

FIGURE 2.1. Thought Scaffold

<i>Resistant Thought</i>	<i>Aligned Thought</i>
My students performing below grade level will not be able to meet grade level standards no matter what we do.	With some simple yet meaningful changes in classroom instruction, even my lower performing students will make accelerated progress, meeting grade level standards.
My teachers won't be willing to change their instructional practices. They are already so overwhelmed and overworked.	With my support and confidence, teachers will begin to see the direct relationship between instructional change and increased student achievement. Efficacy will then be contagious!
My staff will hate me if I hold them accountable for student achievement.	Teachers may at first react negatively, but morale will improve as they see me being a true partner with them and as their sense of pride grows when student learning begins to improve.