Unite, Inspire, Lead
Our Students, Our Union, Our Future

What it Takes to Build a Champion

Paul Gavoni, Ed.D & Scott Neil, Ph.D
Indicate the NEA Strategic Goal and NEA Organizational Priority your session addresses:

• **NEA Strategic Goal**
  – Strategic Goal 1: Empowered Educators for Successful Students
  – Strategic Goals 2: Governance and Leadership (G&L): Sets the mission and establishes strategies necessary for a relevant and thriving organization; empowers, motivates and fosters a pipeline of talent for the future.

• **NEA Organizational Priority**
  – Every Student Succeeds Act (ESSA)
COMPETENCY: GOVERNENCE AND LEADERSHIP

• Indicate all of the NEA Leadership Competency progression level(s).
  – Sets the mission and establishes strategies necessary for a relevant and thriving organization; empowers, motivates and fosters a pipeline of talent for the future.

• Indicate all of the NEA Leadership Competency themes within the competency that your presentation is designed to address.
  – Effectively executes governance and leadership responsibilities (CT1)
  – Establishes and maintains collaborative, effective (CT2)
  – Advances the organization by internalizing its mission, vision, and core values (CT3)
  – Sets strategic objectives to guide long-term goals (CT4)
  – Develops self and others as leaders (CT5)
Let’s play...
Let’s Get literal!
1. Bob has 36 candy bars. He eats 29. What does he have now?

Diabetes

Bob has diabetes.
24. Write a single radical expression.

\[ \frac{\sqrt{x-3}}{\sqrt{x-3}} \]

"That's totally anorexic, dude!"
3. A point moving through space. line
4. An enclosed area that has height, width, and volume. form
5. The lightness or darkness of an object. value
6. The way something actually feels or looks like it would feel. touch
7. An enclosed area that has height and width. shape
8. Draw a Shape.

10. What is your favorite hue? Jackman
3. Find $x$.  

Here it is.
Cause: Tony practices the piano 20 minutes every day.

Effect: He is a big nerd.
B. Simplify: 

\[(2x - y^2)(2y + 4x - 3y^2)\]. Show or explain all your work.

Ahhhh!  
A bear!  
I'm too scared to answer!
1. why are there rings on Saturn?

Because God liked it, so he put a ring on it. Saturn was NOT a single lady.
4. How many days are in a week? \[ \frac{7}{12} \]

5. How many months are in a year? \[ \frac{12}{12} \]

6. Is this number even or odd? 68 even

7. How do you know? Because Tom

Because the number in the one's place is even, \( x \)
My 5th grader’s spelling test

20. civilization
21. monarchy
22. dominance
23. correspond
24. illiterate
25. emphasize
26. opposition
27. chlorine
28. commotion
29. medicinal
30. irresponsible
31. succession
Talent selection...or *natural* selection: Only the strong Survive??
Educators-Coaches-Leaders=Fighters

"I don't mind if I have to sit on the floor at school. All I want is education. And I'm afraid of no one."

Malala Yousafzai

Diagram: Reciprocal Determinism

Feelings of Success vs. Adversity

1 10 20 30 40 50
1 2 3 4 5 6

2017 NEA National Leadership Summit | February 24-26, 2017
Coach Paulie Gloves
Outliers

- Gladwell says, is "an iron law of Canadian hockey: in any elite group of hockey players - the very best of the best - 40 per cent of the players will have been born between January and March."
- Those born in the last quarter of the year might as well just "give up on hockey."
Pygmalion Effect

- You attention as a coach is EXTREMELY POWERFUL!
- Is the phenomenon whereby higher expectations lead to an increase in performance

“Reinforcing loops” also operate powerfully in organizations

THE “PYGMALION EFFECT”

TEACHER THINKS

STUDENT GETS BETTER GRADES

STUDENT LEARNS MORE

TEACHER FOCUSES

It wasn’t talent... it was teacher that made the difference
Darwinism in Education?
Teacher Attrition

State average teacher turnover rates 2000–2015

Data source: Colorado Department of Education. Data reported as of Dec. 1 of each year.

Credits: Sarah Glen/Chalkbeat

2.2 Billion Dollars Yearly
School Leaders too?

“70% of new principals appointed to poor schools in Miami-Dade had not experience” (Beteille, Kalogrides, & Loeb, 2012)
Percent of New Principals leaving within the first five years

- Category [NAME], 73%
- Category [NAME], 69%
- Category [NAME], 61%

Many principals are not sticking around long enough to see the results of their improvement initiatives. (Louis, Leithwood, Wahlstrom & Anderson, 2010)

"The average high school principal will not see his/her first freshman class graduate." (Fuller, 2012)
Gut hiring = Technical knockout!!!!

"Maybe your gut feeling was just indigestion after all"
SKILL=CONTENDERS

"Hire character. Train skill."
-Peter Schutz, former CEO of Porsche

Character=Champions
Talent Development

A boy comes to me with a spark of interest. I feed the spark and it becomes a flame. I feed the flame and it becomes a fire. I feed the fire and it becomes a roaring blaze.

