Index

ABC Method of learned optimism, 23-25	Cain, S., 45
ABCD Model, 25–26	Carnegie, D., 6
ABCDE Model, 26–27, 31	Certifications, 9
About.com Optimism Test, 141	Classroom culture. See Joyful teaching; Optimistic
Abstract random (AR) learners, 41–42	classrooms
Abstract sequential (AS) learners, 42-43	Collaborative approach, 3, 14, 15
Active listening, 80, 151	project-based learning and, 92–93
Administrators, 57, 122–125	See also Optimistic classrooms; Optimistic
See also School leadership	shared community
Advocacy strategies, 76–81	Common Attributes activity, 145, 146
American Institute of Stress, 107	Common Core Curriculum (CCC), 6, 9, 99
Angelou, M., 31	Commonwealth Fusion Center School
Arts education, 94–95	Shooting Analysis, 149
Ash, M. K., 60	Community. See Joyful school communities; Joyful teaching;
Assessments:	Optimistic classrooms; Optimistic shared community;
disaggregated data and, 6	Professional learning communities (PLCs)
end-of-course assessment and, 6	Compassionate confrontation, 63–65
standardized testing and, 1, 5, 6, 92	Concrete random learners, 43–44
summative assessments, 29	Concrete sequential (CS) learners, 40-41
See also Performance evaluations	Confidence, 29–31
Attention deficit/hyperactivity disorder (ADHD), 41	Conflict resolution strategies, 60–61
Authentic learning activities, 92, 96–97	Connolly, M. R., Jr., 122
Autonomy in teaching, 28–29	Connors, N. A., 67
Awareness, 8, 109	Constructionist classroom practices, 92
Azzam, A. M., 32	Covey, S., 6
······································	Creative innovation, 6, 10–12, 28–29, 91, 93, 96–97
Baby Boomer generation, 47, 49, 97	Critical thinking skills, 92–93
Baenen, J., 80, 129, 138, 139, 140, 141, 142, 143,	Culsmucker, R., 37, 44
148, 151, 153, 156, 157	Curricular content, 9-10, 28-29, 94-95
Bainbridge, C., 45	Curwin, R., 9, 101
Balance. See Joyful teaching; Life-work balance; Stress	Cuttler, T., 30
management	
Bandura, A., 29, 30, 31	Deci, E. L., 28
Behavior patterns. See Deliberate optimism; Negative	Deliberate optimism, 2, 3, 5
behavior patterns; Optimism skill development	action steps for, 18–20
Berckemeyer, J. C., 62, 78, 95, 111, 138, 139, 140, 141,	beyond-our-control circumstances, minimized
142, 143, 148, 153, 156, 157	impact of, 8–12, 13
Bielski, Z., 94	contagious attitudes and, 10
Blame game, 2, 14, 15	controllable circumstances, maximized empowerment
Blevins, C., 99	and, 12–13, 14
Bloom's Taxonomy, 99	creative innovation and, 6, 10-12
Brassell, D., 70	curriculum decisions and, 9-10
Bronson, P., 91	diverse student body and, 6
Brown, B., 53, 54	goal-focused action and, 13-14
Bullying, 56–58, 59, 71–72	hopefulness/confidence and, 10-12
Burnout, 1, 105, 108	information gathering, multiple/unbiased
Buyse, E., 70	sources and, 6–8

