

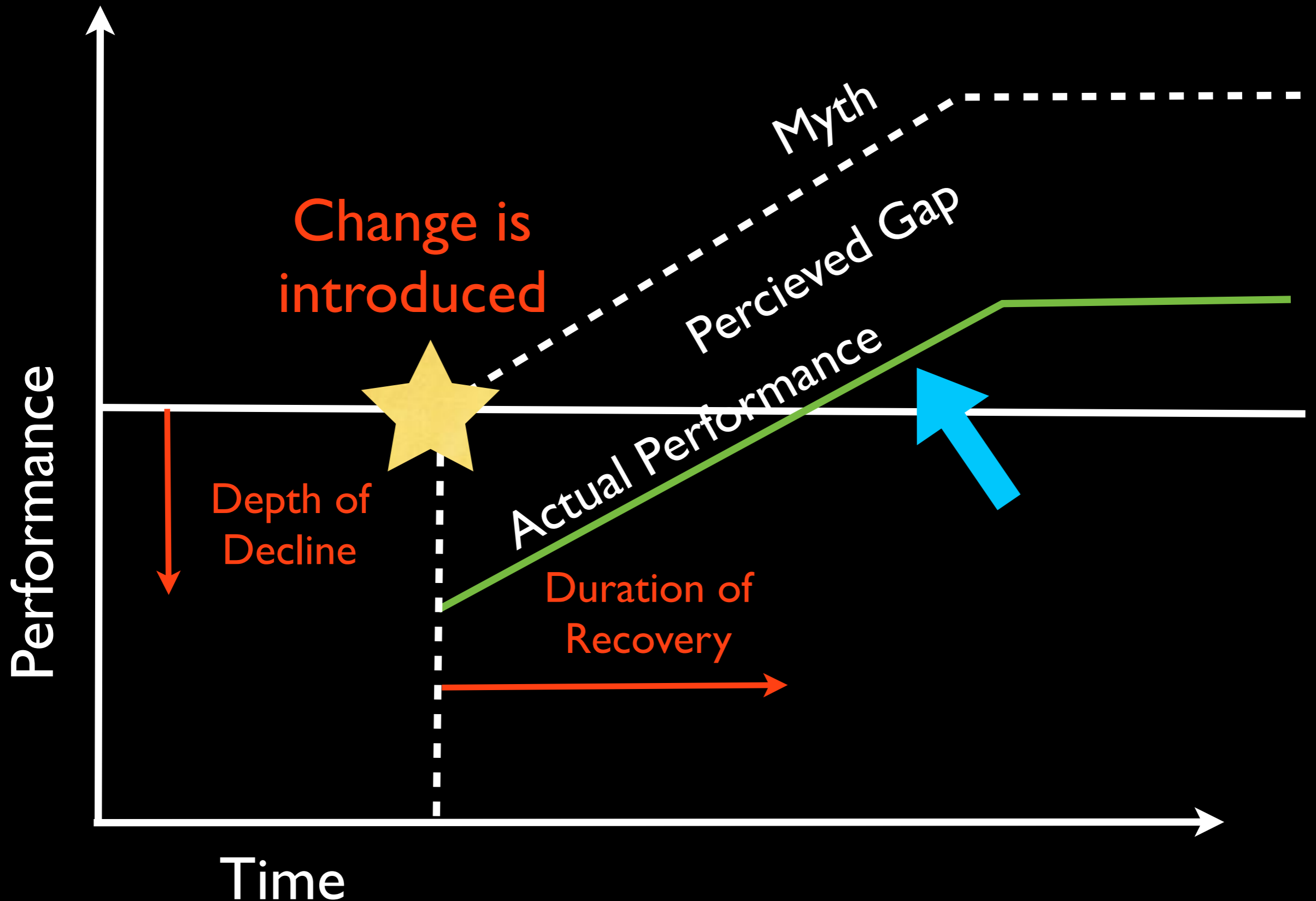


The Five Pillars of Exceptional Teaching



ODE & COSA Assessment Conference
August 2018

The Implementation Dip



Pillar I: Relationships



**Seek to
connect to
students in
positive
ways.**

