# TLR - Chapter 4: The Horizontal Axis of the School Effectiveness Roadmap and Promoting a Psychology of Success within the School

This chapter examines the horizontal axis of the school effectiveness roadmap. In the previous chapter we examined the vertical axis and the nature of the "how's" to moving up the roadmap (i.e., promoting intention, capacity, coherence and efficiency). Here we will explore how different kinds of intentions will produce very different kinds of outcomes. "What" are our intentions? "Why" are we doing what we are doing? And "who" are we trying to be as we do it? The horizontal axis implies a continuum of intentions/R's and actions/X's from more trusting and empowering to more fearful and controlling. When we put the two axes together, it produces a matrix with four quadrants and four distinct "school paradigms."

Figure 4.1 Depicting the Horizontal Axis of the School Paradigm Matrix and Improvement Roadmap
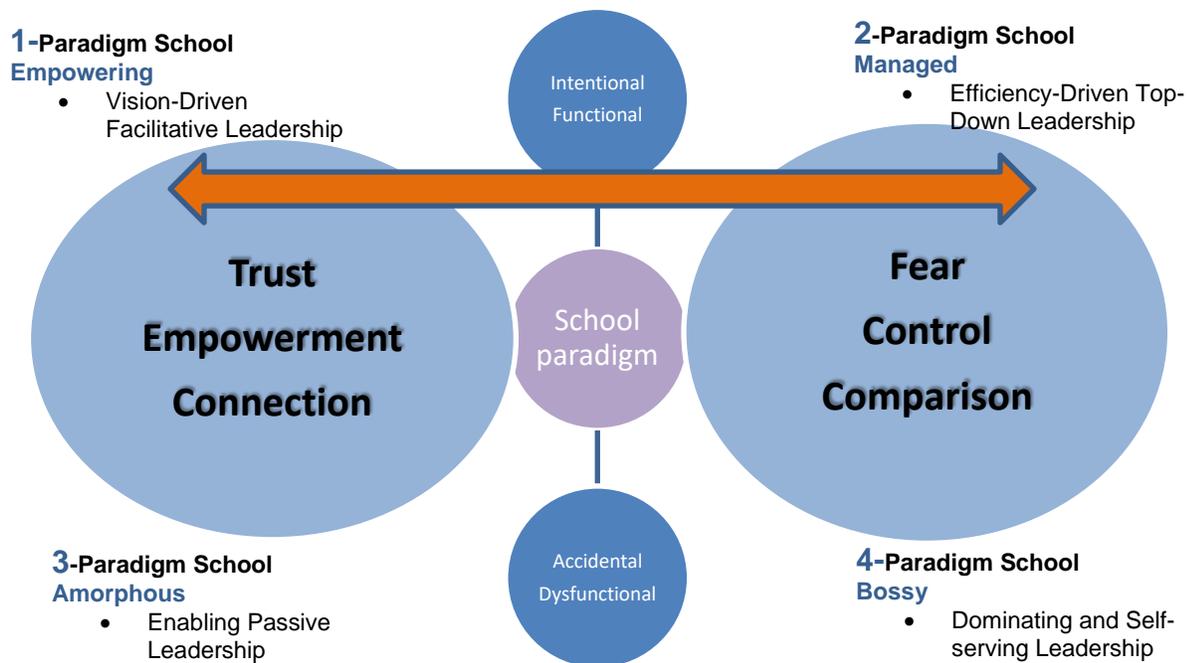
These four paradigms will provide the topographical layout of the school effectiveness roadmap throughout the book. Each represents distinct R's, X's and as a result will lead to distinct and predictable outcomes that can be seen in both classrooms and school-wide. The 4-paradigm school is characterized by low function and intention driven by fear and controlling R's. The 3-paradigm school attempts to allow freedom and autonomy is characterized but its low function and accidental quality produce unreliable results. The most common school is the 2-Paradigm school that reflects adequate levels of function, and is defined by mostly control-based R's and X's. Finally, when high intention is combined with high trust and empowerment, the result is the 1-Paradigm school. These four paradigms will be synthesized in the next chapter and explored in depth in the remaining chapters. A clear pathway from where you are now to where you want to be should emerge as your understanding of the roadmap and the nature of each paradigm emerges.

