Getting Students to Believe in Themselves and Act Effectively from that Belief

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50 Ways to Get Students to Believe in Themselves and Take Ownership of their Learning
– or –
How to do Attribution Retraining

I. Verbal behaviors and teacher choice of language in daily interaction:
1. Calling on students
2. Responses to student answers - Sticking with the student
3. Giving help
4. Changing attitudes towards errors - Persevere and Return
5. Giving tasks and assignments
6. Feedback according to criteria for success with encouragement and precise diagnostic guidance
7. Positive framing of re-teaching
8. Tenacity when students don't meet expectations: pursuit and continued call for high level performance
9. Pushback on fixed mindset language and student helplessness

THESE 9 ARE HOW WE DO ATTRIBUTION RETRAINING: "IT'S EFFORT, NOT INNATE ABILITY"

II. Regular classroom **mechanisms for generating student agency**:
10. Frequent quizzes and a flow of data to students
11. Student Self-Corrections/Self-Scoring
12. Student Error Analysis
13. Regular Re-teaching,
14. Required Retakes and Re-do's w/ Highest Grade
15. Community Building, Cooperative Learning structures and teaching of group skills
16. Student feedback to teacher on pace or need for clarification
17. Reward System for Effective Effort and Gains
18. Structures for Extra help
19. Student goal setting

III. No Secrets instructional strategies from "clarity":
20. Communicating objectives in student friendly language and unpacking them with students
21. Clear and accessible criteria for success, developed with students
22. Exemplars of products that meet criteria for success
23. Checking for Understanding
24. Making Students' Thinking Visible
25. Frequent Student Summarizing

IV. Effective Effort: explicitly teaching students:
26. Effective Effort Behaviors
27. Student Self-evaluation of Effective Effort
28. Learning, Study and Other Strategies of Successful Students
29. Attribution Theory & Brain Research

V. Opportunities for **choice and voice**
30. Stop my teaching
31. Student generated questions and Constructivist Teaching
32. Negotiating the rules of the classroom game.
33. Teaching students the "principles of learning"
34. Learning Style
35. Non-reports & Student Experts
36. Culturally Relevant Teaching and Personal Relationship Building
37. Student-led parent conferences

I-V ARE OBSERVABLE IN CLASSROOMS

VI. School-wide **policies and practices** for*:*
  38. Hiring teachers
  39. Assignment of teachers
  40. Personalizing knowledge of and contact with students
  41. Scheduling
  42. Grouping
  43. Content-focused teams that examine student work in relation to their teaching
  44. Reward system for academic effort and gains
  45. Push, support, and extra help (Hierarchy of Intervention)
VII. Programs for **engagement with families and community** that enable students to value school:
  46. Quality after-school programs and extra-curricular activities
  47. Building identity and pride in belonging to the school
  48. Creating a vision of a better life attainable through learning the things school teaches
  49. Forming an image of successful people who look like them and value education
  50. Building relations with parents through home visits and focus on how to help

*We do not, however, take on any of these 50 places with commitment unless
we conceive of our job description is a certain way.*

The Bottom Line of "Effort Based Ability"

The ability to do something competently—anything—mathematics, racecar driving, dancing, public speaking—is primarily determined by *effective effort* and your belief that you can get proficient at it. "Smart is something you can get." The bell curve of ability is wrong. Even what we call "intelligence" is malleable.

"My job is to give students belief, confidence, tools, and desire."

1. Give students the belief that effort can grow the ability to do well at academics. ("Smart is something you can get.")
2. Help them develop the confidence that they already have enough brain power to do rigorous work at high standards if the learn effective effort.
3. Teach them the tools for exerting effective effort.
4. Get them to care enough to want to.

