals of justice in legal or judicial systems. Based on the goddess Justitia (Roman) or Themis (Greek), Lady Justice is usually depicted holding a sword, which represents swift and final justice, and scales, which symbolize the idea that evidence should be carefully balanced and weighed.

② Lady Justice almost always appears with her eyes blindfolded. The blindfold represents impartiality, the idea that justice should be applied without regard to wealth, power, race, gender, or other status. The phrase "justice is blind" is commonly used to evoke the idea that justice shouldn't "see" things like class, wealth, or social status; it should only consider the truth of a person's actions and character.

BPQ: What does impartial mean? Is that good or bad?

1. Based on this article, is justice's "blindness" meant to be a positive or negative thing? Explain your thinking. 2 min write → T+T → CC strong or BPQ if neg.

Justice's blindness is meant to be positive because it means that Justice is supposed to be fair/impartial. Justice doesn't "see" race/class/gender/status, just truth.

BPQ: What does blind justice not "see"? Why? Is that good or bad?

2. Read this poem on your own, then answer the question that follows.

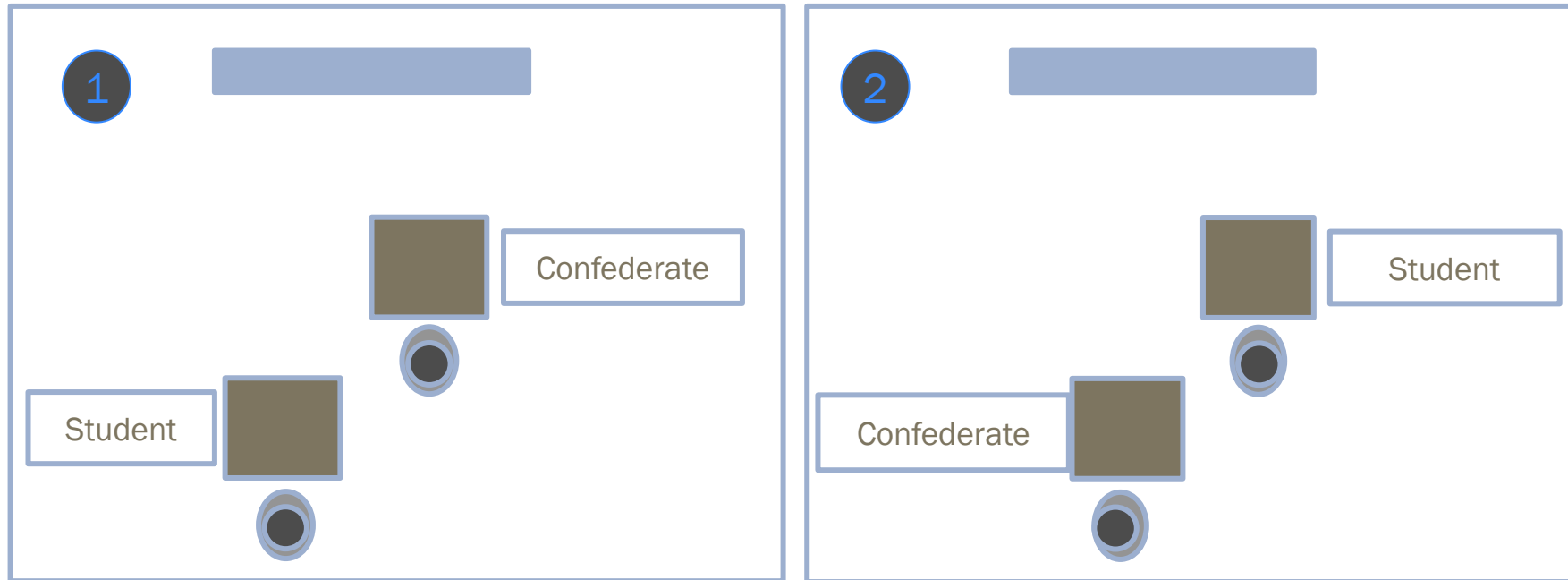
## Justice

by Langston Hughes

That Justice is a blind goddess

T&T= Turn and Talk  
CC= Cold Call  
BPQ= Back Pocket Question

# “Attention Contagion”



There are two rounds to the experiment. In the first the student who is the subject can clearly see the student who is the experimenters' confederate. In the second, the experimenters' confederate is behind the student who is the subject, and the student cannot clearly see him/her.