Cus D’Amato

LIKESUCCESS.com
Case example: Character vs Skill
Case Example: Building a Champion
Knowledge is power: From the gym to the fight

• Declarative – What & Why?
• Procedural – How?
• Conditional – When?

“I fear not the man who has practiced 10,000 kicks once, but I fear the man who has practiced one kick 10,000 times.”
From the professional development to the classroom

### Relationship of impact on teachers and the types of training components used

*(Joyce & Showers, 1995)*

<table>
<thead>
<tr>
<th>Training Components</th>
<th>Understand Knowledge &amp; Skills</th>
<th>Learn Skills</th>
<th>Apply Skills in Classroom</th>
</tr>
</thead>
<tbody>
<tr>
<td>Presentation of Theory</td>
<td>85%</td>
<td>15%</td>
<td>5-10%</td>
</tr>
<tr>
<td>Modeling</td>
<td>85%</td>
<td>18%</td>
<td>5-10%</td>
</tr>
<tr>
<td>Practice and Low Risk Feedback</td>
<td>85%</td>
<td>80%</td>
<td>10-15%</td>
</tr>
<tr>
<td>Coaching Feedback and Peer Visits</td>
<td>90%</td>
<td>90%</td>
<td>80-90%</td>
</tr>
</tbody>
</table>

=SELF EFFICACY
Coaching and Self-efficacy

Four seminal reviews of the impact of teacher efficacy by Ross (1998), Goddard et al. (2000), Labone (2004), and Wheat-ley (2005) reveal consistent findings:

Teachers who report a higher sense of efficacy, both individually and as a school collective, tend to be more likely to enter the field, report higher overall satisfaction with their jobs, display greater effort and motivation, take on extra roles in their schools, and are more resilient across the span of their career.

It’s the repetition of affirmations that leads to belief. And once that belief becomes a deep conviction, things begin to happen - Muhammed Ali

Collective teacher efficacy has a more significant impact on student achievement than does student socio economic status (at the school level) (Bandura, 1993)
Coaching requires good systems.
Change can be fun!

Feedback?

Behavior?

Reinforced?

Measured?
THE SCIENCE OF BUILDING CHAMPIONS!

Naturally Occurring Reinforcement

Discretionary Effort

Minimum Requirements

Phase 1 - Getting it Started
Phase 2 - Making it Work
Phase 3 - Sustaining the Change

Laipple, 2012
Unite, Inspire, Lead
Our Students, Our Union, Our Future
What it takes to Build a Champion

The Art and Science for Bringing Out the Best in People and Schools

By Paul Gavoni, Ed.D & Scott Neil, Ph.D

2017 NEA National Leadership Summit | February 24-26, 2017
Scott’s High school baseball Card

- Years attended: 1984-1987
- Extracurricular activities: Football & Parties
- Class Rank: 495 out of 631
- GPA: 1.7
- Years attending summer school: 3
- Profits from gambling in 2nd period $3,000
Pop quiz:

Read each statement and decide whether you mostly agree or disagree with it:

1. Your intelligence is something very basic about you that you can’t change very much.

2. No matter how much intelligence you have, you can always change it quite a bit.

3. You can learn new things, but you can’t really change how intelligent you are.

4. You can always substantially change how intelligent you are.

What is a Fixed vs. Growth Mindset?

What is a fixed mindset?
• Intelligence is static

What is a growth mindset?
• Intelligence can be developed

Dr. Dweck video clip: The importance of a growth mindset.
Self-Efficacy

What is it?

A future-oriented belief about the level of competence a person expects he or she will display in a given situation. (Bandura, 1997)

Unlike self-esteem, self-efficacy isn’t about a sense of self-worth; it’s about believing you are capable of producing a desired result – that you can achieve your goals.
Importance of a Growth Mindset

Inspires an orientation towards learning

- Allows students to forget about how smart they are
- Students stop worrying about how they look compared to peers and are oriented toward their personal learning

Creates the understanding that effort drives results

- Those with a growth mindset believe in effort, understand the value of effort, and enjoy effort
- They feel smart when they are working on something hard

Leads you to embrace your mistakes and setbacks

- Those with a growth mindset understand that mistakes and setbacks are inevitable and a natural part of learning
### Fixed Mindset vs. Growth Mindset

<table>
<thead>
<tr>
<th></th>
<th>Fixed Mindset: Intelligence is static</th>
<th>Growth Mindset: Intelligence can be developed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Challenges…</td>
<td>…avoid challenges</td>
<td>…embrace challenges</td>
</tr>
<tr>
<td>Obstacles…</td>
<td>…get defensive or give up easily</td>
<td>…persist in the face of setbacks</td>
</tr>
<tr>
<td>Effort…</td>
<td>…see effort as fruitless or worse</td>
<td>…see effort as the path to mastery</td>
</tr>
<tr>
<td>Criticism…</td>
<td>…ignore useful negative feedback</td>
<td>…learn from criticism</td>
</tr>
<tr>
<td>Success of Others…</td>
<td>…feel threatened by the success of others</td>
<td>…find lessons and inspiration from the success of others</td>
</tr>
</tbody>
</table>

(Dweck, C. (2006) p. 245)
What does research tell us about its impact on student achievement?

