

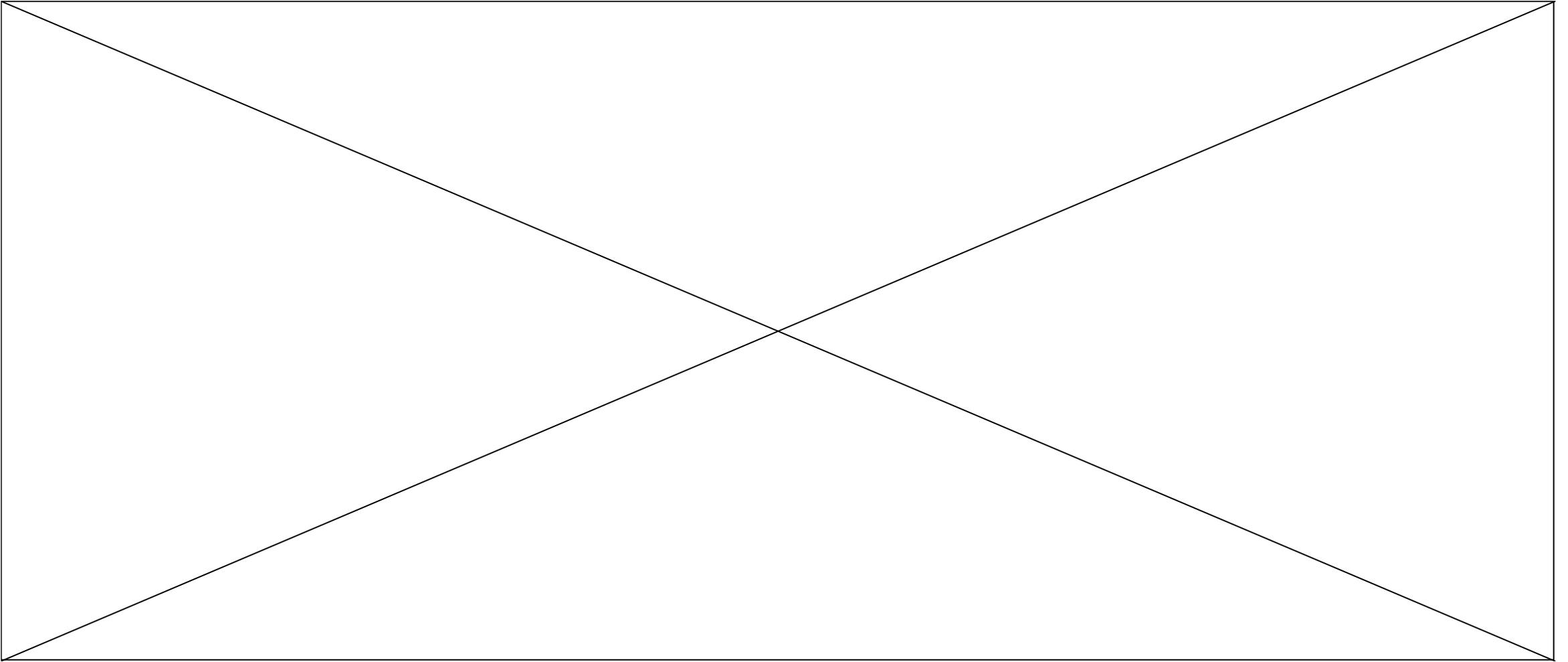
Deepening Growth Mindset into the Culture of Daily Practice

August 6, 2013

Purpose

- ▶ Deepen thinking and commitment to Growth Mindset
 - ▶ Examine how feedback can nurture growth for all stakeholders
 - ▶ Link District–Wide initiatives to growth mindset—This is not something NEW this is a foundation for all initiatives
 - ▶ Receive strategies for cultivating site based growth mindset
- 

What mindset do you hear in this video?



Turn-Talk and Identify these characters at your work site!!

Taking a Closer look...

- ▶ Use this Padlet link to answer this question...

What do **You** say is your most critical **PURPOSE** as the Instructional Leader on your campus?

<http://padlet.com/pquiros/leaderpurpose>

Feedback—It is what you Give and Receive

“Feedback is **not about praise or blame, approval or disapproval.**”

That’s what evaluation is – placing value.

Feedback is value-neutral. It *describes* what you did and did not do.”

~ Grant Wiggins

PROVIDES...

the process of helping our students assess their performance, identify areas where they are right ***on target*** and provide them tips on ***what they can do in the future to improve*** in areas that need correcting.”

Evaluative Feedback?

