

Creating a Culture of High Expectations

Anthony Colannino

Senior Fellow, ICLE

@AJCMindset

Acolannino@leadered.com

#leadered



First Things First

Thank you


Gracias

Shukran

Merci

Grazie

**Where I'm
from?**



**WICKED
SMAHT**

Recognizing the Not So Obvious

- Excellent teachers exist everywhere, but too often operate in independent silos
- The most powerful driver for student learning is an effective teacher
- Teachers ensure a better future – both individually and collectively by creating self worth and meaning
- It's the leaders' duty to improve all teachers, so all students have the potential for best possible outcomes



Not So Obvious Part II - Leadership

"The objective of all dedicated employees is to thoroughly analyze all situations, anticipate all problems prior to their occurrence, have answers for these problems, and move swiftly to solve these problems when called upon. However....



...when you are up to your ass in alligators, it is difficult to remember that your initial objective was to drain the swamp."

The Not So Obvious Part III

Expectation:

- a belief about what might happen in the future (Vocabulary.com)

High Expectations:

- typically refers to any effort to set the same high educational standards for all students (The Glossary of Ed Reform)

The term “high expectations” is a backhanded pejorative. (Jose Vilson)



Study after daunting study confirms what so many people have known all along: our society expects less from our children of color, regardless of their actual capacity for the work. For those of who consider ourselves educators, this matters even more because we want all of our students to get the best education we possibly can given the circumstances we're teaching in.

-Jose Vilson

How do you or your schools promote high standards?

Policy

Assessment

Placement

Instruction

Support

Curriculum

AP Classes

Recognition

Culture

Start with Belief?

Strong **relationships** light
a path for **relevance**

Ultimately fuels **rigorous**
learning environments

Relevance ignites the
passion within

Belief is the foundation
for strong **relationships**



Belief to Impact



Twenty years ago with my first 5th grade class
– Agassiz Elementary, Jamaica Plain, MA



Wagner and I at BC two years ago



Belief Through Relationships

- Survey students about interests, belongingness, challenges, triumphs and passions
- Allow students to write self-affirming statements. “I’m good at...” or “I enjoy...” allow these statements to be about school, hobbies, home, etc.
- Share your stories of struggle and inspiration
- Believe in student success for all

“All students can learn.”

*Do we really believe it?
What about our . . .*



Administrators?



Teachers?



Students?

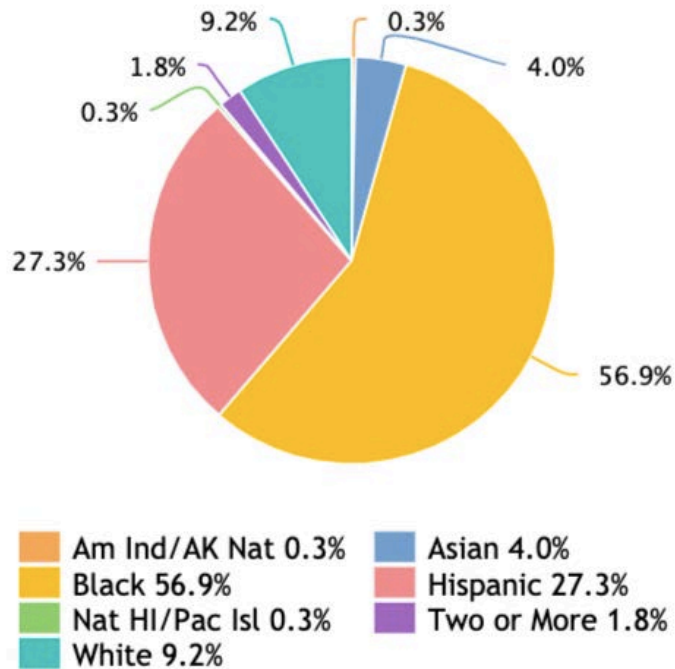


Parents?