What Questions Guild Our Intentions and Practices?
To a great degree the intentions that guide our actions in both the large and small things will be driven by the questions that we are asking and answering. We are constantly asking and answering questions internally and interpersonally. Asking the right questions keeps us focused on what is most important. Some questions such as "how can we promote more self-responsibility in our students?" will pull us up the roadmap. It puts our attention on the 1-paradigm location. Other questions such as "why don't the students follow the rules?" will tend to keep us stuck at a lower level as it is external and encourages us to go into a victim mindset. Appendix X of the book offers examples of both empowering questions as well as limiting questions. And as you will see in both the content and the recommendations of the book, inquiry questions are used as often as advice in helping facilitate understanding of what it takes to move up the roadmap, and your use of them is strongly encouraged in the process of facilitating growth at your school.

The qualities that define horizontal axis represent a synthesis of interrelated factors. The primary factor in this axis is related to the guiding intentions/R's at the school. Is the goal of the X's to create more empowering environment for faculty, staff and students or a confining environment based in an effort to control. When we examine this intention more closely we can see that the effort to control comes from a fear-based mindset, and the desire to empower is actually more natural and productive. Empowering R's are based in trust in many things – our ability, our schools level of function, and the potential of the students themselves. What we see in the field is that without an explicit and shared commitment to this side of this axis, the X's at most schools tend to be defined by the 2- and 4-Paradigm end of the continuum.

On the trusting side of the axis are R's based in "connection." The fear-based end of the continuum will inherently be defined by a sense of separateness, competition, and comparison. Connection is empowering both emotionally and practically. A world defined by separateness and competition is a fearful place. In the classroom, this contrast appears as either student-center or teacher-centered R's and X's. These contrasting school R's are represented in Figure 4.2 below.

Figure 4.2: The Elements of the Horizontal Axis of the School Paradigm Matrix

	Toward Empowerment	Mixed Motivation	Toward Control
Ethic	**Empowerment** – Foremost in the intention of the school is to empower teachers to be excellent, and facilitate classrooms that are defined by self-responsible and self-reflective students.	Occasional Messages of empowerment undermined by practices that project mistrust.	**Control** - The message is that people basically cannot be trusted so they need to be controlled by others and/or external mechanisms.
Motive	**Trust** – The emotion that motivates action is the desire to build the capacity in each individual, class and as a school that is defined by faith and trust in human potential.	Verbal messages of trust, but most actions imply that others are not ready to be trusted.	**Fear** – While the word fear is not often used explicitly, the feeling that pervades the school is "we better not ___ (trust students) or else _____ (something bad will happen."
Who is it about?	**Those I serve** – therefore the leader thinks about what is best for teachers and students and for teachers how to create a **student-centered environments.**	We want to be more student-centered, but we are not sure how, or if it would even work at this school.	**Me** – therefore I try to create a convenient world, for leaders that involves limiting teacher power, and in the classroom that looks like **teacher-centered environments.**

Relationships	**Connection** – There is a basic sense that people are connected, we are an entity as a school, and what each of us does matters to the rest of us.	People are left on their own mostly and find connectedness where they can.	**Comparison** – Everyone is on their own, and rules and policies operate to catch those that exhibit misconduct and leave the rest alone.
Psychology promoted by R's and X's	**Psychology of success (POS)** – internal LOC, Belonging and Acceptance, Growth-Orientation.	Mixture of both POS and POF R's and X's.	**Psychology of Failure (POF)** – external LOC, alienation, and Fixed Ability-Orientation

Checking in – "I am not sure I do trust what happens when I give up control."
As you become more acquainted with the roadmap, you will better recognize that many of the choices that we have assumed in our time as educators have been false dichotomies. One of those false choices is order vs trust. The 3-paradigm location represents blind faith and an absence of a clear intention. In my experience most leaders operate under the assumption that they have to choose between the 2-paradigm (control) and the 3-paradigm (whatever). The better option – the 1-paradigm is not as easy to produce, but as you will see it is represents the highest level of effectiveness in the end. So let's examine a few ideas that distinguish a trusting and empowering world from a "let folks do whatever" world.

