ALIEF LEADERSHIP CONFERENCE

GROWTH MINDSET

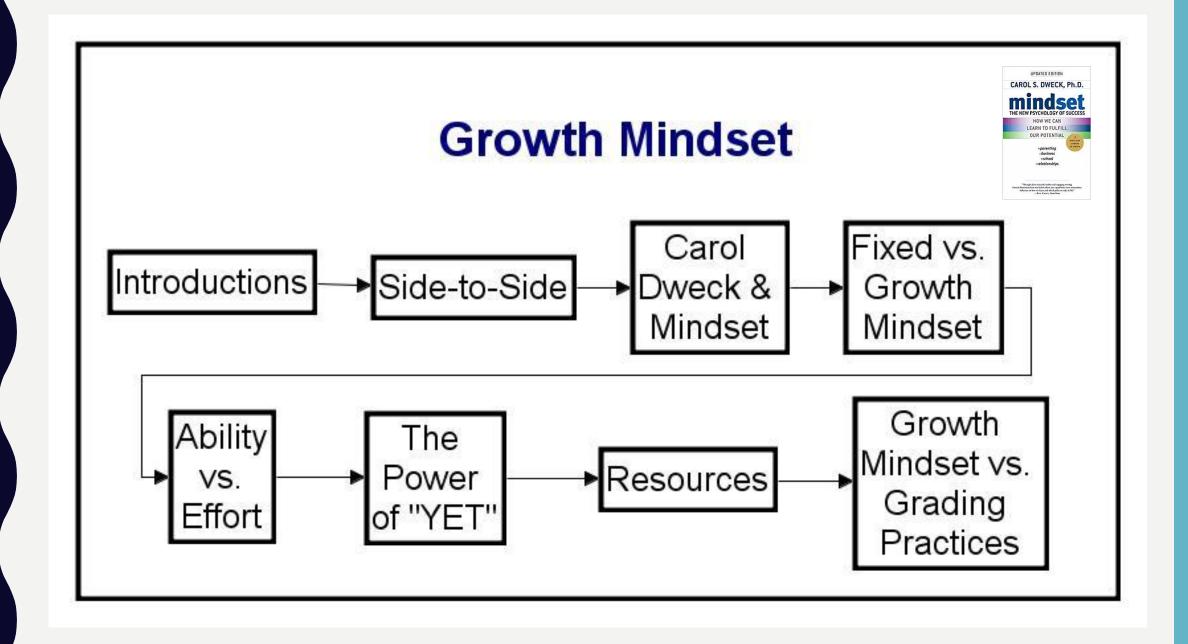
INTRODUCTIONS

- Chancellor Elementary
- Smith Elementary
- Instruction Department
- Consultant





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SIDE-TO-SIDE

- Listen to directions
- Partner up!
- One partner grab an object to play the game with (pool noodle, ball, jack, cube...)
- Meet in the hallway and stand back-to-back with your partner
- Get ready...

What was your thinking **before** the first round? **Before** the second round? At the **end**?

for 30 seconds

for 1 minute

during class

before class

THINK

Ask students to respond to a question independently.

with pen and paper or a laptop

in writing as you doodle

turn to your neighbor

walk across the room

group size = 2

group size = 3 or 4

- PAIR -

Have students compare answers in small groups.

come to consensus

agree to disagree

explain your reasoning share your opinion

with the whole class

with another group

verbally

in writing

SHARE

Ask students to share their work with the class.

