



SHELTON STATE

COMMUNITY COLLEGE



“...and More”

AlaMATYC 2017

Southern Union Community College

Annette Cook

Shelton State Community College

Who am I?

- Annette Cook
- Educator for 33 years
- Wife for 32 years
- Mom for 27 years
- Jobs: Associate Dean of Student Success, Director of the SOAR Institute
- Math and ORI instructor at SSCC
- High school math teacher
- Middle school math teacher

Who are you?

- Faculty
 - Administrators
 - Both faculty and administrator
 - Staff
-
- Ice Breaker -- Favorite activities

AMATYC

- 2008: Project ACCESS (Advancing Community College Careers: Education, Scholarship, and Service)
- My 2nd year as College instructor (24th year as educator)
- National conference experience
- Southeast Vice-President

Recent History of AlaMATYC

- 2008 – learned no active affiliate in Alabama for more than fifteen years
- 2009 – worked with national officers to get re-established
 - No records at national office
 - Found several retired people who had been involved
 - No AlaMATYC records in Alabama

Recent History of AlaMATYC

- 2010 – “Resurrection Conference” at Shelton State
 - Keynote: Pat McKeague – author, owner of Math TV (from California at his own expense + \$1000 donation)
 - By-laws and Constitution – adapted from Georgia to present for approval
 - 65 people registered to attend from 15 colleges
 - Officers slated to be elected
 - About 10 concurrent sessions
 - Vendors/exhibitors on site with materials
- SNOW...
in Alabama!!

Recent History of AlaMATYC

- 2011 – Gorgeous day at Lawson State
- 2012 – Athens State with President of AMATYC as keynote speaker
 - TORNADO!!
- 2013 – Southern Union
 - AMATYC President returns
- 2014 – Lawson State
- 2015 – Faulkner State
- 2016 – Shelton State



Today

- 2017 – Southern Union
- Over 60 registered from 22 colleges
- 8th Conference since resurrection
- First-timers?
- Current and past officers of AlaMATYC?

NADE

- Vice-President – work with state chapters
- State conference: ALADE usually held in October
- National conference
 - 2017 – Oklahoma City (March 1-4)
 - July 28, 2017 – McCabe Conference (Livonia, MI)
 - 2018 – National Harbor, Maryland
 - 2019 – Atlanta, Georgia
 - 2010 – Nashville, TN
- Foundation for Developing Educators



AMERICAN
ASSOCIATION OF
COMMUNITY
COLLEGES



JOBS FOR THE FUTURE



Achieving
the Dream™

Community Colleges Count



PUBLIC AGENDA



NADE

National Association for Developmental Education

**COMPLETE
COLLEGE
AMERICA**



EDUCATION
COMMISSION
OF THE STATES

CCRC

Community College Research Center
TEACHERS COLLEGE, COLUMBIA UNIVERSITY

The Charles A. Dana Center
at The University of Texas at Austin

A large, stylized orange quotation mark icon consisting of two thick, curved lines.

The accident
of where students live
should not limit their
access to an excellent education
or their ability to
pursue their **dreams**.

URI TREISMAN

EXECUTIVE DIRECTOR, CHARLES A. DANA CENTER
AT THE UNIVERSITY OF TEXAS AT AUSTIN

“and More”

- Keys to Student Success
- Mindset
- Habits of Mind
- Classroom Culture

*No matter what level you teach,
this information applies to you.*

Student Success

How do you define student success?

How does your institution promote student success?

How do faculty and staff model success?

Background

- Numerous conversations about student success
- Increasing student apathy
- Complaints from faculty and staff
- Time to promote what we value and expect

Objectives

- To promote student success campus-wide
- To model the keys in every office and class on campus
- To integrate the keys into conversations
- To use the keys to encourage improvement in conduct, classroom performance, and ultimately, student success

The Team

- Administrator from Office of the President
- Assistant Dean
- Two faculty members
- Director of the SOAR Institute
- Director of Advising
- Navigator
- Advisor

Steps

- Research/Benchmarking
 - Codes of Student Conduct
 - Student Handbooks
 - Input from team members' departments
 - Promotions at other institutions
- Stakeholder Input
 - Solicited faculty and staff opinions
 - Received sixty-three responses
 - Compiled and tallied
 - Studied the input
 - Determined top five suggestions

The Top Five

- Respect
- Class Attendance
- Study Habits
- Communication
- Time Management

Crafting the Definitions

- Assigned keys to team members to research
- Gathered assorted definitions and applications
- Reviewed sample definitions with team
- Determined final definitions

The Logo

- Second-year art class
- Six submissions
- Winner determined
- Digitalized for electronic use





RESPECT

One key to becoming a successful college student is to treat yourself, peers, faculty, and staff with high regard. Portray self-worth through your dress and behavior. Acknowledge others' ideas, opinions, and thoughts by listening before responding.



