On the Road to Success…

Factors Influencing Student Success
Progression of research:

• Low-income, at-risk college seniors graduating with honors

• College students working with high school students

• College students / mentors working with elementary students – Dreamers Club
Research Findings:

Factors Contributing to Success

• Scholarly **Expectations / Investment** in student (Parent, Teacher, Mentor)
• Knowing and working within their **Strengths**
• **Mindset** – Growth vs. Fixed
• **Goal-setting**, overcoming barriers = HOPE
• **Resiliency & persistence**
• **Belief system**
The “extra” I’ve learned along the way!

• Every student has gaps in their education. Some are more serious than others. Through assessment, we can identify them and fix them.

• Students learn best through life experiences and hands on opportunities.

• A love of learning is key to a life of learning. Our challenge, as educators, is to show students our excitement about learning and to engage them in that excitement, so they also become life-long learners.
Student Success – Definition,

- Definition: *a favorable or desired student outcome*

- Take 5 minutes with an elbow partner to discuss the following and be prepared to share out with the group…
What do you think?

What does Student Success look like…

at the Pre-school level?

at the elementary school level?

at the middle school level?

at the high school level?

at the college level?
Who is a scholar?

• a learned person (especially in the humanities); someone who by long study has gained mastery in one or more disciplines

• someone (especially a child) who learns (as from a teacher) or takes up knowledge or beliefs

• Someone who learns is a scholar

~ WordNet Dictionary
SO SHOUT IT OUT!

Who is a scholar?

I am a scholar!
My students are scholars!
My highest achieving students are scholars!
My lowest achieving students are scholars!
We make up a community of scholars!

~

So if we see our students as scholars and they see us as scholars working with them, what should our expectations be?
Scholarly Expectations

Who makes up our students’ support systems and what are their expectations?

• Parents / Family members
• Teachers / School staff
• Other mentors (coaches, pastors, family friends, etc.)
“As educators, our challenge and our joy is helping students move to levels of personal excellence by becoming the persons they have the potential to be. And the marvelous thing about this perspective is that in the process we also move toward our own levels of personal excellence, becoming the persons we have the potential to be.”

~ Edward “Chip” Anderson, PhD
Student Strengths

- Strengths identification (StrengthsQuest / StrengthsFinder 2.0)
- Strengths development
- Strengths development leads to hope and student engagement
Strengths – Five Facts that Great Learners, Educators, and Leaders Know about Excellence

1.) Our talents hold the key to excellence.
2.) Simply having talents or strengths isn’t enough to produce excellence. Talents must be developed into strengths, and strengths must be applied. This requires practice and hard work.
3.) Excellence requires that you have a clear idea about what excellence is, what it looks like, and what is required to reach it.
4.) Focusing on one area of talent at a time is the best route to excellence.
5.) It is also important to realize that many talents – all working together and strategically applied – are necessary to produce excellence.

~Copyright 2003 The Gallup Organization
Focus on developing your talents into strengths, and learn to manage your weaknesses!

Operate out of your strengths!

Edward “Chip” Anderson, PhD
Huffman class notes January 2004
How can strengths work in the classroom

I. Visioning
II. Goal Setting
III. Team Building
IV. Measure Progress
V. Celebrate

Adapted from Developing Leadership Strengths in College by Don Clifton & Edward “Chip” Anderson; Copyright 2004 The Gallup Organization
The 34 Talent Themes Measured by StrengthsFinder

Developing Leadership Strengths in College by Don Clifton & Edward “Chip” Anderson; Copyright 2004 The Gallup Organization
For further information regarding StrengthsQuest / StrengthsFinder contact The Gallup Organization

The Gallup Organization
901 F St NW
Washington, DC 20004
(b/t N 10th St & N 9th St)
(202) 715-3030
Other Strengths Indicators

Strengthsfinder 2.0
https://www.gallupstrengthscenter.com/

Multiple Intelligences:
http://www.literacynet.org/mi/assessment/findyourstrengths.html

Various questionnaires:
https://www.authentichappiness.sas.upenn.edu/testcenter

Learning Styles:
http://www.ldpride.net/learning-style-test.html
Reflection / Revolution?