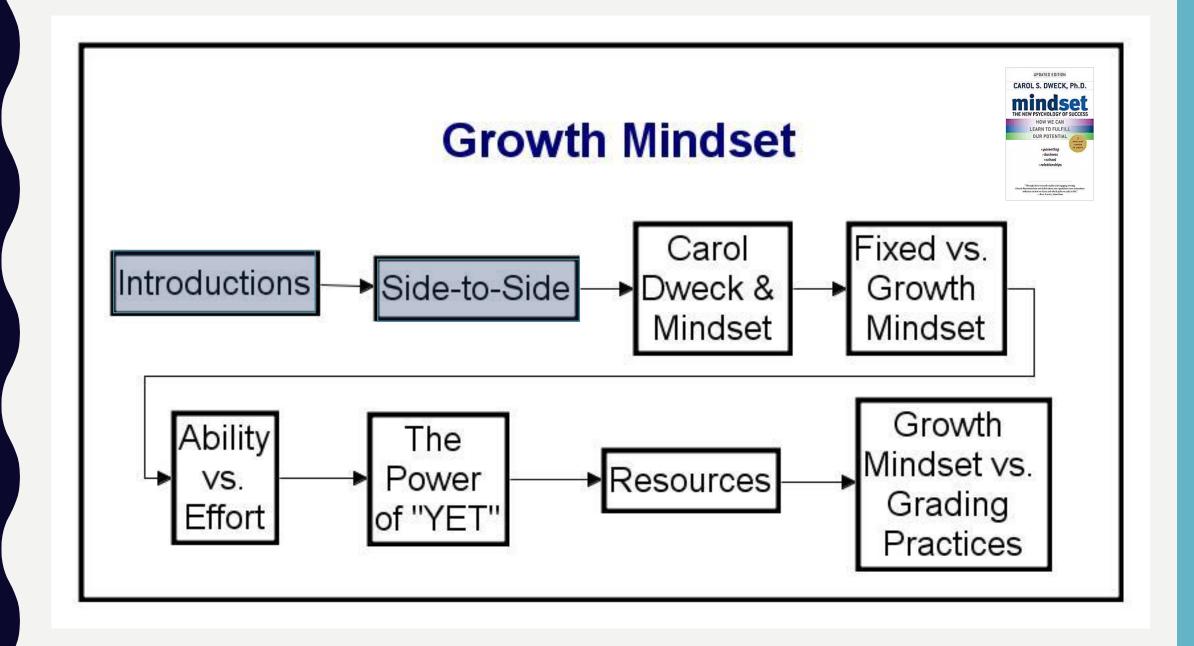
via polling software

via whiteboard

class discussion

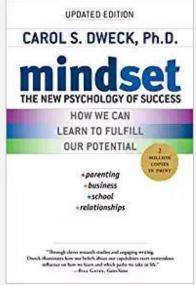
time for telling

@derekbruff @ 🐧

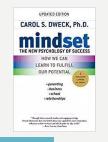


MINDSET: THE NEW PSYCHOLOGY OF SUCCESS BY CAROL DWECK

• an inquiry into the power of our beliefs, both conscious and unconscious, and how changing even the simplest of them can have profound impact on nearly every aspect of our lives

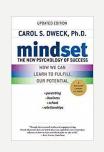


FIXED MINDSET

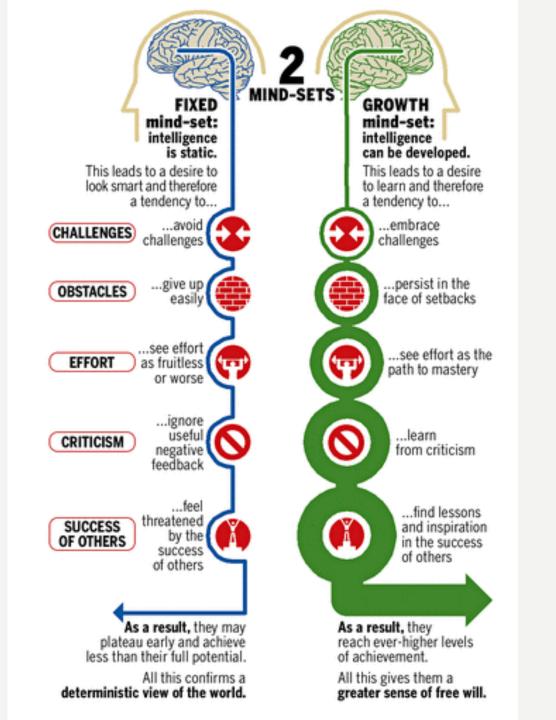


striving for success and avoiding failure at all costs become a way of maintaining the sense of being smart or skilled

GROWTH MINDSET



failure not as evidence of unintelligence but as a heartening springboard for growth



WHAT DWECK DISCOVERED...

