

HIGH EXPECTATIONS TEACHING (HiEx): “Smart is Something You Can Get”

For students to believe that “Smart is Something You Can Get” (Jeff Howard, 1986), they must hear that we believe in their capacity to learn.

They also need to be in an environment where teachers’ everyday behaviors send the following messages:

- What we’re doing is important.
- You can do it.
- And I’m not going to give up on you.

This program teaches what it looks like and sounds like when a teacher acts authentically from a growth mindset. Participants will learn how to choose language, develop classroom structures, and use effective instructional strategies to motivate all students, but particularly to get low-performing, low-confidence students to change their stereotype about themselves.

The six-day version adds an in-depth case study in which participants apply all the skills and structures of the course to one low-performing, low-confidence student to get that student to change their stereotype of themselves. Additional content topics include generating student agency, choice and voice as well as teaching students goal setting, study strategies, and the six elements of effective effort.

The program, which is based on the most current research, delves more deeply into concepts introduced in the RBT programs, “Studying Skillful Teaching” and “Analyzing Teaching for Student Results,” but these courses are not prerequisites.



OUTCOMES

Participants will learn how to choose language, develop classroom structures, and use effective instructional strategies to motivate all students, but particularly to get low-performing, low-confidence students to change their stereotype about themselves. As a result of this program, participants’ students will:

- Believe effort is the main determinant of success
- Learn how to exert effective effort
- Decide to invest in school
- Feel empowered in their learning
- Achieve more

18 HOURS (3-Days)

or

37.5 HOUR PROGRAM (6-Days)

Participants completing all program requirements are eligible to receive 1 graduate (18 hrs) or 3 undergraduate or graduate credits (37.5 hrs) for an additional cost through Fitchburg State University

Contact info@RBTeach.com for more information

AUDIENCE

- Teachers
- Teacher Leaders
- Instructional Coaches
- Administrators





HIGH EXPECTATIONS TEACHING: “Smart is Something You Can Get”

FORMAT

Participants will:

- Conduct classroom based experiments to get students to believe they can grow their ability and teach them strategies for doing so.
- Learn how to communicate three critical messages to all students: “What we’re doing is important; you can do it; I won’t give up on you.”
- During the 6-day course, carry out a successful case study in which they take a low-confidence low-performing student — one who may not believe in his/her capacity to achieve and is not exerting much effort — and get him/her to change that negative stereotype and begin to experience significant academic progress.

COURSE FOCUS QUESTIONS

1. How do our beliefs about ability influence our behavior, the messages we send to students about their intellectual capacity, and our effectiveness in communicating high expectations to all students?
2. How do students’ beliefs influence their motivation to work hard and their confidence that they can achieve at high levels?
3. What are the meaning and significance of standards and expectations? How does each impact the learning environment we create?
4. How can we explicitly teach students to exert their effort effectively?
5. How do students come to know what is expected of them or what is important?
6. What opportunities can we seize daily in our language and our behaviors to influence student confidence and conviction that every one of them has plenty of ability to learn rigorous material and to be successful in meeting high expectations?
7. What classroom routines and practices do we need to put in place to provide students with information about how they are performing and to support them in taking agency and ownership of their learning?
8. What school-wide policies, practices and programs need to be aligned with these efforts in order to maximize the results we can achieve with our students?

