

HUMAN<sup>e</sup>X  
VENTURES.®



*Consulting | Training | Coaching | Research | Assessment | Impact<sup>e</sup>X Technology Solutions*

Welcome  
Thank you for participating in  
today's conference!

We appreciate your attendance  
and look forward to your active  
participation

Let's warm up with a question...

What is the single greatest factor  
impacting student performance in the  
classroom?

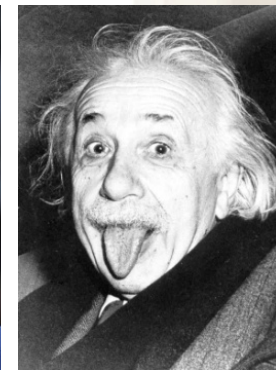
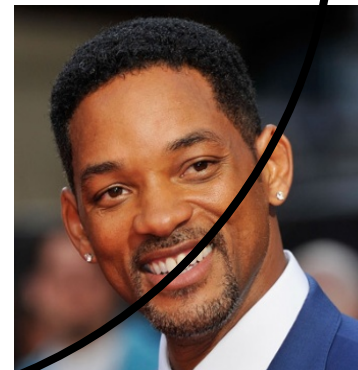
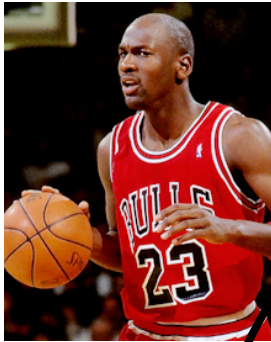
# Our Topic for Today:

What does a GREAT special education teacher look like?

How do you know if you're putting one of the "GREATS" into your classroom?



# What Do They Share In Common?



- Talent
- Education
- Experience
- Training

## Talent

- Hard wiring
- Innate abilities

## Experience

- “Getting your feet wet” out in the field

## Education

- Formal learning
- Classrooms, universities, etc

## Training

- Diligent practice
- Hours of focused attention



*What percent of the pie would you give to each category?*



***Discuss  
your pie  
chart  
with a  
partner***

- Talent
- Education
- Experience
- Training



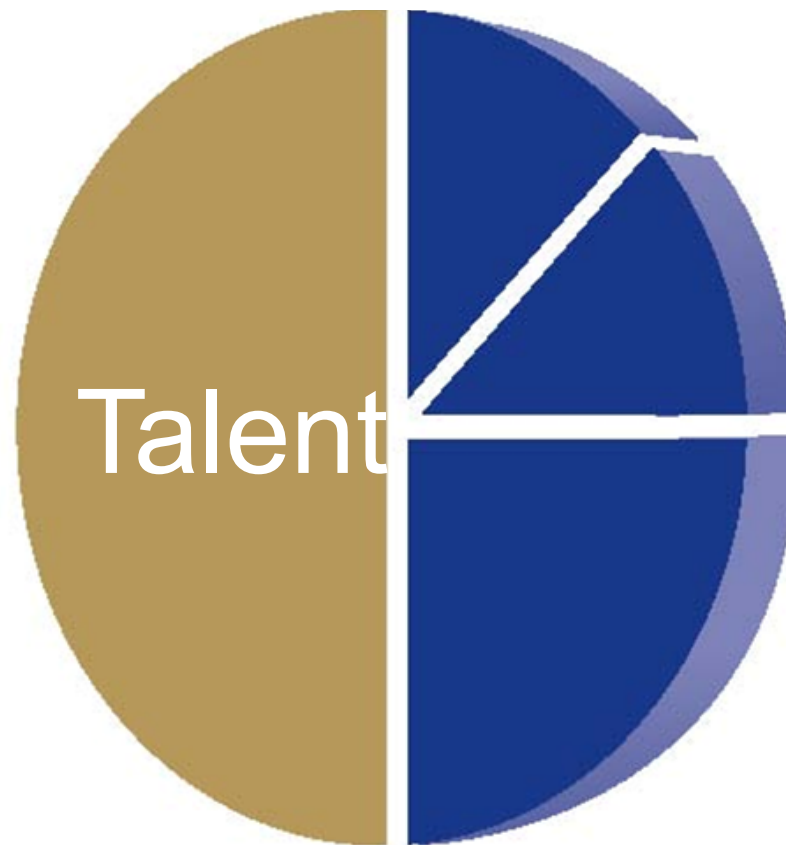
Using your laptop, tablet, or a smart phone...

1. Go to the following web address:  
[kahoot.it](http://kahoot.it)

2. Enter the game pin that will show on my screen



# The Best Special Education Teachers



- Education

- Experience

- Training

*\*These pieces may vary based on the role/position*

# Talent, Education, Experience, and Training

*What is the difference among these for teachers?*

## Education

- Formal learning at a college/university
- Attaining a degree in education

## Experience

- Semester of student teaching
- Time in the field to grow and develop from experiences

## Training

- School policies/procedures
- Classroom management techniques

*\*Education, experience, and training can all be acquired or attained with effort*