job placement decisions and, 9 principles of, 6, 7, 38, 140 purposeful/realistic strategies and, 5	Humor, 2–3, 106–107 inclusive vs. exclusive humor and, 107, 155 <i>See also</i> Deliberate optimism; Life-work balance
realistic awareness, guidelines for, 8, 139	
teaching practices, personal responsibility/ownership	Icebreakers, 145–148
and, 14–16	If I Couldn't Be an Educator activity, 148
See also Joyful school communities; Joyful teaching;	Independent learning, 92–93
Negative behavior patterns; Optimism skill	Index card activity, 77–78
development; Student achievement; Teachers;	Innovative practices, 6, 10–12, 28–29, 91, 93, 96–97
Teaching	Integrated curriculum, 95
Differentiated instruction (D.I.), 6, 28–29	Internet resources, 12, 126, 141, 142
Dingers, D. F., 115	Interpersonal relationships, 143
Disputation of negative beliefs, 25–26 Durant, R., 132	See also Joyful school communities; Joyful teaching; Optimistic classrooms; Optimistic shared
The second secon	community
Education:	Introverts, 44–46
arts education, curricular shift and, 94–95	
blame game and, 2, 14, 15	Job placements, 9
curriculum decisions and, 9-10, 28-29	Joyful school communities, 121
diverse student body and, 6, 10	action steps for, 134–136
job placement decisions and, 9	administrators, roles of, 122–125
mandated policies/procedures and, 6	assignment notebook/planner, utility of, 126
pockets of excellence and, 2	caucus, purpose of, 125, 131–132
purposeful/realistic strategies and, 5	community involvement and, 128-131, 132
standards-based instruction and, 6, 9-10	conflict resolution strategies and, 124–125
See also Assessments; Deliberate optimism; School	conversation, opportunities for, 125–126
leadership; Student achievement; Teachers;	home-school communication and, 125-126
Teaching	loyalty and, 144
Elden, R., 28, 108	parent involvement and, 125–127, 128
Elliot-Yeary, S., 46, 47	positive school climate and, 123–124, 125
Empathy, 54	professional capital and, 121–122
Encore classes, 95–97	relationship building and, 126–127
End-of-course assessment (EOC), 6	school programs/success, public displays of,
Esquith, R., 5, 22, 122	129–131
Essential/encore classes, 95–97	stories of success, presentation of, 132-133
Evans, J. E., 109	student-led conferences and, 127-128, 157
Extroverts, 44–46	talking snakes, avoidance of, 124
	team-building activities and, 145-148
Ferlazzo, L., 116	See also Joyful teaching; Optimistic classrooms;
Fullan, M., 121, 122	Optimistic shared community
	Joyful teaching, 87–88, 108
Gardner, H., 99	action steps for, 102–104
Generation Xers, 47, 49, 97	arts education, curricular shift and, 94–95
Generational differences, 46–49	authentic learning activities and, 92, 96-97
Ghost Walks, 88–89	constructionist classroom practices and, 92
Gill, K., 79	creative innovation and, 91, 93, 96–97
Goodman, J., 155	deliberate optimism, principles of, 88
Grant writing strategies, 97, 153	electives, essential nature of, 95-97
Gregorc, A. F., 38, 40, 44, 142	engaged learning and, 91–92, 93
Gregorc Style Delineator, 44	enrichment activities and, 91
Groening, M., 71	expectations, clarity in, 100
	integrated units and, 95
Hallowell, E., 109	learning centers and, 98–100
Happiness measurement, 141	mini-courses and, 96–97
Hargreaves, A., 121, 122	music education and, 95
Henderson, N., 8	personalized classrooms and, 88-90
Henson, J., 69	physical classroom environment and, 89–90
Highly qualified teachers, 9	play/unstructured time and, 91, 93-94
Hopefulness. See Deliberate optimism;	professional development opportunities and,
Joyful teaching	100–101
Hubbard, E., 144	project-based learning and, 91, 92-93

164 DELIBERATE OPTIMISM

quest-based learning and, 98 overstimulation, effects of, 109 student self-monitoring/self-discipline and, 99, 100 personal bodily needs and, 113 technology, integration of, 97-98, 99 physical well-being, stress and, 107 See also Joyful school communities; Life-work balance; proactive medical check-ups and, 117 Optimistic classrooms relaxation, scheduling of, 117-118 self-care and, 105-106, 108 Khan Academy, 97, 98 single-tasking and, 110 Kim, K. H., 91 sleep hygiene and, 115-116 Koepke, D., 54 stress indicators and, 106 Kuralt, C., 121, 122 stress management strategies and, 156 volunteer opportunities and, 110-112 Larkin, D. B., 63 wellness programs and, 113 Layering tasks, 109 See also Joyful school communities; Joyful teaching Leadership. See Deliberate optimism; Education; Listening skills, 80, 151 School leadership Los Angeles Times Optimism Test, 141 Learned helplessness, 22-23 Loyalty, 144 Learned optimism, 23, 33 ABC Method of, 23–25 Maier, S. F., 23 ABCD Model and, 25-26 Maisliln, G., 115 ABCDE Model and, 26-27, 31 Mandela, N., 21 See also Optimism skill development Marooned activity, 148 Learned Optimism Test, 141 Meyer, D. E., 109 Mieliwocki, R., 59 Learning centers, 98-100 Learning styles, 38-40 Millennials, 47, 49, 97 abstract random learners and, 41-42 Mind Styles Model, 38, 44 abstract sequential learners and, 42-43 Mindfulness, 118 abstract thinking and, 39 Mini-courses, 96-97 concrete random learners and, 43-44 Moral calling, 3, 5 concrete sequential learners and, 40-41 Motivation theory, 28 concrete thinking and, 39 Mullington, J. M., 115 Multiple intelligences (M.I.), 6, 99 Gregorc Style Delineator and, 44 measurement instruments for, 44, 142 Multitasking, 108-109 Mind Styles Model and, 38, 44 The Music Achievements Council, 95 Music education, 95 ordering ability and, 39-40 My Name activity, 145 perceptual qualities and, 39 project-based learning and, 92-93 random/chunked ordering and, 39-40 National Association of Secondary School Principals sequential/linear ordering and, 39 (NASSP), 60 See also Negative behavior patterns National Inventors Hall of Fame School, 91 Lemov, D., 74 Negative behavior patterns, 37-38 Letter writing, 76, 150 action steps for, 50-52 Life on a Roll activity, 138 bullying behaviors and, 56-58, 59 Life-work balance, 105 controllable circumstances, determination of, 58-60 action steps for, 119-120 deliberate optimism principles and, 38 attentive focus and, 109 extroverts/introverts and, 44-46 body signals and, 107-108 generational differences and, 46-49 burnout risk and, 105, 108 learning styles and, 38-44 collegial relationships and, 117 negative impacts, minimization of, 54-56 commitments, control over, 110-112 relationship building and, 54 exercise programs and, 114-115 supervisory personnel and, 57 talking snakes, avoidance of, 55-56 friend, definition of, 117 help-seeking and, 118 See also Deliberate optimism; Optimism skill humor, role of, 106-107, 155 development; Optimistic shared community hydration, attention to, 114 Nelson, S., 17 inclusive vs. exclusive humor and, 107, 155 Niehuhr, R., 10 joy, experience of, 108 No Child Left Behind (NCLB) Act of 2001, 9 layered tasks and, 109 Noddings, N., 29 mental well-being, maintenance of, 118 Nooter, J., 49 mindfulness, cultivation of, 118 multitasking, myth of, 108-109 Online Gregorc Test, 142 nutritional care and, 112-113, 114 Optimism measurement, 141

