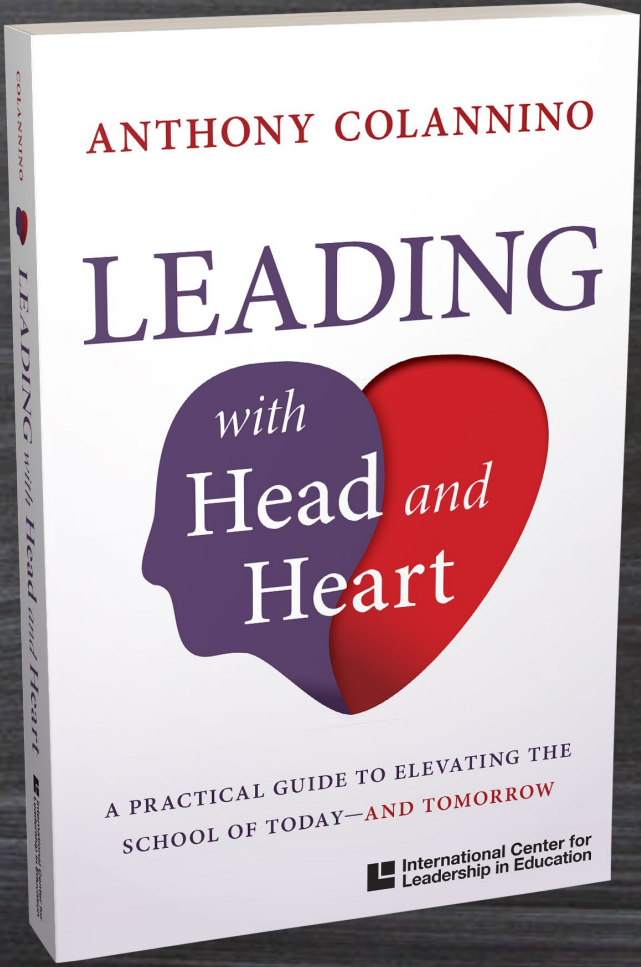


CURATING CULTURES OF HOPE AND GROWTH FOR ALL

AASB March Conference
Sheraton Birmingham Hotel
March 10, 2023

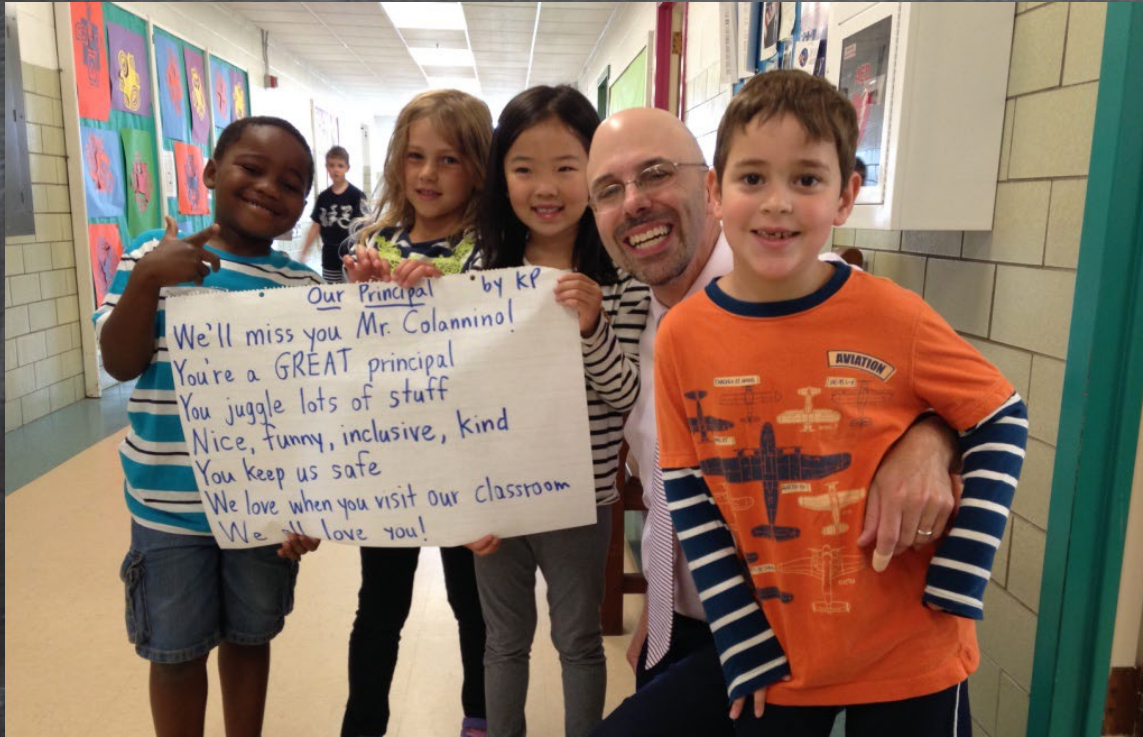




Where Are You From?



My Why



Our Why

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



What specific tools – skills, strategies, policies or procedures - have been provided for leaders and teachers to ensure student growth during these unprecedented times?



“You’re not going to achieve student growth without educator growth.”

—John D’Auria
President Teachers21