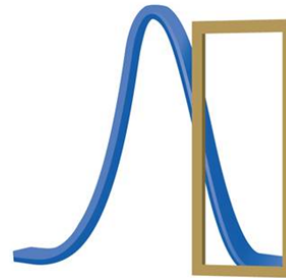
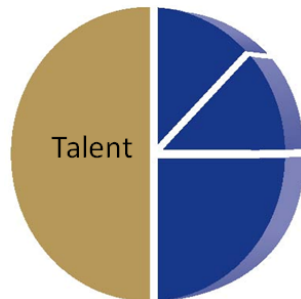
# Talent, Education, Experience, and Training

*What is the difference among these for teachers?*

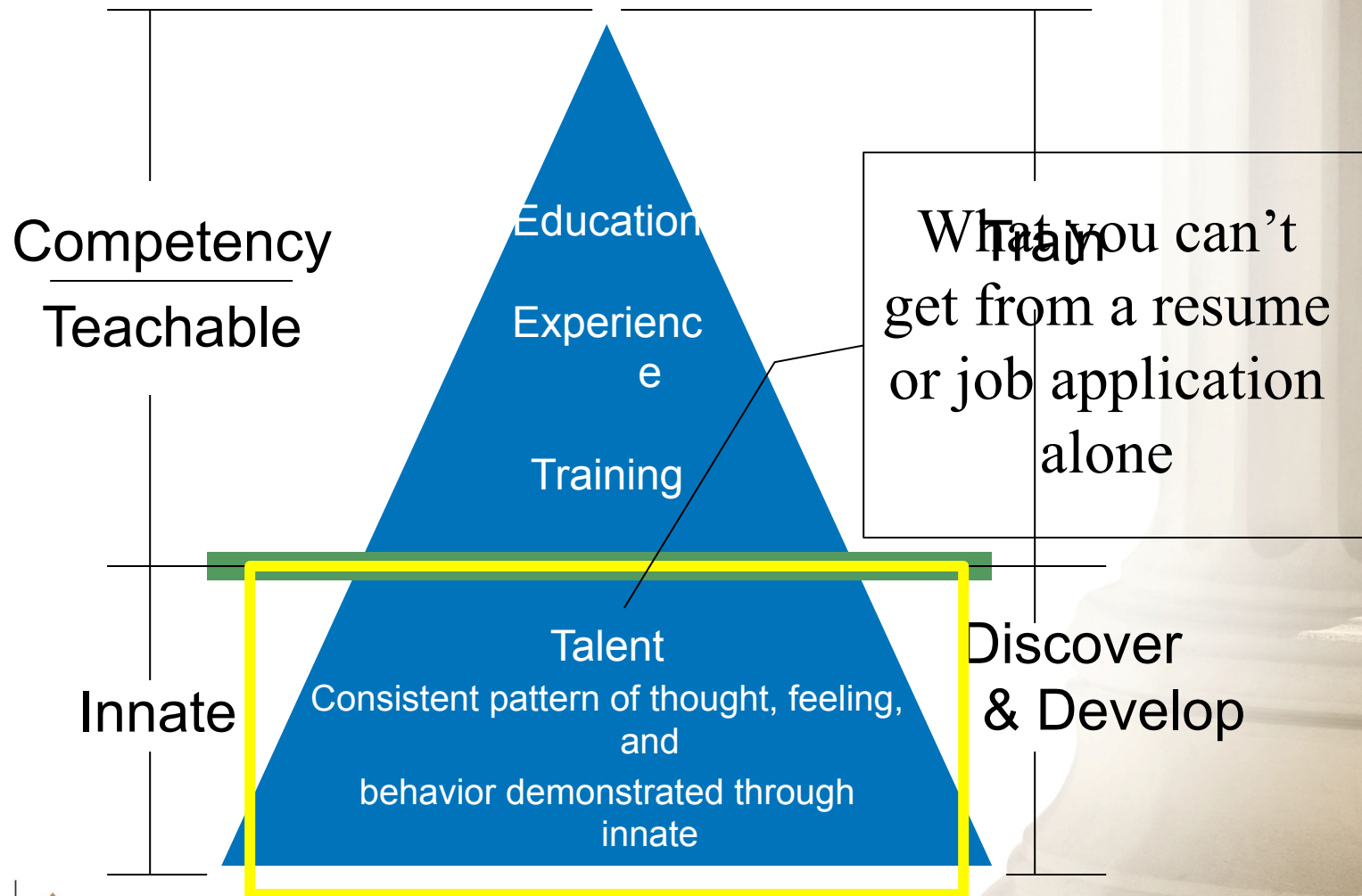
## Talent

A consistent pattern of thought, feeling and behavior – what you do/who you are.

- Effectively solving complex problems
- Expertly organizing the classroom
- Easily influencing others – students, colleagues, parents, administrators
- Consistently having a positive outlook on life
- Constantly pushing hard to get a lot done
- Naturally knowing how a student feels
- Innately aware of details that others miss