INDEX 165

Optimism skill development, 21–22	Pallija, T., 31
ABC Method for, 23–25	Parent involvement, 125-127, 128
ABCD Model and, 25–26	See also Joyful school communities
ABCDE Model and, 26–27	Patton, J., 39
action steps for, 34–36	Peale, N. V., 6
autonomy in teaching and, 28–29	People Bingo activity, 147
competence/self-efficacy and, 29–31	Performance evaluations, 1
creative innovation and, 28–29	Personal care. See Joyful school communities; Joyful
deliberate optimism and, 22	teaching; Life-work balance; Self-care
disputation of negative beliefs and, 25–26	Personal responsibility, 2
learned helplessness and, 22–23	mistakes, opportunity of, 16
learned optimism and, 23–25, 33	realistic awareness and, 8, 139
motivation theory and, 28	teaching practices, ownership of, 14–16
negative attitudes, power of, 22	See also Deliberate optimism; Joyful teaching; Teachers
organizational efficacy, relatedness/collective attributes	Personality traits. See Learning styles; Negative behavior
and, 31–33	patterns; Optimism skill development
personalized adversity and, 25	Plachetka, B., 56
self-determination, positive behaviors and, 27–28	Play opportunities, 91, 93–94
they vs. us mentality and, 25, 27–28	Pockets of excellence, 2
thought patterns, change in, 22, 23, 25–26	Problem beard learning (PRI) 6
See also Deliberate optimism; Negative behavior patterns;	Problem-based learning (PBL), 6
Optimistic shared community	Professional capital, 121–122
Optimistic classrooms, 69	Professional development activities (PDs), 5, 6, 12, 100–101
action steps for, 84–85	Professional learning communities (PLCs), 6
active listening and, 80, 151	Professional organizations, 12
advocacy strategies and, 76–81	Project-based learning (PBL) model, 82–83, 91, 92–93
bullying/social cruelty and, 71–72	ProTeacher social network, 141
classroom culture and, 82	Psychology Today Happiness Test, 141
index card activity and, 77–78	Purpose, 2, 5
letter writing practice and, 76, 150	0 4 14 . (077) 00
life issues/emotional problems, concern about, 78–80	Quest-based learning (QBL), 98
positive student-teacher relationships and, 70, 73–74	
project-based learning model, role of, 82–83	Rachel's Challenge program, 72
relationship building, accountability in, 70	Realistic awareness, 8, 139
relationship building, purposeful attention to, 74–75	Relationship culture, 69–70, 72–73
relationship culture and, 69–70, 72–73	See also Joyful teaching; Optimistic shared community
safe school environments and, 71–74, 149	Resilience, 32, 141
Student Accountability Sheet and, 82, 152	The Resilient Leader Website, 141
student-to-student relationships, development of,	Response to Intervention (RTI), 6
82–83	Responsibility. See Personal responsibility
teacher self-disclosure and, 74–75	Richardson, J., 131
See also Joyful school communities; Joyful teaching;	Rockwell, D., 45, 46
Optimistic shared community	Rubenstein, J. S., 109
Optimistic shared community, 53–54	Ryan, R. M., 28
action steps for, 66–68	
bullying behaviors and, 56-58, 59	Safe school environments, 71–74, 149
compassionate confrontation and, 63-65	Sater, S., 14
conflict resolution strategies and, 60-61	School leadership, 5, 6
controllable circumstances, determination of, 58-60	administrators, roles of, 122–125
empathy, development of, 54	curriculum decisions and, 9-10
negative colleagues, minimized impact of, 54–56	deliberate optimism action steps and, 19-20
ownership/personal responsibility and, 62-65	diverse student body and, 6, 10
perspective taking and, 63	Ghost Walks/walkthroughs and, 88-89
purposeful action toward, 61–62	job placement decisions and, 9
talking snakes, avoidance of, 55–56	joyful school communities action steps and, 135–136
team building and, 62, 145–148	joyful teaching action steps and, 103–104
See also Deliberate optimism; Joyful school	life-work balance action steps and, 120
communities; Joyful teaching; Negative behavior	long-term education goals and, 10–11
patterns; Optimism skill development;	negative behaviors action steps and, 51–52
Optimistic classrooms	optimism skill development action steps for, 35–36
Organizational efficacy, 31–33	optimistic classroom action steps and, 85
0	1