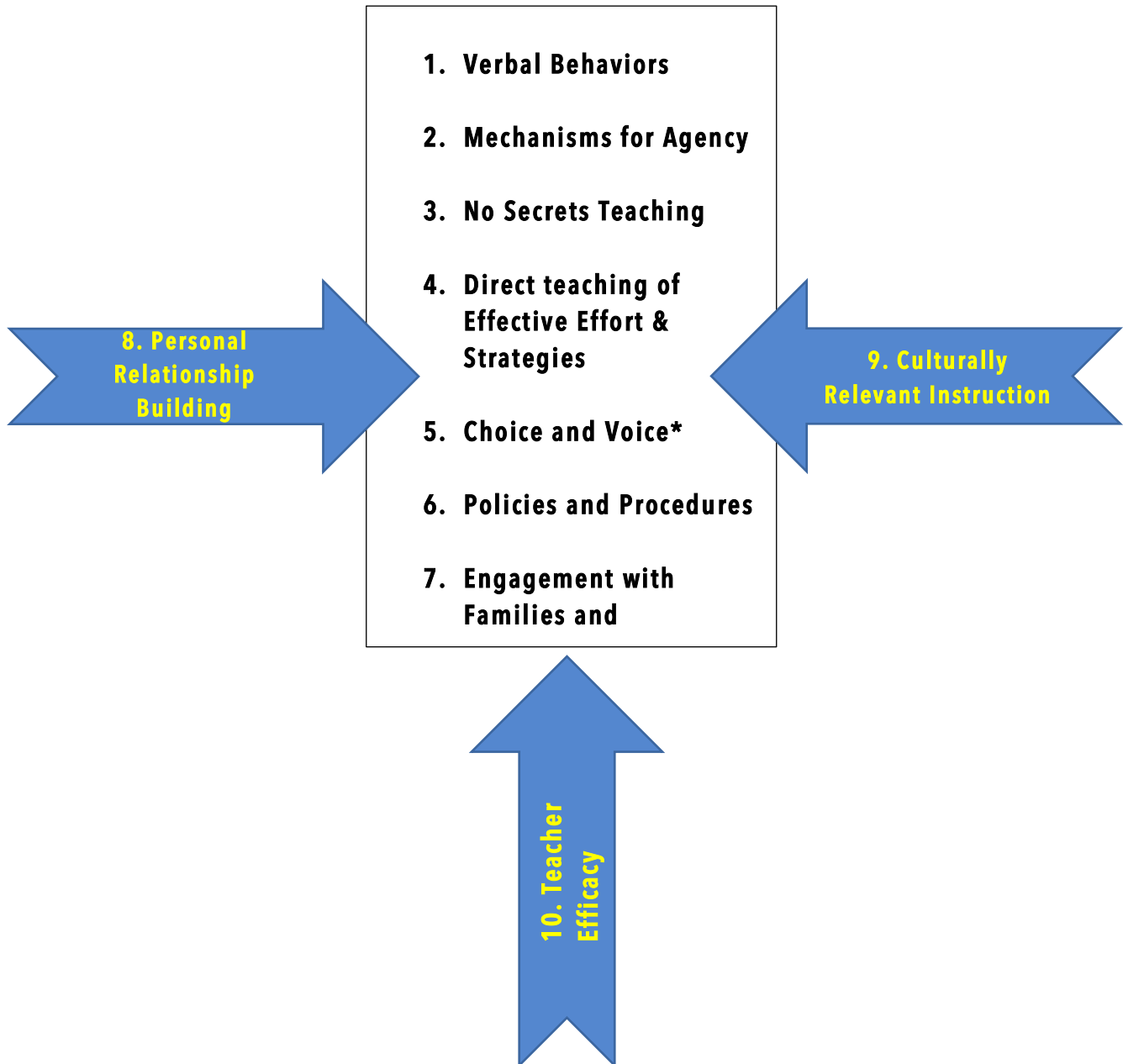> **Thus our work as educators, in fact a major part of it for some students, is:**
>
> 1. **to convince them they can grow their ability at academics**
> 2. **to show them how and**
> 3. **to motivate them to want to.**

High Expectations Teaching

High Expectations Teaching is about getting underperforming, discouraged students to believe in themselves and act effectively from that belief. This is something we can accomplish, even for children in extremely difficult life circumstances.

10 Places Where *High Expectations Teaching* Shows Up and 50 Ways to Make it Happen

1. Verbal Behaviors

2. Mechanisms for Agency

3. No Secrets Teaching

4. Direct teaching of Effective Effort & Strategies

5. Choice and Voice*

6. Policies and Procedures

7. Engagement with Families and

8. Personal Relationship Building

9. Culturally Relevant Instruction

10. Teacher Efficacy

The seven places we act are surrounded by three needed ongoing commitments:
- **Personal Relationship Building**: to build relationships with students,
- **Culturally Relevant Instruction:** to design culturally relevant instruction and
- **Teacher Efficacy**: to believe in ourselves: we really *can do this!*