Data: Kansas City - 33

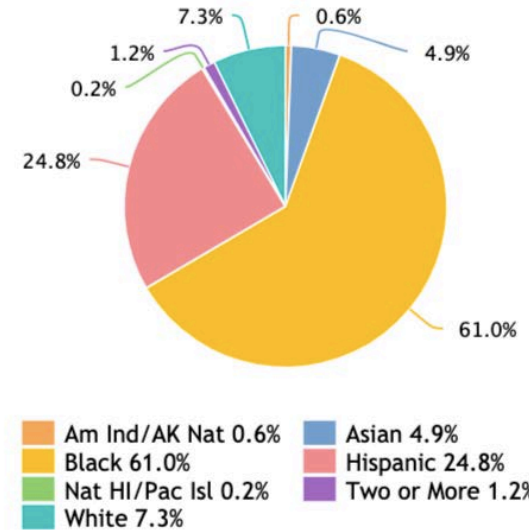
District Enrollment

n=15,751



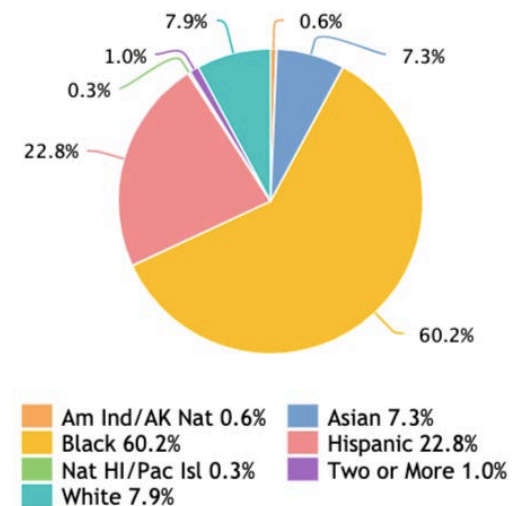
Physics Enrollment

n=1,019



SAT/ACT Enrollment

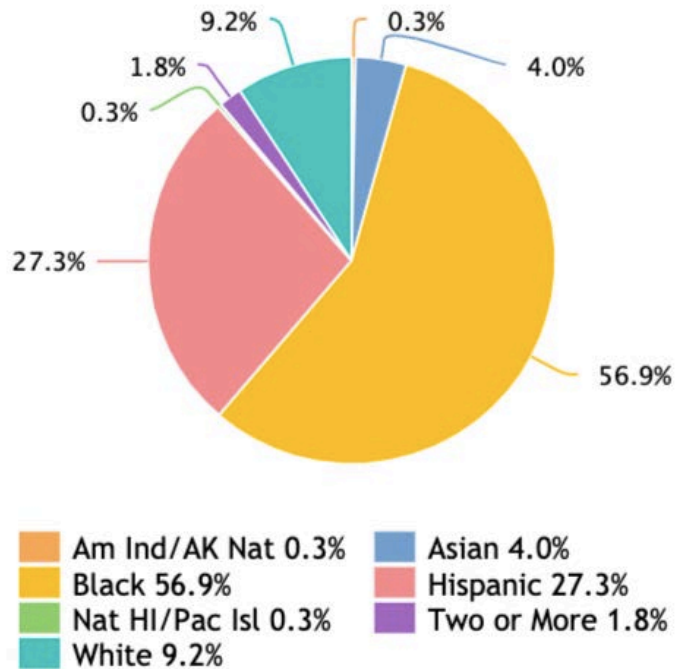
n=1,592



Data: Kansas City - 33

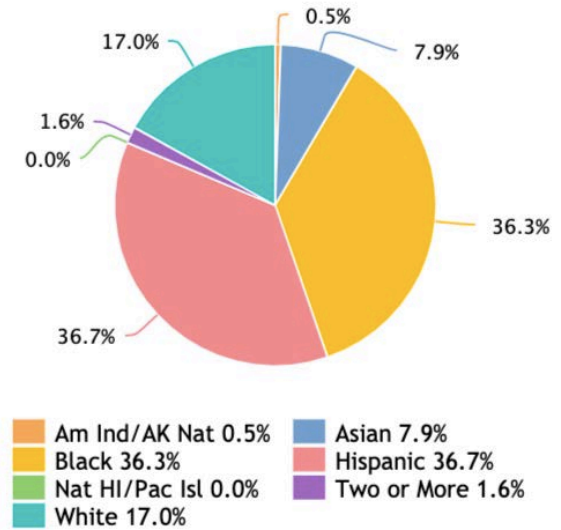