166 DELIBERATE OPTIMISM

optimistic community action steps and, 67-68	life-work balance action steps and, 119
See also Education; Joyful teaching; Optimistic	negative behaviors action steps and, 50
classrooms; Teachers	optimism skill development action steps and, 34
School Shooting Analysis report, 149	optimistic classroom action steps and, 84
School violence, 71–72, 149	optimistic community action steps and, 66
Science, Technology, Engineering, and Mathematics	performance evaluations and, 1
(STEM) programs, 92	personal responsibility/ownership and, 14–16
Science, Technology, Engineering, Arts, and Mathematics	professional development and, 5, 6, 12, 100–101
(STEAM) programs, 92	professional learning communities and, 6
Self-care, 105–106, 108, 133	professional status of, 1
See also Joyful school communities; Joyful teaching;	turnover rates and, 1, 108
Life-work balance	urban assignments and, 1
Self-determination (SDT), 27–28	See also Deliberate optimism; Negative behavior
Self-efficacy, 29–31, 108	patterns; School leadership; Student achievement;
Seligman, M. E. P., 6, 23, 24, 25, 40, 141	Teaching
Selye, H., 107	Teaching, 1
Serenity prayer, 10	blame game and, 2, 14, 15
Shared community. See Joyful school communities;	collaborative approach to, 3, 14, 15
Optimistic shared community	creative innovation in, 6
Silver, D., 14, 48, 60, 75, 106, 119, 125, 138, 139, 140, 141,	job placement decisions and, 9
142, 143, 148, 150, 153, 154, 156, 157	personal responsibility/ownership and, 14–16
Skype conversations, 126	pockets of excellence and, 2
Standardized testing, 1, 5, 6, 92	powerful/positive teaching, 2
Standards-based instruction (SBI), 6, 9–10	professional status of, 1
Strasser, D., 123	scripted curricula and, 28
Stress management, 105–106	standardization in, 1, 6, 28
	sustained fulfillment, factors in, 2
body signals and, 107–108	
guidelines for, 156	See also Deliberate optimism; Joyful teaching;
humor, role of, 106–107	Optimistic classrooms; School leadership; Student
physical well-being and, 107	achievement; Teachers
sleep disruption and, 116	Team building activities, 62, 145–148
stress, indicators of, 106	Technology resources, 97–98, 99
See also Life-work balance	Thompson, J., 88
Student Accountability Sheet, 82, 152	Three C's for Parent Engagement, 129–131
Student achievement, 1	Traditionalist generation, 47, 97
diverse student body and, 6, 10	Turnover rates, 1, 108
engaged learning and, 2, 13–14, 91–92, 93 multiple intelligences and, 6, 99	21st century skills, 99
positive behavior intervention/support and, 6	Urban districts, 1
positive student-teacher relationships and, 70, 73–74	
self-monitoring/self-discipline and, 99, 100	Van Damme, J., 70
See also Assessment; Joyful teaching; Optimistic	Van Dongen, H., 115
classrooms; Teachers; Teaching	Verachtert, P., 70
Student-Centered Teaching, 154	Verschueren, K., 70
Student-led conferences (SLCs), 127–128, 157	Volunteering, 110–112
Study Island program, 97	5,
, 10,	Walkthroughs, 88–89
Talking snakes, 55–56, 124	What I Like About You activity, 145, 147
Teachers, 1	Wheeler, W., 99
blame game and, 2, 14, 15	Wolpert-Gawron, H., 47, 61
curriculum decisions and, 9–10, 28–29	Workplace bullying, 56–58
deliberate optimism action steps and, 18	Workplace Bullying Institute (WBI), 56
frustration of, 1, 13	Wormeli, R., 87
job placement decisions and, 9	,,
joyful school communities action steps and, 134	YouTube, 98
joyful teaching action steps and, 102	
Life on a Roll activity and, 138	Zappos Company, 32, 33
,,,	11 T

INDEX 167