We can and must Give Our Students the Gift of Confidence

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Failure and success are not episodes, they are trajectories...tendencies, directions, pathways...Each time is shaped by what happened the last time, unless something breaks the streak. (Rosabeth Moss Kanter, 2004, p. 9)





Student come to believe in themselves when they see...

- Success that builds on itself.
- Strengths overcoming their weaknesses.
- Evidence of growth due to their own efforts.
- Overcoming unexpected setbacks.
- The gap narrowing from where they are to where they want to be.
- They are able to tell the stories of their own successes—with evidence!



Partners monitoring success for learning... (Chappuis, 2020)

- Where am I going?
 - Provide clear learning targets up front
 - Share examples across levels of proficiency—low to high
- Where am I now?
 - Offer regular descriptive feedback
 - Teach students to self-assess and set progress goals
- How can I close the gap?
 - Design focused lessons
 - Teach students focused revision
 - Engage students in self-reflection; help them keep track of and share their learning

"I'm in charge here; I've got this"

- Share the target up front
- Reveal the path to success
- Provide continuous feedback
- Student collects evidence of growth

- Controls anxiety
- I see the gap closing; I can do this
- I know what help I need and where to get it
- Just look at my winning streak! Keep it going!

Revolutionary Reality:

The <u>student's</u> emotional reaction to their feedback will determine what that student does in response **PRODUCTIVE STUDENT** RESPONSE TO THEIR FEEDBACK:

- I understand these results
- I know what I need to do next
- I'm OK
- I choose to keep trying

THE COUNTERPRODUCTIVE HOPELESS RESPONSE:

- I don't understand
- I have no idea what to do next
- I'm no good at this stuff anyway
- I give up

A REVOLUTION IN CLASSROOM DYNAMICS: What STUDENTS think about and do with their own results while they are learning is as important as what adults think about and do with those results...

Stanford Professor **Albert Bandura** asks us to think of confidence as self-efficacy.



A strong sense of efficacy enhances human accomplishment and personal well-being in many ways. People with high assurance in their capabilities approach difficult tasks as challenges to be mastered rather than as threats to be avoided. Such an efficacious outlook fosters intrinsic interest and deep engrossment in activities. They set themselves challenging goals and maintain strong commitment to them. They heighten and sustain their efforts in the face of failure. They quickly recover their sense of efficacy after failures or setbacks. They attribute failure to insufficient effort or deficient knowledge and skills which are acquirable. They approach threatening situations with assurance that they can exercise control over them. Such an efficacious outlook produces personal accomplishments, reduces stress, and lowers vulnerability... (Bandura, 1994, p. 71; In Gift of *Confidence* book, p. 55)

In contrast, people who doubt their capabilities shy away from difficult tasks which they view as personal threats. They have low aspirations and weak commitment to the goals they choose to pursue. When faced with difficult tasks, they dwell on their personal deficiencies, on the obstacles they will encounter, and all kinds of adverse outcomes rather than concentrate on how to perform successfully. They slacken their efforts and give up quickly in the face of difficulties. They are slow to recover their sense of efficacy following failure or setbacks. Because they view performance as deficient aptitude it does not require much failure for them to lose faith in their capabilities.

Critical contributions needed from school leaders and policy makers:

- Master the basic principles of sound assessment practice and demand this for your local school leaders
- Set a 2-part school mission: academic achievement and academic confidence
- Spotlight learning growth as its happening
- Support teachers as they help student learn to monitor and manage their own learning success
- Build local achievement monitoring systems that meet need of all decision makers

Parental confidence-building strategies:

- Team with teachers to demand policy attention to both academic confidence and achievement
- Tune into and talk about your child's wins, needs and wants—be an active player day to day
- Keep you spotlight on your child's growth over time
- Urge reflection: "what would it be like if you....."
- Let positive talk dominate all talk about school
- Always celebrate wins in special visible ways

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Give Our Students the Gift of Confidence It's Essential for Learning Success

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