

EDUCATORS' BELIEFS AS POWERFUL DETERMINANTS OF STUDENT OUTCOMES



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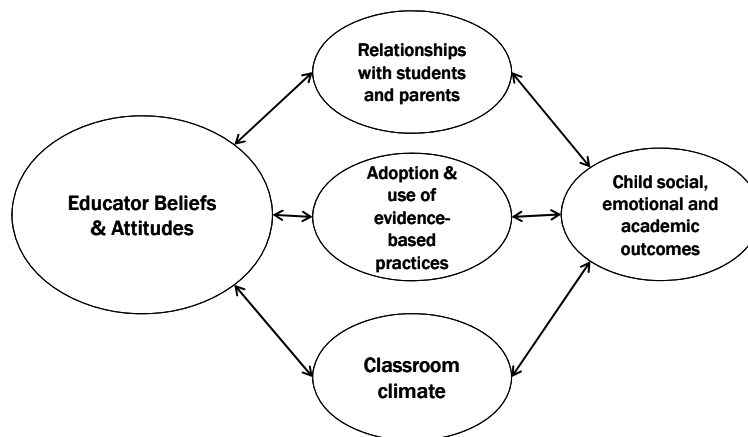
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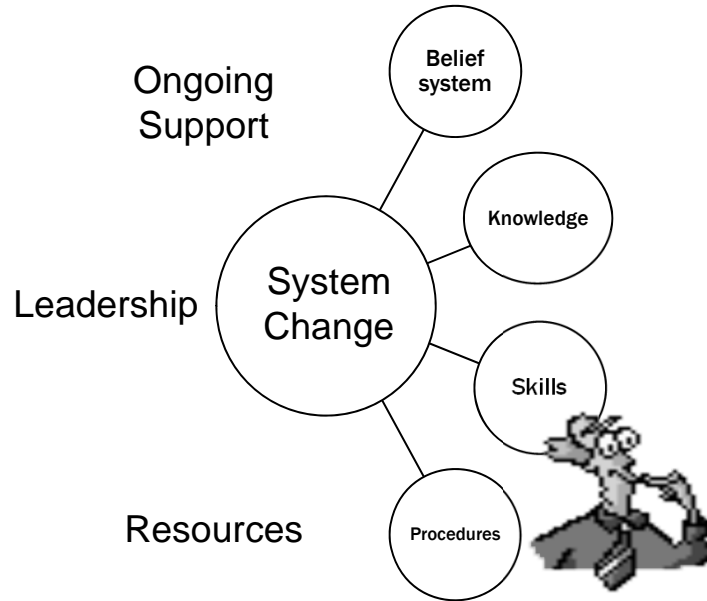
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University of Washington

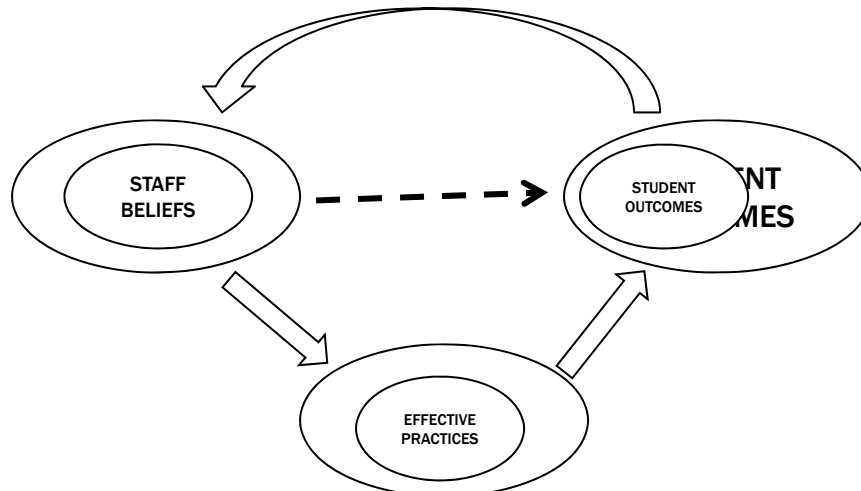
LINKING EDUCATOR BELIEFS AND WELL-BEING TO CHILD OUTCOMES



SYSTEM CHANGE



TRIADIC MODEL OF STUDENT OUTCOMES



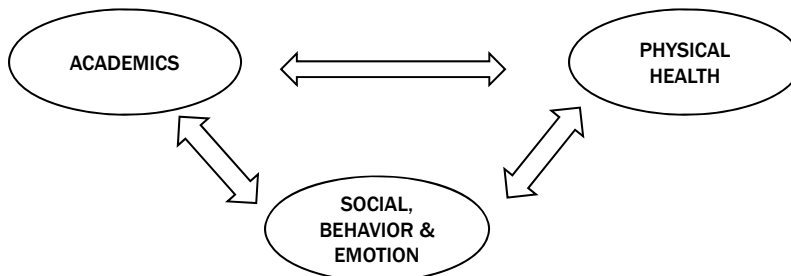
MINDSET OR BELIEF SYSTEM OF THE PERFECT EDUCATOR



We are capable of adopting every one of these beliefs!!