Evaluative Feedback involves a judgment based on implication or explicit norms.

Evaluative feedback may take the form of:

Approval: “That’s a good essay. You have done well.”

Disapproval: “That’s not good enough.”

Rewards: **Gold Stars**

Punishment: “Write it out again.”

Descriptive Feedback

Descriptive feedback:

- ▶ focuses on identified learning outcomes and makes specific reference to the student's achievement.
- ▶ looks towards improvement.

An example of descriptive feedback:

"That's a good introduction because you have covered the main points we discussed at the beginning. Now ... which points do you think you should expand on?"

Effective Feedback answers 3 questions

1) Where am I going?

– a staff/student/parent has a clear understanding of the desired goal, a vision of the target

2) How am I going?

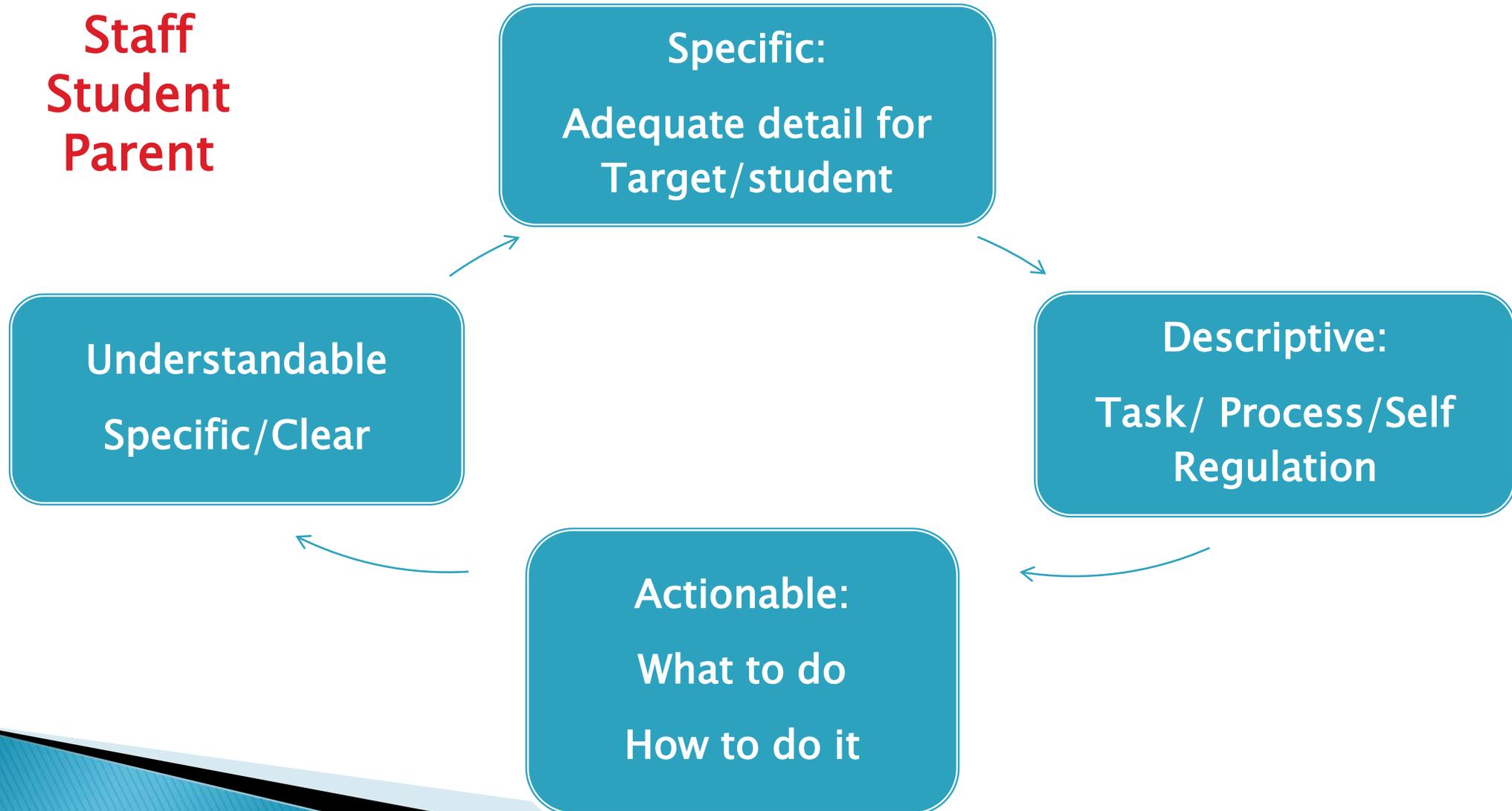
– a staff/student/parent is given frequent and descriptive notes about his present position in relation to that goal

3) How can I close the gap?

