

ROOTS & FRUITS



PLANTING,
TENDING AND
HARVESTING A
CLASSROOM OF
LEARNERS

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CREATING LEARNING THAT STICKS...

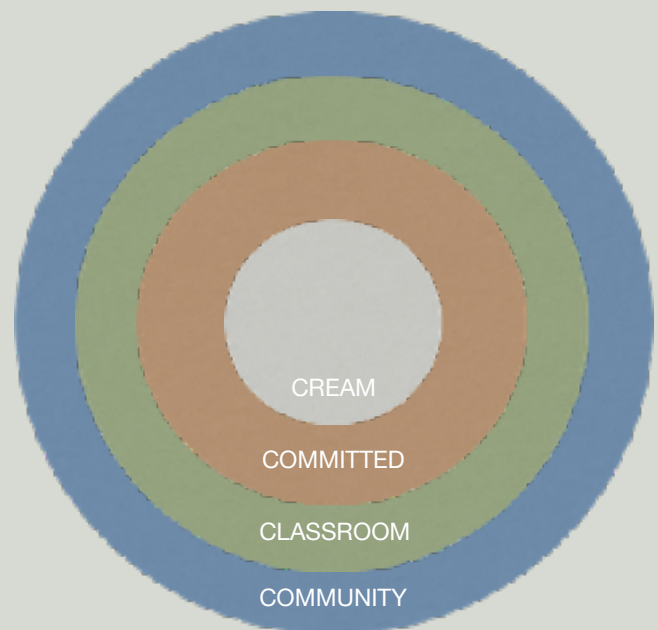
TO LEARN, WE MUST BELONG. WHEN WE BELONG, WE STICK. AT EVERY LEVEL OF THE PROCESS, A CLASSROOM MUST CREATE STICKINESS. BELONGING DOESN'T HAPPEN BY ACCIDENT. IT HAPPENS INTENTIONALLY.

BECOME Intimate Space

BELIEVE Personal Space

BELONG Social Space

BEFRIEND Public Space



WHEN WE DON'T BELONG, WE SAY SO LONG...

"Belonging happens when you identify with another entity—a person or organization, or perhaps a species, culture, or ethnic group. Belonging need not be reciprocal. You can feel a sense of belonging—and in fact, can belong—without the other party's knowledge or sharing the experience." (Joseph Myers, The Search To Belong)

THE DIRT ON LEARNING



...some fell along the path; it was trampled on, and the birds ate it up...

BEFRIEND

“Hard Hearts”
“Hard Heads”

ISSUE: INSECURITY IGNORANCE



...Some fell on rocky ground, and when it came up, the plants withered because they had no moisture...

BELONG

“No Roots”

ISSUE: ISOLATION



...Other seed fell among thorns, which grew up with it and choked the plants...

BELIEVE

“Choked By Gimmicks”

ISSUE: IDENTITY



...Still other seed fell on good soil. It came up and yielded a crop, a hundred times more than was sown.

BECOME

“Fertilized to Produce”

ISSUE: INFLUENCE

ROOTS TO FRUITS LEARNING ASSESSMENT

BELONG: COMMUNITY (PUBLIC)

FOR EACH ITEM, CIRCLE THE NUMBER THAT BEST DESCRIBES YOUR ANSWER. BASE YOUR ANSWERS ON REALITY, NOT ON WHAT YOU WISH TO BE TRUE.	NEVER	1	2	3	4	5	ALWAYS
1. My classroom is friendly and welcoming to new students.	1	2	3	4	5		
2. My classroom is diverse and tolerant to differences.	1	2	3	4	5		
3. My classroom is parent- and family-friendly.	1	2	3	4	5		
4. I possess understanding of students who disagree with my beliefs.	1	2	3	4	5		
5. My classroom is attractively decorated and engaging to visitors.	1	2	3	4	5		
6. I have been trained in how to welcome and build community.	1	2	3	4	5		
7. My classroom is a fun place to learn.	1	2	3	4	5		
8. I am aware of resources to help hurting students.	1	2	3	4	5		
9. All my students know me by name and I know theirs.	1	2	3	4	5		
10. I enjoy teaching my students and in this school.	1	2	3	4	5		

TOTAL

BELONG: CLASSROOM (SOCIAL)

