

# TESTIMONIALS

## GENERAL COMMENTS

I'm sure you don't remember me from the CCFLT Conference this year, but I remember you. You gave a great workshop on getting kids reading in your class, and it's really inspired me. I want my kids to read too! Thanks again!

—**Jeff Lorimer**

Dear Bryce, Just wanted you to know how encouraging I always find your posts. I am glad to know you and want to wish you and yours a blessed Christmas. Best,

—**Carol Hill, New Jersey**

Wow! I needed some mid-year inspiration. I needed to be reminded to do more TPRS in class and not so much grammar. I wish that someone would write a huge book with everything in one place. I began writing my own stories, trying to incorporate some of the vocabulary in other texts. Thanks for allowing us to download your free stuff.

I always have the fear that my students will go on to the university and be lost, because they don't know "the grammar." This process of changing the way the university professors in the colleges of languages and education present methods classes has to change. TPRS saved my career. Only that 4% that could handle the grammar-translation method were surviving. I am trying to achieve a healthy balance with TPRS and essential grammar. Again, thanks for the inspiration!

—**Judy**

Dear Bryce

I saw you teach this past summer at the iFLT conference and have been meaning to express my sincere gratitude, deference and respect for what you do for young kids and how you teach. I did not write it until now quite honestly because I wasn't able to put into words what it was I saw that I have tried to emulate ever since. I just remember leaving your classroom on the third day with this wonderful feeling of elation seeing the incredible results you managed to yield from these students whom you had never seen before, and only after a mere 6 hours of Spanish instruction! I recently attended a conference in Maine where I experienced a similar feeling of great happiness and hope for the future of comprehension-based instruction, which reminded me of those wonderful moments when I observed you this summer.

I decided to finally put it in writing. Your style of teaching is very wholesome, laid back yet poised. You speak to the kids in a slow, consistent pattern, but it is about their lives, and not about some distant curriculum that means nothing to them. I remember the pauses you allowed after asking questions to

the students, which seemed to last like an eternity to me, but felt very natural and comfortable to you and the kids. Again, that genuine respect for their inner pace and rhythm shows a true appreciation for who they are as individuals. It has taught me to really slow down in my own practice and give the kids time to process, however long that may be. Furthermore, it lowered their affective filter as I remember the great amount of laughter and inner curiosity present in the room the entire time. The result, call it magic if you will, which I saw with my very own eyes: they were able to produce language that was highly sophisticated in terms of syntax and vocabulary, compelling and I am sure memorable to them and you! I thought TPRS was about repetition and circling, yet I never saw you repeat *ad nauseum* or circle. How did you do that? I never noticed it, and still wonder today how you managed that. I am not sure what you call it, maybe experience, dedication, reflection and hard work day in and day out. I guess I'm still not able to completely put it into words, so I call it magic. Thank you!

—**Sabrina Janczak**, Denver Public Schools

I have to admit, I use your materials heavily and my students are learning SO much. I'm only a second year teacher, but I never cease to be amazed by how much my students are learning. I student-taught with Craig Sheehy, a workshop presenter for Blaine Ray, so TPRS/CI is the only way I've ever taught and the only way I believe there is to teach, especially since I spent 5 years trying to learn Spanish the traditional way and got A's, but could never actually speak. My first year students are beyond anything I could really do or had the confidence to do up until my junior year in college. Anyway, I am in awe of and so thankful for all the wonderful resources you put together for us!

—**Jillane Baros**

Bryce is a great teacher who has inspired me to rethink my teaching style. Excited to be going into this year full force with TPRS!

—**Profe Swanson**

I took a sabbatical last year and observed the classrooms of some of the best TPRS teachers in the country. One of them was Bryce Hedstrom. Observing Bryce's classroom has impacted my methods and practices—especially in reading and classroom management.

Because of Bryce, a major emphasis in my classroom is now reading! Several TPRS teachers are blogging and promoting the value of reading in the second language classroom. In Bryce's classroom I saw a reading program in action. I was so amazed at the student reading library in his classroom. He had the reading materials arranged by color and ACTFL levels. Instead of using district money for books he received permission to buy reading materials for his students. They are passing AP tests at high numbers and he and the students attribute their success to the reading emphasis. He has book reports and the students have a certain amount of minutes per week that they are required to read.

