



Think-Write-Pair-Share

Consider a time when someone you work with did something that made you feel valued or appreciated.



Think-Write-Pair-Share

- *How does writing impact this activity?*
- *Is the writing necessary?*
- *What are some of the pros and cons of using this in the classroom?*



Idea Wave

- *Share out one idea.*
- *The best idea*
- *Share quickly, loudly, & don't stop until we're done.*
- *Don't worry if your idea already shared – Share it again.*



Do You
Agree?

Self-Efficacy

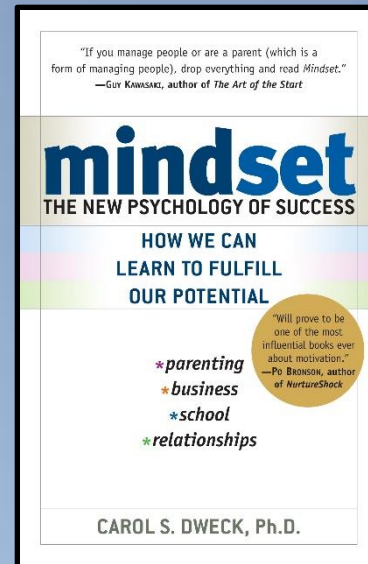
“People’s judgement of their capabilities to organize and execute the course of action required to attain designated types of performances.”


Albert Bandura



Mindset

- *Fixed*
- *Growth*





Self-Efficacy vs. Self-Esteem

- *Specific*
- *Confidence in one's ability to accomplish the task at hand.*

Example:

- I can learn this how to solve this equation.

- *General*
- *Overall self appraisal*

Examples:

- *I am smart.*
- *I am good at math.*



Mindset

*What a person thinks
about intelligence has a
powerful effect on his
achievement.*



What we think about our learning capacities has a strong influence on:

- what we think we can learn to do.
- how we respond to difficulty when we try something new.
- the decisions we make about what we will try to do in the future.



*“We don’t see things
as they are;
we see them as we are.”*

Anais Nin



Your view/mindset will influence:

- *Self-Capacity*
- *Reactions To Feedback*
- *Student Capacity*
- *Relationships*
- *Instructional Practices*





How do you view yourself?

Fixed

Growth



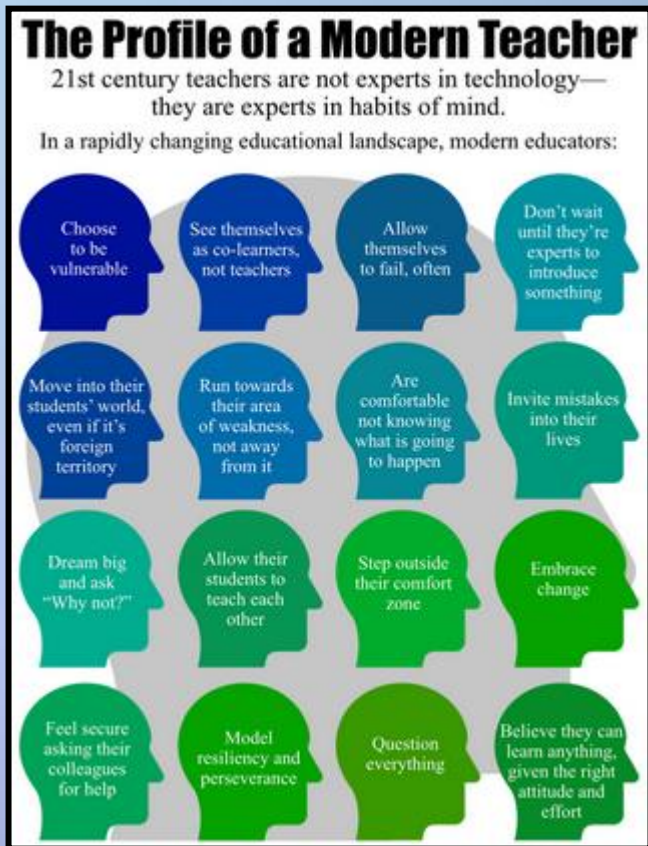
The Power Of Yet...