Question: How will the behaviors of the accomplice student affect the behaviors of the subject?

# “Attention Contagion”

Answer: Subjects who watched the lecture with an attentive confederate:

- 1) Reported higher levels of attention
- 2) Behaved more attentively (e.g. took more notes)
- 3) Had better memory of the lecture content (i.e. learned more)

Compared to subjects with an inattentive confederate. In both cases!

‘Despite confederates not being visible, participants were still aware of whether confederates were acting attentively or inattentively, and participants were still susceptible to attention contagion. Our findings suggest that distraction is one factor that contributes to the spread of inattentiveness.’

-Forrin et al

<https://psycnet.apa.org/record/2021-24992-001>

1

**Plan/Prioritize Key Questions**

2

**Script Exemplar Responses**

3

**Jot Likely Misconceptions/Errors\***

4

**Plan Options to Respond**

5

**Use Active Observation**

Kerrie Tinson



How does she gather data? How does she use data?



# Scott Wells







What are two things have you  
see or heard today that you  
might use in your classroom?

Gold Schools



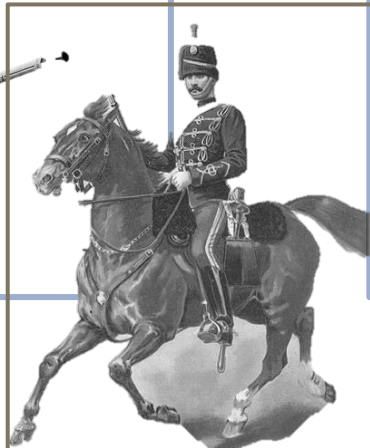
Bedankt



Let's start with a strange  
question.



What's the most important  
military invention in history?