Thinking about your students, past, present and future, what three things do you really, really want for them?

Based on that information complete this statement:

I will consider myself a successful educator if....
Mindset

Growth vs. Fixed
A GROWTH MINDSET MEANS THAT YOU BELIEVE INTELLIGENCE CAN BE DEVELOPED
And you have a PASSION to LEARN which means you

Embrace challenge

ARE INSPIRED BY THE GREATNESS IN OTHERS

KEEP GOING when things get TOUGH

AND

See effort as the PATH TO MASTERY

learningisgrowing.wordpress.com
# Effective Effort Rubric

<table>
<thead>
<tr>
<th>Fixed</th>
<th>Mixed</th>
<th>Growth</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Taking on Challenges</strong></td>
<td><strong>You might take on challenges when you have some previous experience</strong></td>
<td><strong>You look forward to the next challenge and have long range plans for</strong></td>
</tr>
<tr>
<td>You don't really take on challenges on your own. You feel that challenges are to be avoided.</td>
<td>with success in a related challenge.</td>
<td>new challenges.</td>
</tr>
<tr>
<td><strong>Learning from Mistakes</strong></td>
<td><strong>You may accept mistakes as temporary setbacks, but lack strategies to apply what you learned from the mistakes in order to succeed</strong></td>
<td><strong>You see mistakes as temporary setbacks, something to be overcome. You reflect about what you learned and apply that learning when revisiting the task.</strong></td>
</tr>
<tr>
<td>You see mistakes as failures, as proof that the task is beyond your reach. You may hide mistakes or lie about them.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Accepting Feedback and Criticism</strong></td>
<td><strong>You may be motivated by feedback if it is not overly critical or threatening. Who is giving the feedback, the level of difficulty of the task, or their personal feelings might be all factors in your motivation.</strong></td>
<td><strong>You invite and are motivated by feedback and criticism. You apply new strategies as a result of feedback. You think of feedback as being a supportive element in the learning process.</strong></td>
</tr>
<tr>
<td>You feel threatened by feedback and may avoid it all together. Criticism and constructive feedback are seen as a reason to quit.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Practice and Applying Strategies</strong></td>
<td><strong>You practice, but a big setback can make you want to quit. You are more willing to practice things you are already considered &quot;good at.&quot; You are open to being given a strategy to meet a challenge, but you rarely apply your own strategies unless it is something you are already &quot;good at.&quot;</strong></td>
<td><strong>You enjoy the process of practicing and see it as part of the process of getting good at something. You may create your own practice or study plans. You fluidly use many strategies, think of some of your own strategies, and ask others about their strategies.</strong></td>
</tr>
<tr>
<td>You do not practice and avoid practicing when you can. You do not have any strategies for accomplishing the learning goals or tasks, or you apply ineffective strategies.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## Effective Effort Rubric (continued)

<table>
<thead>
<tr>
<th></th>
<th>Fixed</th>
<th>Mixed</th>
<th>Growth</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Perseverance</strong></td>
<td>You have little persistence on learning goals and tasks. You give up at the first sign of struggle.</td>
<td>You may persevere with prompting and support. Unless you are provided strategies for overcoming obstacles, you will stop or give up.</td>
<td>You &quot;stick to it&quot; and have stamina for the task(s). You keep working confidently until the task is complete.</td>
</tr>
<tr>
<td><strong>Asking Questions</strong></td>
<td>You do not ask questions or do not know which questions to ask, but you can usually say you don't &quot;get it&quot; if asked.</td>
<td>You might ask questions about a portion of the task that you feel you can do. If you perceive it to be out of your ability, you probably won't ask questions.</td>
<td>You ask specific questions, ask questions about your own thinking, and challenge the text, the task, and the teacher.</td>
</tr>
<tr>
<td><strong>Taking Risks</strong></td>
<td>You do not take risks, and if something is too hard you turn in blank work or copied work, if anything at all. You are not engaged in the process / task.</td>
<td>You will take risks if the task is already fairly familiar to you. If not, you will resort to copying or turning in partially completed work.</td>
<td>You begin tasks confidently, risk making errors, and openly share the work you produce.</td>
</tr>
</tbody>
</table>