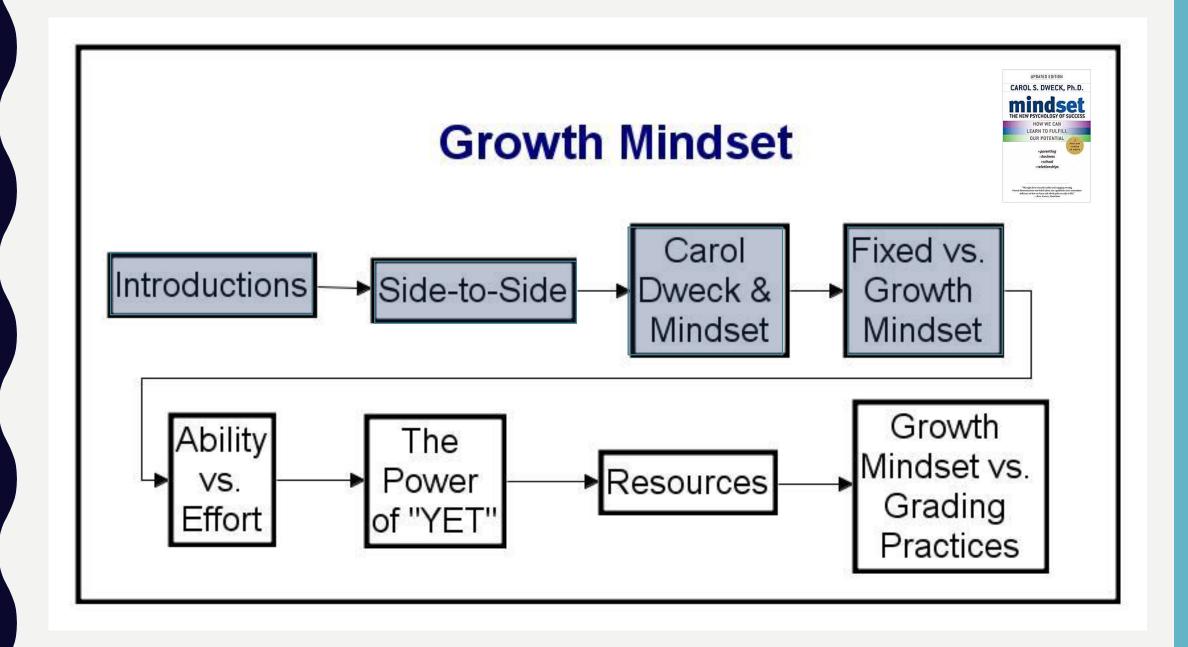


- growth mindset is based on the belief that your basic qualities are things you can cultivate through your efforts
- a "growth mindset" creates a passion for learning rather than a hunger for approval
- Your mindset can lead to a new world...
 - In one world- the world of fixed traits- success is about proving you're smart or talented. Validating yourself.
 - -In the other world- the world of changing qualities- it's about stretching yourself to learn something new. Developing yourself.

Dweck quotes one seventh-grade girl, who captured the difference beautifully:

"I think intelligence is something you have to work for ... it isn't just given to you.... Most kids, if they're not sure of an answer, will not raise their hand to answer the question. But what I usually do is raise my hand, because if I'm wrong, then my mistake will be corrected. Or I will raise my hand and say, 'How would this be solved?' or 'I don't get this. Can you help me?' Just by doing that I'm increasing my intelligence.





ABILITY VS. EFFORT

These findings are especially important in education!

In another study...

Dweck gave each student challenging problems from a nonverbal IQ test, then praised the student for his or her performance — most had done pretty well.

