Every Minute Counts

Welcome Back to School!

August 23, 2016
Lucky vs Unlucky

What does the research say about luck?
“What I'm arguing is that we have far more control over events than we thought previously. You might say, “Fifty percent of my life is due to chance events." No, it's not. Maybe 10% is. That other 40% that you think you're having no influence over at all is actually defined by the way you think.”

— Richard Wiseman
Can you really make your own luck?
Good vs Lucky

I would rather be good, than lucky....
For the love of all that is good and holy in this world...

We had dinner. It was good.

Stop doing this!
“Nothing says over 40 like two spaces after a period.”
— Jennifer Gonzalez, Cult of Pedagogy

“…it is totally, completely, utterly, and inarguably wrong.”
— Farhad Manjoo, Slate

When you know better, you do better. Period.
Rigor*

Using inquiry-based, collaborative strategies to challenge and engage students in content resulting in increasingly complex levels of understanding.

*Definition according to AVID
Rigor = High Expectations

Doing things with rigor takes effort, but not everything you put effort into is done with rigor.

Rigor is a focus on process. Paying attention to not just how you do things, but why. Rigor requires us to never use an emergency as an excuse. It is a process for the long haul, the work of a professional.

An amateur bread baker leaves the kitchen coated in flour, and sometimes, perhaps, ends up with a great loaf of bread.

A professional baker might not seem to be as flustered, as hassled or even as busy. But the bread, the result of this mindful process, is worth buying, every day.

We know that you’re working hard. The next step is to do it with rigor.

—Seth Godin
WICOR is an essential element of AVID

Writing
Inquiry
Collaboration
Organization
Reading

Bottom Line: EXPECT MORE…support more

Every Minute Counts  •  2016-17  •  EXPECT MORE!
Student Behavior

- Low Support, Low Expectations: Apathy
- Low Support, High Expectations: Enabling
- High Support, Low Expectations: Punitive
- High Support, High Expectations: Restorative Justice
Why do high expectations & support matter?

• When asked how they currently feel in school, out of all the words respondents listed, approximately 75% were negative.

• The most common words these students used to describe their current emotions at school are “Tired” (39%), “Stressed” (29%), and “Bored” (26%).

• Students who reported that their peers had been mean and cruel to them also reported feeling greater levels of loneliness, fear, and hopelessness.

• Students who believed what they were learning was relevant and meaningful to their lives – and reported they had teachers who deliver engaging lessons – experienced more positive emotions in school like interest, respect, and happiness.

Last October Lady Gaga teamed up with the Yale Center for Emotional Intelligence and surveyed over 22,000 high school students.
Instructional Rigor

Low

High

“Bored”

Engagement & Achievement

Apathy

“Stressed”

EXPECTATIONS

SUPPORT
“Sometimes you have to believe in someone else’s belief until you can believe in yourself.”

—Manny Scott, original Freedom writer

“I think sometimes my teachers believed in me more than I believed in myself.”

—Jacqueline Fernandez, AVID student
The Happiness Advantage

Happiness > Success
Traditional Formula:

Opportunities, chance, & luck + Hard Work = **Success**, which results in Happiness

Breaking Research:

Happiness (a conscious choice) > Growth Mindset + Opportunities + Hard Work

**SUCCESS**
Choosing to be happy or optimistic creates growth mindset pathways in your brain.

And those pathways increase your chance for success in whatever you are doing.
## Developing a Growth Mindset

<table>
<thead>
<tr>
<th>Instead of…</th>
<th>Try Thinking…</th>
</tr>
</thead>
<tbody>
<tr>
<td>I’m not good at this.</td>
<td>What am I missing?</td>
</tr>
<tr>
<td>I give up.</td>
<td>I’ll use a different strategy.</td>
</tr>
<tr>
<td>It’s good enough.</td>
<td>Is this really my best work?</td>
</tr>
<tr>
<td>I can’t make this any better.</td>
<td>I can always improve.</td>
</tr>
<tr>
<td>I made a mistake.</td>
<td>Mistakes help me learn.</td>
</tr>
<tr>
<td>This is too hard.</td>
<td>This may take some time.</td>
</tr>
<tr>
<td>I just can’t do this.</td>
<td>I am going to train my brain.</td>
</tr>
<tr>
<td>I’ll never be that smart.</td>
<td>I will learn how to do this.</td>
</tr>
<tr>
<td>My friend can do it.</td>
<td>I will learn from them.</td>
</tr>
<tr>
<td>Plan A didn’t work.</td>
<td>There’s always Plan B.</td>
</tr>
</tbody>
</table>
Optimist Club of Lebanon

- Sponsors of our Optimist of the Month program
- Over a 100 members strong and the most growth orientated Optimist club in the state of Oregon
- The Optimist Creed…“To think only of the best, to work only for the best, and to expect only the best”
“This district...”
Assessment

• Assessment should build student confidence.

• Rigor is impossible without assessment.

• Through assessment we provide important feedback to students, parents, and staff.

• We can’t be afraid of assessment. We need to teach our students to own their learning through the assessments we provide and help them succeed on the tests.
Common Formative Assessments (CFAs)

1. Standards
2. Determine Priority Standards
3. Decide what students need to know and be able to do (Learning Intentions)

PLC work

- Unit Pre Assessment
- Unit Post Assessment (Success Criteria)
- Big Ideas
- Essential Questions
- Learning Targets

Teach Unit (WICOR) > 70%

- Analyze student achievement results
- Adjust Instruction
- Provide Intervention & Extension

Re-Assess and Monitor Progress as needed
Why is **RIGOR** so important?

1. Rigor deepens student understanding.
2. Rigor requires evidence.
3. Rigor increases expectations.
4. Rigor creates a growth mindset.
5. Rigorous lessons are more engaging.
6. Rigor is the heart of assessment.

What reason is the best one?
THE BIPARTISAN BILL TO FIX NO CHILD LEFT BEHIND WILL HELP ENSURE OPPORTUNITY FOR ALL OF AMERICA'S STUDENTS:

- Holds all students to high academic standards
- Prepares all students for success in college and career
- Provides more kids access to high-quality preschool
- Guarantees steps are taken to help students, and their schools, improve
- Reduces the burden of testing while maintaining annual information for parents and students
- **Promotes local innovation and invests in what works**
What can we expect from ESSA?

• ESSA (Every Student Succeeds Act) replaced NCLB last December. It is the most significant federal education legislation passed in the last two decades.

• 16-17 is a transition year to the new law.

• The state created four workgroups to determine how to implement the new law effectively:
  • Educator Effectiveness
  • Accountability
  • School and District Improvement
  • Standards and Assessment
Funding crisis in Oregon

- **Number 1 Issue in Lebanon in recent years:** The cost to educate all students has not kept pace with the needs of all students.

- In 08-09, we had 463 special ed students

- In 15-16, we served over 700 sped students

- The number of IEPs during the last seven years has grown by over 50%, and the number of complex, high need cases has more than doubled as well.
Greatness

“This isn’t about lowering expectations, it is about raising them for every last one of us.”

—Nike Greatness campaign, 2012