*Mindset Works EducatorKit [www.mindsetworks.com](http://www.mindsetworks.com)*
A Literacy Connection

Books to Read to Teach and Reinforce Growth Mindset

The OK Book by Amy Krouse Rosenthal
Someday by Eileen Spinelli
Beautiful Oops! by Barney Saltzberg
Thank You, Mr. Falker by Patricia Polacco
Everyone Can Learn to Ride a Bicycle by Chris Raschka
The Most Magnificent Thing by Ashley Spires
Your Fantastic Elastic Brain by Joanne Deak
I Can and I Did by Scott Dietrich
The Dot by Peter H. Reynolds
Who Says Women Can’t Be Doctors? by Tanya Lee Stone
**Change your words, change your mindset!**

<table>
<thead>
<tr>
<th>Don't Say...</th>
<th>Change your words to...</th>
</tr>
</thead>
<tbody>
<tr>
<td>I am not good at this.</td>
<td>What am I missing?</td>
</tr>
<tr>
<td>This is too hard.</td>
<td>This may take some time and effort.</td>
</tr>
<tr>
<td>I give up.</td>
<td>I will use some strategies I have learned.</td>
</tr>
<tr>
<td>It's good enough.</td>
<td>Is this really my best work?</td>
</tr>
<tr>
<td>I'll never be as smart as her.</td>
<td>I am going to figure out what she does and try it.</td>
</tr>
<tr>
<td>I made a mistake.</td>
<td>Mistakes help me improve.</td>
</tr>
<tr>
<td>I can't do math.</td>
<td>I am going to train my brain to do math.</td>
</tr>
<tr>
<td>I can't do this.</td>
<td>I will keep trying.</td>
</tr>
<tr>
<td>Plan A didn't work.</td>
<td>I can develop a plan B, C, D,...Z.</td>
</tr>
</tbody>
</table>
How Educators Can Assist Learners in Developing a Growth Mindset

by Jackie Gerstein, Ed.D.
User-Generated Education

I believe that all students can learn and be successful.

I believe that all learners are smart in their own unique ways.

I believe that I should assist students in believing that they are good & powerful learners.

I believe all students should be challenged and be rewarded for taking risks and rising to challenges.

Growth Mindset Reflection Questions for the Educator

Were my expectations clearly presented to learners?

Did I set and maintain a climate to learn from mistakes and failure?

Did I set a forum for learners to receive authentic feedback from me, peers, and experts?

Did I provide the resources and scaffolding if and when needed?

Did I provide the time and resources to address learner questions and confusions?

Did my learners and I consider and use best practices for similar work?

Did I ensure that learners were engaged in and motivated by the work?
1.) Divide into groups of 3-5
2.) Think about areas you are growth minded and areas you are fixed minded.
3.) Write a classroom or individual Growth Mindset Pledge for how you want to respond when things get tough.
4.) Possible stems to work from:
   When we feel challenged, we will…..
   If something or someone gets in our way, we will…..
   When it’s time to practice, we will…..
   If someone corrects us, we will…..
   When we are successful, we will…..
   When we fail, we will…..
Hope Theory

• **Goals** – “something we want to attain”

• **Willpower** – “the driving force in hopeful thinking”

• **Waypower** – “the mental plans or road maps that guide hopeful thought.”