ABILITY VS. EFFORT

Two types of praise given:

Some students were told "Wow, you got [X many] right. That's a really good score. You must be smart at this," while others, "Wow, you got [X many] right. That's a really good score. You must have worked really hard."

In other words, some were praised for **ability** and others for **effort**. The findings, at this point, are unsurprising yet jarring:

ability praise= fixed mindset effort praise= growth mindset The most interesting part, however, is what happened next...

Dweck and her colleagues gave the students a subsequent set of harder problems, on which the students didn't do so well. Suddenly, the ability-praised kids thought they weren't so smart or gifted after all.

Dweck puts it poignantly:

"If success had meant they were intelligent, then less-than-success meant they were deficient."

But for the **effort-praised** kids, the difficulty was simply an indication that they had to put in more effort, not a sign of failure or a reflection of their poor intellect.

Perhaps most importantly, the two mindsets also impacted the kids' level of enjoyment — everyone enjoyed the first round of easier questions, which most kids got right, but as soon as the questions got more challenging, the abilitypraised kids no longer had any fun, while the effort-praised ones not only still enjoyed the problems but even said that the more challenging, the more fun. The latter also had significant improvements in their performance as the problems got harder, while the former kept getting worse and worse, as if discouraged by their own success-or-failure mindset.

TURNING KIDS INTO LIARS



TURNING KIDS INTO LIARS

"In the fixed mindset, imperfections are shameful—especially if you're talented—so they lied them away. What's so alarming is that we took ordinary children and made them into liars, simply by telling them they were smart."

TURNING KIDS INTO LIARS

This illustrates the key difference between the two mindsets — for those with a growth one, "personal success is when you work your hardest to become your best," whereas for those with a fixed one, "success is about establishing their superiority, pure and simple. Being that somebody who is worthier than the nobodies." For the latter, setbacks are a sentence and a label. For the former, they're motivating, informative input — a wakeup call.



Growth Mindset

What to say:

Fixed Mindset
What not to say:

"When you learn how to do a new kind of problem, it grows your math brain!"

"Not everybody is good at math. Just do your best."

"If you catch yourself saying, 'I'm not a math person,' just add the word 'yet' to the end of the sentence." "That's OK, maybe math is not one of your strengths."

"That feeling of math being hard is the feeling of your brain growing." "Don't worry, you'll get it if you keep trying."*

*If students are using the wrong strategies, their efforts might not work. Plus they may feel particularly inept if their efforts are fruitless.

"The point
isn't to get it all right
away. The point is to grow
your understanding step
by step. What can you try
next?"

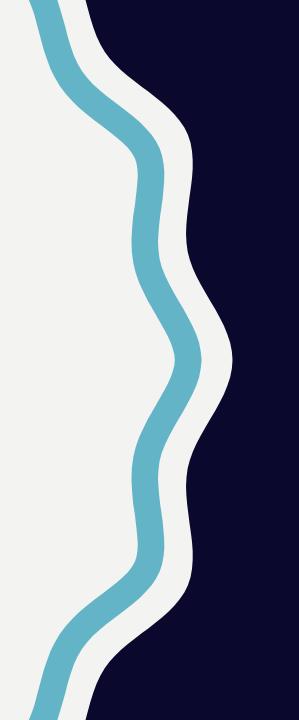
"Great effort!

You tried your best."*

*Don't accept less than optimal performance from your students.