CULTURES OF GROWTH AND HOPE



Growth Is Scary

“When people talk about trying to suppress your fear...I mean, I look at it differently. I try to expand my comfort zone by practicing the moves over and over again. I work through the fear until it’s not scary anymore.”



Expanding Our Comfort Zones Takes

Intentional
Planning

Time for
Practice

Mistake
Tolerance

Growth Minded
Feedback and
Questioning
Loops

Psychological
Safety

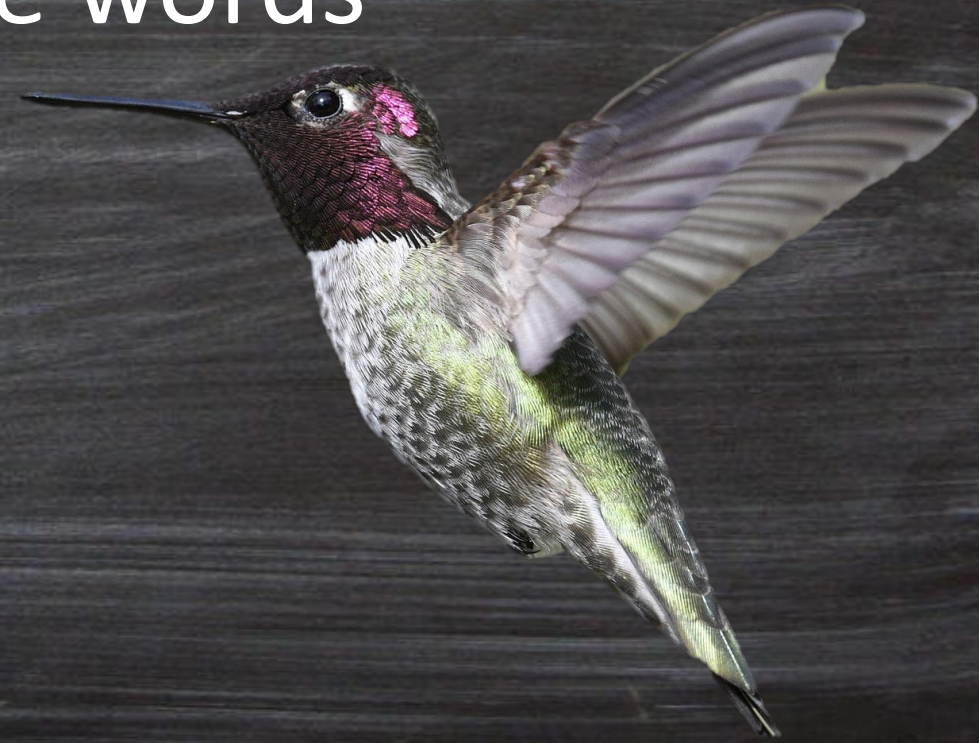
We must expand our comfort zones to work through fear, conflict and fix-mindedness if leaders, teachers and students are to grow.