BELIEF 1: WHOLE-CHILD PERSPECTIVE

- Academic, emotional/behavioral, and physical functioning are all interconnected (not separate)
- The best academic intervention is often a behavioral intervention



BELIEF 2: SOCIAL-EMOTIONAL SKILLS ARE AN ESSENTIAL ASPECT OF EFFECTIVE EDUCATION

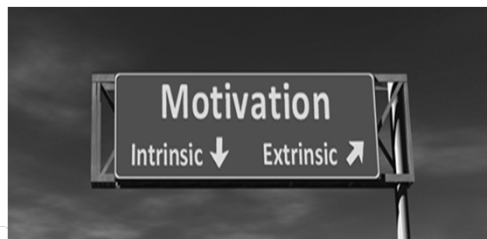
- Social skills are the best predictor of later academic performance:

- Caprara, Barbaranelli, Pastorelli, Bandura, & Zimbardo (2000) & Malecki & Elliott (2002) have found that prosocial skills (cooperating, helping, sharing, and consoling) are a better predictor later academic achievement than is earlier academic achievement



BELIEF 3: ALL PEOPLE, INCLUDING STUDENTS, ARE MOTIVATED INTRINSICALLY AND EXTRINSICALLY

- Extrinsic and intrinsic motivation are complimentary and not mutually exclusive
- A student's motivation depends on the task, his mood, whether he got good sleep last night, as well as many other factors
- Schools that employ a combo of intrinsic & extrinsic strategies are the most successful



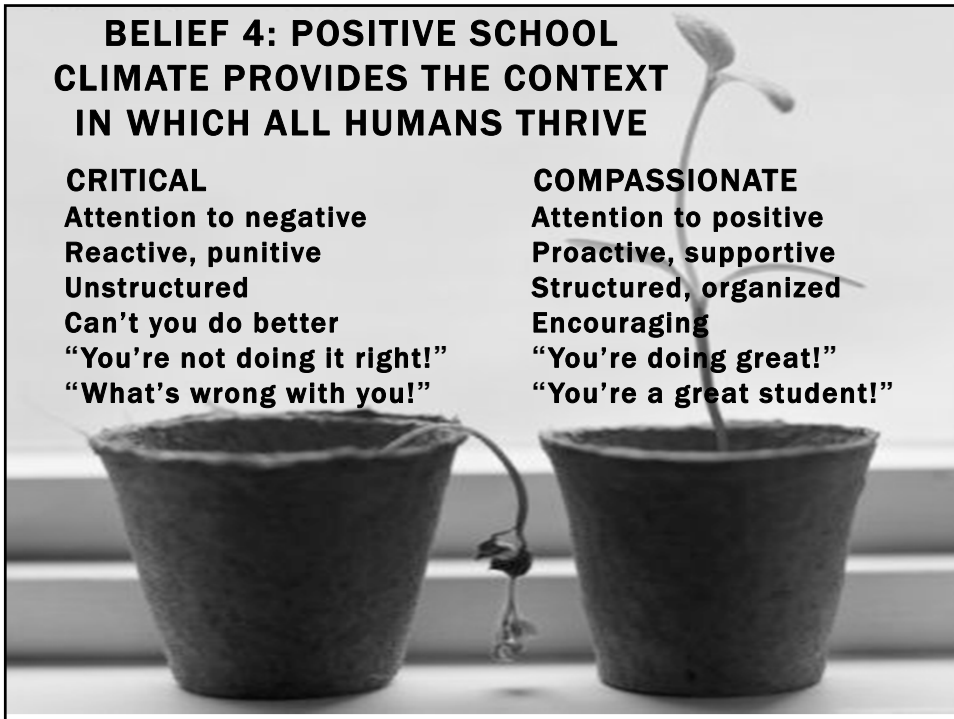
**BELIEF 4: POSITIVE SCHOOL
CLIMATE PROVIDES THE CONTEXT
IN WHICH ALL HUMANS THRIVE**

CRITICAL

Attention to negative
Reactive, punitive
Unstructured
Can't you do better
"You're not doing it right!"
"What's wrong with you!"