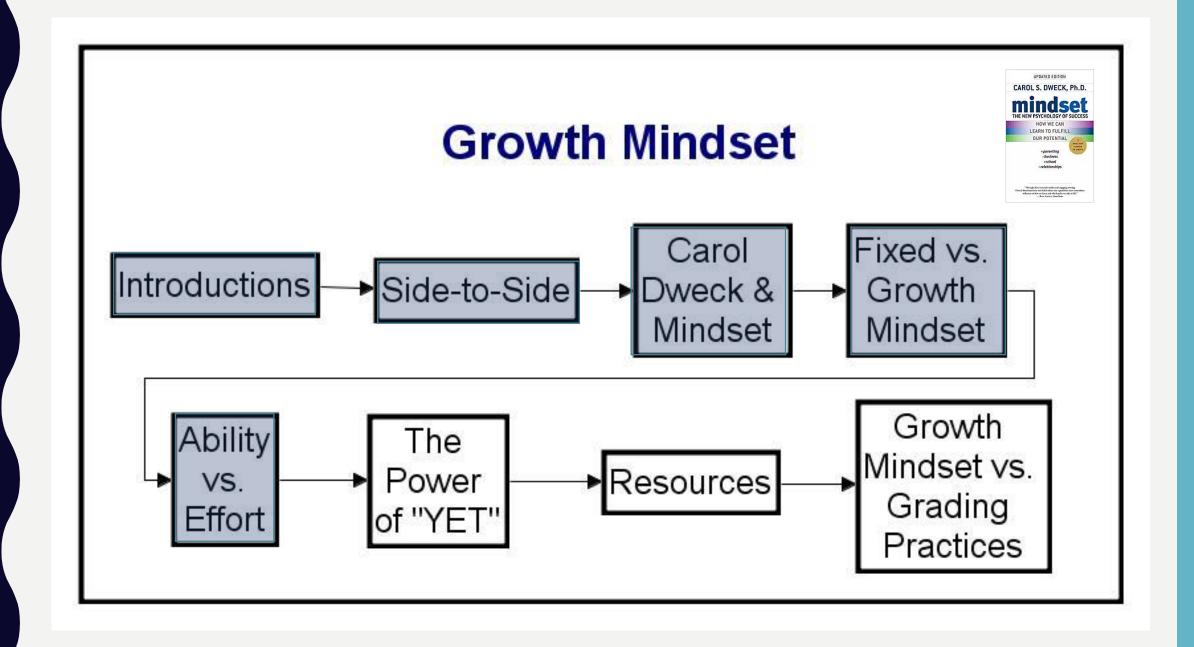


A devastating missed penalty kick by Christen Press in a loss at the Olympics could have been the lowest point of her career. Instead, it was a motivator and defining moment for the American forward.

"I think when I look back on my career, all the moments that I'm most proud of have come after failure," she said. "That's the easiest one to point at and look at, and look at that clear failure, and then evaluate how I did in responding to it.

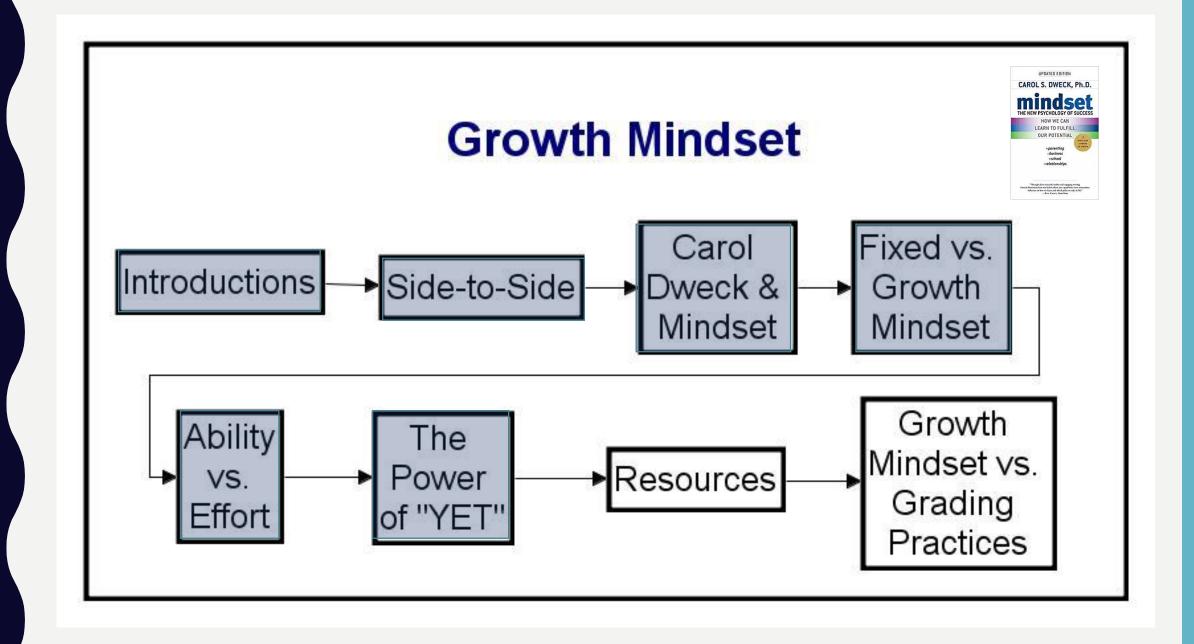
"I think the strength that it takes to step back up and be courageous and let it go, and to continue to fight for your dreams and not let the outside noise affect what you're doing, I am very proud of that."