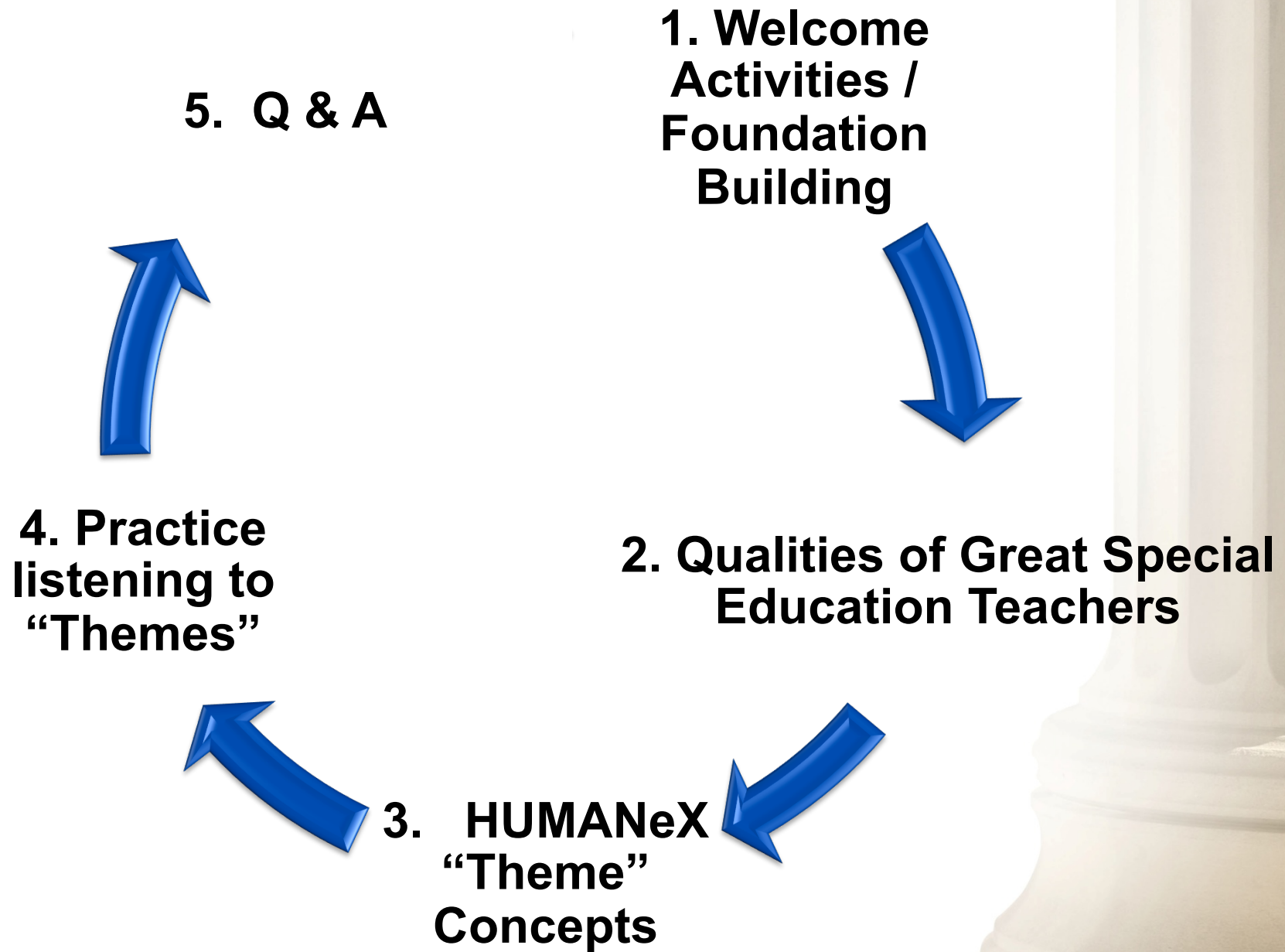
# Impact Hierarchy





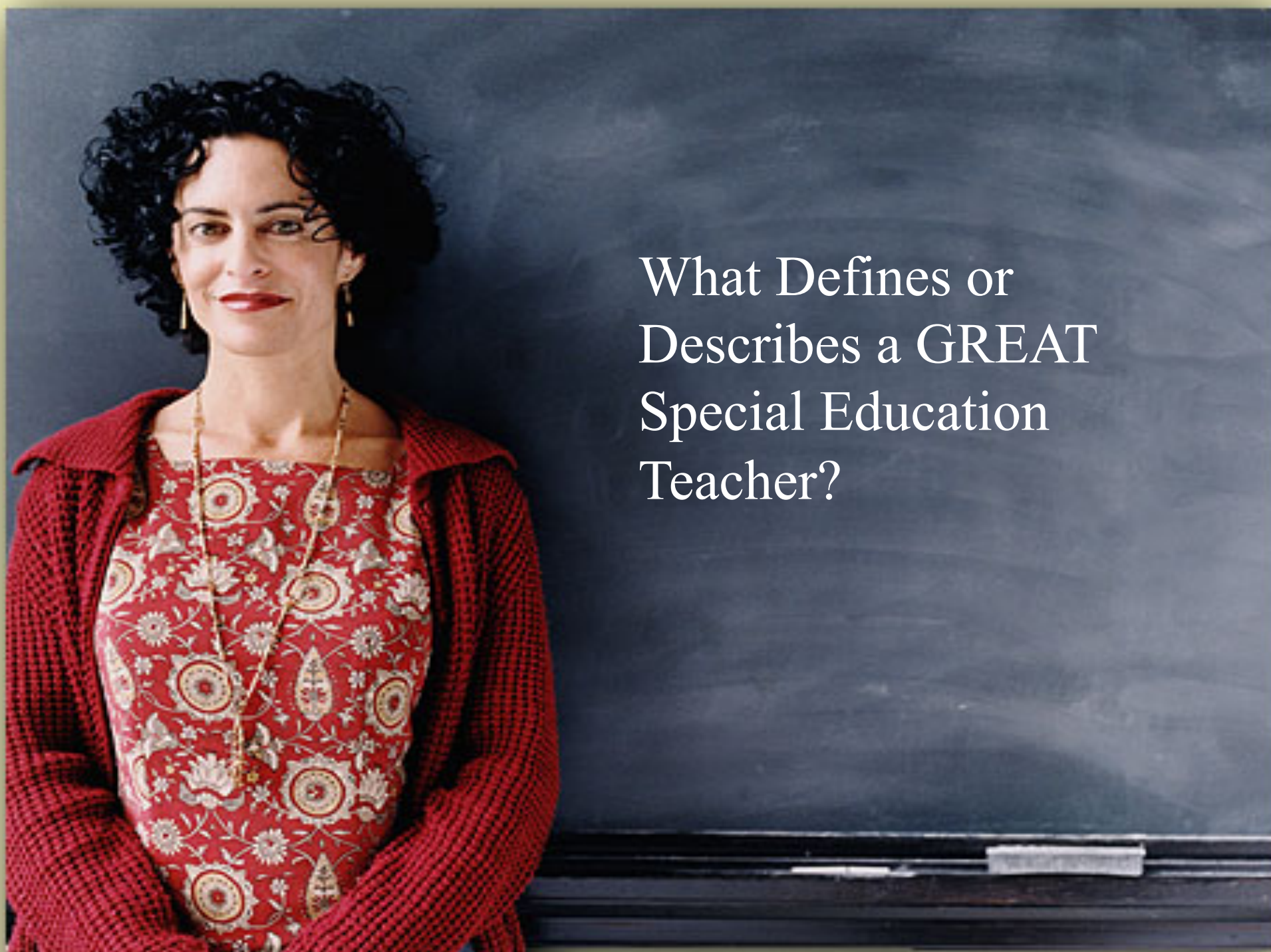
# What are YOUR innate traits? Stand up if you...

- Talk to people on airplanes, elevators, and in the bathroom.
- Hope *no one* will talk to on airplanes, elevators, and in the bathroom.
- Hang items of clothing in your closet according to color.
- Must clean your house, apartment, or garage before you can relax.
- Make of list of things to do.
- Make a list of things to do even on *weekends*.
- Are known for being too nice.
- Are known for *not* being too nice.
- Are more competitive with yourself than with others.
- Are so competitive you need to beat your kids/grandkids in a game of checkers (be honest).
- Push the elevator button multiple times just to remind it that you are still there!



But first - let's get to know each other!  
Spend 5 minutes at your table sharing your answers to the following questions...

1. What **name** do you like to be called?
2. What is one reason why you love being an **educator**?
3. What is one of your “**hot buttons**” – a source of excitement and positive energy for you?

A woman with dark, curly hair is smiling and standing in front of a dark chalkboard. She is wearing a red cardigan over a red top with a white and gold pattern. She is also wearing a long necklace and earrings. The chalkboard is empty and has a chalk tray at the bottom.

What Defines or  
Describes a GREAT  
Special Education  
Teacher?



How would you describe a GREAT  
special education teacher?  
Think about the best special  
education teachers you've ever  
known...

When I say a letter – document  
with your tablemates as many  
adjectives or descriptive phrases as  
