*These notes are designed as a compliment to the CTechEd webinar and can serve as a reminder of the key ideas shared during the session. Space has been provided for you to add your own notes. You may find referring to your notes helpful when completing the optional follow-on assignment that is offered. If you were not present for the LIVE broadcast and are interested in in-service credit, you must complete both these notes and the follow-on and submit them to* [*Sabrina.gates@cteched.com*](mailto:Sabrina.gates@cteched.com)*.*

*Unmapped Potential* is a self-help book—a manifesto and a manual—designed to guide your thinking about your “map”. This is a mental map that guides your journey—professional and likely also personally. By becoming consciously aware of how your map has been created, making a commitment to challenge your own beliefs about yourself, and being courageous enough to review and revise your map, you can be the change that impacts your own success as well as the success of your students, colleagues and school.

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| Webinar Notes | Notes/Thoughts/Ponderings/Ideas |

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| In our second session, we discussed ideas related to navigating your “map”.  1. Comfort Zones are based on our current maps and reflect a commitment to maintaining what we know and can already do. But the CZ does not help us navigate to a new destination. The Potential Zone is where AWESOME happens. This is where you can discover something that you are better suited for or an opportunity to have even greater impact. This is where your destination will be found.  2. An implementation dip is a lag in performance likely experienced when having abandoned a previous way of working –it is OK!  3. Are you half full or half empty? Have the courage to examine your PERSPECTIVE! Argue with your SELF-TALK. Embrace your ability to PRODUCTIVELY PROBLEM SOLVE.  4. The words you use to frame a change or a challenging situation undoubtable impact your actions and the outcome.  5. This very well may be the most useful tool in your toolbox! Mental flexibility allows for you to think about a problem in a new way, consider multiple perspectives and choose the best response. This takes you from limited options to endless solutions.  6. Taking an alternate route is not only an option to be entertained, but to be sought after.  7. Think about yourself as an educator, your work is ever-changing. New students, new schedules, new standards, new policies, new curriculums---and many other “news”. Changes are simultaneous and rapid! You may not be able to control all the changes nor the challenges they bring, but you can control YOUR response to changes. |  |