CLASS ATTENDANCE

One key to becoming a successful college student is to attend required class time, which includes arriving on time and remaining until dismissed. Notify your instructors concerning excused absences or tardies. See instructors to make up missed work. Be prepared by completing assignments and by participating in class activities. Use class time effectively and efficiently.



STUDY HABITS

One key to becoming a successful college student is to adopt good study habits. Keep up with assignments, use available resources, and get help when needed. Be aware of how you study best. These habits can make learning new information both easier and quicker and will make study time far more effective and efficient.



COMMUNICATION

One key to becoming a successful college student is to use the appropriate method of communication (face-to-face meetings, phone calls, emails). Keep lines of communication open with faculty, staff, and peers. Communication involves asking questions, listening to understand others, observing, verifying information received, and sharing ideas. Use standard English in written and oral communication. Through communication, collaboration and cooperation occur.



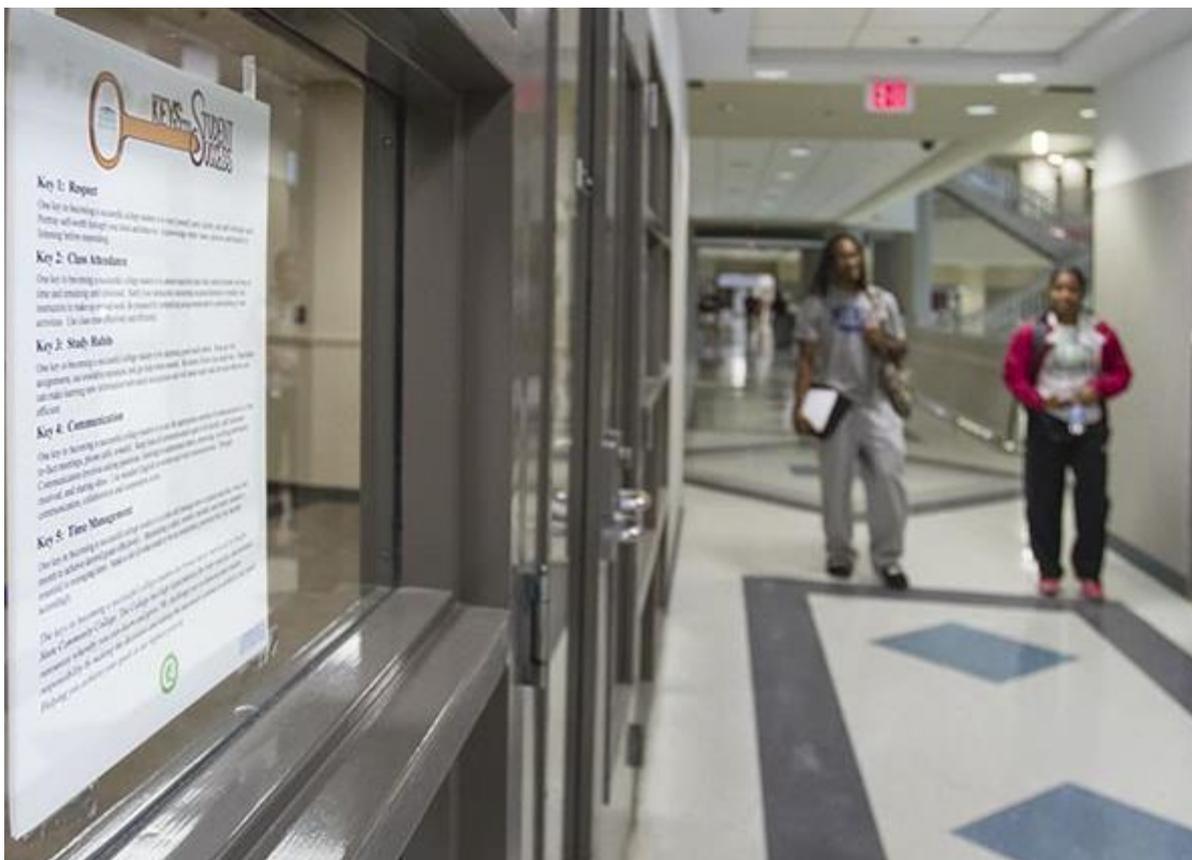