District Enrollment

n=15,751



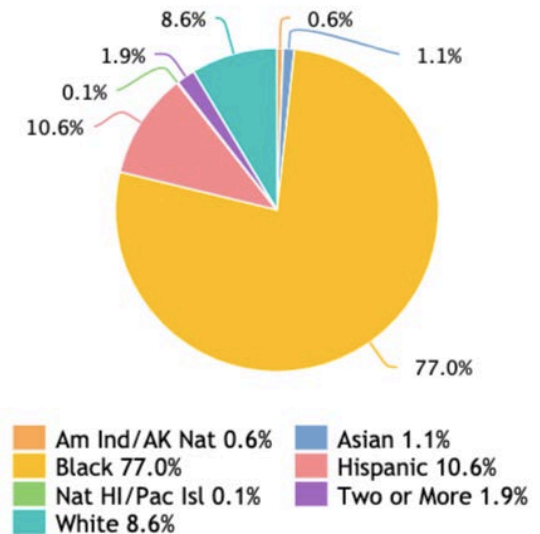
Gifted & Talented Enrollment

n=731

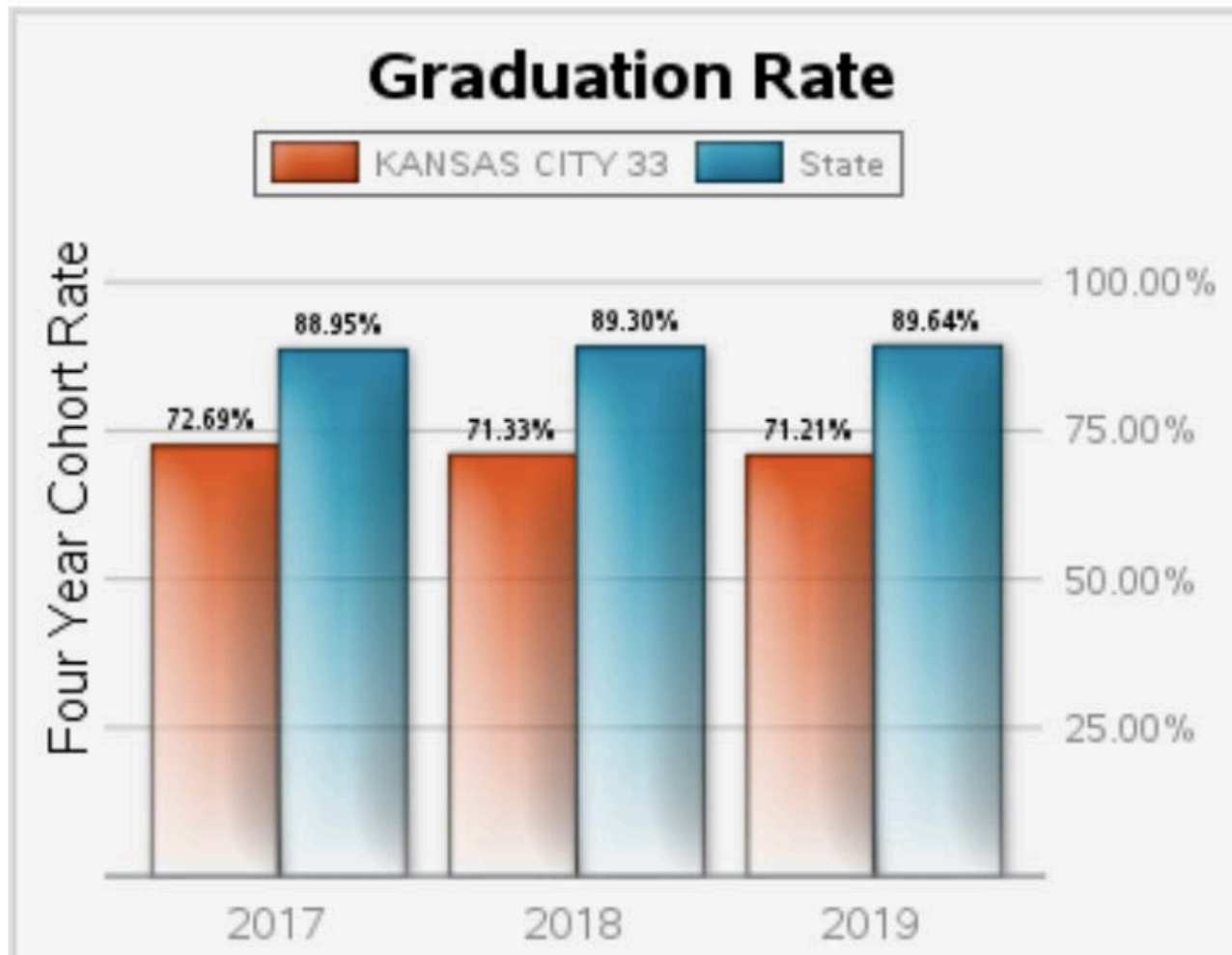


Out-of-School Suspensions

n=2,008



Data: Kansas City - 33



1 to 10

How fast can you count 1-10?

1,2,3,4,5,6,7,8,9,10

10 seconds?

5 seconds?

Less than 5 seconds?