- In a high function context trust is earned. So trusting someone who has not shown they deserve to be given the freedom and responsibility to do the task is not wise or effective. But are we working to build that trust-based culture and show the desire to trust others?
- Safety is job one. But the R's that guide one's pursuit of safety will be different in each paradigm. Do students really feel safe if they don't trust their peers' intentions, and their teachers' ability to create a healthy environment? If safety is all about adult supervision, it will be a high-maintenance band-aide at best.
- What if I give up control to someone else and they mess it up? This is where leadership in the classroom or school comes in. Building a growth-orientation requires allowing others to make mistakes, learn from them and break free of a fear of failure. But high stakes outcomes need to be attended to by competent people who will own the outcomes. Leadership requires countless judgment calls. But if someone else can do it and wants to do it, why are you holding onto control?
- In the final chapter of the book, we encourage the leaders to explore their own visions and personal growth journeys. Many times, in the job of school leader, what seems like a simple practical matter is really more of an indicator of who we are being at that moment. Usually developing a trusting culture in a school will start with the leader's self-exploration of their fears and insecurities.

As we undertake the process of supporting the movement of a group of faculty and staff up and over to the highest levels of growth, performance and personal satisfaction, one of the challenges is to make the process operational and as practical as possible. Most teachers appreciate, once that are shown the roadmap, that a move up and over will enable them to be more successful. But making that move can feel scary and uncertain if there is not a supportive process for change and a clear set of X's that operationalize and empower that move. Moving up the roadmap implies embracing change. That will mean both new understandings (R's) and new practices (X's), both in the classroom and as a school team. Change is difficult for the most daring, but for the average teacher it represents a substantive challenge. Chapters six through

twelve of this book will operationalize the process of changing both intentions and practices and effective ways to facilitate the change process. We all recognize that personal and/institutional change is impossible in the absence of trust - so what is required to develop that trusting culture are outlined in Chapter six. In chapter seven we will examine in more detail how to effectively facilitate the process of supporting more effective R's at the school, and in chapter eight we will explore instructional leadership and what it takes to support more effective X's in detail. Chapter twelve will explore the process of moving a school from 2 to a 1-Paradigm R's and X's. Making this shift is both the most challenging and most rewarding job a leader can undertake – as a person, for the institution and for the students at the school.

Psychology of Success – An exceptionally Useful and Powerful Construct
When we boil down the research related to those things that define such essential qualities as self-esteem, achievement orientation, persistence, grit, confidence, ease and wellbeing, agency and others, we find that there are some common themes ((Auer, 1992; Benham, 1993; Dweck, 2006, 2006; Klein & Keller, 1990; Joseph, 1992; Rennie, 199; Shindler, 2009; 2016). These themes can be reduced to three basic ingredients that operate within individuals, classrooms and schools as a whole. The three components are distinct but inter-related and serve as a useful definition for what constitutes a "psychology of success" (POS).

First, we want to promote an internal versus and external locus of control (LOC). This means we see our R's and our X's as the cause of our O's – we have cause and effect. An internal LOC, helps us feel our power and choices within each situation. Internal LOC was found to be the most predictive variable for student achievement – even higher than SES or ethnicity (Rennie, 1991; Shindler et al, 2016).

Second, we feel more confident, safe and expressive in situations in which we have a sense of self-acceptance and belonging within a group. A sense of acceptance and belonging helps us feel connected to others and our true potential, and encourages our natural instinct to make a positive contribution and share our gifts. Belonging and self-acceptance among students is at the essence of any effort to promote social and emotional learning (SEL, Osterman, 2000), but also critical in the effort to encourage student achievement and teacher effectiveness (Shindler, et al, 2016).

Third, when our confidence comes from a growth orientation rather than a fixed ability orientation we see all things as opportunities for growth rather than a threat to our self-esteem Dweck 2006; Shindler, 2009). For a school, this looks like a place where people are finding ways to express their potential and improve who they are as opposed to a place where people are trying to play it safe and avoid being judged. Figure 4.4 outlines how these qualities appear when examined within an individual, classroom and school.

Figure 4.3: Sub-factors for the Theoretical Construct of Psychology of Success (POS)

Psychology of Success (POS)	Psychology of Failure (POF)
Internal Locus of Control	External Locus of Control
Belonging & Acceptance	Alienation and Worthlessness
Growth- Orientation	Fixed-Ability Orientation

In our work within schools, the concept of a "psychology of success" is powerful and useful for many reasons. Using the lens of these three qualities helps illuminate and clarify so much of what is happening both in terms of the R's and X's that are being used, but in the way that those

R's and X's are affecting the humans within the school. A few of the ways that we see POS being useful include:

1. The R's that define it are easily recognizable to all of us as valid both theoretically, but also within our beings. We ALL want to live in a world defined by those three qualities, and we are mostly miserable in one defined by their opposites.
2. There is decades of research to support the relationship of each of these three components to student achievement and self-esteem among other things (the references in this chapter represent a small sample of all it the excellent research in these areas).
3. *Transformative Classroom Management* (Shindler, 2009) outlines the practical steps for how to create a POS in the classroom. And Carol Dweck's book *Minset* (2006) explains the Growth-Mindset in detail.
4. A POS is a highly useful tool to use for faculty vision clarification. We have used it with countless faculty trainings, leadership trainings, school retreats and within our education courses and each time it has been a powerful and clarifying exercise in classifying X's that they plan to use more or less in one's job after that point in time (See Appendix X – the Process of Leading a POS classification exercise).
5. Students can understand them too. Using the components for student self-reflection is effective. The movement up and over requires both teachers to internalize the concepts of a POS and embrace them as desirable goals.
6. POS is built into the structure of the ASSC SCAI so can be integrated into a potential assessment, data analysis, and school improvement process.

Figure 4.4: Psychology of Success – Each Element Characterized at the Personal, Classroom and School Levels

	Psychological Principles	Personal Application	Classroom Application	School-wide Level
Internal Locus of Control	Life is in our hands. We are the authors of our own fate. There is cause and effect in the world, and the first cause is our attitude. We are responsible for own success or failure.	I move through the day feeling responsible for how things go and my level of happiness. **Leader**: I take responsibility for the state of the union. I am secure in my power so I am comfortable empowering and giving credit to others. **Teacher**: I hold the belief that my student's welfare depends mostly on things I can control. I look for ways to help my students grow.	Promote a clear and consistent cause and effect world in the class – actions have consequences positive and negative. Encourage increasing levels of freedom and wise choices. Promote student ownership and voice. Create clear learning goals and assessment outcomes that students can attain with full application.	What strikes one first is that there is a high level of order at the school. It is the result of clarity of expectations and norms and TRUST that others are ultimately capable of being self-responsible. There is minimal supervision, but immediate follow-through by adults when students violate the school's social contract. Evidence of student ownership is all over the school from the walls to the student self-led activities everywhere. Students feel a sense of power and are not afraid to question the authority at the school. Teachers feel validated and empowered by leadership, and they in turn empower their students.
External LOC	External events are the cause of what happens to us. Life is an accident It is someone else's fault Things just happen.	I experience an underlying feeling that there is little I can do to improve things. I see mostly evidence that no matter what I do, not much gets better. Parents, the system, and kids are too much to overcome. **Leader**: I spend a lot of energy trying to exert power over others.	Create vague and shifting rules and be inconsistent in applying them. Be autocratic and ignore students need for power. Compare students to one another on variables over which they have no control.	What strikes one first is the substantial amount of adult effort expended nagging, corralling, and supervising students. Policies are constantly being generated to stop bad things from happening, or bribe or coerce students into more desired behavior and effort level. Adults seek obedience and are continuously offended by the students' lack of respect for their authority. Students