Another idea I saw Bryce use was Preferred Activity Time (PAT) and a "Repasito" warm up activity. I am now using PAT positive behavior incentives in my classes. My students are running to be in class on time and the warm up is wonderfully silent. Every day my warm up is a review of something from yesterday, which is nothing new, but Bryce's students told me that his "Repasito" was a key to acquiring Spanish.

—**Mary Schirber**, Minneapolis

I have spent three full weeks observing Bryce Hedstrom teach a High School Spanish I course using TPR Storytelling. It has been an incredible pleasure to see the "art of teaching" and the "joy of learning" that occur in his class. He is passionate about his work and it shows in every aspect of the classroom environment and his teaching. His openness to sharing this expertise and his teaching experience in general has also been phenomenal. I am a veteran teacher of over 20 years who has always enjoyed searching out and using new methods to improve language learning for students. These three weeks have been both exciting and rewarding and I feel very grateful. Thank you, Bryce!

—**Karen Dugan**, Colorado

This summer I had the opportunity to observe Bryce Hedstrom teach and it transformed my views on education. Bryce brings a stability and creativity to TPRS that will enhance several areas in your teaching, including classroom management, storytelling strategies, student motivation, and application of current brain research. I am so glad that I observed Bryce and it has been a priceless experience that I continue to benefit from every day that I teach.

—**Thomas Young**, Nebraska

Reading these scripts and materials for levels 3, 4 and A.P. as I'm sitting here trying to figure out how to really push my upper level classes to the next level in the upcoming year is like finding an oasis. These are amazing texts, and I think I can actually do it.

—**Nathan Black**

I just wanted to thank you again for all your materials and advice. I could not have jumped into teaching Spanish 1-4 without your materials! Not only is the content for the kids amazing but **it walked me through the process** of using TPRS/CI each time I used a packet. This was invaluable since I had only had one workshop and was still learning! Blessings,

—**Christina Bacca**

Bryce Hedstrom's conference has revolutionized my classes and teaching philosophy YET AGAIN! After observing him once a week for almost an entire semester and then seeing his excellent presentations at the Colorado state conference, I have concluded that Bryce Hedstrom's high school classes are like reading an Aesop Fable to a child. You start out by reading the story (learning a world language) but the best part is the moral at the end. Thanks to his incessant research, Mr. Hedstrom has

designed a teaching philosophy, and therefore classes, that are capable of delivering vocabulary, culture and language as well as a message of mutual respect, kindness and total acceptance of the students amidst his stories and exercises. In turn, his students are encouraged by a model of how to treat each other. Note to CDE: That's what I call "Exemplary"!

—**Vilma Montealegre**

The *Special Person* activity has been a complete success! What impressed me the most were the students that never speak—all of a sudden they were thinking and speaking. They were thinking a lot about how to knit together sentences that communicated what they wanted to ask. All in C.I.! At the end we wrote a complete sheet of C.I. about the Special Person. The only problem was that I had to stop them because we didn't have any more time.

—**Carrie Harrison**

I am so thankful for your presentation at Lennox HS this fall and for your website and for your generosity. I am a confident teacher of 20 plus years. I was created to teach, but we need each other to sharpen and inspire each other. You by far have given me the most permission and ideas to go with my gut and improvise daily!

—**Elaine Tolvo**

Spanish Instructor and CGR dorm parent  
Berkshire School, Sheffield, MA

Thanks for sharing your work. Your guides are always so complete that they teach the teacher how to create their own units, such a great service to the community.

—**Mike Peto**, California

Hi, Bryce, I'm looking over your wonderful website. It's really inspiring to see what a complete system and structure you've worked out to make TPRS a truly useful and learnable methodology. Pat Barrett has mentioned to me how much he enjoyed one of your sessions, and I hope to see you in action some time. Sincerely,

—**Brian Barabé**, Arizona

Thank you for the final version of La Llorona. I have never retold the same story so many times for fear that they would get bored but they were following along and often finishing my sentences before I could even get to it. I was impressed!!

I like the way you have broken it down to the days and explained in detail how and what to include in each day. For many new to TPRS some of the little parts are the most important details that make the lesson spectacular.

I think this will be a big hit and especially since many of us are looking for authentic activities to include in our lessons. It is a win win ...in my opinion. Thank you for sharing!