Let's Grow, Change and Learn Together!

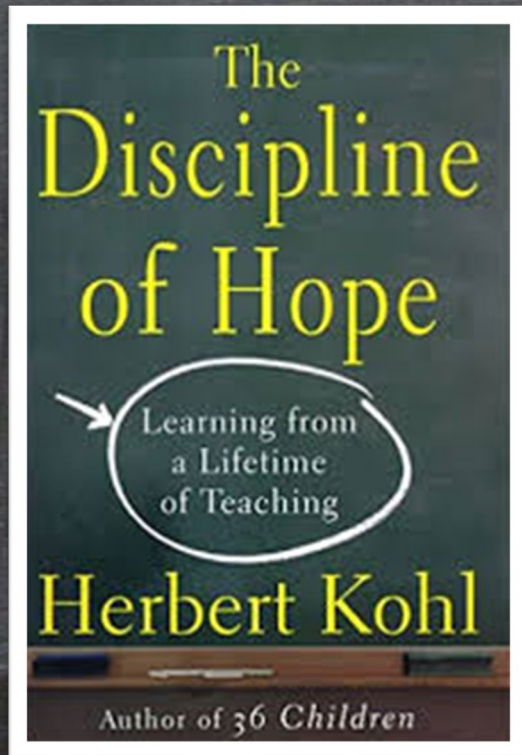
Thumb and Pinky

“Hope” is the thing with feathers –
That perches in the soul
And sings the tune without the words
And never stops – at all –

Emily Dickenson



Hopemongers Believe In...



- Possibilities – especially during times of crisis
- People they serve – children and adults
- Creating/Refining systems of support
- Creativity in problem solving
- Curating Cultures of Acknowledgement and Belongingness
- Clearly articulating actions through well defined values statements
- Impacting the future

Teaching is an Act of Hope



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



Wagner and I at BC three
years ago

Hello Anthony, I wanted to let
you know that I passed the bar



all next week, so I'll reach out
after next week.

Delivered

Thank you!!

And yes, that sounds great!

CULTURES OF GROWTH AND HOPE



Why Belief?

Ultimately fuels **rigorous**
learning environments

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

Relevance ignites the
passion within

Belief is the foundation
for strong **relationships**



Hattie's Visible Learning

Teacher Estimates of Student Achievement

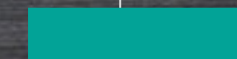


Teacher Credibility



Inquiry Based Teaching

Retention



-0.6 -0.4 -0.2 0 0.2 0.4 0.6 0.8 1 1.2 1.4

.4 Hinge Point = about a year's worth of learning

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 fast can count 1 to 10 in alphabetical order?

- 5 minutes? 3 minutes? Less? More?
- One, Two, Three, Four, Five, Six, Seven, Eight, Nine, Ten