COMPASSIONATE

Attention to positive
Proactive, supportive
Structured, organized
Encouraging
"You're doing great!"
"You're a great student!"



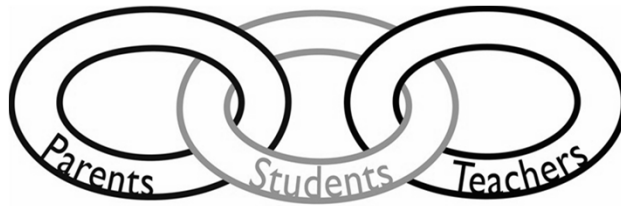
**BELIEF 5: POSITIVE RELATIONSHIPS ARE
A MUST TO BE AN EFFECTIVE EDUCATOR**

- Strong teacher-student relationships is pre-condition to learning and good behavior:
 - Greater motivation
 - Increased sense of belonging and trust
 - Higher rates of student engagement
 - Reduced problem behaviors



BELIEF 6: “WE” CAN BE EFFECTIVE WITHOUT PARENTAL SUPPORT AND SCHOOLS CAN ADOPT A RELENTLESS APPROACH TO PARENTAL OUTREACH

- Students are responsive to school-based supports *without parental support* (Cook et al., 2008)
- Schools that adopt relentless approaches to reaching out and partnering with families are significantly more effective than schools that do not



BELIEF 7: RELIANCE ON REACTIVE, PUNITIVE DISCIPLINE DOESN'T WORK

- Temporary fix and not a long-term solution
 - Not for the student, but for the adult and the environment
- Harms relationships and is associated with increased problem behavior, lower academic achievement, and higher rates of violence and vandalism
- Legally mandated suspension is often not coupled with restorative practices and other solutions



BELIEF 8: MY PLATE ISN'T TOO FULL FOR THIS WORK—IT'S FOUNDATIONAL



**Promoting social-emotional well-being
is THE PLATE**

COGNITIVE DISSONANCE TO PROMOTE BELIEF CHANGE

- **Non-confrontational approach**
 - Not singling a person out or trying to tell or debate them into how they should think or behave
 - Avoid provoking defensiveness
- **Reflective thinking or group conversations**
 - Process of engaging people in reflective discussions that cause them to confront their beliefs and behaviors
- **Develop discrepancy (internal tension that promotes change)**
 - Awareness that current behaviors contradict positively held beliefs OR that currently held beliefs are inaccurate or inconsistent with effective practices

BELIEF BARRIERS

UNSUPPORTIVE BELIEF

- Extrinsic reinforcement harms intrinsic motivation
- Parents are responsible for student behavior, whereas teachers are responsible for academic instruction/learning

SUPPORTIVE BELIEF

- Students are motivated intrinsically and extrinsically (it is important for schools to adopt practices that leverage both sources of motivation)
- Teachers are responsible for modeling and promoting student behavior in the classroom, which is directly related to their behavior management practices

EVIDENCE OR PROOF OF PARTICULAR BELIEFS

- If we as a staff were asked to go observe another school and they said they believed in the following supportive beliefs...
 - Positive relationships are essential for learning
 - Adults should pay more attention to what students are doing right versus what they are doing wrong
 - Proactive classroom management strategies are way more effective than reacting to problem behavior
 - Correcting problem behaviors should be handled privately and not publically
- What visible/observable evidence in the staff's behavior or practices would confirm that they indeed believe these things?
- What visible/observable evidence or proof in the staff's behavior or practices would contradict and question these beliefs?

Belief	What would it look like if someone believed this?	What behaviors would contradict this belief?
All students are entitled to positive relationships with me		
Proactive practices are way more effective than reactive, punitive practices		
It is my responsibility to teach and support students how to behave successfully in my class		

IMAGINE IN A SCHOOL FAR, FAR AWAY, IF STAFF BELIEVED THE FOLLOWING, WHAT ARE THE IMPLICATIONS FOR STUDENT OUTCOMES?

- Staff believed that it wasn't their job to support student behavior.
- Staff believed that students must give respect before getting it.
- Staff valued their content more than connecting with students.
- Staff unintentionally contributed to a negative climate.
- Staff believed that because of high test scores, there wasn't a need to support students socially and emotionally.
- Staff believed it was the parents job to teach behavior—not their responsibility.