– a staff/student/parent is given guidance on how to close the gap between where he is going and how he is going to get there

Effective Feedback is...

Staff
Student
Parent



Why is Feedback so important??

Marks vs. Comments

Findings from research showed that:

- Students given only marks made no gain from the first to the second lesson.
- Students given only comments scored on average 30% higher.
- Giving marks alongside comments cancelled the beneficial effects of the comments.

Research conclusion:

If you are going to grade or mark a piece of work, you are wasting your time writing careful diagnostic comments.



Think & Write

5/5

Name _____ Date March 11, 2011

Think about the discussions we have had on war and any prior knowledge you have of World War I. World War I began in 1914 and ended in 1918. It was often referred to as "The war to end all wars."

Think about this quote and write a response. Some possible questions to consider as you craft your response include: What does the quote mean? What would a war described this way look like? Why do you think many people thought of World War I this way?

I think the quote means that it lasted so long (and was so violent) that there couldn't possibly be another war like it. "The War to end all wars" makes me picture a bloody battle that's foggy around the edges, and sunlight coming in from the east. It means that there might be hope. I think many people were devastated by the loss of soldiers and the amount of flesh and blood lost. People thought the war as a way to solve problems.

great description of the war
Do you have any prior knowledge of WWI?
Can you include more to say?
Use the back of this sheet.
what people?



So what does
Feedback have to do
with Mindset??

Everything!

Communication



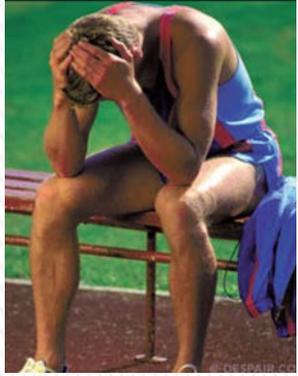
Impacts action

Impact of Feedback...

- ▶ Repeated experiences build efficacy
- ▶ When Feedback is specific and descriptive it promotes:
 - Control vs Blame (internal vs external)
- ▶ When the listener feels they have control it promotes:
 - Effort vs Passivity
- ▶ Positive Efficacy, Control and Effort builds
 - Growth vs Fixed Mindset. . .

For the possibilities ahead





So what Happens when you **FAIL??** Strategies to meet the Inevitable!

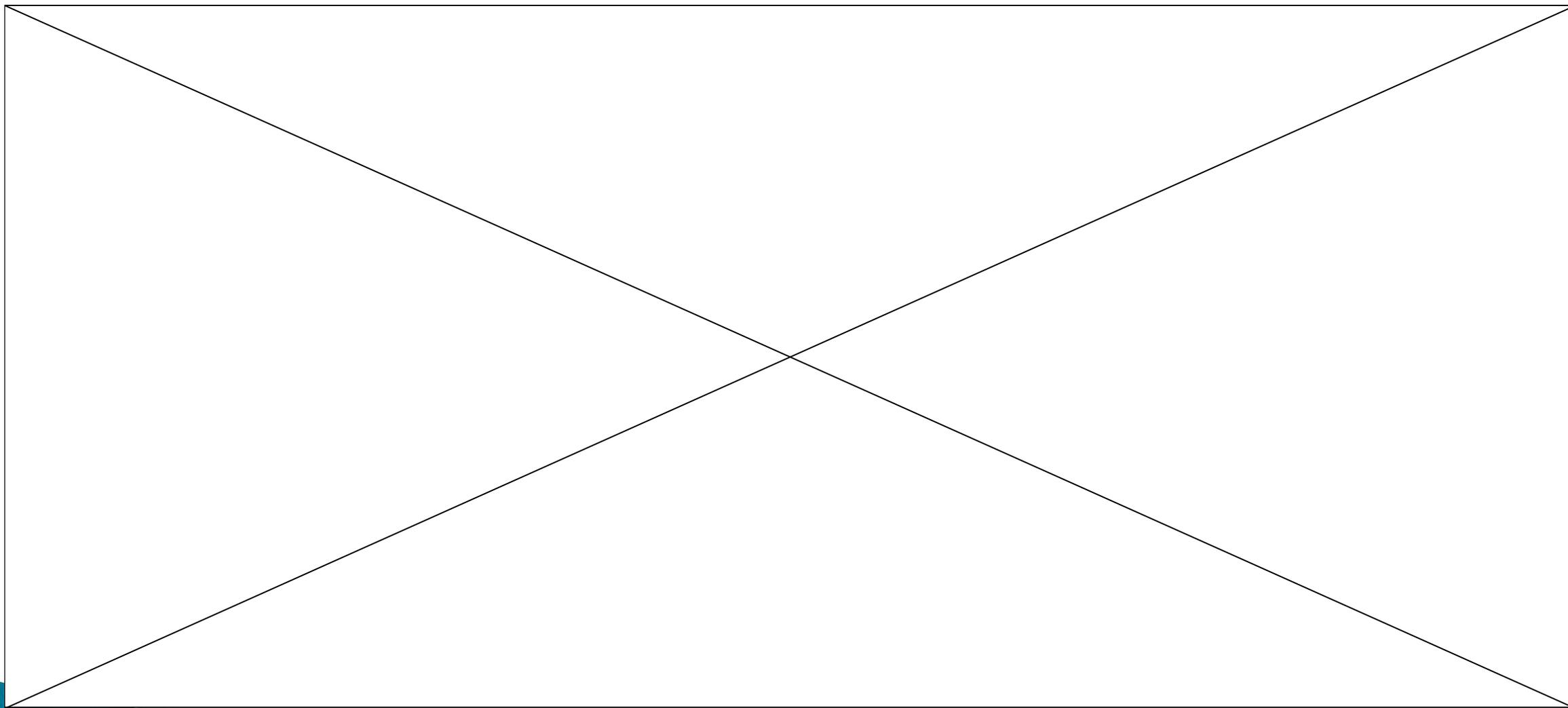
- ▶ Blame
- ▶ Give up
- ▶ Sweeping excuses
- ▶ Limitations
- ▶ Control
- ▶ Persevere --Grit
- ▶ Specific actions
- ▶ Opportunities