—**Nancy Wallace**

I want to thank you again for coming out to do the workshop for BOLT a couple of weeks ago. I like the fact that you are very much still on the front lines of teaching, as opposed to someone who no longer works directly with the kids. That makes it much more real for me. Thanks again,

—**Dan Bouvier**, Massachusetts

"I have attended several of Bryce's workshops and I always am impressed **with the passion he exudes**. He is a real down to earth teacher who shares his hard work because teaching people is so important to him. Never pass up an opportunity to see him present!"

—**Erin Slightom**

Bryce, I just wanted to thank you for all the ideas and inspiration. I went to your presentation at the 2014 TPRS conference in Chicago on La Persona Especial. It has been a pleasure for me to see all **the things that I have found out about my students that I probably would have never known**; being able to do this in Spanish all the better. I have taught Spanish now for 21 years and have used TPRS CI in my class for many years. I appreciate what you do and look forward to using more ideas in my classroom. Thanks for the inspiration.

—**Mark Hawkins**

Thank you, your materials are always amazing. I have been using materials I purchased from you for a while and students love them. **We get great results with them**. It really helps students "use" the language.

—**Cris Peterson**

Thank you for sharing your experience!! I am constantly encouraged when I search your blog and site.

—**Kelly Pritchard**

I thought Bryce was the highlight of the conference--I've talked to all of my classes about having a growth mindset and I've thought a lot about reading in class, giving jobs to students and personalizing the class!

Bryce was a fantastic speaker and presenter. His overview of Dweck's Mindset theory proved enlightening and I was eager to see what uses I could make of this in my classroom. I attended all of his workshop sessions--terrific. Even though he is a TPRS teacher, his focus was not on TPRS, but rather on building community through routine. Reading was also a key factor in his presentations. I know many are not on the TRPS bandwagon and his presentation of his methods was such that any teacher could incorporate them into his/her best practices.

It was incredibly relevant and warm. We needed this blend of head and heart. His reputation as a fabulous speaker was confirmed.

This is exactly what I have needed and been looking for! Thank you for having him, I was searching for something that would help me become a better language teacher and this was it!!

Excellent, engaging, practical.

What a wonderful engaging presenter who speaks from experience. Need more like him. Thanks!

Wonderful ideas that I can implement in my classroom right away.

Excellent! I got so much out of his workshops. I only wish we had more time.

Bryce Hedstrom's keynote and the 2 workshops of his I attended were excellent! I really enjoyed that he discussed teaching techniques and ideas that are applicable to many different disciplines not just specifically to teaching foreign languages. I came away with a lot of great ideas of how I could apply these in my classroom!

I found his presentations filled with myriad ideas that were applicable to and easily implemented in my classroom. I appreciated his willingness to share his ideas and many resources for free on his web site.

He did not have enough time but was great.

I was very pleased with Bryce Hedstrom's keynote and workshops. I will visit his website often and I know I will use it as a resource. As a classroom teacher, he had lots of tips/ideas that I can use in my classes. He was a 5-out-of-5 for me. I am reading the book about mindset now as well and focusing on students' effort rather than intelligence.

Bryce is my hero. I really appreciate both his talks about the "big picture" (growth mindset) and the nitty-gritty pieces of how to run a program and a classroom.

These ideas are extremely valuable

Excellent. Got some excellent ideas to use right away.

I thought Bryce was a breath of fresh air and a great reminder of lots of things that I had forgotten about. I really enjoyed all of the mini workshops that he did and I thought the keynote on Friday was very thought provoking. Great choice.

Fabulous!!!! I'm using his Participation plan already - tied with info about why it helps our brains - and I'm noticing and immediate improvement! The keynote was general enough to be appreciated by all, and I found the ideas very helpful for use with students.

Excellent! Wonderful! Took away many ready-to-use ideas.

Bryce Hedstrom's Keynote and workshop sessions were outstanding. They were informative, provided practical information and were delivered in an engaging manner.

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### **ON MINDSET**

I just wanted to pass this on to you about the impact of your *Mindset* presentation at our school here in California. The same teacher who told a colleague, "I feel almost guilty because our Spanish teacher is working with our students with something called *Mindset* and I'm reaping the benefit," also passed on a link to several Carol Dweck videos on YouTube to her friends. Another teacher was so motivated that she somehow got it to her district, which also saw the value in it, and now they are adopting it. The teacher describes it as, "the missing piece amidst our shift to common core." So another success!

—Doug Stone

On the Mindset presentation:

Very well done, informative, and professional.

—Stephanie Ann Van Blarcom

Fantastic information. While some things were reminders, the importance of perspective a person has truly impacts all areas of their lives.