Sesame Street: Janelle Monae - Power of Yet

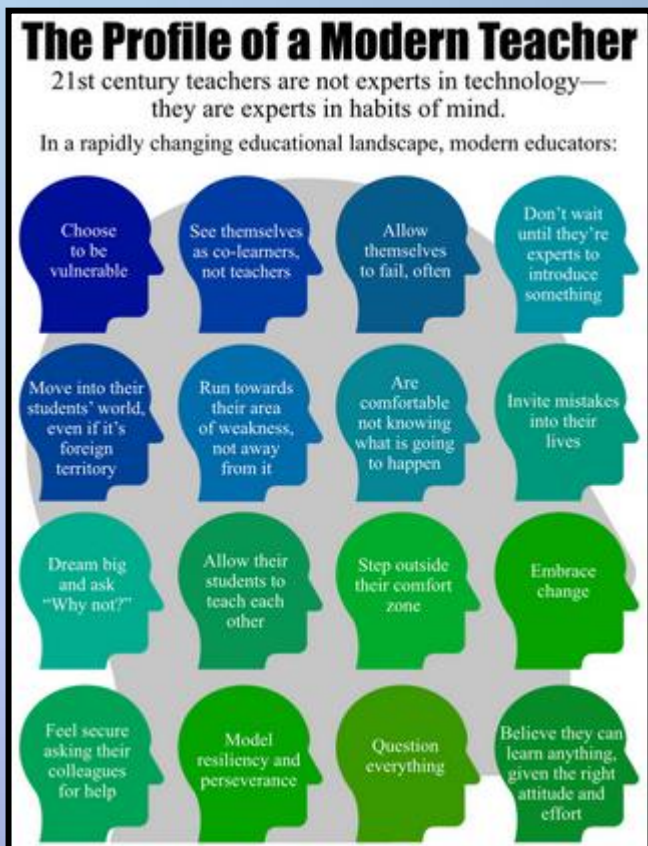
<https://www.youtube.com/watch?v=XLeUvZvuvAs>

How do you view yourself?



I am already...
&
I am not, YET...

3:00 Partners



How does this text relate to the *Sesame Street* Video?




How do you view yourself?



How do you view your
students?



Application



Close Reading

Reading Literature: Key Ideas and Details: CCRA.R.1

Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.



Jigsaw

Steps:

- 1. Read Your Article – Talk To The Text*
- 2. Find Your **C**olor Partners*
- 3. Discuss / Prepare 1 Minute Summary*
- 4. Present Out*



Teaching The Growth Mindset:

- Talk about adopting the growth mindset in class-
 - Tell stories about former students who thought they would never learn the subject but who, with persistence and effort, ended up being successful.



Teaching The Growth Mindset:

- Talk about what it will take to effectively learn the course material:
 - Make your expectations clear
 - How much time should students be putting into learning a particular concept?
 - What activities should students be engaging in outside of class?



Teaching The Growth Mindset:

- Stress that ***fast learning*** or getting done quickly, is not the same as ***deep learning***.
 - Often students who take longer to ***get it*** learn the material thoroughly and will retain it longer.



Teaching The Growth Mindset:

- Break difficult or complex tasks down into their component parts so that students will see for themselves their own skills building up over time.
- Build a portfolio of student work and encourage students to reflect on their own progress.

Walk & Talk

I agree!

I disagree!

I can use...

Steps:

1. Find Partner
2. Read Fixed Ability View
3. Walk & Discuss (3 Minutes)
4. Read Growth Ability View
5. Walk & Discuss (5 Minutes)

| Fixed Ability View | |
|---|--|
| Belief | Resulting Behavior / Emotion |
| Ability is fixed at birth. People are born very smart, sort of smart, or kind of dumb – and this does not change significantly during life. | When confronted with difficulty, the individual experiences shame, which inhibits further effort. When success is experienced, it is attributed to luck or ease of task. |
| Character traits, like ability, are not something that can change significantly during life. | There is a tendency to judge people and/or a failure to notice positive changes occurring. |
| Tests measure intelligence and predict future success or failure. | Scores can have serious repercussions resulting in judgements made about self and others, especially children. |
| Feedback and assessments are seen as judgements rather than opportunities to identify areas needing improvement. | Response often includes defensiveness, which closes communication, thereby making positive use of feedback impossible. |
| In a learning process, especially when confronted with new tasks, one must prove how much one knows. | Performance Orientation: feeling of being judged rather than finding ways to improve. |
| Effort is pointless, if you do not already have the ability the task requires. | Even when effort is initially made, if difficulty or failure is experienced, the effort is not sustained. |

