



Title: Teaching Lasting Change

Speaker: Deborah Demirjian

Introduction: _____

The _____

1. Definitions of Objectives: _____

A. Academic _____

B. Authentic _____

*“So then every one of us shall give account of himself to God.”
(Romans 14:12)*

*“Being confident of this very thing that he which hath begun a
good work in you will perform it until the day of Jesus Christ.”
(Philippians 1:6)*

2. Delineations of Foundation: _____

A. Role of the _____

B. Role of the _____

*“For God hath not given us the spirit of fear, but of power and of love
and of a sound mind. Who hath saved us and called us with an
holy calling, not according to our works, but according to his own
purpose and grace, which was given us in Christ Jesus before the
world began.” (2 Timothy 1:7, 9)*

*“And we have confidence in the Lord touching you, that ye both do and will do the things which we command you.”
(2 Thessalonians 3:4)*

3. Description of Advantages: _____

A. Characteristics of Efficacious Teachers

1. _____ their job
2. Create _____ activities
3. Foster student _____
4. _____ with learners who struggle

B. Characteristics of Efficacious Students

1. _____
2. Choices
3. _____
4. Persistence
5. _____
6. Performance
7. _____

QUOTE: “Development of capabilities for self-directedness enables individuals not only to continue their intellectual growth beyond their formal education but to advance the nature and quality of their life pursuits.”—**Bandura**

4. Development of Efficacy: _____

A. Understanding Causes and Implications

1. _____ experiences
2. _____ experiences
3. _____ persuasion
4. _____ states

QUOTE: Scholastic apprehension should be allayed “not by anxiety palliatives but by building a strong sense of efficacy through development of cognitive capabilities and generalizable

self-regulatory skills for managing academic task demands, self-debilitating thought patterns, and aversive affective states.”—

Bandura

“Not because we have not power, but to make ourselves an ensample unto you to follow us.” (2 Thessalonians 3:9)

QUOTE: “If success is promised but failure results, the act of failing will override the encouragement, and this could have a far more damaging impact than not saying anything at all.”—**Ritchie**

B. Conceptualizing Intelligence and Achievement

_____ Mindset—belief that a student’s intelligence is a “fixed quantity which cannot be increased.”

—**Dweck**

- _____ with looking smart
- Resistance to _____
- _____ of opportunities

_____ Mindset—belief that a student’s fundamental qualities or intelligence are malleable and can be cultivated through personal efforts or strategies or through the assistance of others.”—**Dweck**

- _____ toward opportunities
- Willingness to expend _____
- _____ of challenges

QUOTE: “The hallmark of successful individuals is that they love learning, they seek challenges, they value effort, and they persist in the face of obstacles.”—**Dweck**

C. Clarifying Praise and Comparison

1. Encourage _____ praise
2. Create _____ learning
3. Foster _____ of
personal improvement

*“I can do all things through Christ which strengtheneth me.”
(Philippians 4:13)*

D. Building Resiliency and Autonomy

1. Orchestrate student _____
2. Present _____ tasks
3. Provide appropriate _____
4. Convey _____
5. Assist _____ and _____
6. Tell the _____
7. Force Students to exert _____ effort
8. Provide tutoring
9. Demonstrate improved learning _____
10. _____ appropriate attitudes

*“Those things which ye have both learned, and received, and heard, and seen in me, do; and the God of peace shall be with you.”
(Philippians 4:9)*

Conclusion: _____

The _____

“For it is God which worketh in you, both to will and to do of His good pleasure.” (Philippians 2:13)

“Faithful is he that calleth you, who also will do it.” (1 Thessalonians 5:24)