you can to describe these teachers  
**that start with that letter...**

# Adjectives and Descriptive Phrases starting with the letter C

Caring

Compassionate

Challenges me to be the best I can be

Creative

Confident

is someone I Confide in

Celebrates my successes

# Adjectives and Descriptive Phrases starting with the letter H

Honest

Helpful

Hardworking

Happy

has sense of Humor

High expectations

# Adjectives and Descriptive Phrases starting with the letter E

Empathetic

Energetic

Enthusiastic

Encouraging

Explains concepts well

Expects me to succeed



# Adjectives and Descriptive Phrases starting with the letter

P

Purpose - finds purpose in teaching as a vocation

Passion - is passionate about teaching children  
with special needs

Professional

Practical

Problem Solver - enjoys solving problems

Principled - is guided by a set of principles

# ‘Talent Themes’ found in the BEST Special Education Teachers

1. Show “big picture” overview of themes by

Construct **Next Session Overview**

2. Introduce each theme one by one
3. Review how interview questions measure each theme
4. Listen to and evaluate real responses

# Themes

## Session Overview

1. What are themes?

2. Why use themes?

# What are Themes?

1. HUMANE<sup>e</sup>X Researchers define themes as consistently recurring patterns of thought and feeling that determine attitudes and behaviors.
2. Themes can be viewed as aspects of stable personality traits.



Why use traits to predict future job performance?

Traits remain *stable* over time, whereas attitudes, behaviors and moods are more likely to change.

Measuring themes (*aspects of traits*) is therefore useful when our goal is to predict future job performance of applicants.