		I feel defensive a lot. I trust very few people. **Teacher**: I like to keep students feeling dependent on my approval. I like to give rewards and praise to control my students.		assume that random acts of abuse are around the corner when there are no adults around. Most student complaints are met with annoyance from adults. Students learn to make good excuses. Teachers learn to make lots of calls home.
Acceptance and Belonging	We are unique and wonderful the way we are. We have necessary and valuable gifts to share. We are part of a supportive collective. Others appreciate us and are interested in helping us thrive.	When it comes down to it, I like and respect myself. I have others that I actually like and respect too. I feel like at least some people are supportive of me and what I am trying to do. **Leader**: I feel like the school team has its heart in the right place even if it is not perfect. I let others know that I am fan of their effort and who we are. **Teacher**: When I look at my students I see human potential and young people who need to be shown unconditional positive regard. I trust that they appreciate what I do for them even if they don't always show it.	Create an emotionally safe class defined by intolerance for putdowns and abuse. Encourage students to work together and support one another toward personal and collective growth. Focus on strengths of each student and the idea that there are different gifts. Find ways for the class to win together.	The school puts a lot of attention into creating rituals and celebrations. Students are celebrated for a wide range of efforts and gifts. Collaborative projects in and out of classes are frequent. School wide expectation exist related to appreciating and showing respect for one another, and adults take that job seriously starting with no tolerance for verbal abuse on campus. Faculty are given time to collaborate and make plans for both classroom and whole school initiatives. Students are included in leadership meetings when possible. Parents are welcome in the school. The school takes its identity seriously and seeks to connect membership with the values of excellence, positive character, and service to others.
Alienation and Inadequacy	We see mostly our inadequacies and perceived weaknesses. We feel separate from the group and not appreciated. We do not feel able to trust others and do not perceive the world as a supportive place.	I am not sure that I am doing very well, and I spend a lot of time feeling defensive. When I walk into a room, I wonder what others are thinking and I suspect that they say negative things about me when I am not around. **Leader**: I have a difficult time respecting the faculty and I do not disguise it well. I feel like faculty members see me as either critical or incompetent. **Teacher**: When I look out at my students all I can see is how much they lack. I have a hard time getting my heart into building a positive classroom culture, it just seems like a pretense for how we all really feel.	Create a competitive class where students struggle against one another for recognition, grades, and approval. Define ability in a single way. Grade only what you can count. Make it about you and demand obedience as you ignore student-student mistreatment.	The school puts a lot of attention on grades and test scores. There is a subtle or not so subtle message to students that they are as valuable to the school as their test scores or athletic ability. Teachers and administrators use a lot of student-student comparisons. Traditions, school spirit and non-sports extra-curricular activities are an afterthought. In class students do a lot of independent work and traditional assessment, out of class there is mostly a focus on a desire for sports success and individual student's academic awards. Adults do not know many of the students who are walking in the halls. The school is culture is tolerant of casual putdowns between its members.
Growth Orientation	We accurately perceive that if we apply ourselves we improve in anything we attempt. We trust the process to get us results. We focus on growth and the	I feel pretty free and trusting of myself to take risks and try things. I am not too worried if things don't go perfectly. **Leader**: It is not hard for me to sell the idea that the school is improving because I really believe it and promoting growth is what I am about. I try to help others self-reflect and I try to be	Value the process over the product. Encourage a system of self-reflection and feedback. Encourage a climate where it is ok to make mistakes and good to take risks. Focus on growth and learning and not on relative attainment. Project high	When one looks around the school there is a distinct message that it is about growth, rather than relative performance. Teachers are encouraged to try innovative practices, and students are encouraged to take risks and try new things. Bringing in a negative attitude in any form is discouraged. Quality in every area of school life is defined and discussed, and students are asked to continuously self-assess based on those

	journey and not so much temporary relative abilities. We use mistakes as opportunities to learn and grow.	supportive and encourage innovation and risk taking. **Teacher:** In my class we are free to make mistakes and I include myself in that. I see my growth as a teacher and follow my vision of getting more effective all the time.	expectations for all students, especially in the area of investment and quality of effort level.	criteria. Student-student comparisons are avoided, and tests are de-emphasized. Students who have overcome challenges are celebrated. As a school there is a feeling that things are getting better all the time and adults find regular opportunities to support that notion with evidence.
Fixed Ability Orientation	We inaccurately perceive our abilities as a fixed quantity. So we do not see the need to persist if things do not go well initially. We eventually learn to fear failure and are crushes by mistakes and unfavorable comparison.	I see that I have some gifts in this job, but I know that others are much more gifted in some areas, and so I stick to what I am good at. When things don't go well in a day, I feel crummy and stupid, and a part of me just wants to quit and do something that is less brutal to my ego. **Leader**: I tend to focus a lot on how we are doing relative to others schools and I find great comfort in finding schools doing worse than us. **Teacher**: I find it very difficult to teach student with so many limitations. I grade on a curve to prepare them for real life.	Value just the final product. Focus on who is good at this or that, and compare student's work and aptitude. Use destructive criticism or subtle judgment for mistakes. Encourage and/or allow students to connect their grades to their self-worth. Promote a fear of failure motivational mindset.	Very quickly in the school, one will hear about the limits and challenges of the students and the neighborhood. Soon after will be the percentages of students who did not pass various tests. The haves and the have not's at the school are clear to everyone, and people know their place. Innovation is seen as a waste of time because "those students" will just make a mess of it. Students learn to stay out of trouble and avoid being criticized by peers and adults. As far as teachers go, the students are their grades, and try to motivate students by using the promise of a good grade, public shame and comparison to motivate.