TIME MANAGEMENT

One key to becoming a successful college student is to plan and manage how to spend each day, week, and month to achieve desired goals effectively. Maintaining a daily, weekly, monthly, and yearly calendar is essential to managing time. Make a list of what needs to be accomplished, prioritize this list, and plan accordingly.

Promoting the Keys

- Wanted to include students, faculty, and staff
- Videos of students (wide variety)
- Signage
- Sticky notes
- Posters
- Website





T-SHIRTS!!!

Rollout – Entertaining and informative



Rollout

- Professional development (Friday/half-day) for entire College
- Breakout sessions
- Contributions from participants
- Food
- Promotional items
- Feedback on how they promote/will promote the keys

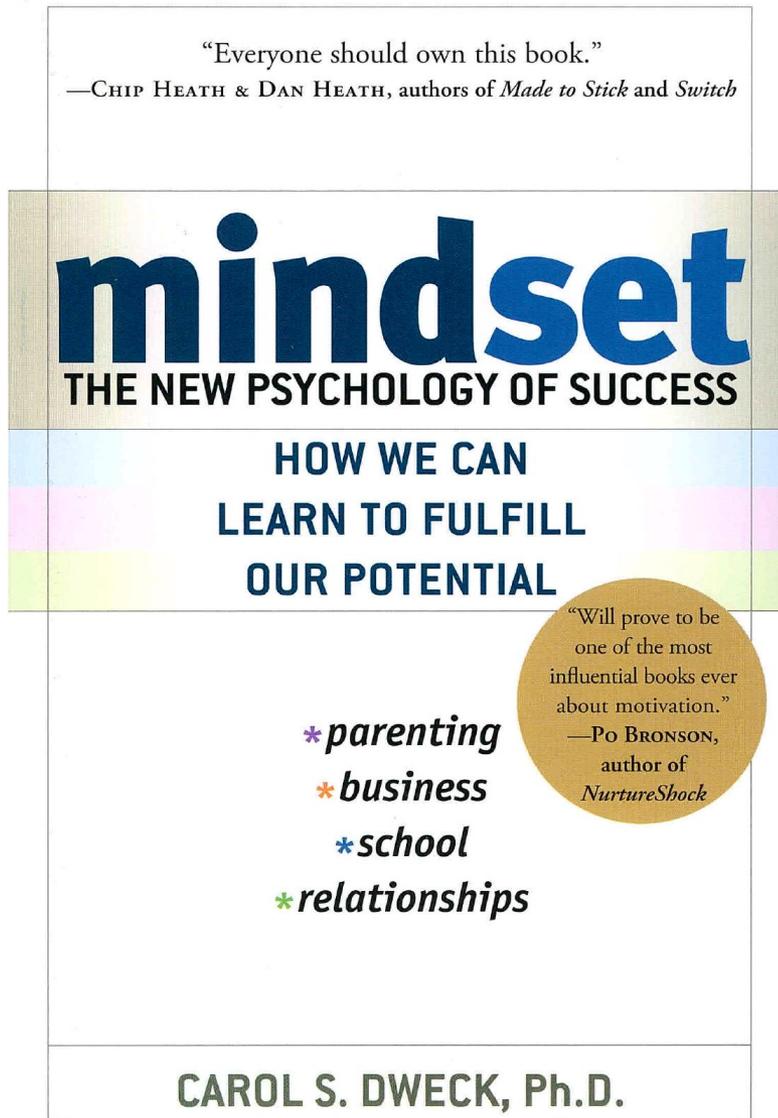


The keys to becoming a successful college student are broad ideals embraced by Shelton State Community College. The College has high expectations for your success and provides resources whereby you can learn and grow. We challenge you to demonstrate student responsibility by making the decisions and taking the necessary actions to achieve your goals. Helping you achieve your goals is our highest priority.