Eight Seven
Five Six
Four Ten
Nine Three
One Two

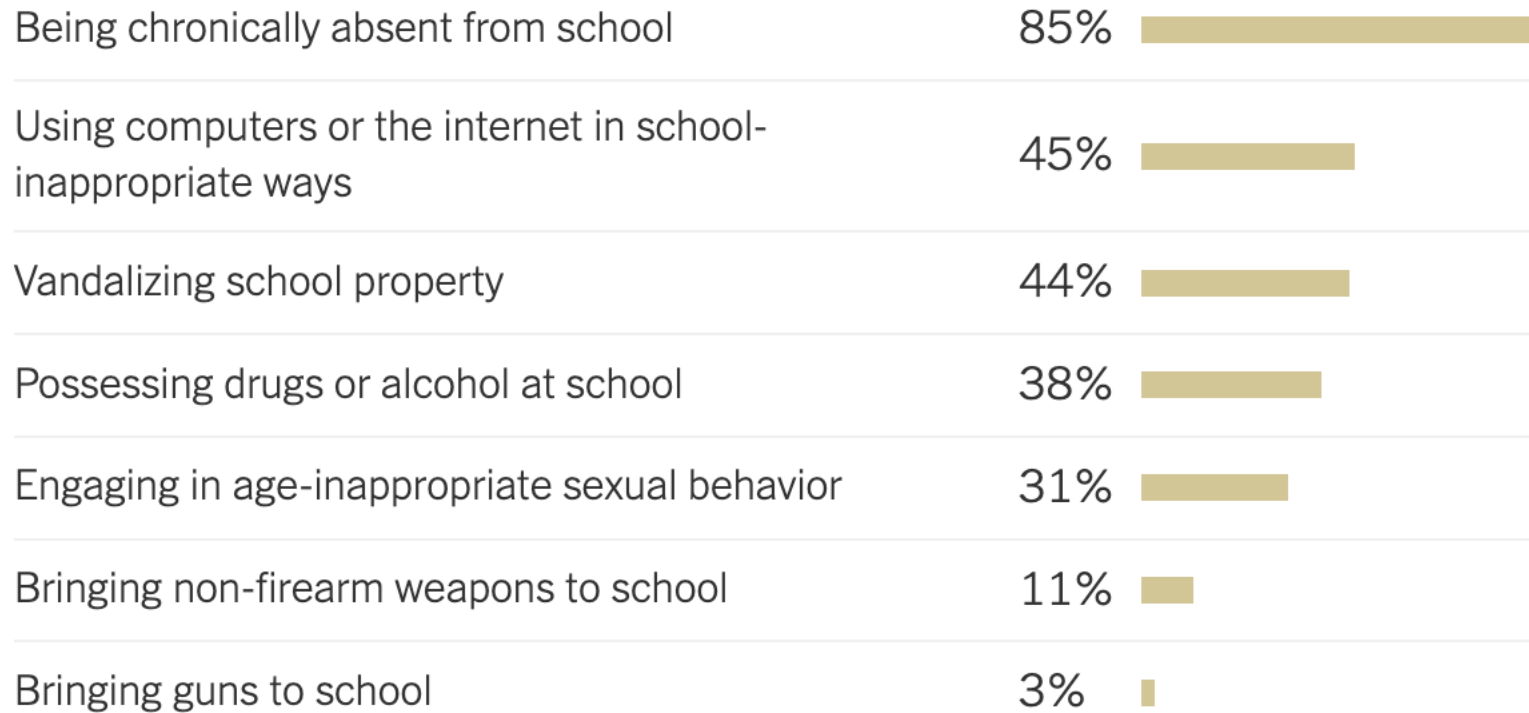
What Have We Learned Since March 2020?

- Social emotional well being of students & staff has suffered
- Learning loss and a lack of passion for learning is widespread
- Inequities were exacerbated in school & society
- Society changed, school has been slow to adjust



What's Changed?

Unsafe Student Behaviors



**“All behavior
is communication.”**

CULTURES OF GROWTH AND HOPE



welcoming
changed goal-setting
happy unorganized busy
unique indecisive energized
fun disconnected potential
stressed uncommunicative flexible
supportive goal-oriented prompt engaging
motivating progressive safe helpful committed
diverse positive amazing great
unmonitored friendly nice changing
growing work
warm pleasant teamwork family-oriented
disfunction culture leadership
accepting negative teacher-oriented
cliqeuq unsupportive professional
focused half-welcoming
collaborative
family relationships kindness