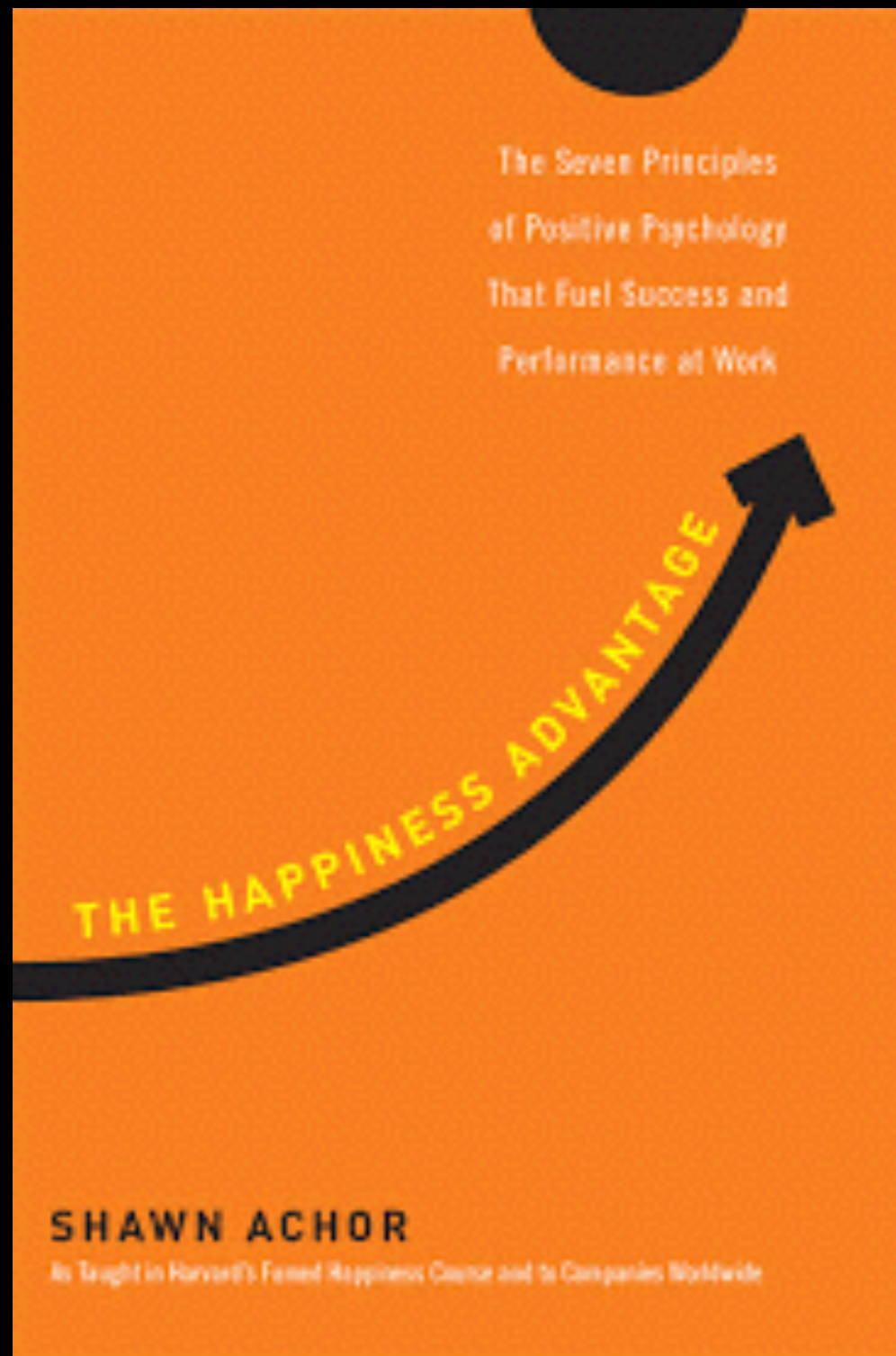


Building positive relationships creates growth mindset pathways in your brain and makes you happy.



And those pathways increase your chance for success (happiness) in whatever you are doing.