Two-Minute Activity

- Look around a form a group of 4-6 people.
- Think about specific things done at your institution to promote student success.
- In 30 seconds or less, share with your group.

Mindset



- Fixed or Growth mindset
- Integral factor in making changes of processes and procedures
- Important for educators and students

Fixed Mindset

- “The fixed mindset limits achievement. It fills people’s minds with interfering thoughts, it makes efforts disagreeable, and it leads to inferior learning strategies.”
- Example: Students assume if they were not successful in past, they won’t be successful now.
- Example: Teachers who assume students know what they need to know to be successful in a class.

Growth Mindset

- Believes in change, embraces challenge, struggle, criticism, and setbacks
- Cultivates abilities

People with a growth mindset:

- Love what they do, even in the face of difficulties and
- Value what they do regardless of the outcome.

What mindset do the statements below portray?

- “I’ll help any way I can.”
- “Students can sink or swim. That’s how it was when I went to school.”
- “That’s not my job.”
- “I am always looking for resources that may be helpful to students who aren’t having success in class.”

Bottom Line

- Do you have a “right to fail” or “right to succeed” mentality with our students?
- Do you model a growth mindset with your students?
- Will you help your students have a growth mindset?

“Everyone who remembers his own education remembers teachers, not methods and techniques. The teacher is the heart of the educational system.”

Sidney Hook

Current State

- Underprepared students
- Sub-par placement practices
- Completion agenda
- Performance based funding -- already in practice in some states

What do our students have in common?

- **They breathe!**
- Virtually everything else is different.
 - Socio-economic status
 - Ethnicities
 - Skill level
 - Motivation
 - Background
- There is no “one size fits all” approach.

HABITS OF MIND

- Our challenge: **to make invisible practices, visible.**
- To make them discussable, coachable, available for students to reflect upon and access
- To show how they contribute to deep and transferable learning
- **Critical for First Year Students**

Fostering Habits of Mind in Today's Students

A NEW APPROACH TO
DEVELOPMENTAL
EDUCATION

EDITED BY

Jennifer Fletcher, Adela Najarro
and Hetty Yelland

FOREWORD BY EMILY LARDNER

Habits of Mind

- Curiosity
- Openness
- Engagement
- Creativity
- Persistence
- Motivation
- Confidence
- Responsibility
- Flexibility
- Metacognition

Habits of Mind

- “a fundamental set of behaviors for thoughtful teaching and learning”
- “ways of approaching learning that are both intellectual and practical”
- “an internalized set of practices essential to critical thinking”

Habits of Mind

“Many of our students have math or writing anxiety. Most are surprised by the amount of studying required outside of class. Few have regular routines or dedicated spaces for academic work. These are not ‘deficits’ our students bring to college; they are data for making instructional decisions.”

Fostering Habits of Mind in Today's Students
page 3

Habits of Mind

“For students in developmental classes, these habits of mind are critical; without a sense of intellectual curiosity, motivation, and confidence many learners disengage from academic culture before they have even started their college-level course work.”

Fostering Habits of Mind in Today's Students
page 2

Teaching Habits of Mind

- A deep respect and regard for students is necessary.
- Research found that individual teachers can have a profound impact on students.
- We need to make them an explicit part of our instructional approach.
- Students need to see habits of mind in practice.



#SibmeShares

"One looks back with appreciation to the brilliant teachers, but with gratitude to those who touched our human feelings.

The curriculum is so much necessary raw material, but warmth is the vital element for the growing plant and for the soul of the child."

Carl Jung

Habits of Mind

“By showing our students how qualities of mind such as persistence and flexibility aid us in our disciplinary work, we make visible the link between intellectual process and academic product.”

Fostering Habits of Mind in Today's Students
page 8

Examples?

Habits of Mind

“It is not enough to create incidental opportunities for curiosity and engagement; we need to direct students’ attention to how an ongoing practice of curiosity and engagement can affect their mind-set.”

Fostering Habits of Mind in Today’s Students
page 6

Habits of Mind

“The fact that even academically proficient students have trouble continuing in college suggests that college readiness encompasses more than just academic skills. College success is not only about academic preparation but is also dependent upon a host of equally important skills habits, and behaviors.”