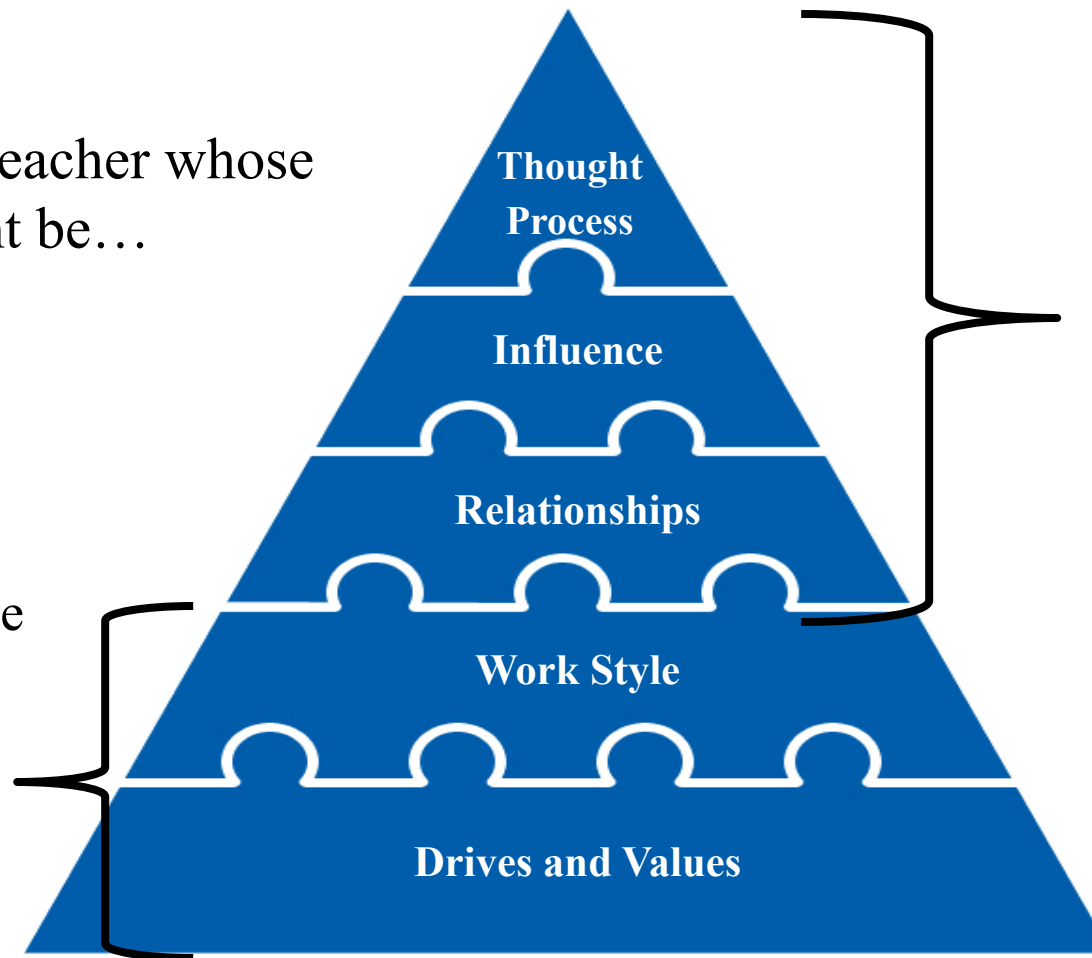
# How are themes created?

1. Literature Review & Job Analysis
2. Focus groups (study the best, understand why they are the best)
3. Identify the vital talents or consistent “themes” present within the best teachers
4. Write interview questions that identify applicants who possess talents consistent with the best

# Talent Hierarchy <sup>SI</sup>



Describe a teacher whose talents might be...



Strong in the upper levels, but weaker in the foundation.

Strong in the foundation areas, but weaker in the upper levels.

# Time to Stretch!

**Did you know...**  
that after sitting for  
only 20 minutes ---  
about 20% of your  
blood ends up in your  
posterior?

Stretch to get your  
blood circulating to  
your brain!



Before we take a deeper look at each theme...

**Let's cover a few  
important points!**





# How can we objectively measure a person's “themes” or talents???

Let's say we want to measure a special education  
teacher's “Mission/Passion” talent

We must ask a question that  
measures the talent...

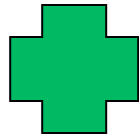
...and evaluate the response with  
a defined rubric we call a “Listen  
For.”

We use the Rubrics – our “**Listen Fors**” to  
**Score** each response:

- If the response we hear meets the requirements of the Listen For...
- If the response DOES NOT meet the requirements of the Listen For...