Growth Mindset: Cultural Driver

UPDATED EDITION

CAROL S. DWECK, Ph.D.

mindset

THE NEW PSYCHOLOGY OF SUCCESS

HOW WE CAN
LEARN TO FULFILL
OUR POTENTIAL

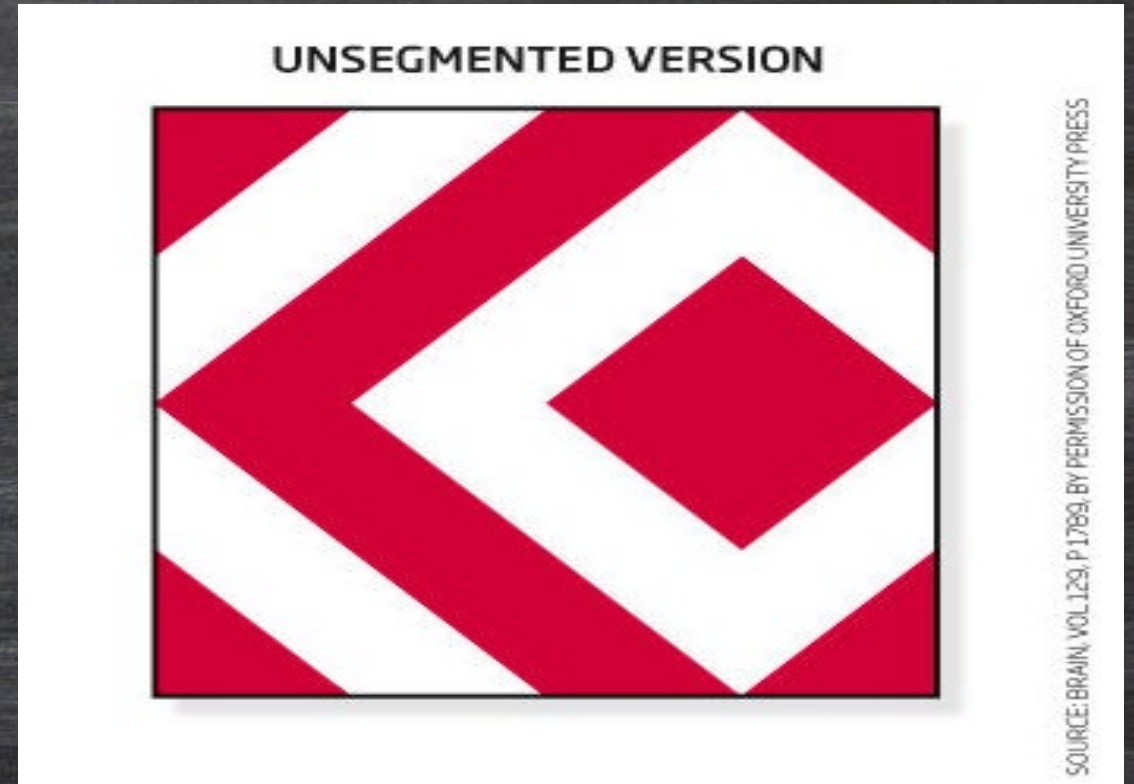
2
MILLION
COPIES
IN PRINT

- *parenting
- *business
- *school
- *relationships

“Through clever research studies and engaging writing, Dweck illuminates how our beliefs about our capabilities exert tremendous influence on how we learn and which paths we take in life.”