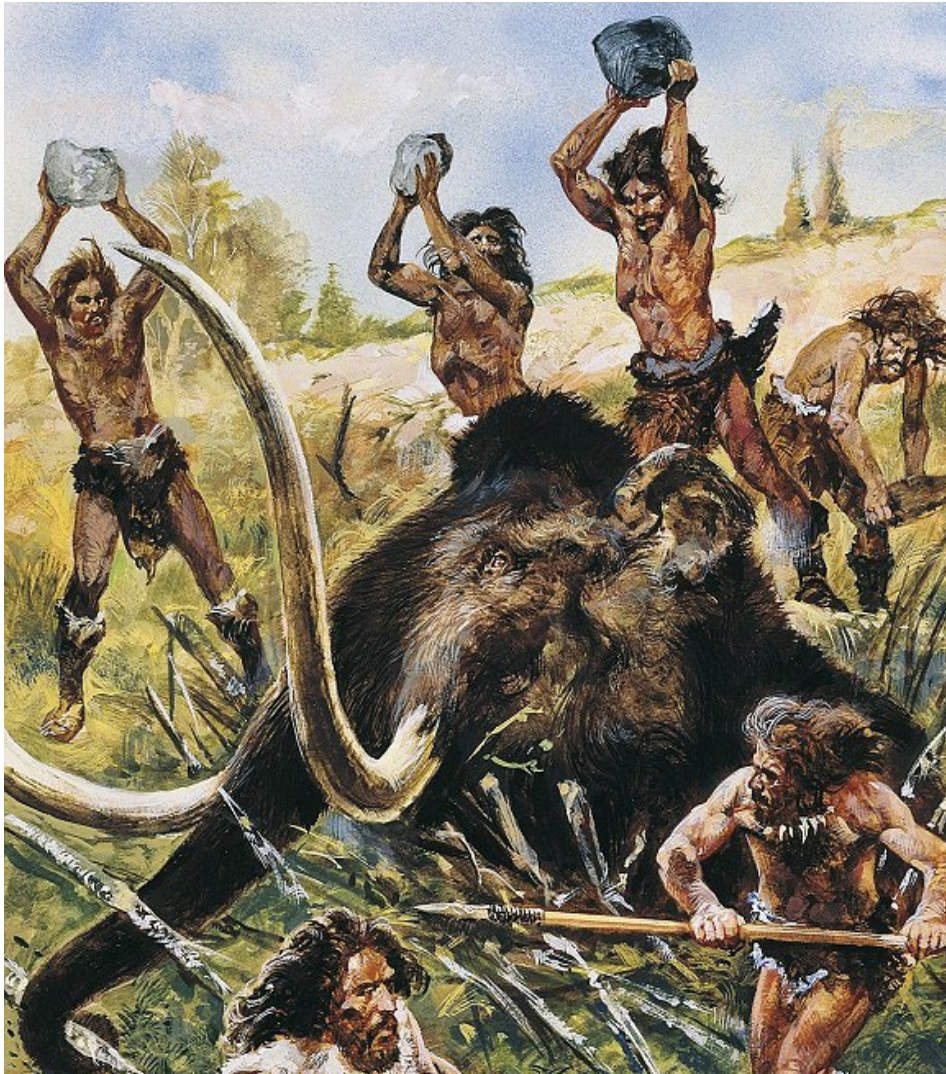


# Surprise





# Group Formation is an Evolutionary Imperative



- Only those who could form cooperative, collaborative, reliable groups *and maintain their membership in them* survived.
- We evolved to need the group. Exile, to our evolutionary selves, is death.
- This legacy is still with us today...in the most individualist culture in the history of being.

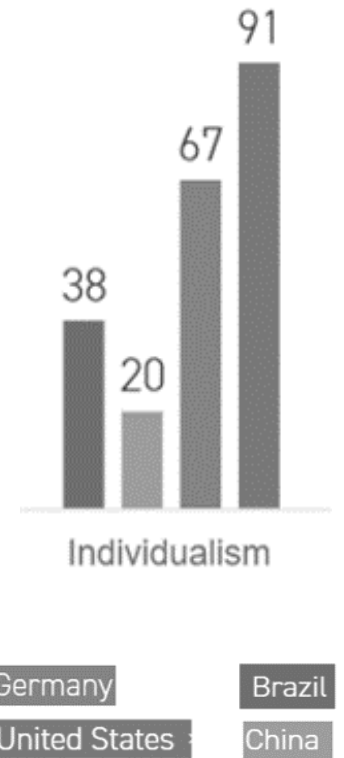


# Belonging Is the Most Powerful Emotion

We are creatures of culture first, supremely responsive to social norms and eager for belonging.

The health impact of social isolation is roughly the equivalent of smoking 15 cigarettes a day.

We don't always realize this because we live in the most individualistic society in the history of humanity.





"It's not easy to write a book that is simultaneously brief, packed with ideas, and clear, but Peps has done it!"  
Daniel Willingham

## MOTIVATED TEACHING

Peps Mccrea

We Seek Belonging Even When We Don't Know We Are Seeking It.  
*In Any Context The Single Greatest Influence on Motivation and Behavior is  
Perception of Shared Norms.*

The best way to shape behavior is to amplify and multiply norms.

# Denarius Frazier



Why do his students do what they do? Does anything surprise you?

# How Procedures Shape Norms & Build Belonging

Procedure

An intentionally designed way of completing a recurring task in the classroom



Routine

A procedure that has become a habit & allows students to complete it with minimal load on Working Memory



Norm

A routine that is both visible and predictable to students & therefore influences their behaviors.

When **routines become norms**, they have the power to transform culture and create a sense of shared **classroom culture, community, and belonging**.

## We “Advertise Our Gaze”





A male teacher with long, dark dreadlocks is leaning over a desk, looking down at a book or paper. He is wearing a white shirt and a green patterned tie. Several students are seated at the desk, looking at the same material. The background shows a classroom setting with other students and a whiteboard.