Code the response as a

**“Plus” (+)**



Code the response as a

**“Not Plus” (NP)**

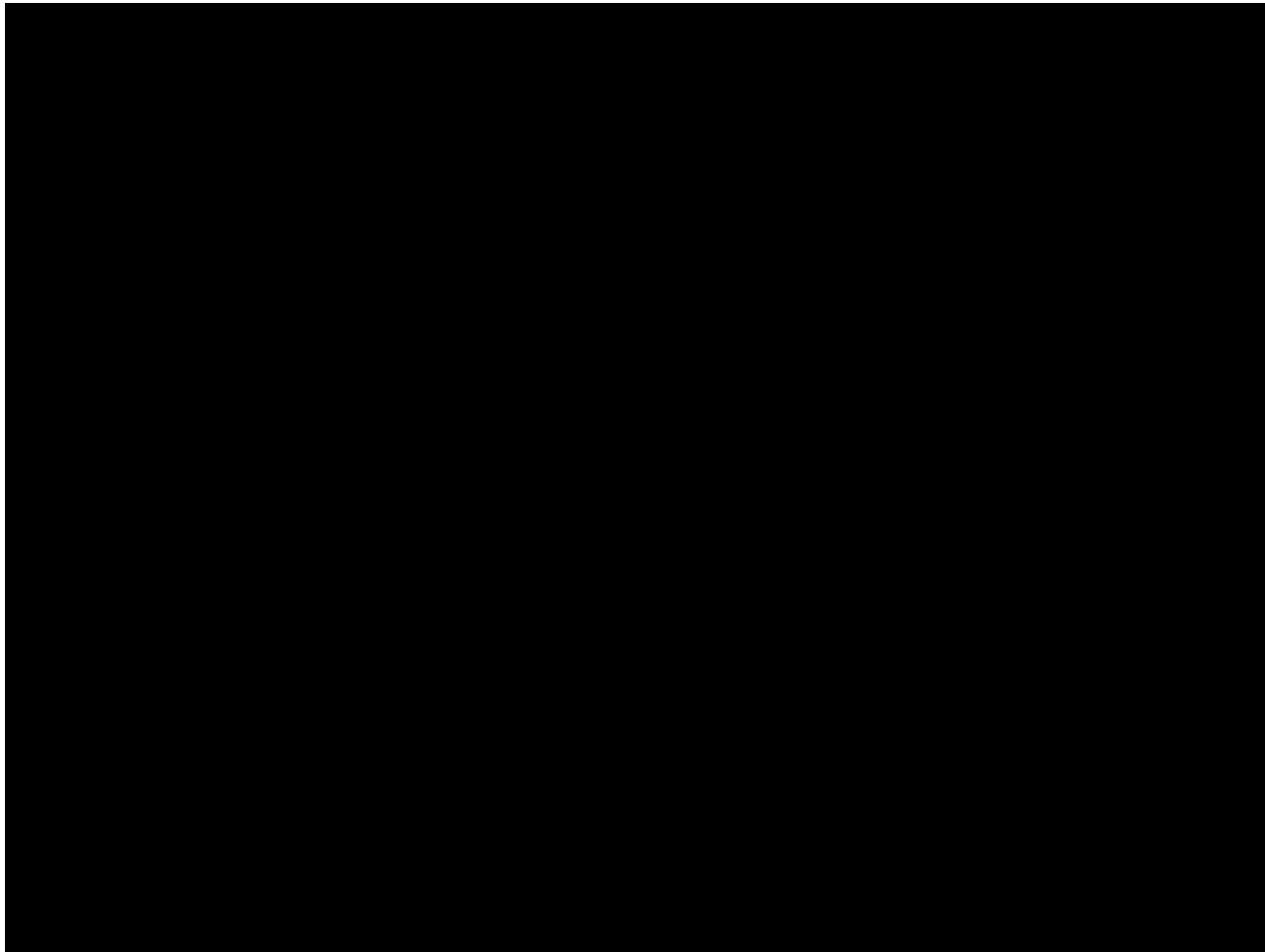


*Question for you...* **Who do you think wrote these “Listen Fors”?**

Before we begin listening to real teachers and evaluating themes...

Let's review a few situations!