As you can see from Figure 4.4, the construct of a POS provide useful on virtually all levels. We can use it from the most personal and micro to the most macro and applied. Asking guiding questions based in the qualities of a POS is a highly empowering exercise that implies movement up the roadmap. So, on a personal level we might ask ourselves if our unconscious R's such as my beliefs are more guided by the principles of POS or POF?" (If you are honest with yourself, you might be really surprised by the answer). We can ask a group of teachers or students if they are using more POS or POF thinking at any moment to help ground a situation. As a leader, teacher or even a student, we can ask ourselves, "Is this action going to lead to more POS or POF in the situation?" And we can look around at the school, the nature of the relationships, the level of effort, and the overall climate and ask if our O's are reflecting more POS or POF (This idea is expanded in Exercise two at the end of this chapter).

Figure 4.5: Growth vs. Fixed-Ability Orientation.
Carol Dweck (2000; 2006) and her colleagues in their research over the course of 30 years have developed a very useful paradigm with which to examine academic self-concept, achievement, and motivation. They have demonstrated in a series of studies with students (Dweck, 2000; 2006) that future success is not as much the result of talent (i.e., fixed ability factors) or current level of ability, as it is the result of the orientation/cognitive strategy one uses to approach learning tasks (i.e., a growth mindset). Dweck offers a useful lens for distinguishing two contrasting cognitive strategies for feeling competent and how over time they have dramatically different results. When a student uses a growth orientation they view a situation as an opportunity to learn and grow. They do not see their performance within a situation as a measure of their innate ability as much as a measure of their investment – better results requires more practice. Students who approached tasks with a fixed ability orientation viewed the context as a reflection of how much ability they innately possessed in that area. The result is a student who is looking for situations that will not challenge their fragile self-image or make them feel "dumb." Dweck (2000, 2006) found that students with a growth pattern were more likely to persist in the face of failure and experience higher levels of academic achievement.

Revisiting our principles from the previous chapter related to the qualities necessary for moving up, it is good to keep in mind that our intentions related to the horizontal axis will manifest differently depending on how well we are doing with the vertical axis related to function, and vice versa. *A bottom line principle for success will be that promoting a POS (in some form) in and out of the classroom needs to be fundamental to the R's at the school, as it serves both causes.* A POS can help clarify our intentions/R's (moving us up), and pull us toward the more empowering region of the roadmap. Secondly, the better we understand the benefits of encouraging the qualities, the better we recognize how much it encourages our capacity for effectiveness in all areas. And finally, because the qualities of a POS are sound and help focus our intention, they can encourage coherence. In fact, when you view the current practices/X's at your school within the lens of either promoting more POS or more POF, you can see that a) the level of incoherence was probably much higher than you assumed, and b) you can see clearly what is holding you back from moving up.

Why intention and coherence are so critical to success can be seen when we examine three schools that made some effort to apply POS promoting practices into the overall mix.

- A low to middle performing high school had the admirable idea of having their students self-reflect their level of growth mindset. But because the X was isolated and largely inconsistent with the school's R's and messages being sent by the other X's being used in the classrooms, the effect was minimal.
- A middle performing high school implemented a peer tutoring *program* in which 11th graders worked with 9th graders in a structured setting. The result was a bump in the climate and achievement scores at the school. But because the program was an isolated X (and existed only at the program level) and only semi-consistent with the guiding R's other X's at the school, it had a good effect, but there were other X's at the school that undermined its power. Capacity was enhanced, but coherence was not.
- A high performing school that had students self-reflect their process investment based loosely on their level of POS. Because the X was intentional, consistently applied and congruent with the other X's and R messages they encountered in their classes, the X became part of the system – "the way we do things around here." Capacity was enhanced, because the coherence between R's and X's was in place. In addition, the efficiency (i.e., buy in versus resistance and confusion) of doing something like this in the classroom will be highly dependent on whether it is familiar and comfortable. A nice example of how the 1-quadrant is not the 3-quadrant and why this 1-paradigm school performs so well.

Conclusion
In the coming chapters, you will be encouraged to consider how you can facilitate the movement of your school across the horizontal axis of the roadmap, and incorporate more POS and less POF into your schools R's, X's and O's. When we examine the notion of vision, you will likely recognize the value of including a more POS promoting element into your schools guiding direction. When we explore the nature of the critical element of trust among all member of the school community, POS provides a practical set of instructions for making that quality actualized. As we examine our school and attempt to identify our "real problems" rather than just the symptoms, what we find is that the real problems almost always have something to do with not enough POS based X's and/or too many POF X's. In the next chapter we combine the vertical and horizontal axis to create a complete matrix and what functions effectively as a roadmap for school diagnosis and improvement.