Fostering Habits of Mind in Today's Students
page 11

Recommended Approach

- Focus on student assets, not deficits.
- Create a community in your classroom.
- Engage learners.
- Build confidence.
- Develop students' self-efficacy.
- Promote transfer of learning.

Examples

- Syllabus Quest
- Math Autobiography
- Pre/Post Surveys
- *Unlearn* – activity to stop bad math habits
- Graphic Organizers
- Addressing, not avoiding, math anxiety
- Test Corrections

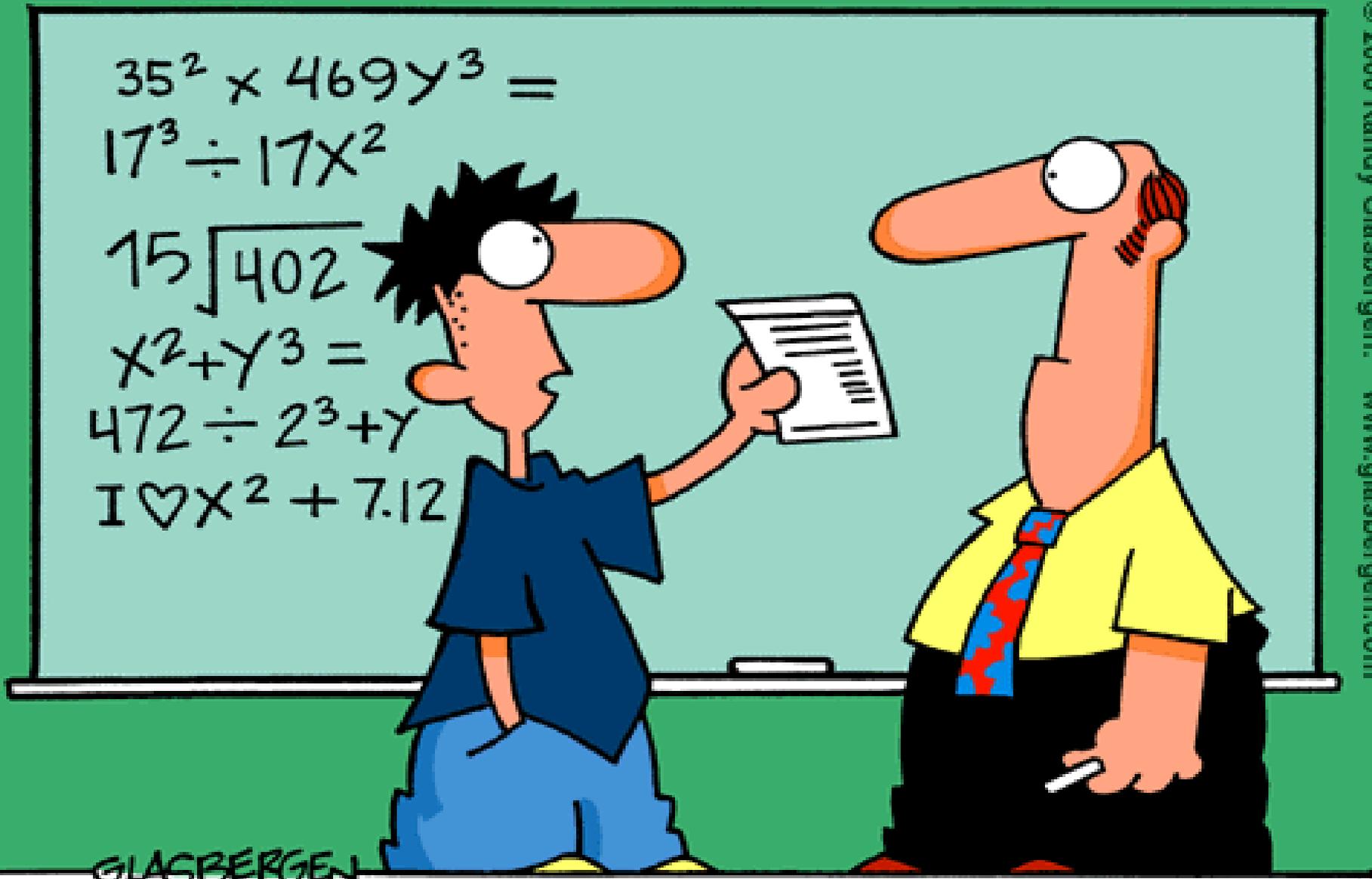
Bottom Line

- Students today are not the students most of us were.
- We must go beyond teaching only our subject matter.
- If we want to have more students be successful in our classes, we cannot teach using the same methods used when we were in college.