—BILL GATES, *GatesNotes*

Each student worked on a non-verbal IQ test



Praise upon finishing

Intelligence Praise

**“Wow, that’s a really good score.
You must be smart at this.”**

Process Praise

**“Wow, that’s a really good score.
You must have tried really hard.”**

Choosing Challenge After Failure



Differences in Mindsets



Fixed

Growth

Goal
View of effort
Challenge-seeking
Response to setbacks
Response to criticism
Views others' success
Attributes wrong-doing to
Response to wrong-doing
Upon life challenges

Looking smart
Negative
Avoids challenges
Helpless
Defensive
As threats
Fixed traits
Punish, retaliate
Higher depression

Learning & improving
Positive
Seeks challenges
Resilient
Learning-oriented
As lessons & inspiration
Situations & motivations
Educate, compromise
Higher resilience

Feedback to Encourage Behaviors We Want to See

Resilience

Grittiness

Accepting Challenges

Asking for Help

Dealing with Failure

Persistence

Growth Mindset Leadership Feedback and Questioning

Growth-minded leaders coach and support their staff so they can develop and grow. A leader's response to staff is a key motivator in whether or not adults will participate in the risks of learning new skills, acquiring new knowledge, and applying strategies in their work. Use the comments and questions below to coach adults in different stages of growth to build the capacity of the individual, and eventually the organization.

Feedback for people who have failed:

- Let's discuss your process, not the end result, so you can learn from your mistakes and partial successes.
- How did your choices affect the outcome? What might you do differently and/or how could you apply what you learned to the next challenge?
- Where did things go wrong? Understanding? Lack of opportunity for clarification? Difficulty applying what you were supposed to do?
- How could you overcome those barriers in the future?
- Teaching is hard. I expect you to make mistakes along the way, but I am here to help. Let's talk about how I or someone else can help you.
- There are only two ways we grow: by doing something new or doing something hard. So, let's use this as an opportunity to grow.
- You haven't learned the necessary curriculum, unit of study, new technology, etc., yet. Let's make a plan going forward to learn from this setback.
- The only thing you can control is how you feel about this. If you're not seeing this as an opportunity, let's talk about how you can.

Feedback for people who are struggling with something:

- You're struggling with this, which is typical in learning. Both students and adults feel a loss of equilibrium from time to time, and it's part of the journey of learning. What is this struggle teaching you?
- Are you feeling worried, concerned, or anxious? When we're uncertain, we need support. How can I better support you during this struggle?
- While we struggle, we sometimes cloud emotions with behaviors and outcomes. Let's try to determine what your current barrier is so we can formulate a plan for improved outcomes.
- If it weren't hard, it wouldn't be worth doing.
- You're not alone. I have worked with other teachers who have struggled in a similar way. Let me tell you what they have taught me, and how I can help you.
- I know this isn't easy, and I'm proud of how you've persevered through this. How have you done so?

Who Helped You Grow?

The adult that provided the impetus for you to be:

Inspired

Reflective

Reaffirmed

Enlightened

So you could learn, grow and change.

My Teacher

Nancy Leverich



Her yearbook message

Anthony! H-e-e-y-y-y! Life would have been mighty dull without you and Charlie careening in the door just under (or over) the wire every morning! What a super class + what a super part of it your crazy sense of humor was! But also more seriously I always learned a lot from your papers. You've got a terrific head on your shoulders – not to mention being a really nice guy...

PEDAGOGY / METHODOLOGY

SOCRATIC METHOD

Asked students who they thought had power and why through literature like: One Flew Over The Cuckoo's Nest, I Am The Cheese, 1984

HOW DID SHE / HE MAKE YOU FEEL

Like I belonged because my opinion mattered to her, and thus it mattered to the class. Only HS teacher who made me feel this way.

Name:

Nancy Leverich

Relationship:

HS English Teacher

IMPACT THEN AND FUTURE SELF

Because of Ms. Leverich, I have always wondered about the uses and abuses of power, who holds it, how should I use my power—in the classroom, the school house or within the district; at home; and within the community.

OUTCOMES

I have used whatever power I have held to empower others.