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| Choice or Chance? | |
| How much power do you have over the circumstances of your life? Do you believe you can change things for the better or do you believe circumstances dictate your outcomes? Your answers to these questions influence your choices and outcomes—and are dependent on the Locus of Control you use… you likely have tendency toward one side.    Internal External  Internal Locus of Control – you believe your own behavior determines your outcomes—with effort you can improve your situation. In the classroom this sounds like: *I need to reteach some prerequisite skills. OR I need to plan more hands-on practice for these students.* (Key is feeling empowered to make a change).  External Locus of Control – you attribute outcomes to fate, luck, chance or the power of others. This can lead to a phenomenon called **learned helplessness**. When you believe you cannot influence an outcome, you feel helpless, are then unable to effectively problem solve leading to giving up. For example, when unfamiliar with technology, it might be easier to say, “I can’t be successful with this, so I am not going to try!” I am not going to that training.”  ---------------------------------------------------------------------------------------------------------------------------------------Positive expectations are a powerful predictor of success. Have you ever made the same goal multiple times and still never reached it? Perhaps your beliefs about your abilities/yourself created a barrier. In the case of unmet goals, your map is not getting you to your desired destination.  When it comes to success, 2 beliefs matter:  1. Your belief about your own ability to produce results (EFFICACY EXPECTATION)  2. And what you believe happens because of your environment (OUTCOME EXPECTATION)  Both beliefs are necessary!  -------------------------------------------------------------------------------------------------------------------------------------------------------  Our brains love patterns and we sort ideas into “Me” or “Not Me” categories. Simple as this sounds, this has a huge impact on your success. You will never achieve your goals if you unknowingly place items related to those goals in the “Not Me” category. If your beliefs--your map– is to be successful at guiding you to your destination, then you must believe you are capable and worthy of that outcome.  **Confidence breeds competence and competence breeds confidence!**  Eradicate those **limiting stories**—the *“I’m not good enough”;*  *“My students can’t do this”* and the *“It is impossible!”.* They may let you  stay in your comfort place, they may keep you from making mistakes,  they may save you from momentary embarrassment—but they will not  help you revise your map or better get to your destination!  Instead, embrace **empowering stories** and use them to change your perceptions, reshape your beliefs, and create new outcomes. What we choose to do daily matters so much more than what we choose to do occasionally. Make your “daily” to embrace your power to shape your outcomes banish past disappointments and discard limiting beliefs. Boldly revise your map and embrace the journey to your destination!  -----------------------------------------------------------------------------------------------------------------------------------------------------------  BEWARE!: Labels are a quick way to categorize ourselves and other and often limit potential. Comparisons are an inaccurate way to decide if items fit into the Me or Not Me category and likely focus on your deficits instead of strengths. Presuming proficiency is making an assumption and often is an action that denies recognition for how hard someone works when they appear to be doing something with ease or naturally. |  |
| Mapping Challenges as Opportunities | |
| It is a natural tendency to avoid challenges. We do so to try to ensure we feel safe, valued, competent, and capable. Avoiding discomfort, possible ridicule, embarrassment, or criticism leads us to avoid challenge. Sometimes the biggest problem we have is that we think we shouldn’t have any problems. The greatest learning comes at the hand of hard times. Challenges are not without discomfort or struggle.  Psychologist and researcher Carol Dweck calls this idea “Growth Mindset”. Your ability and effort will determine your success. Perseverance leads to progress.  We all can have both mindsets—but is awareness of when you are using a fixed mindset and CHOOSING to move to a growth mindset that impacts our maps most.  If you are using a fixed mindset, you may feel anxious, incompetent, or hopeless in the face of challenge. You may make excuses or become defensive. You ma feel envious or threatened when you perceive someone doing better than you. You may sidestep challenges. It is OK—recognize this, accept your feelings, and attend to your thoughts. Now introduce a quick shift tool. The word YET! Add this word and you will see your thinking and your map change!  Feedback is a second way we can move out mindsets—when stuck in a fixed mindset, you may sidestep challenges in an effort to avoid criticism or negative feedback. But feedback is actually a gift and the most helpful and encouraging feedback is tied to the process, not the person. Effective feedback helps you see where you are in relation to your goal (your destination). Feedback is critical especially when things are not going well. Struggling is part of growing—but setbacks and failures MUST be accompanied with reflection and learning—or the result will not be growth or change. When you try to avoid the struggle of a challenge or escape the consequences of a mistake, you cheat yourself out of an opportunity to grow. Embracing mistakes and making them visible are not only catalysts for our success—they are a great opportunity to model growth mindset for students (and colleagues). |  |
| Know Your IMPACT! | |
| **Be a BOOSTER!—**like Peaches! Peaches was a toll collector who authentically greeted every driver who cam through her toll booth, giving compliments and inspiration for the day. She was a BOOSTER!  **Check Your Perception**—your perceptions are not silent. They are loud and clear from your body language, what you say, and what you do not say, what you do and what you do not do. There is a chance you think of some people (grown and students) as problems to be managed rather than people with needs as important as yours. This is a slippery slope that is difficult to reset.  **About Conflict**?!?!--Many times a result of patterns you have developed to protect your ego. For example: *when I feel defensive, I need you to be wrong, so I can be right!*   * Banish justification as a preservation technique—human nature to justify your actions or inactions. For example, while we may be frustrated when students are off task or disengaged, we must take responsibility for our part, especially if it is due to our own disengagement or lack of planning. (example p 59) * Retire the blame game—blaming others comes from someone’s own insecurity, not from the other person’s actions/inactions. Blame does not come from a place where we are trying to help others. If we accept our own responsibility and solve a problem with the intention of helping others, conflict can be reduced. (READ Example p. 60) * Focus on ineffective behavior v judgement – criticize an action, not the actor. * Apply compassion –When you understand people act on the outside the way they feel on the inside, it is easier to be patient with them. Compassion requires the willingness to understand the other person’s point of view, even when you do not agree. (example p. 61) * Avoid assumptions—you may never really know someone’s intentions. Add “MAYBE”—another magical   word to shift thinking and map construction.  **Let Kindness Be Your Guide**—you will likely regret being angry, but you will never regret being kind. Your greatest investment as an educator is your relationship with your students. You must take time to get to know each student, so you can build rapport and trust with them. This is also sound practice in building the professional community with your colleagues in your school house. Kindness costs nothing but is the seed for many rewards. |  |