

In schools, self-esteem boosting is losing favor to rigor, finer-tuned praise

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The Washington Post:

For decades, the prevailing wisdom in education was that high self-esteem would lead to high achievement. The theory led to an avalanche of daily affirmations, awards ceremonies and attendance certificates — but few, if any, academic gains.

Now, an increasing number of teachers are weaning themselves from what some call empty praise. Drawing on psychology and brain research, these educators aim to articulate a more precise, and scientific, vocabulary for praise that will push children to work through mistakes and take on more challenging assignments. Consider teacher Shar Hellie's new approach in Montgomery County.

Read the whole story: [*The Washington Post*](#)