# Reflection

Jevaughan's answer reveals...

# Habits of Attention

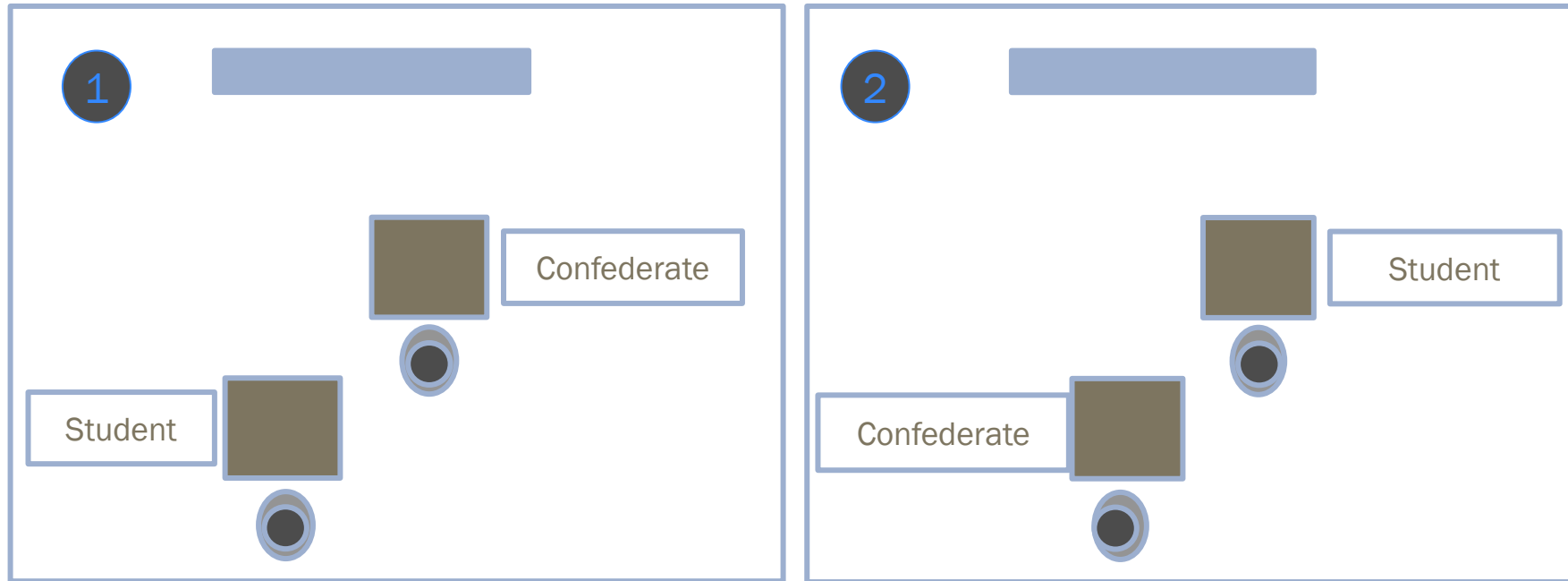


Attention is central to every learning task. You can only learn about what you pay attention to.

The quality of attention paid by learners shapes the outcome of learning endeavors



# “Attention Contagion”



There are two rounds to the experiment. In the first the student who is the subject can clearly see the student who is the experimenters' confederate. In the second, the experimenters' confederate is behind the student who is the subject, and the student cannot clearly see him/her.

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# Habits of Discussion

Ok, I agree with  
Vanessa...

Now that I think about it,  
I agree with Amome...



I agree with Amome now,

“Belonging is a **flame** that needs to be continually fed by signals of connection.”

A close-up photograph of a lit red candle. The candle is thick and cylindrical, with a vibrant red wax. A bright, yellow-orange flame is burning from the wick, which is slightly charred. The background is dark and out of focus, showing some indistinct shapes. The overall mood is warm and contemplative.

