Tom Schimmer (Keynote Presentation) Kentucky Leadership Academy (June 18, 2012)

Confidence through Competence

Advanced Organizers					
Which comes fire	st: SUCCESS	or	CONFIDENCE		
"W?	hat is now proved was on	ly once im	agined." -William Blake		
	of FLOATATION was no contemplation of the sini				
"It is our	foible as human beings position despite ove		lefend an established evidence against it."		
			-Dr. David Hawkins		
			Anxiety		
Anxiety					
	erferes with memory atte				
	a result, students prefer to m; they become passive l		material "fed" to		
	dents develop a general s ning is superficial.	ense of inc	ompetence because		
	re is a decreased incentivically perform poorly.	e to engag	e so students		
per	ownward spiral where a la formance, which leads to cess.		· · · · · · · · · · · · · · · · · · ·		

Confidence						
What is Confidence?						
"The sweet spot between arrogance and despair." (Kanter)						
ARROGANCE is the failure to see any flaws or weakner	sses ———					
• DESPAIR is the failure to see any strengths.						
We feel invulnerable, think irrationally, and become dabout our potential success. Under Confident We assume everything is stacked against us and we have or optimism about our eventual success.						
 REAL Confidence IS based upon some evidence of success. 						
IS NOT based in fantasy or about inflated self-esteem.						
"Success and failure are not episodes, they are trajector "Expectations about the likelihood of eventual success deter amount of effort people are willing to put in. Those who are they can be successful in carrying out the actions required for outcome - who have the self-efficacy - are likely to try harder longer when they face obstacles." -Rosabeth "FIXED" vs. "GRO	rries." rmines the convinced a successful and persist Moss Kanter					
FIXED	GROWTH					

-Carol Dweck

[&]quot;People with the fixed mindset have just as much confidence as people with the growth mindset - before anything happens, that is. But as you can imagine, their confidence is more fragile since setbacks and even effort can undermine it."

Confidence Through Confidence

Confidence Builders: 1. Accurate Assessments & an Accessible Curriculum 2. Descriptive feedback in the form of useful, specific, & relevant advice on how to improve. 3. Meaningful student ownership. 4. Sound, fair & reasonable grading practices (I) ACCURATE ASSESSMENTS & ACCESSIBLE CURRICULUM Unpacking curricular standards into student-friendly learning targets. Balance of formative and summative assessment. Ensuring **HOW** we assess fits with **WHAT** we're assessing. **Deepen** the learning and utilize more **authentic** assessment. (II) DESCRIPTIVE FEEDBACK Laser-like focus on specific needs as they relate to the intended learning targets or standards. Happens most often during the formative-feedback loops inbetween summative events. Focused on "faulty interpretations." (Hattie & Timperley, 2007) Sustainable routines for teachers. "The degree of confidence that students have in the correctness of responses can affect receptivity to and seeking of feedback." -Hattie & Timperley (2007) "Feedback has its greatest effect when a learner expects a response to be correct and it turns out to be wrong. Conversely, if response certainty is low and the response turns out to be wrong, feedback is largely ignored." -Kulhavy & Stock (1989) (III) MEANINGFUL STUDENT OWNERSHIP Students are important decision-makers during the learning, not just "held accountable" after. Requires clarity of intended learning goals or standards. Distinguish between teacher- vs. student-owned aspects of learning. Permission to "fail" in the short-term. Enhanced metacognitive awareness of learning and selfregulation.

(IV) SOUND, FAIR, REASONAE	LE GRADING & REPORTING					
Accurate reporting to learning factors.	o others by eliminating the impact no	on-				
Evidence of learning	vs. point accumulation.					
• Standards-based rep	orting.					
 Proficiency vs. how n correctly/incorrectly. 	nany questions were answered					
Be aware of distortion	on in BOTH directionsinflation and o	leflation <u>.</u>				
who succeed and far too dism	e achievement. We prematurely writ hissive of those who fail. And, most oj e' I mean society – in determining w	f all, we become too passi	ive. We overlook just how large			
	Leadership FOR	Confidence				
"Leadership is not about the leader, it's about how he or she builds the CONFIDENCE of everyone else. Leaders are responsible for both the BIG STRUCTURES that serves as the cornerstones of confidence, and for the HUMAN TOUCHES						
that shape a positive emotion	al climate to inspire and motivate p	eople."	-Rosabeth Moss Kanter			

...at the beginning of every winning streak there is a leader who creates the foundation for confidence that permits unexpected people to achieve high levels of performance. (Rosabeth Moss Kanter)