- "Press isn't dwelling on past miss against Sweden," Associated Press



THE POWER OF YET

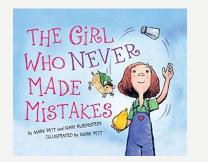




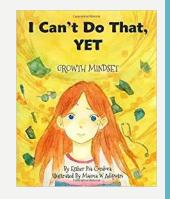
RESOURCES

GROWTH MINDSET

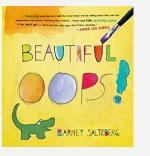
PICTURE BOOKS

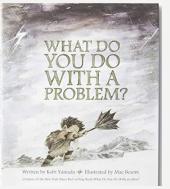






- I Can't Do That, YET by Esther Pia Cordova
- The Thing Lou Couldn't Do by Ashley Spires
- Not Yet by Lisa Cox & Lori Hockema
- the OK book by Amy Krouse Rosenthal
- The Girl Who Never Made Mistakes by Mark Pett
- Your Fantastic Elastic Brain by JoAnn Deak
- Beautiful Oops! by Barney Saltzberg
- Thanks for the Feedback, I Think by Julia Cook
- The Most Magnificent Thing by Ashley Spires
- What Do You Do With a Problem? by Kobi Yamada

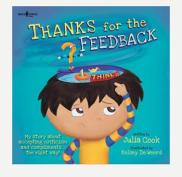




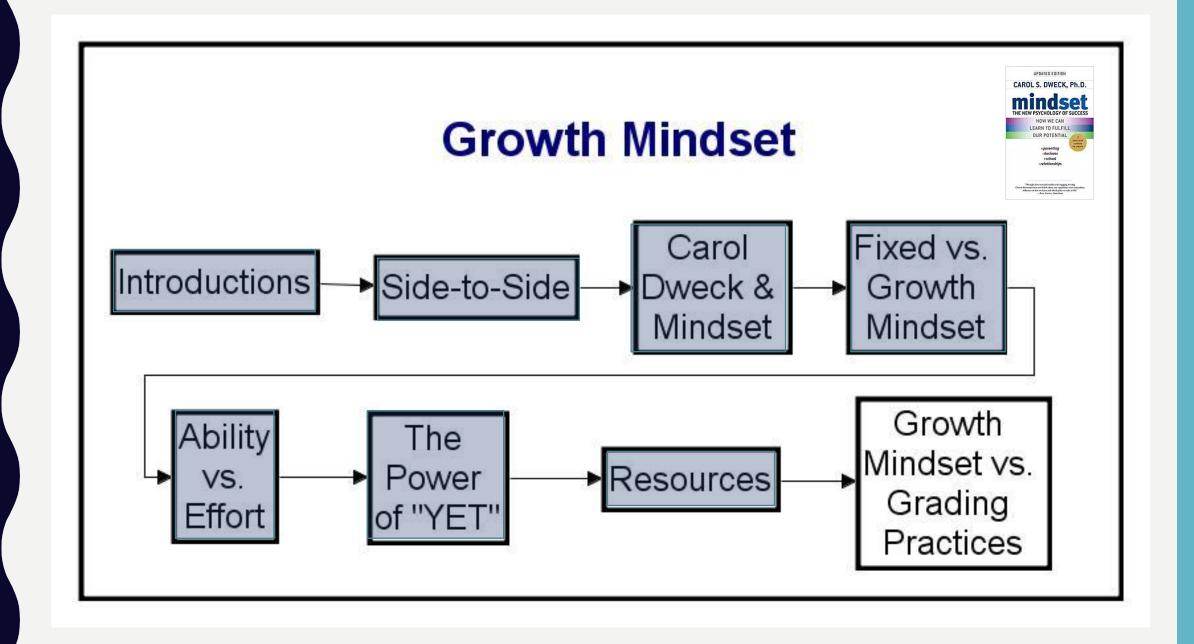








- Class Dojo
 - https://ideas.classdojo.com/b/growth-mindset
- Edutopia
 - https://www.edutopia.org/article/growth-mindset-resources
- Sesame Street "The Power of Yet"
 - https://www.youtube.com/watch?v=XLeUvZvuvAs