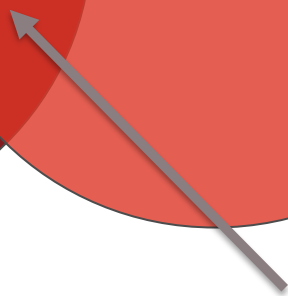
Daniel Coyle

“Belonging is a **flame** that needs to be continually fed by signals of connection.”

Daniel Coyle

Maximum  
Learning

Maximum  
Belonging



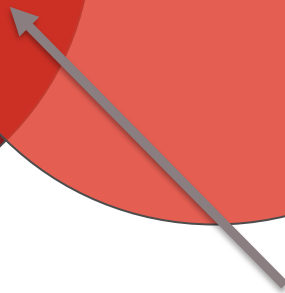
"Belonging is a **flame** that needs to be continually fed by signals of connection."

What are the signals you could magnify and maximize?  
What steps are required?

Daniel Coyle

Maximum  
Learning

Maximum  
Belonging





## Christine Torres



What evidence of themes we've discussed? Does anything surprise you?





*Every faith worships in  
unison. This creates a  
profound sense of belonging.*

# Typical Lesson

Questions

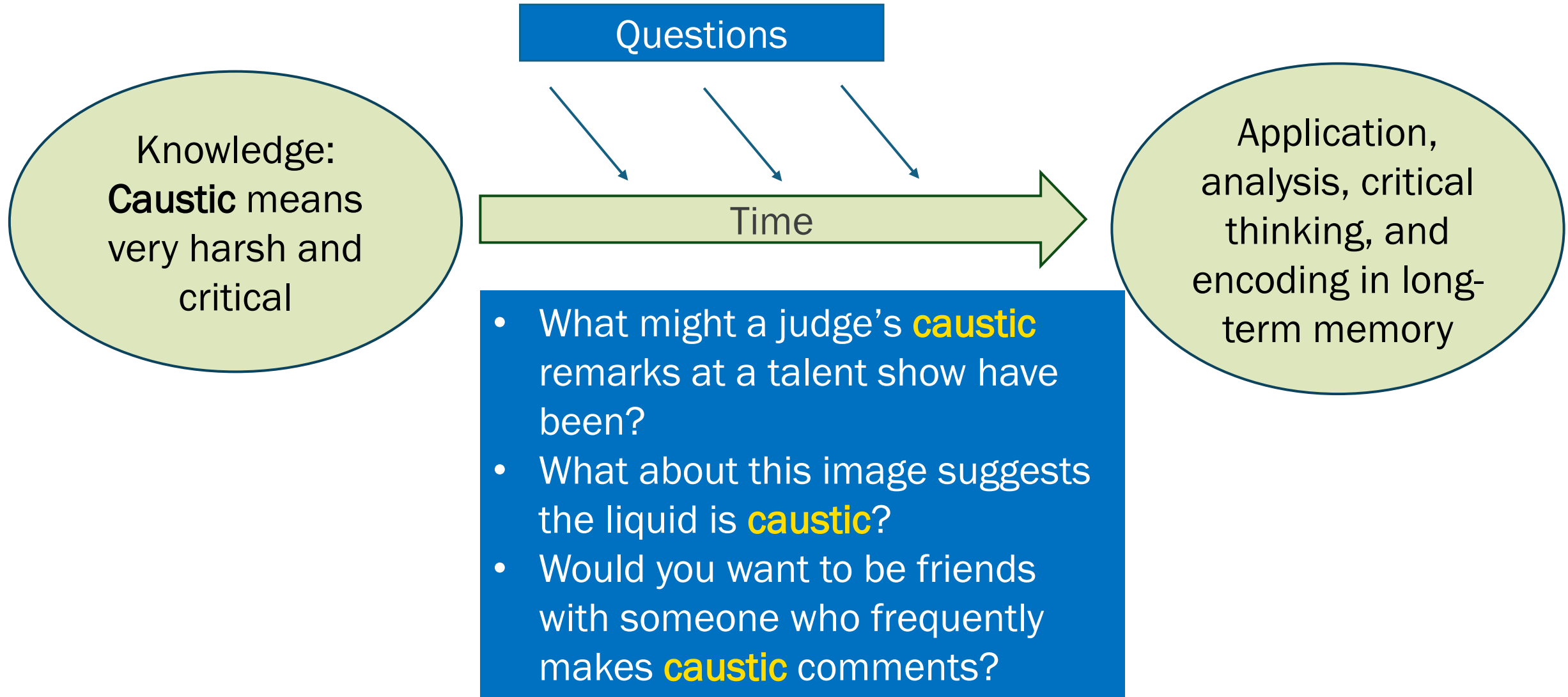


Time

- What do you think caustic means?
- Have you heard it before? Where?
- What does it mean in this sentence?
- Are there any clues in the sentence we can use to figure out what this word might mean?

Knowledge:  
**Caustic** means  
very harsh and  
critical

## Typical Lesson



# Benjamin Hall



What takeaways do you have from Ben's "install"?

# Benjamin Hall



What takeaways do you have from Ben's "install"?