- Student achievement is significantly and positively related to collective efficacy

- Collective efficacy has a greater effect on student achievement than does student socioeconomic status

- One unit increase in a school's collective teacher efficacy scale score is associated with:
  - 8.62 point average gain in student mathematics achievement
  - 8.49 point average gain in reading achievement

Social Learning theory

• Successful Experiences
• Seeing is Believing
• Social Influence
• Safety (Physical & Emotionally)
**Influences on Student Learning Hattie (2009)**

180,000 studies covering almost every method of innovation

<table>
<thead>
<tr>
<th>Influence</th>
<th>Effect Size</th>
</tr>
</thead>
<tbody>
<tr>
<td>Feedback</td>
<td>0.73</td>
</tr>
<tr>
<td>Teacher-Student Relationships</td>
<td>0.72</td>
</tr>
<tr>
<td>Mastery Learning</td>
<td>0.58</td>
</tr>
<tr>
<td>Challenge of Goals</td>
<td>0.56</td>
</tr>
<tr>
<td>Peer Tutoring</td>
<td>0.55</td>
</tr>
<tr>
<td>Expectations</td>
<td>0.43</td>
</tr>
<tr>
<td>Homework</td>
<td>0.29</td>
</tr>
<tr>
<td>Aims &amp; Policies of the School</td>
<td>0.24</td>
</tr>
<tr>
<td>Ability Grouping</td>
<td>0.12</td>
</tr>
</tbody>
</table>
Key Drivers for Building Efficacy

Beliefs  Expectations  Goals  Feedback
Beliefs

- Listen first, then take action
- Develop a shared set of beliefs that will guide your school’s work and will answer:
  - Why are we here?
  - What is important to us?
  - How do we best prepare students for the 21st Century world of work?
  - How can we make sure that all children achieve at high levels despite their background and race?
five traits growth mindset traits that turnaround teachers demonstrate

- Strong Determination
- Lofty Expectations
- Respected Leadership
- Collaborative Approach
- Genuine Care
Expectations

• Set clear outcome expectations for all children and staff
• Provide transparency about the perceived risks
• Offer the necessary support so staff and students can meet the new expectations
Goals

• Activate a plan that provides clarity of the “when, where, & how” to behave toward goal achievement
• Individual goals should be incremental and feed into a larger goal
• Establish a clear link to how an individual’s goal connects to the goal of the team, class, or school
• Have a plan to cope with anticipated barriers when they emerge
• Take the time to celebrate “quick wins” and the achievement of milestones
Cascading Goals

- School
- Grade/Dept. Level
- Class
- Student
A Big Hairy Audacious Goal (BHAG) is a strategic statement similar to a vision statement which is created to focus an organization on a single medium-long term organization-wide goal.

Collins (1994)
Goal Attainment: One step at a time
SMART Goal Mapping Tool Example

**Vision:**
Improve reading comprehension of all 2nd and 3rd grade students.

**Baseline**
The current state:

15 out of 60 2nd and 3rd grade students are currently demonstrating proficiency (70% or higher) in reading comprehension assessments.

**Indicator**
Standards and objectives (teach and target areas for students):

- Students comprehend words or phrases essential to the meaning of the story.
- Students recognize major points made in the text as well as structural relationships such as compare/contrast, cause and effect, and outlining.

**Measure**
Tools we will use to determine where students are now and whether they are improving:

- Grade level reading common formative assessments
- Quarterly District Interim Assessment
- Grade level reading: common formative assessments
- Grade level reading: rubrics

**Target**
The achievable performance level we would like to see:

- Increase from 15 to 45 students consistently scoring 70% or above.
- Increase percent proficient from 5% to 50%.

**SMART Goal**
Specific, measurable, ambitious (and attainable), results-oriented, time-bound:

- By January 2015, 45 students will score 70% or higher on grade level reading comprehension common formative assessments.
- By the end of Q3, at least 45 students (out of 60 total) will consistently achieve 100% on in-class vocabulary assessment.
- By March 2015, 50% of students in grades 2 & 3 will show mastery in their ability to recognize major points made in text and structural relationships in text.
- By November 2014, each of the identified students will have increased the number of comprehension errors they are making by 50%.
Feedback

• Offer timely, deliberate, and ongoing feedback
• Utilize data strategically to build efficacy
• Focus on the task and not the individual
• Connect feedback to the established goals
• Provide opportunities for teachers and students to see what the new expectations look like through modeling
Amabile & Kramer’s Progress Theory

Building people’s self-efficacy to lead them through change

• Set clear goals and objectives
• Allow autonomy
• Provide resources
• Allow ample time
• Provide support and expertise
• Help people learn from "failure"
Session Outcomes (Second to last slide)

- The content from this session can be used in the following ways in your current position/role:
  - Understand the foundational elements of effective talent development
  - Understand key concepts related to developing self-efficacy
  - Understand the fundamental application of the behavioral sciences as they relate to school improvement and transformation
• Please complete the evaluation for this breakout session!
• Please visit the Leadership Development Resources website at www.nea.org/leadershipdevelopment