FOR EACH ITEM, CIRCLE THE NUMBER THAT BEST DESCRIBES YOUR ANSWER. BASE YOUR ANSWERS ON REALITY, NOT ON WHAT YOU WISH TO BE TRUE.	NEVER	1	2	3	4	5	ALWAYS
1. My classroom is very friendly and welcoming. No student is left behind.	1	2	3	4	5		
2. I use interactive teaching methods. My class loves to talk!	1	2	3	4	5		
3. Parents/students linger after school/pickup to interact.	1	2	3	4	5		
4. My students clearly have friends and are friendly in my class.	1	2	3	4	5		
5. I use learning strategies that build friendships and community.	1	2	3	4	5		
6. I place children into teams.	1	2	3	4	5		
7. I have been trained in creative community-building techniques.	1	2	3	4	5		
8. I know resources for families that are hurting, divorced, grieving, etc.	1	2	3	4	5		
9. My students and I have a special bond of friendship.	1	2	3	4	5		
10. I know my students' favorite hobbies, interests and pastimes.	1	2	3	4	5		

TOTAL

ROOTS TO FRUITS MINISTRY ASSESSMENT

BELIEVE: COMMITTED (PERSONAL)

FOR EACH ITEM, CIRCLE THE NUMBER THAT BEST DESCRIBES YOUR ANSWER. BASE YOUR ANSWERS ON REALITY, NOT ON WHAT YOU WISH TO BE TRUE.	NEVER	1	2	3	4	5	ALWAYS
1. I place a high priority upon learning.	1	2	3	4	5		
2. My classroom is a place where learning happens intentionally.	1	2	3	4	5		
3. Parents often brag about how much their child/teen learns.	1	2	3	4	5		
4. I have a clear plan for how to create, employ and evaluate learning.	1	2	3	4	5		
5. I understand learning style and intelligence theory.	1	2	3	4	5		
6. I evaluate my lesson plans to insure learning happens.	1	2	3	4	5		
7. I evaluate my classroom to insure learning happens.	1	2	3	4	5		
8. I truly enjoy teaching in my school. It's a great facility for learning.	1	2	3	4	5		
9. I have a reputation for growing learners.	1	2	3	4	5		
10. Students love coming to class and learning.	1	2	3	4	5		
TOTAL							

BECOME: CREAM (INTIMATE)

FOR EACH ITEM, CIRCLE THE NUMBER THAT BEST DESCRIBES YOUR ANSWER. BASE YOUR ANSWERS ON REALITY, NOT ON WHAT YOU WISH TO BE TRUE.	NEVER	1	2	3	4	5	ALWAYS
1. I effectively reach all learning styles and types.	1	2	3	4	5		
2. My classroom philosophy recognizes that students can be leaders.	1	2	3	4	5		
3. I am fully aware of and employ my giftedness.	1	2	3	4	5		
4. My classroom empowers creativity, excellence, learning & life skills.	1	2	3	4	5		
5. I do well at transitioning students to the next level, grade, class, etc.	1	2	3	4	5		
6. I was professionally screened by a background check.	1	2	3	4	5		
7. I fully understand developmental needs of students.	1	2	3	4	5		
8. My classroom is appropriately staffed with proper ratios.	1	2	3	4	5		
9. I have clear policies and procedures to ensure safety and security.	1	2	3	4	5		
10. I view every child as a potential leader.	1	2	3	4	5		
TOTAL							



ROOT TO FRUIT RATING



BEFRIEND BELONG BELIEVE BECOME

RATING SCALE:

40 -50 = You're a **FRUIT TREE!** Your classroom delivers!

30-39 = You're a **TREE!** Good but no fruit (yet).

20-29 = You're a **SAPLING!** On your way, but far to go.

0-19 = You're a **SEEDLING!** But in dire need of water!

RECOMMENDED RESOURCES FROM DR. CHROMEY:

“MOTIVATE ME: INSPIRING PRODUCTIVITY WITHOUT GIMMICKS IN STAFF/VOLUNTEERS”
 “LEADING WITH STYLE: DISCOVERING YOUR UNIQUE LEADERSHIP PERSONALITY”

MORE INSPIRATION? VISIT WWW.MANNASOLUTIONS.ORG