How about alphabetical order?

5 minutes? 3 minutes? Less? More?

One, Two, Three, Four, Five, Six, Seven, Eight, Nine, Ten

Eight

Five

Four

Nine

One

Seven

Six

Ten

Three

Two

Mindset and Stereotypes

Stereotype threat shows that when a person worries that one could be perceived through the lens of a negative stereotype, it can undermine academic performance.
(Steele, 2010; Steele, Spencer, & Aronson, 2002)

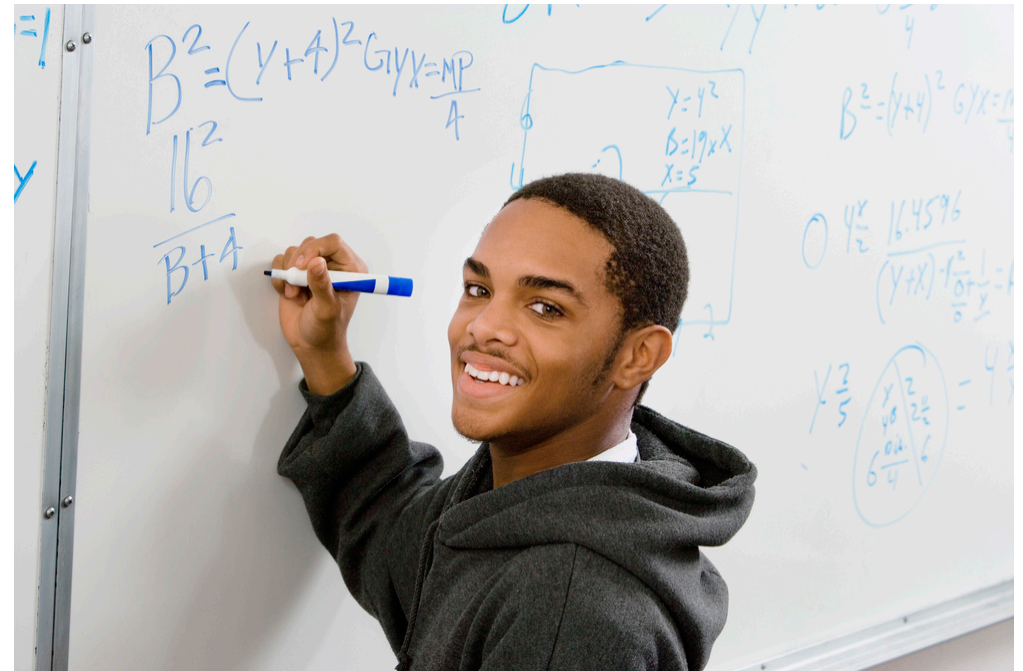


Many of our fixed mindsets are rooted in stereotypes about our gender, race, culture, family and so forth

Men can't cry,
Girls aren't good in math,
African Americans only care about sports,
We aren't any good at art in our family.

What do you think?

What are some stereotypes that may be causing some of your students to underperform?



Combating Stereotypes with a Growth Mindset

- Social psychological interventions are brief and impactful interventions that target students' subjective experiences.
- They rely on research on persuasion and attitude change to convey powerful psychological ideas.

Four Strategies to Combat Stereotype Threat



1. Teach the Malleable Mind

Aronson, Fried, & Good (2002)

“You can grow your intelligence your whole life!”

“Everyone has a ‘math brain’ – the brain is like a muscle.”

“We don’t expect you to know this already.”

2. Process related feedback/praise

Mueller and Dweck (1998)

“You used several strategies and didn’t give up!”

VS.

“That was smart thinking!”

3. Increase Belongingness, Relationships, Focus on Shared Experiences

Walton and Cohen (2007, 2011)

Share or write stories that communicate that *at first*, everyone, including the majority population, struggles but it gets better; everyone, including the stereotyped population, can succeed

4. Self –Affirmation: write about values

Hulleman and Harackiewicz (2009)

“What drives you?” “What is a ‘spark’ for you?”

“What do you value? Why?”

One Leader's Response



Sunnyside Middle School

- Goal of all 800 students at 4.0
- Categorized all students from “Critical Need” to 4.0
- Provided services and mentors for students
- Recognized incremental growth
- No “F” word – an “I” instead
- Worked to support all students on continuum
- Adopted a growth mindset approach



You're not going to achieve student growth without educator growth.

-John D'Auria
President Techers21

Thank You & Happy to Help

Anthony Colannino

Senior Fellow, ICLE

Twitter: @AJCMindset

Email: Acolannino@leadered.com