Exercise One: Classify
See Appendix X at the end of the book.

Exercise two: Assessing Your R's by Your O's
As you examine each of these lists. Where would you put your school currently in relation to whether the O's at your school reflect more the POS side on the left, or the POF side on the right?

How a Psychology of Success (POS) or Psychology of Failure (POF) R appears in the individual level O's.

POS	POF
Persistence in the face of challenging situations	Give up to save face and protect ego
Being OK with mistakes	Fearing criticism, unfavorable comparison, or feeling inadequate
Feeling trusting of others and like you are supported by the group	Feeling like you can't trust others, or the adults to create a safe environment
Feeling like you have a way to contribute, and your work has meaning	Feeling like your work is done for an external reward or out of a sense of obligation
Feeling empowered	Feeling Domesticated

How a Psychology of Success (POS) or Psychology of Failure (POF) R appears in the classroom level O's.

POS	POF
Students feel encouraged to and encourage on another to take risks and make mistakes	Students play it safe
Students think and talk about what is good for the health and function of the collective	Students think and talk in terms of their personal comfort
Students trust the collaborative process	Students feel either uneasy with collaborative effort, or take advantage of it to waste time.
Students feel empowered to suggest changes to policy or rules when they need to be changed to serve the good to the collective	Students assume that they have little voice or power.
Everyone is rooting for everyone else, because each of our goods is to the benefit of the others.	Students default to the assumption that they need to take care of themselves because the environment is at least a little bit hostile and competitive.

How a Psychology of Success (POS) or Psychology of Failure (POF) R appears in the school level O's.

POS	POF
School feels welcoming and safe	Students brace themselves when they come in the door.
Mostly one hears positive recognitions	Mostly one hears negative recognitions
Students trust that a POS R is "the way it is" so anything else appears odd, so they complain when they do not see adults using POS creating X's	Students are confused when teachers use POS promoting X's as they are not familiar.
"When we are doing this, should we focus more on. . .or. . .?" "If we want to do it this way, would that work?" "We need more time. Can we have 5 more minutes?"	"Teacher I am done," "teacher, did I do it right?" Teacher, do I get my points?" "We didn't get it, so we just stopped."
Students seek ways to start groups that satisfy their interests and expect that that will be encouraged	Students avoid being at school or assume that any request that they make of adults regarding new ideas will be met with a lot of resistance.

Exercise 3: Horizontal Axis and POS/POF reflected in the SCAI items

All items in the SCAI imply location on the roadmap and therefore higher rated items will reflect more intention as well as more empowerment and connection. Items all reflect more POS in the high end and POF on the low end. For some items the use of POS language and concepts is more explicit. The following items represent items in the SCAI where the POS element(s) can be seen fairly evidently. In items 2a and 2b related to faculty interactions, faculty collaboration is related on the high rating options and competition on the low option. In item 5a, related to the discipline and management used, student power and ownership is represented on the high end, and teacher dogmatism is reflected on the low end. In item 6h, related to instruction and assessment, the use of assessment data to promote a growth orientation is reflected on the high end and the use to reinforce a fixed ability orientation is reflected on the low end.

2. Faculty Relations

Level – 3 (high)		Level – 2 (middle)		Level –1 (low)
High	**high-middle**	**middle**	**middle-low**	**low**
2.a------------O------------------------ O ------------------------ O ------------------------ O ------------------------ O --------------------				
Faculty members commonly collaborate on matters of teaching.		Most faculty members are congenial to one another, and occasionally collaborate.		Typically faculty members view one another competitively.
2.b------------O------------------------ O ------------------------ O ------------------------ O ------------------------ O --------------------				
Faculty members approach problems as a team/collective.		Faculty members attend to problems as related to their own interests.		Faculty members expect someone else to solve problems.
5.e------------O------------------------ O ------------------------ O ------------------------ O ------------------------ O --------------------				
Maximum use of student-generated ideas and input.		Occasional use of student-generated ideas.		Teachers make the rules and students should follow them.

6.h------------O------------------------ O ------------------------ O ------------------------ O ------------------------ O --------------------				
Students are seen as the primary users of assessment information, and assessment is used for the purpose of informing the learning process and is never used to punish or shame.		Assessment is seen as something that occurs at the end of assignments. Grades are used primarily for student-to-student comparison.		Assessment is used to compare students to one another and/or to send a message to lazy students.

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