PEDAGOGY / METHODOLOGY

**HOW DID SHE / HE
MAKE YOU FEEL**

Name:

Relationship:

**IMPACT THEN AND
FUTURE SELF**

OUTCOMES

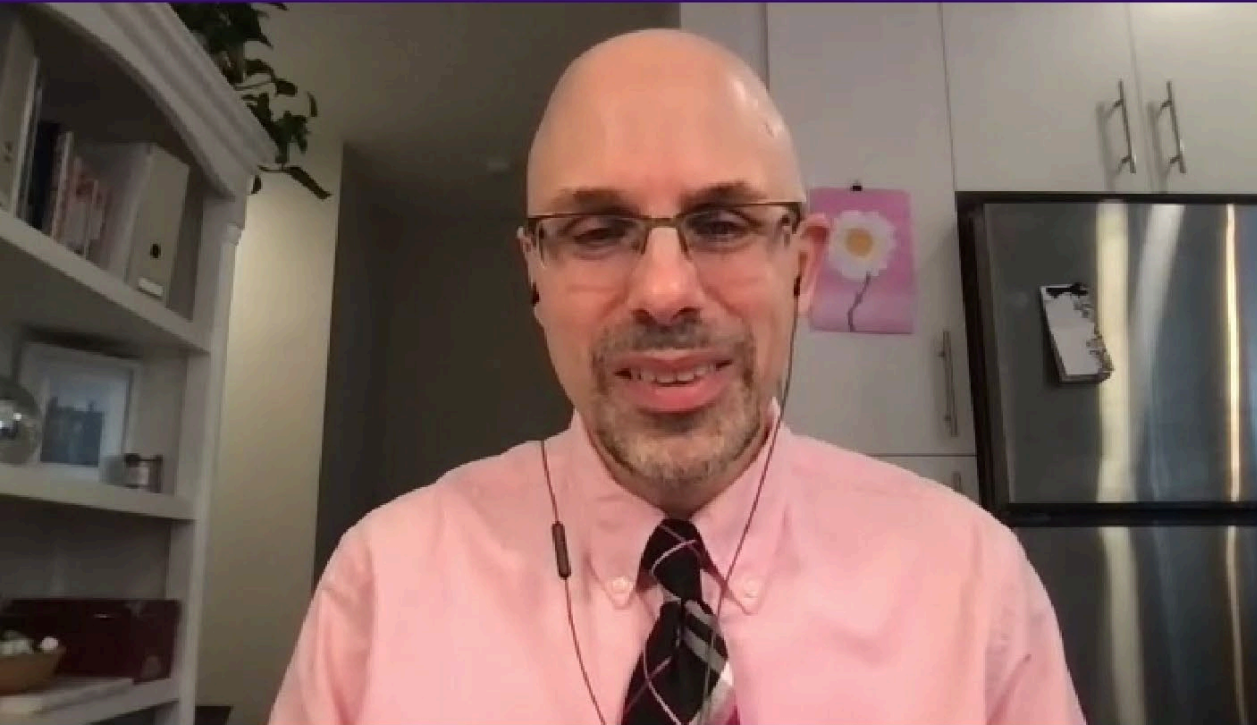
CULTURES OF GROWTH AND HOPE



exhausting
challenging
pressure
steady
fast-paced
valued
fun
purposeful
intelligent
manageable
foreboding
adaptive
collaborative
diverse
function
routine
unique
toxic
effort
stressful
excellence
aggressive
argumentative
family
entitled
change
supported
busy
closed
calm
boys-club
anxiety
engaged
unequal
outside-influences-menace
arrogance
chaos
independent
oppressive
evaluation
motivated
high-achieving
predictable
overwhelming
expectations
temperamental
achievement
tense
caring
innovative
inquisitive
overworked
hard-working