The Happiness Advantage



~~Success = Happiness~~

Happiness

Positive relationships are the
secret ingredient in the recipe of
happiness & success

Success

Happiness > Success

Pillar II: High Expectations



**Respect.
Expectations.
Respect/
expectations
work both ways.
Believe students
can succeed,
and they are
much more likely
to do so.**

Expectations

Matter...

a lot!

Pygmalion Effect

- Study after study has confirmed that the expectations of staff has a direct impact on the performance of students.
- When a teacher is told a class is “bright or talented” outcomes increase.



Golem Effect

- Study after study has confirmed that the negative expectations/ thoughts of staff has a direct impact on the performance of students.
- When a teacher is told a class is “low or dull” performance decreases.



“Sometimes you have to believe in someone else’s belief until you can believe in yourself.”

—Manny Scott, original Freedom writer

“I think sometimes my teachers believed in me more than I believed in myself.”

—Jacqeline Fernandez, AVID student

**How do these two Pillars
work together in today's
classrooms and schools?**

First, let's learn some history.

Baby Boomers

1946 to 1963

Generation X

1964 to 1982

1983

Generation Y

“Millennials”
1983 to 2000

Generation Z

“Centennials”
2001 to 2020

What happened in 1983?



*Named the "most successful music video ever"
by the Guinness Book of World Records*

AVID

Frames of Mind



Support

Vs

A Nation At Risk



Accountability

What Kind of Mindset Do You Have?



I can learn anything I want to.
When I'm frustrated, I persevere.
I want to challenge myself.
When I fail, I learn.
Tell me I try hard.
If you succeed, I'm inspired.
My effort and attitude determine everything.



I'm either good at it, or I'm not.
When I'm frustrated, I give up.
I don't like to be challenged.
When I fail, I'm no good.
Tell me I'm smart.
If you succeed, I feel threatened.
My abilities determine everything.

The Clash of World Views: Growth vs. Fixed continues....

Support	Accountability
Fairness, hope, justice, connection	Power, authority, compliance, respect
Public Utility	Profit-Seeking
Restorative	Justice
Exploration, truth, working toward perfect, always a little wrong	Confidence, results, right now, right later
Role awareness, dignity, giving space, flexibility	Self-respect, power, agency, taking space
Millenillials	Baby Boomers
Frames of Mind	Nation At Risk
Equity, fairness and the alleviation of suffering	Rewards, incentives, victory, spoils
Win-Win	Zero-Sum
Forgiveness	Vengeance
Equity	Excellence

Baby Boomers

Generation X

Millenillals

GENERATION Z



Support

&

Accountability

~~versus~~

Relationships

High Expectations

SUPPORTABILITY

Relationships



That's how
they work
together.



Expectations

Student Behavior

R
E
L
A
T
I
O
N
S
H
I
P
S

Low

High



High

Enabling

Restorative
Justice

Apathy

Punitive

Low

EXPECTATIONS

Pillar III: Instructional Rigor*



*Using inquiry-based, collaborative strategies to challenge and **engage** students in content **resulting** in increasingly complex levels of **understanding**.*

Rigor

Doing things with rigor takes effort, but not everything you put effort into is done with rigor.

Rigor is a focus on process. Paying attention to not just how you do things, but why. Rigor requires us to never use an emergency as an excuse. It is a process for the long haul, the work of a professional.

An amateur bread baker leaves the kitchen coated in flour, and sometimes, perhaps, ends up with a great loaf of bread.

A professional baker might not seem to be as flustered, as hassled or even as busy. But the bread, the result of this mindful process, is worth buying, every day.

We know that you're working hard. The next step is to do it with rigor.