# The “Gut Feeling”







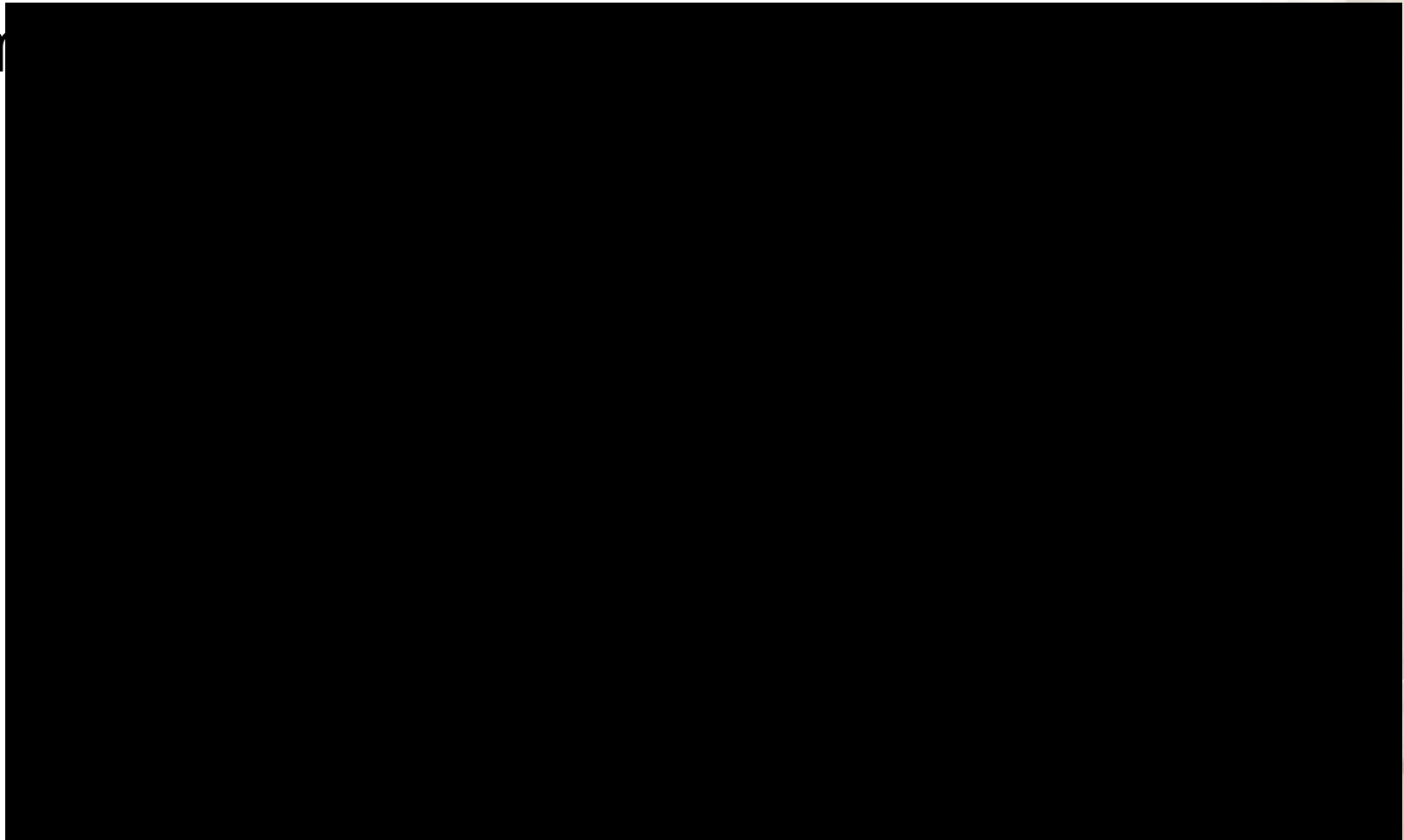
Sometimes a response meets the requirements of the Listen For – but your ‘gut feeling’ might disagree....

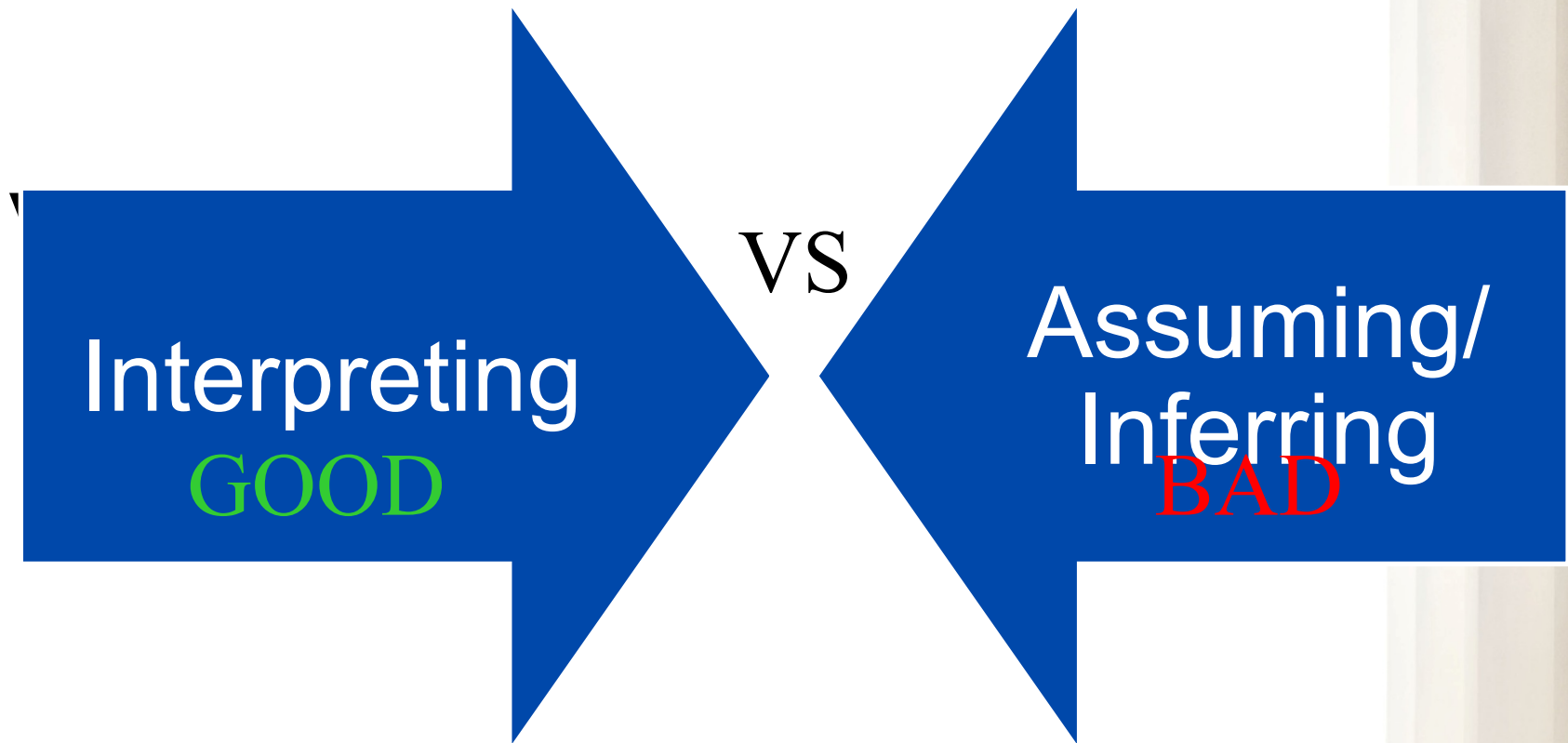
We always stick with the science and research behind this tool – **BUT** – this may be an area to probe further along in your process.