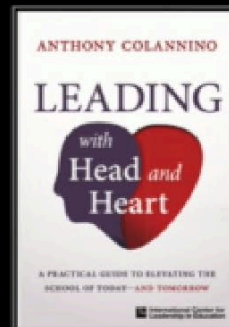
Leaders Series

Chapter 1 Culture Curation



 **Anthony Colannino**

Author *Leading with Head & Heart*



 **Dr. Kyle Heath**

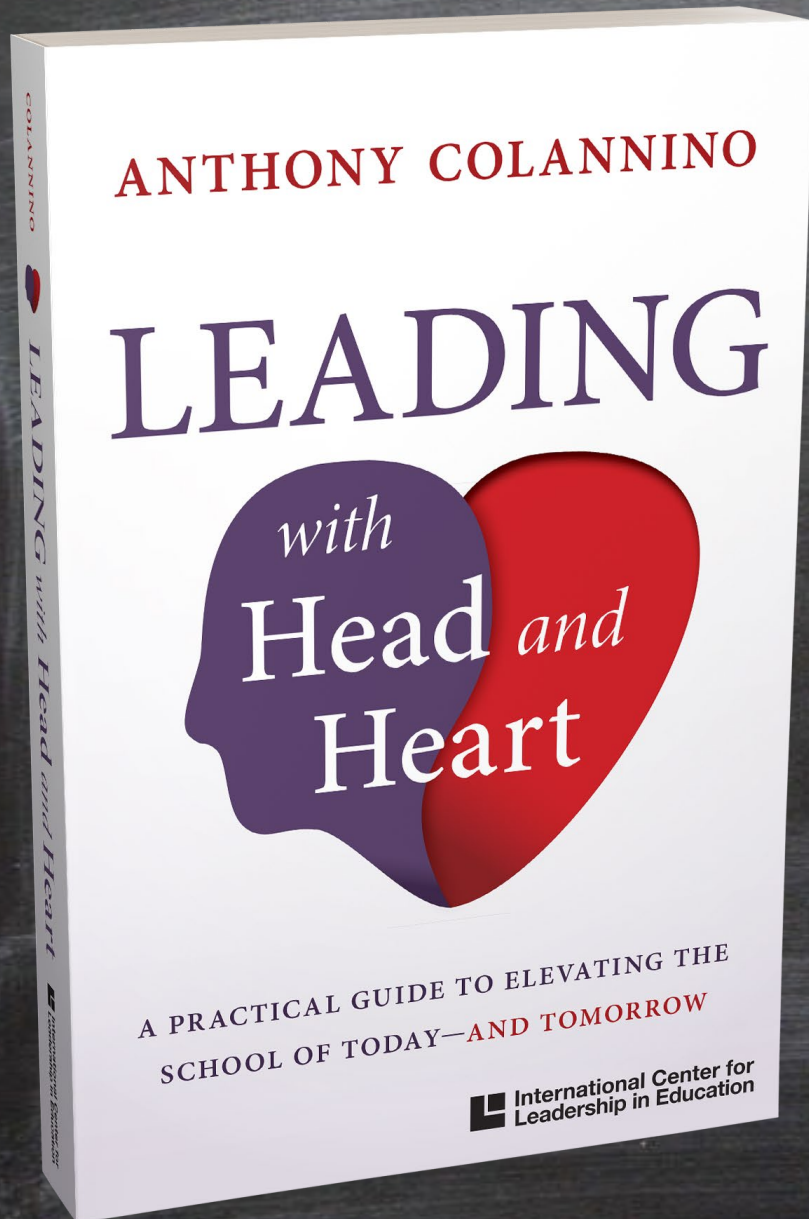
Superintendent Cleburne, TX ISD

VALUES EXHIBIT



Knowing everyone by name, need, and strength.





Growth and Learning Tailored to Your Needs:

- Coaching Leaders – Principals, Central Office, Department Heads
- Professional Development on culture, growth and change for Leaders and Teachers
- Online, blended book study for current aspiring and current Leaders
- Book available at Amazon or HMH

Email: growthmindedleader@gmail.com

Twitter: @AJCmindset

A Brief Survey



[https://tinyurl.com/
AASBSurvey2023](https://tinyurl.com/AASBSurvey2023)