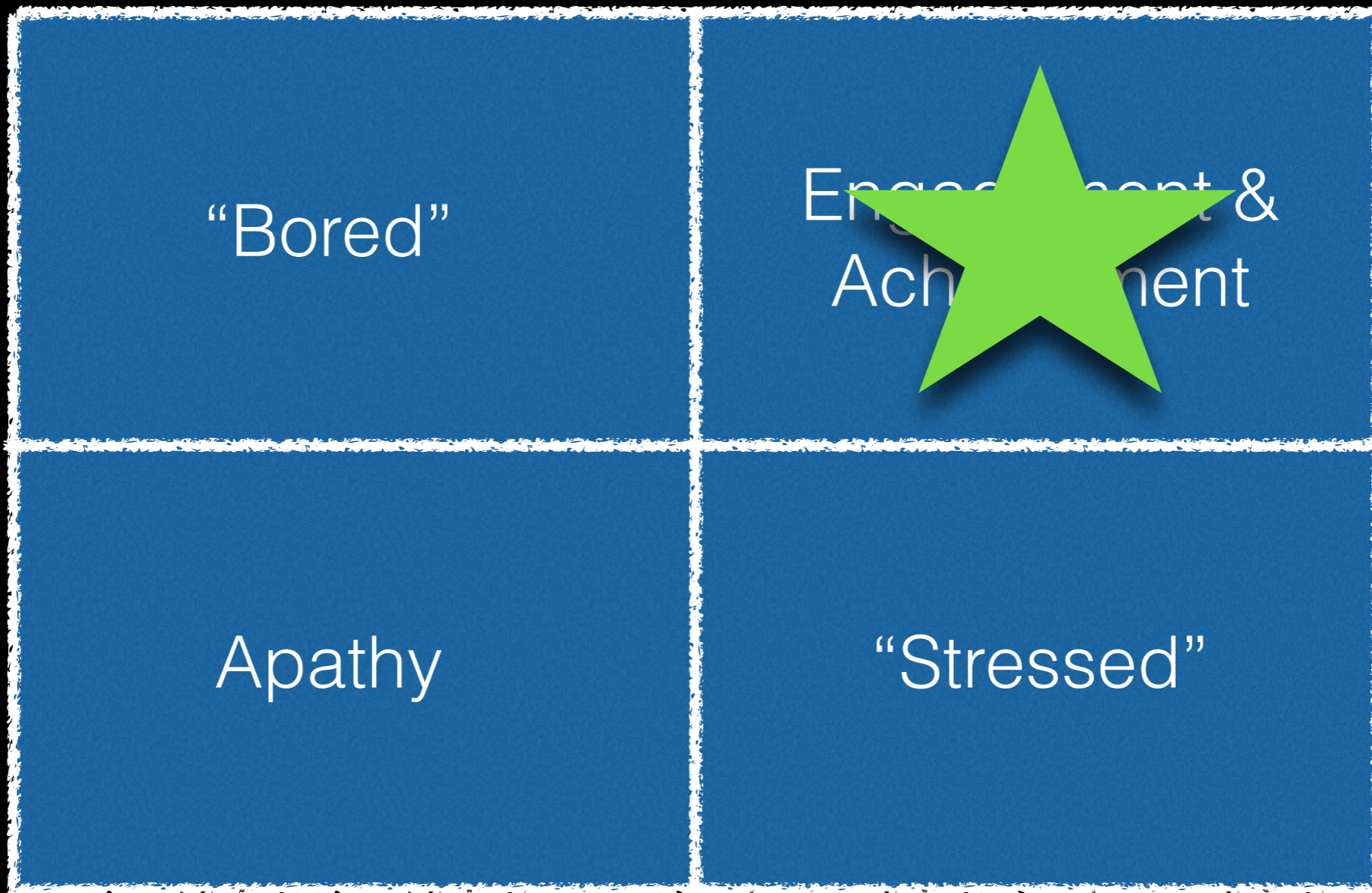
—Seth Godin

Instructional Rigor

R
E
L
A
T
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S
H
I
P
S

Low

High



High

"Bored"

Engagement &
Achievement

Low

"Stressed"

Apathy

EXPECTATIONS

The Secret to Rigor

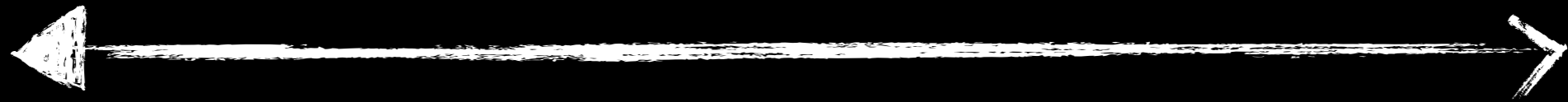


Build every lesson with the following three elements...