# Sometimes we have a little

m





- What we will have to do 99.9% of the time when coding responses

- What we will **AVOID** doing when coding responses

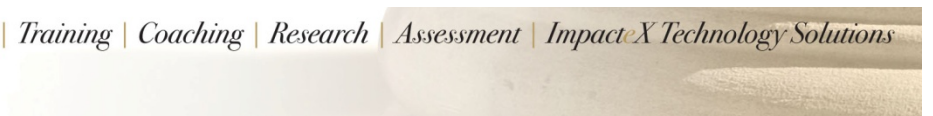
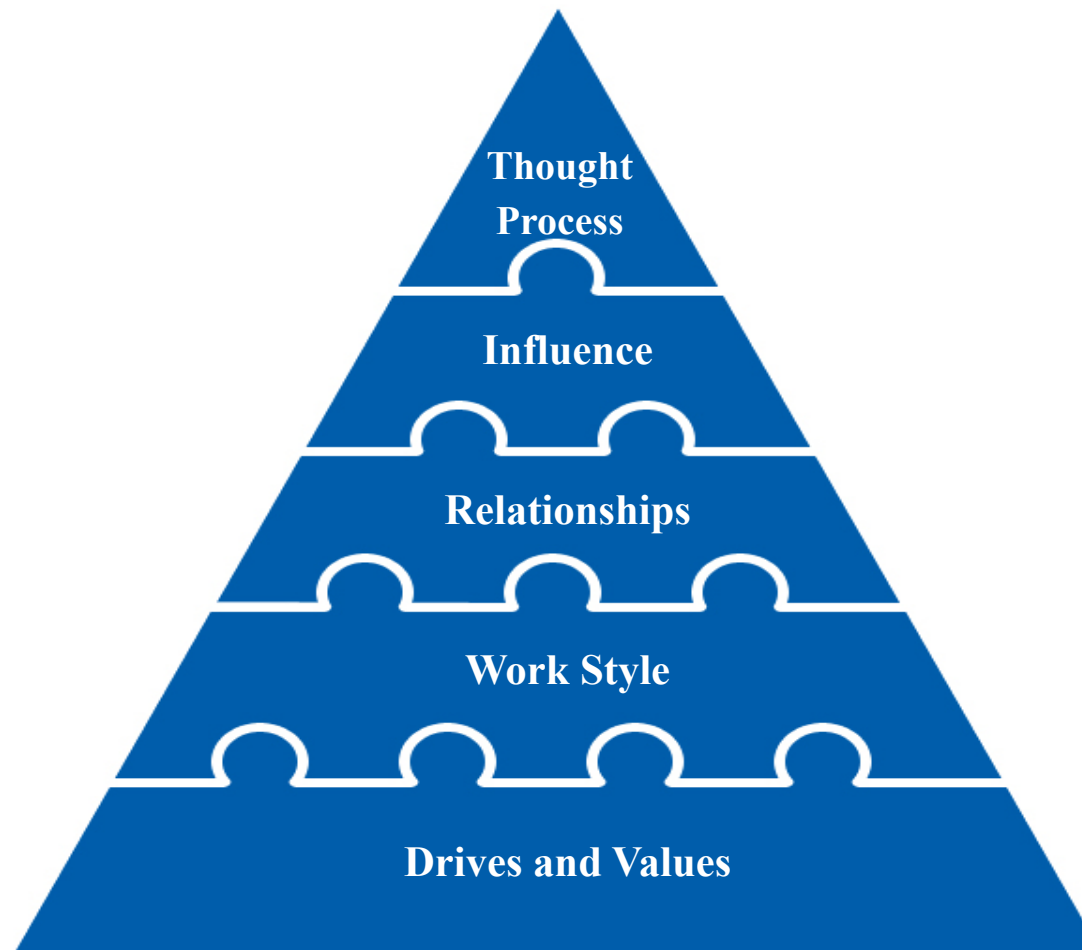
*Let's look at an example...*

# What happens when we jump to conclusions





# Talent Hierarchy<sup>SM</sup>





# Time for feedback! Give us YOUR C-3 PO:

- Comments
- Concerns
- Criticism
- Praise
- Observations

# Daily Impact Journey & Social Media

<http://dailyimpactjourney.com/subscribe>



**Daily Impact Journey** @HUMANeX\_DIJ · Feb 17  
What goals do you set daily that align with your organization's vision and/or mission?



@HUMANeX #ATHLETeX



@HUMANeX\_Ventures