FIXED

GROWTH

*Building a **RISK TAKING** culture where **mistakes nurture learning***

Possibilities or Excuses?



Practice your Feedback Skills

- ▶ Each envelope has 6 statements
 - ▶ As a group categorize them using the following criteria
 - Growth minded---Fixed minded
 - Control ---Blame
 - Actions --- Excuses
 - Opportunities --- Limitations
- 

How does this impact our work??

- ▶ Weaving Growth Mindset into our District Initiatives



THIS is not one more thing...This is the fabric of our work!

How do we nurture a growth mindset in our teachers

- ▶ What do your **teachers** say is the **purpose** of their work?

<http://padlet.com/pquiros/teacherwork>

What do your **students** say is the **purpose** of their work?

<http://padlet.com/pquiros/studentwork>

How can this change teacher practice Tales from our own teachers...TIP

of his labors

Hera cursed Heracles to kill his children, which started his 12 labors.

Jairo castillo 2/23

Heracles

Directions: Brainstorm character traits or adjectives to describe Heracles based on the myth you read. Justify your answer with support.

He killed two snakes when he was only an infant. Heracles killed a lion that was so thick that it could protect, and kill anything that touched its skin.

He used two rivers to flood the stables, so he wouldn't have to clean the stables by hand. He used a fire tree branches to make a new head that wouldn't be able to grow in its place.

Heracles was able to kill the lion by squeezing the throat out of it. He kept going with the difficult tasks even when they seemed impossible to be completed.

mightiest

clever

strong

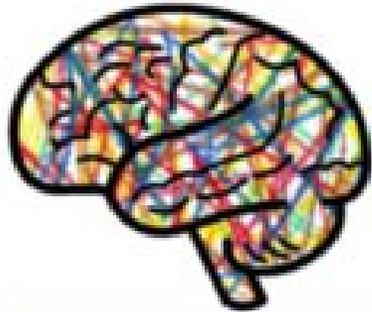
growth mindset



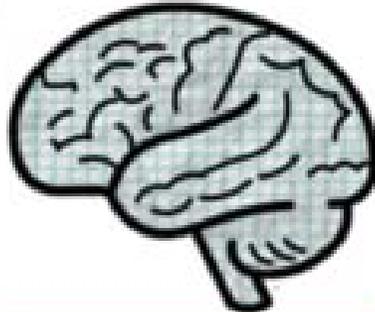
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How did they get there???

Building a better brain!



PRIMARY



MIDDLE GRADES



HIGH SCHOOL



Putting it all together...

▶ Site Administrators

- Resource packet
 - PPT Teacher Training
 - August 21st Professional Development
 - On-Going skill building throughout the year
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