

# Confidence through Competence

## Advanced Organizers

Which comes first:      **SUCCESS**      or      **CONFIDENCE**

*"What is now proved was only once imagined."  
-William Blake*

*"The LAW of FLOATATION was not discovered through the  
contemplation of the sinking of things."  
-Thomas Troward*

*"It is our foible as human beings to stoutly defend an established  
position despite overwhelming evidence against it."  
-Dr. David Hawkins*

## Anxiety

### Anxiety

- Interferes with memory attention, and concentration
- As a result, students prefer to have the material "fed" to them; they become passive learners
- Students develop a general sense of incompetence because learning is superficial.
- There is a decreased incentive to engage so students typically perform poorly.
- A downward spiral where a lack of success leads to poor performance, which leads to less engagement and less success.



# 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** in-between 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 self-regulation.

**(IV) SOUND, FAIR, REASONABLE GRADING & REPORTING**

- **Accurate reporting** to others by eliminating the impact non-learning factors.
- **Evidence of learning** vs. point accumulation.
- **Standards-based** reporting.
- **Proficiency** vs. how many questions were answered correctly/incorrectly.
- Be aware of **distortion** in BOTH directions...inflation and deflation.

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*"We make rules that frustrate achievement. We prematurely write off people as failures. We are too much in awe of those who succeed and far too dismissive of those who fail. And, most of all, we become too passive. We overlook just how large a role we all play – and by 'we' I mean society – in determining who makes it & who doesn't." (Malcolm Gladwell)*

**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 emotional climate to inspire and motivate people."*

*-Rosabeth Moss Kanter*

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*...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)*