*Psychology of Hope: You can get here from there* by C.R. Snyder (1994)
Hope can be distinguished from other psychological vehicles, such as self-efficacy and optimism. Self-efficacy refers to your belief that you can master a domain. Optimism refers to a general expectation that it’ll all just ‘be alright’. Hope, self-efficacy, and optimism are all incredibly important expectancies and contribute to the attainment of goals.
Teaching students about hope

There are 3 Skills we need to teach

- Conceptualizing and setting a goal –
- Devising strategies to reach that goal –
- Developing the ability to stay focused on the goal –
Setting a Goal

Write down a list of goals in the different areas of your life -- home, job and extracurricular activities -- and prioritize them. Create a timeline and benchmarks for the goal.
Developing strategies to reach that goal (Waypower)

Create mental road maps to reach goals. Figure out and list the different ways to achieve the goal. If the goal is too far-reaching, think about sub-goals or smaller sequential steps toward the bigger goal. Acknowledge that you may have to acquire new skills to reach a certain goal.
Stay focused on the Goal (Willpower)

Willpower is the ability to stick to achieving a goal (agency thinking). The belief that you’ll accomplish the goal. Personal motivation is stronger than pressure by others. Use positive self-talk, when needed to replace self-defeating self-talk.
Hope - Activity

The Top Ten Reason's For Hope Are...

In a group of 4-6, come up with top ten reasons to have "hope".

Our Top Ten Reasons For Hope Are…

1. You will accomplish more in life.
2. 
3. 
4. .
Literacy Connection

Books to Read to Teach and Reinforce Hope

A Chair for My Mother by Vera B. Williams
I Hope You Dance by Mark D. Sanders
Owl Moon by Jane Yolen
Song of the Swallows by Leo Politi
Tree of Hope by Amy Littlesugar
Chicken Soup for the Soul: Stories of Hope by Jack Canfield
Resiliency

Who is at Risk?

All students have the potential to face experiences that could potentially leave them at risk
Resiliency

A goal-oriented path is often met with setbacks and feelings of inadequacy, failure, etc. How you deal with the setbacks and failure is the key to resiliency. When we hit a setback, we have two choices. We can work to change the situation and try again or quit.
How Schools Can Foster Resiliency

Resiliency gives students the ability to deal with challenges and adapt to new or difficult circumstances in a positive, productive manner.
There are a number of ways for schools to foster resilience.

1) Provide a caring, supportive learning environment. Feeling cared for and safe builds students’ resiliency. Promote positive social connections between staff members and students, students and their peers, and home and school.
2) Foster positive attitudes. Help students believe that they can succeed if they try. Provide situations in which students are able to succeed. Frame failure as a learning opportunity. Teach them to reevaluate and adjust strategies that may not be working.
3) Nurture positive emotions. Demonstrate and give students the chance to practice positive emotions, such as optimism, respect, forgiveness, and empathy. Train staff members to reinforce emotional intelligence, praise students for successes, and avoid judgmental or harsh criticism for failure.
4) Foster academic self-determination and feelings of competence. Provide consistent clear expectations. Help students develop a menu of homework and study strategies. Encourage students to regularly attend school and complete homework as well as to develop talents in activities they enjoy. Teach them to set realistic goals and obtain necessary resources.
5) Encourage volunteerism. Social competence and resilience are fostered by helping others at home, in school, and in the community. Create and promote a variety of opportunities for students to contribute to the well-being of others both on and off campus.
6) Teach peace-building skills. Learning how to be appropriately assertive without being aggressive fosters resilience. Teach conflict resolution and peer-mediation skills, strategies for standing up to bullies, and violence-prevention strategies.
7) Ensure healthy habits. Good physical health prepares the body and mind to be more resilient and contributes to school success.

Encourage good nutrition through school food offerings, adequate sleep, and exercise through education, and increased opportunities for exercise.
Facilitate stress reduction by incorporating positive stress control strategies, such as meditation, controlled breathing, yoga, and exercise into school curricula.

T-shirt Activity

In your packet, each person has a piece of paper with the outline of a t-shirt on it. Using markers, ask each person to draw a picture or write something on the t-shirt that tells who they are, as it relates to scholarly expectations, strengths, mindset, hope and resiliency.

Then, ask each person to share their t-shirts and explain how it represents them.
Definition of “belief”

1. something believed; an opinion or conviction
2. confidence in the truth or existence of something not immediately susceptible to rigorous proof
3. confidence; faith; trust
4. a religious tenet or tenets; religious creed or faith

http://www.merriam-webster.com
Belief Systems

• Organizational / Community
• Familial
• Personal
SO WHERE ARE WE ON THE JOURNEY?