Two Minute Activity

Discuss within your group:

- What are your thoughts?
- Do you already intentionally teach habits of mind in your classroom?
- If not, are you willing to make a change and start making more of a concerted effort to do so?



"I HAD MY DOCTOR DO A D.N.A. BLOOD ANALYSIS. AS I SUSPECTED, I'M MISSING THE MATH GENE."

Math Anxiety

- Sheila Tobias, author of two books on topic
- Hundreds of studies performed
- Hundreds of interviews with students
- Specific strategies

Sheila
Tobias

OVERCOMING MATH ANXIETY

Revised
and
Expanded

"If you ever said 'I'm no good at numbers,' this book can change your life." —Gloria Steinem

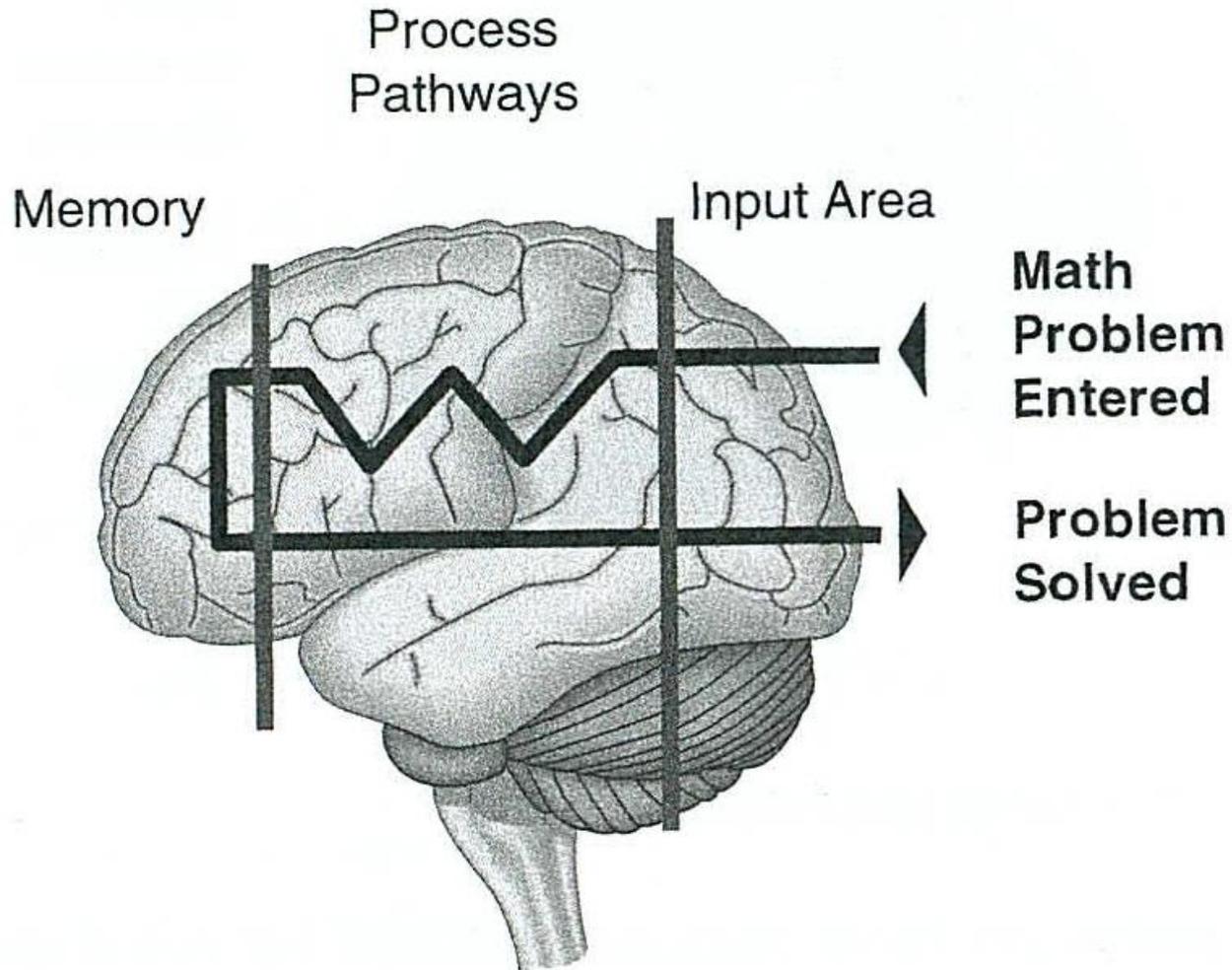
Banishing
Math Anxiety

Sheila Tobias with Victor I. Piercey

Two Important Messages

- Students can take charge of learning math.
- Math continues to be needed outside the classroom.

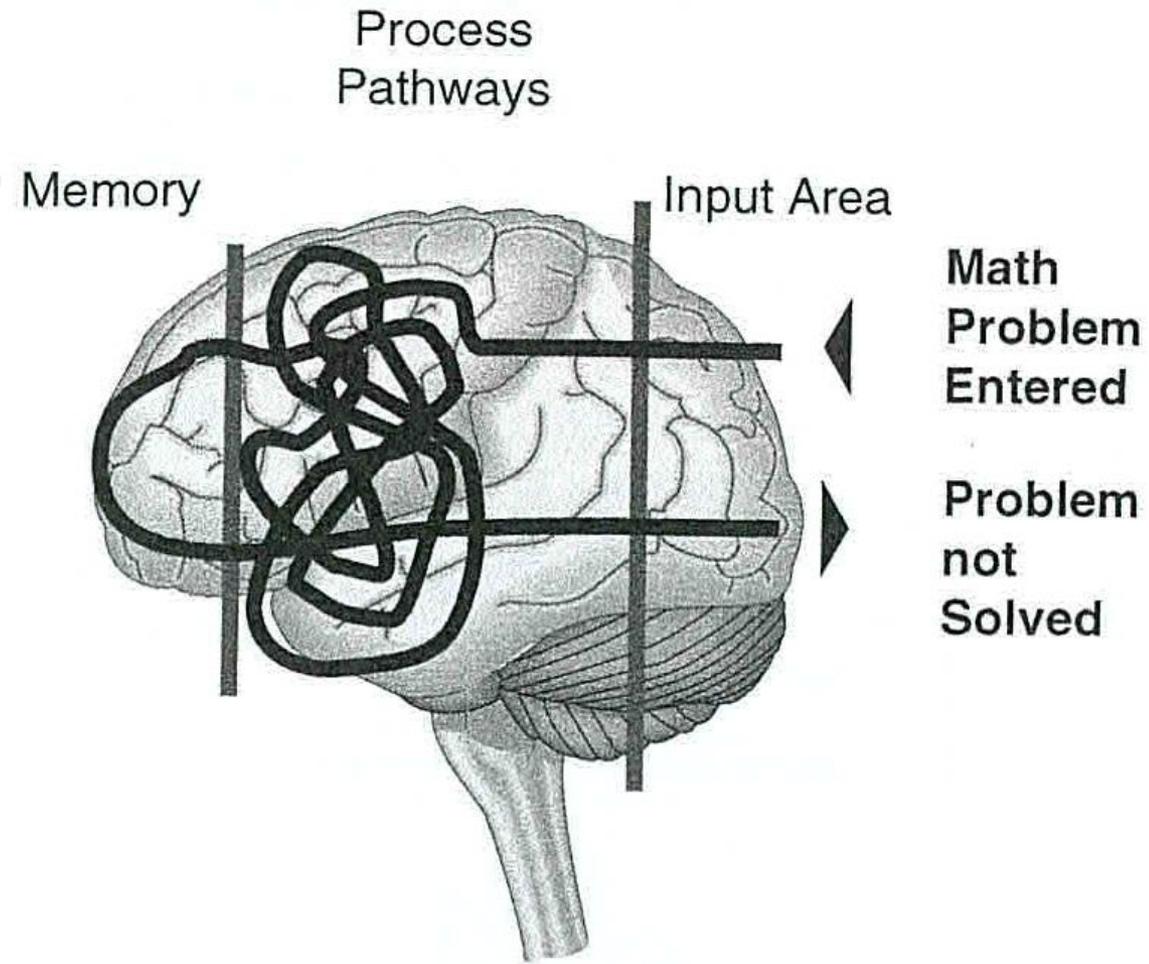
Brain Diagram w/o Anxiety



Roadblock to Success

Math anxiety allows emotions to get in the way and interrupt the pathways.