- Mindset Kit
 - https://www.mindsetkit.org/
- Fixed vs. Growth: The two Basic Mindsets That Shape Our Lives
 - https://www.brainpickings.org/2014/01/29/carol-dweck-mindset/
- Carol Dweck Revisits the "Growth Mindset"
 - https://www.edweek.org/ew/articles/2015/09/23/carol-dweck-revisits-the-growth-mindset.html?cmp=cpc-goog-ew-dynamic+ads&ccid=dynamic+ads&ccag=growth+mindset+dynamic&cckw=&cccv=dynamic+ad&gclid=CjwKCAjw6vvoBRBtEiwAZq-T1cEDq-VkvlbCuu0NUMnEADciF8|OtvWK275O7y8 a7fdc2diNaF0NhoCx8AQAvD BwE



GROWTH MINDSET VS. GRADES

WALKING THE WALK

Unfortunately, many of us are talking the talk, but not walking the walk when it comes to growth mindset in the learning process—especially in grading practices.

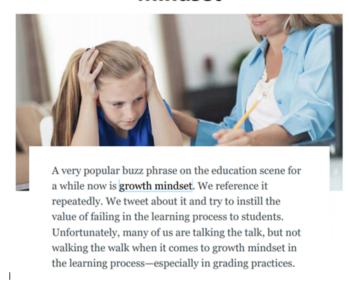
Here are four grading practices that can kill growth mindset:

- Taking off points for late work, or not accepting late work at all.
- Not allowing retakes on assignments or assessments.
- Allowing retakes, but averaging the attempts
- Grading homework/classwork for accuracy on a first attempt.