# Benjamin Hall

Should we bring the death penalty back into UK law?





# Ahmed Sadeque



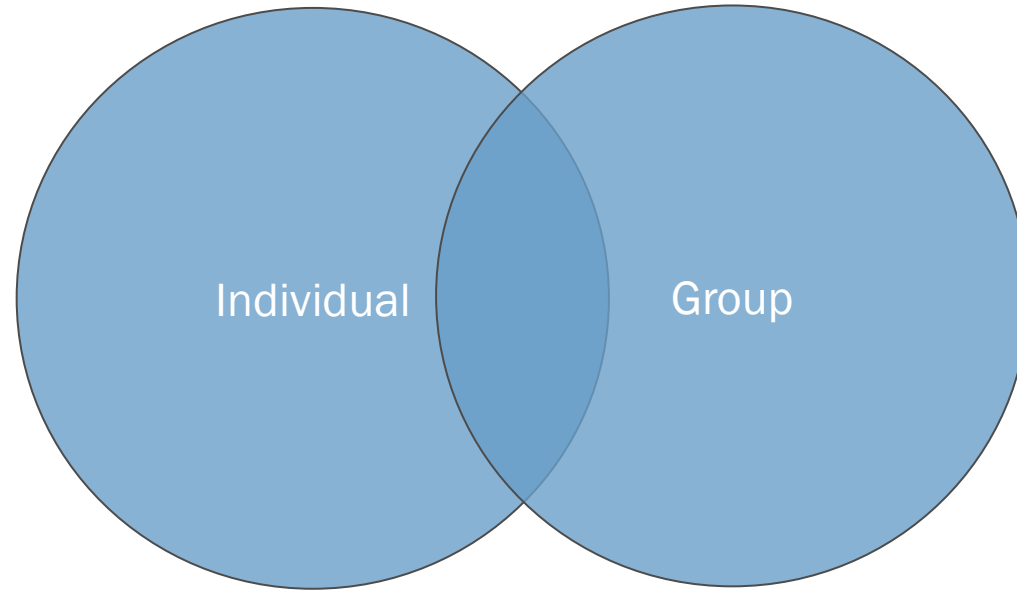
How does he reinforce his systems?

# James Beeston



What can you steal from James' rollout?

The strength of the wolf is in the pack; the strength of the pack is in the wolf.



Optimal learning environments must consciously balance

**collective factors**

(group norms; a sense of belonging; the ability to delay gratification & self-regulate)

**with individual factors**

(differences of opinion and interest; differences in skill and knowledge)

# Keys to Effective Delivery

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## Economy of Language

Use as few words as possible to focus listeners on required actions & avoid distractions.

## Emotional Constancy

Use an even, steady tone—for directions & redirections—so students focus on & respond to your words, not your emotions

## Start Cue

Use a clear start-cue (Go!”) at the end of a direction sequence to make the when as clear as the what.

## Rate of Sequencing

Slow the rate at which you introduce new steps in your directions when follow through is in question or the task is not yet a habit