- 1. Essential Questions**
- 2. Learning Targets**
- 3. Success Criteria**

...and intentionally incorporate WICOR strategies throughout that lesson

**WICOR is an essential
element of school wide AVID**



Writing

Inquiry

Collaboration

Organization

Reading

Pillar IV: High Quality Curriculum



Intentionally use and/or design all materials to be relevant and engaging.

Education History 101

Bloom's Taxonomy



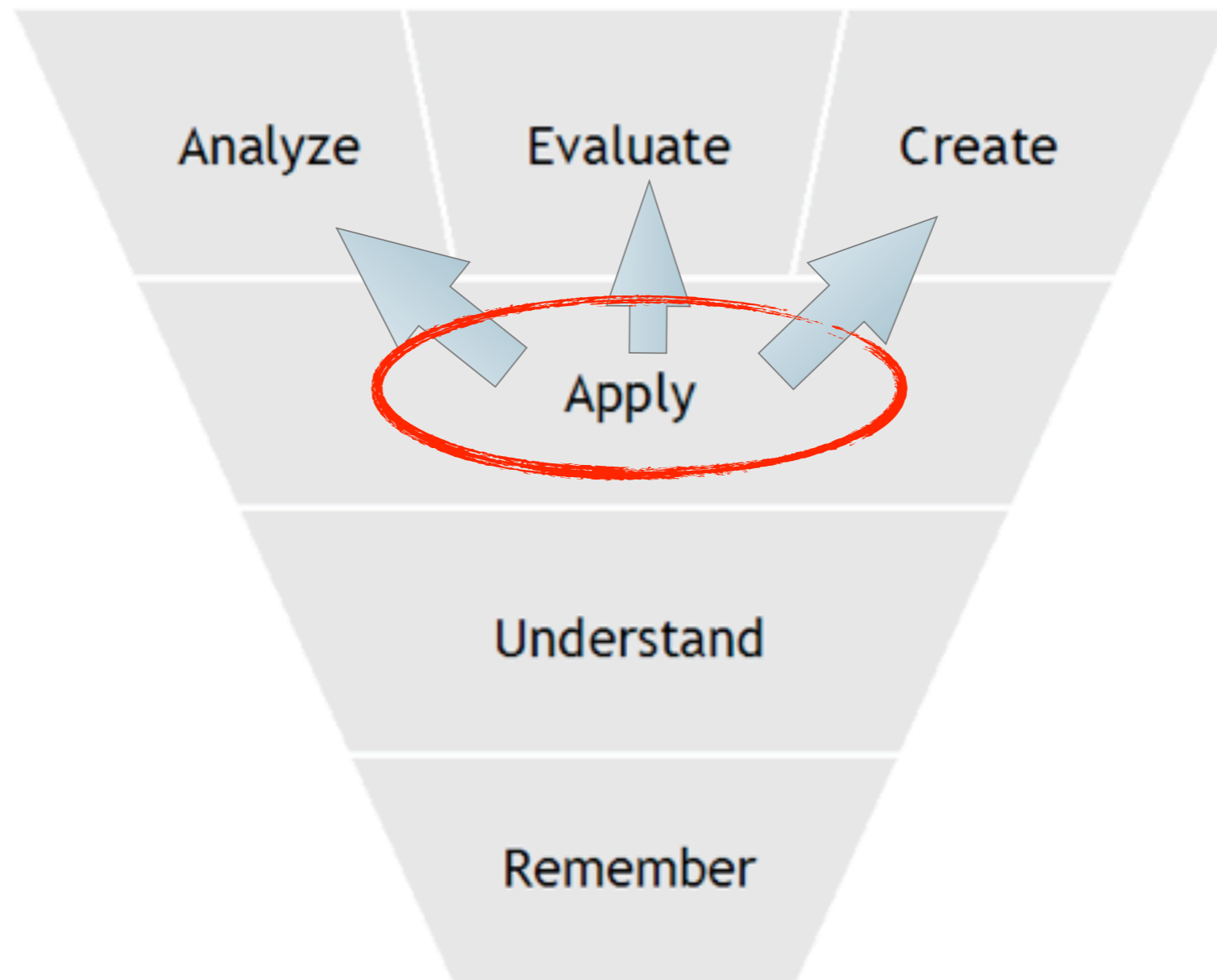
1956

2001



Bloom's Revised
Taxonomy

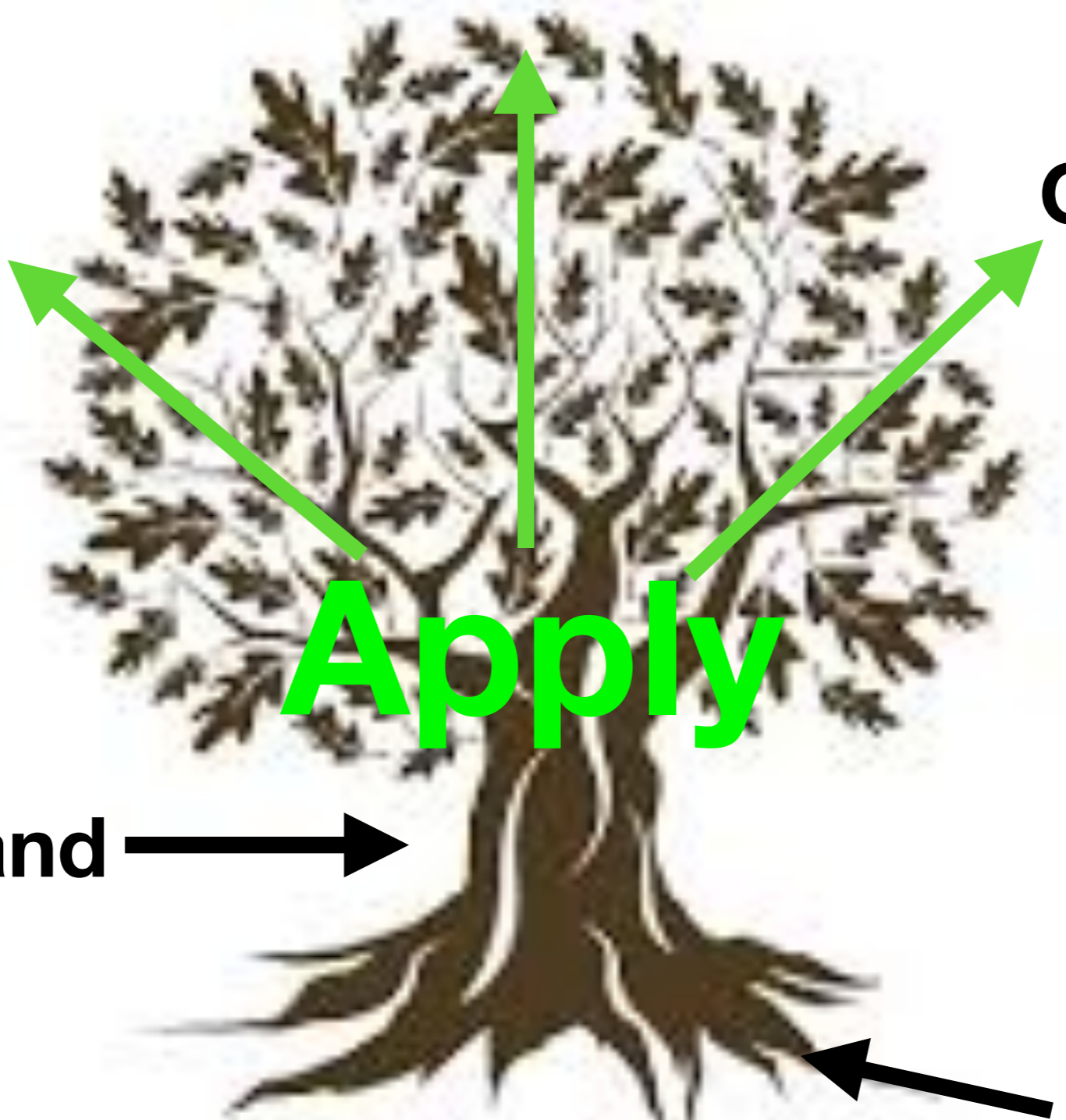
Preparing for the Common Core



Evaluate

Analyze

Create



Apply

Understand →

← **Remember**

D



More fast than slow...



2007: The world changes...

