Deepening Growth Mindset into the Culture of Daily Practice
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 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...

- **Specific:** Adequate detail for Target/student
- **Descriptive:** Task/Process/Self Regulation
- **Actionable:** What to do, How to do it
- **Understandable:** Specific/Clear

Staff
Student
Parent
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.
So what does Feedback have to do with Mindset??

Everything!

Communication \rightarrow Impacts action
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

**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

Heracles

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

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 6 years old. Heracles was also strong and mighty.

He used two rivers to flood the stables so he would clean them by hand. He used a tree branch so thick and large that no one could break it to fight the Hydra.

Clever

He was able to kill the Hydra by squeezing its head using his main trait of protection and killing the lion.

Strong

Heracles kept going with the difficult tasks each time it seemed impossible to be completed.
How did they get there???
Putting it all together...

- Site Administrators
  - Resource packet
  - PPT Teacher Training
  - August 21\textsuperscript{st} Professional Development
  - On-Going skill building throughout the year