—Kenny Harrison

Good reminders of excellent teaching practices.

—Karen Einem

The Mindset information shared was helpful as it builds on other areas we focus on such as HOM and Tim Elmore philosophy.

—Norma St. Clair

The workshop was very informative. I learned valuable information and walked away with tools to use to promote a growth mindset in the classroom such ways to identify a fixed mindset and possible phrases to respond with. The information about the brain and the myelin wraps was very interesting and really seemed to bring a purpose and relevance to the whole discussion of the growth mindset.

—**Yvette Stuewe**

Bryce Hedstrom introduced something called 'Mindset,' to me last May when we were writing curriculum together and commiserating over a daunting question we asked each other: "how do we motivate our kids?" Motivation doesn't just tie into school, unfortunately in today's age where everything is at the drop of a Google search, the young generation is becoming less interested in the activities and routines that I found enthralling. For instance: before becoming a teacher I was a snowboard coach. What could be more fun than learning how to snowboard and do tricks in the terrain park? And yet I left the profession discouraged when top athletes with all the support of their parents were uninspired and quit.

Bryce had a word for the type of athletes and students I was working with: "Fixed." He explained to me that the "Fixed Mindset" was one in which people judged themselves and one another and did not progress further due to lack of desire or inhibition. It results in a lack of willingness to put forth hard work, determination, and the will power one needs to be the best. I suppose Bryce and I would be defined then as the "Growth Mindset", as teachers and people we are constantly looking to be better at everything we do. We spend sleepless nights trying to create better, more fun lesson plans that students will in return WANT to engage in. I as a snowboarder can relate, I am frustrated when people praise me for a doing a trick I can do in my sleep, in response I merely say: "I should be doing much harder more technical tricks than that." Yet, Bryce and I were not seeing the results from our own students. Why did we want it more than they did?

To my dismay and excitement, I had the honor to sit in on Bryce's presentation at Spring CCFLT in Loveland last weekend. Bryce, having had nearly a year's worth of data and research (that he didn't have from the last we spoke) shared some astounding and promising news. The "Growth Mindset" students do exist! Yet they are few and far between, it in fact is our society that is enabling and hindering these students to stay in the "Fixed Mindset." Yes, indeed! It all comes down to how WE PRAISE our students and young impressionable youth.

For instance, if I say to my student "great job, you spoke the best Spanish you could on that task," do you think he will have the will to then improve? No, and why blame him, he has done the best he can right? Not quite, while I may have meant, great job you did wonderful and then expect the same progression and excellence for the next task, he took it as, "Sweet! I am going to cruise now for awhile than exert any more energy." There it is folks, PRAISE is the make or break in our dealings.

Bryce would say not to praise someone for the product they produce, it can always be better, rather reinforce your delight in the effort they put forth. Something we all may want to try tomorrow when Johnny opens his notebook and takes notes: "Thank you Johnny for being on task, keep up the good effort!"

Thank you, Bryce, for identifying a potential solution and PERSPECTIVE changing tactic to use in the classroom and approach this difficult situation. I look forward to your future findings and investigations.



—Liz Hoagland, Breckenridge

Excellent! Great to have the growth mindset presented in this way.

A good way to start us off. Theme carried throughout the conference.

Bryce is a dynamic speaker and his topics were interesting. He was engaging and I am glad that I attended his keynote session.

I thought that his presentation on 'growth mindset' was enlightening. There was so much in his presentation that I had thought 'around' before but have not heard it put in to words. It was motivating to get back into the classroom and start cultivating the growth mindset.

#### **ON CLASSROOM MANAGEMENT**

Thank you so much for your sessions on classroom management at the iFLT conference. As I said to you after the seminar, I think **the next conference should be dedicated to this subject**. It is my experience that teachers begin using CI methods with enthusiasm but give up because of classroom management problems.

—Greg Stevens

Bryce's presentations were hugely valuable. He was very practical, down to year and easy to talk to. He had great ideas, but could also lead the group to look for personalized solutions for teaching and classroom management. This was the best presentation and the most help I have ever received on classroom management and student discipline.

Awesome. I am going to try to use pretty much everything I learned in his workshops, especially the management advice.

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#### **ON PERSONALIZATION**

I loved how positive Bryce was and how he gave us a new way to look at both ourselves and our students. His workshop session made it look easy to personalize for students. I hope we could have Bryce back at some point.