READ, THINK, DISCUSS

MARCH 2010

Four Grading Practices That Discourage Growth Mindset

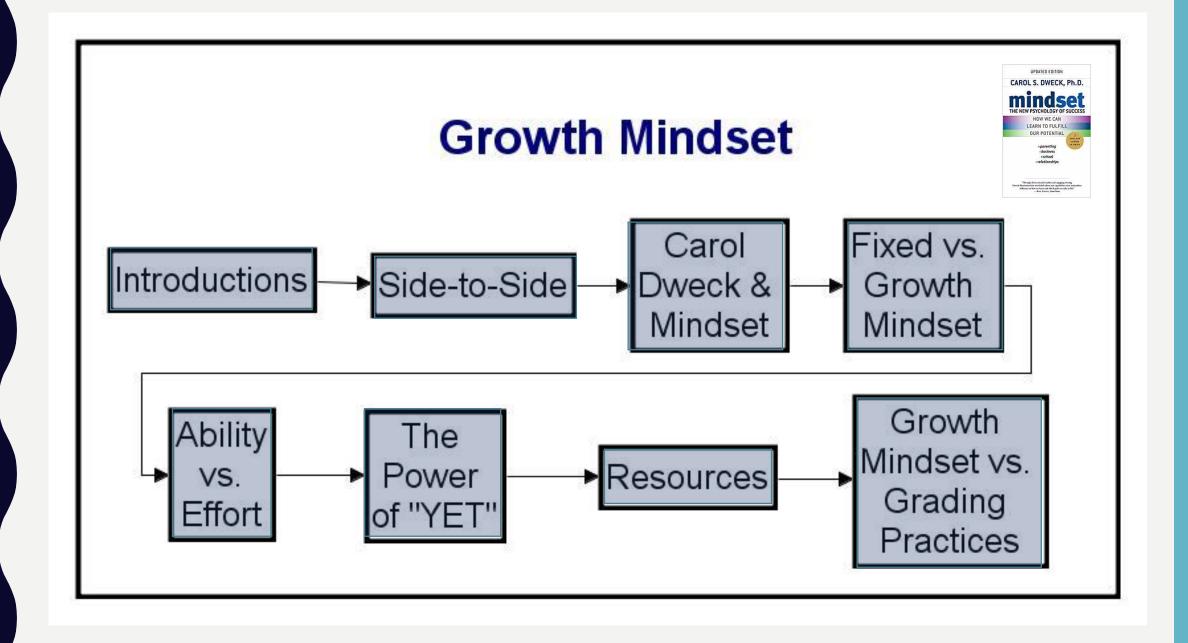


Grades, whether we like them or not, are one of the biggest factors in college acceptance. Failing grades are one of the biggest risk factors in students dropping out. Wouldn't it make sense to ensure that students can demonstrate growth and learn from mistakes in our classes? Many traditional grading practices reward students for being good at school—either in behavior or natural ability. In fact, many students see grades as an accumulation of points they need to obtain instead of a demonstration of mastery. This isn't healthy, and it starts in the classroom. Here are four grading practices that can kill growth mindset.

- 1. Taking off points for late work, or not accepting late work at all. Taking off points for late work is punitive and inaccurately reflects achievement. Did the student know 80 percent of the material, yet get a 50 percent on the assignment? If so, the student's grade is a reflection of behavior rather than achievement. Worse yet is not taking late work at all, which demoralizes students because they have no chance to recover from a mistake. Mathematically, zeros are almost impossible to overcome.
- 2. Not allowing retakes on assignments or assessments. If students are supposed to learn from mistakes, wouldn't it make sense to give them a redo? Does it make sense that students can retake entire courses, yet not an assessment in our classrooms? We must decide if it is more important for students to know material on a certain day, or for them to keep going until they get it. What are we saying if students got a failing grade on something, yet they have no chance to fix it? If students fail an assignment, it is likely that they will fail that same concept on the quiz, test, and final. It is a snowball effect that could be prevented early on.
- 3. Allowing retakes, but averaging the attempts. Most major tests, including the ACT, SAT, Drivers' License Test, Pilots' License Test, and the Bar Exam allow the people taking them to do so as many times as they want—keeping the highest scores. By averaging a first attempt in a class at school, we are reporting on both what the student used to and currently knows, instead of just current mastery. Try having students reflect on the experience to help them develop their mindset further.
- 4. Grading homework/classwork for accuracy on a first attempt. Most students have a hard time when they do something the very first time. What if we were only allowed to ride a bike once and got assessed on it? Free your students to try new concepts in a low-pressure setting. Moving to graded assessment right away makes students anxious—either they give up right away when they can't work through problems without direct teacher help, or cheat. Many students must be exposed to concepts several times before mastering them. Try to avoid grading initial work or make it worth very little of the overall term grade.

Our students love video games because they can fail over and over again without consequences. They get an immense sense of joy and accomplishment when they try numerous times and finally beat the harder levels. Growth mindset in the classroom cannot exist unless we give students numerous opportunities to demonstrate success. If students know that they always can better themselves and have a chance in our classes, their attitude toward grades will be a lot more positive.







HTTPS://WWW.YOUTUBE.COM/WATCH?V=HLMREQCO33M

CIRCLE MAPS: REFLECTION OF PRACTICES