Brain Diagram w/o Anxiety



Managing Math Anxiety

- Take charge of math learning.
- Talk about math. (heart of treatment)
- Stop being intimidated by lack of confidence.
- Stop being intimidated by those who don't have to work so hard at succeeding in math.

- Handout -- Math Anxiety Help Sheet

The Secret

- **The essence of doing math is not to stop but to keep going.**
- **The essence of math anxiety therapy is self-monitoring.**
 - Recognize when panic starts.
 - Know what form it takes.
 - Un-panic systematically.

Bottom Line

- No single book or help session can transform anxiety.
- Our students' main goal should be to have the willingness to learn the math needed when needed.
- Does one have to *think* like a mathematician in order to *do* math? NO!
- Be willing to ask for help from instructors, classmates, and/or tutors.

Two Minute Activity

- What examples of math anxiety have you seen in your classroom? What is the most extreme example you remember and how did you handle?
- Share your experiences with your group.

So where does all of this lead?

- Staying “current” with the profession
 - Participating in professional associations
 - Reading professional literature
 - Attending conferences
 - Webinars
- Promoting student success
- Changing mindset
- Teaching habits of mind
- Addressing math anxiety

Classroom Culture

Promoting Success – Classroom Culture

- Instructor
- Student
- Classroom
- Assessments

Instructor

- Professional but approachable
- Partner in learning experience – director of activities
- On time, present, and prepared
- Creates learning centered environment
- Clearly states that students are held to high, attainable, and transparent standards

Instructor

- Knowledgeable of campus resources (and willing to help find answers if not known)
- Available
- Flexible
- Supportive of students and makes support known to students often
- Never degrading to students

Students

- Respectful
- Partner in learning experience
- On time, present, and prepared to stay entire time
- Ready to learn and willing to ask questions
- Good attitude
- Open to assistance
- Involved and participating

We must help students understand...

- That knowledge is vital to good grades.
- That a good attitude and motivation to succeed is essential.
- That past failures and past challenges in math are not necessarily indicative of student success.
- That failure in mathematics is part of learning.
- That they must be willing to go outside comfort zone to learn.

Classroom

- Warm and conducive to learning
- Engagement oriented
- Student centered
- Open to learning from peers/collaboration but not easy to cheat
- Expectations shared clearly and repeatedly
- Intrusive but nurturing environment

Classroom

- Provides multiples means of learning
 - Lecture-response
 - Individual practice
 - Group problems/activities
 - Use of interactive software (even if not in computer lab)
- “Good” noise

Assessments

- Learning opportunities (okay to fail)
- Varied and meaningful; formative and summative
- Multiple low risk assessments prior to major assessments
- Low risk assessments reflective of content tested on major assessments
- Quick feedback with diagnostic details

Assessments: Non-traditional Examples

- CATS – “Classroom Assessment Techniques” by Angelo and Saxon
 - Muddiest point
 - Three things learned, three things need to know
 - Pollanywhere.com – use cell phones in class
- Get sample answers to lesson example; see who agrees; defend/explain to class why
- “Exit Ticket” – Must correctly work problem from day’s lesson before leaving class

Plickers

- Free app
- Project questions and answer choices.
- Give students a designated thinking time to problem-solve.
- Student use cell phones to enter answer
- Update with student results in real-time, indicating which students' responses have been captured with a checkmark next to their names.

Activity

- Who can give an example or illustration of the following classroom culture characteristics:
 - Instructor – creating a learner centered environment
 - Students – learning from failure
 - Classroom – good noise
 - Assessments – low risk

In Summary

- Stay involved in professional organizations.
- Model what you believe are keys to student success.
- Maintain a growth mindset.
- Intentionally teach habits of mind.
- Help students recognize and address math anxiety.
- Be aware of your classroom culture.

"I have come to believe that a great teacher is a great artist and that there are as few as there are any other great artists. Teaching might even be the greatest of the arts since the medium is the human mind and spirit"

- John Steinbeck



Contact Information

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