People can have a fixed ability view of themselves in one area, while not in other areas.

Anderson, D. & Garcia, S. (2008) *Help for Student Success*. Washington University



Normalize Error

- Since wrong answers are a normal and healthy part of the learning process, avoid chastening wrong answers.
- Avoid spending a lot of time talking about wrongness and get down to fixing.
- Acknowledge correct or hard work and then move on; don't flatter or fuss.



Normalize Error

- The students will experience an incentive to take on challenges and take risks because being wrong is ok.
- They are acknowledged for hard work and being correct and wrong answers are a normal part of their learning.



Normalize Error



My Favorite

No

Even Geniuses Work Hard

By Carol S. Dweck

Let's give students learning tasks that tell them, "You can be as smart as you want to be."

We can all agree that meaningful schoolwork promotes students' learning of academic content. But why stop there? I believe that meaningful work can also teach students to love challenges, to enjoy effort, to be resilient, and to value their own improvement. In other words, we can design and present learning tasks in a way that helps students develop a growth mindset, which leads to not just short-term achievement but also long-term success.

Why Foster a Growth Mindset?

During the past several decades, my colleagues and I have conducted research identifying two distinct ways in which individuals view intelligence and learning. Individuals with a "fixed" mindset believe that their intelligence is simply an inborn trait—they have a certain amount, and that's that. In contrast, individuals with a growth mindset believe that they can develop their intelligence over time (Blackwell, Trzesniewski, & Dweck, 2007; Dweck, 1998, 2007).

These two mindsets lead to different school behaviors. For one thing, when students view intelligence as fixed, they tend to value looking smart above all else. They may sacrifice important opportunities to learn—even those that are important to their future academic success—of those opportunities require them to risk performing poorly or admitting deficiencies. Students with a growth mindset, on the other hand, view challenging work as an opportunity to learn and grow. I have seen students with a growth mindset meet difficult problems, ones they could not solve on their own, with great relief. Instead of thinking they were failing (as the students with a fixed mindset did), they said things like "I love a challenge," "Mistakes are our friends," and "I was hoping this would be informative!"

Students with a fixed mindset do not like effort. They believe that if you have ability, everything should come naturally. They quit or quit when they have to work hard; they feel dumb. Students with a growth mindset, in contrast, value effort; they realize that even geniuses have to work hard to develop their abilities and make their contributions.

Finally, students with a fixed mindset tend not to handle setbacks well. Because they believe that setbacks call their intelligence into question, they become discouraged or defensive when they don't succeed right away—they may quickly withdraw their effort, blame others, lie about their scores, or consider cheating. Students with a growth mindset

Chunking Text

- Each member of the group will read a specific chunk of the text.
- Read your chunk.
- Share a brief summary with the group.
- As a group:
 - What were the key ideas?
 - Which “chunk” was the most important? Why?



Pick Me!!! Pick Me!!!

What can we take away regarding the
Growth Mindset?

1, 2, 3, 4...

Go





Quotation Symphony

- *Read the “Concentration” poem*
- *Underline/highlight 1 phrase*
- *Share Out (Idea Wave Style)*

Concentration

*Dear class I want you all today
To come with me to find
The great untapped potential
Hidden deep inside your minds.
As grownups we have failed
To push you hard enough to build
Your capacity to concentrate
To reap your fullest yield.
There's a place deep in your consciousness
You've probably never been
Where your brain keeps all the records
Of old thoughts and deeds and friends.
When you find the path to get there
You will be amazed to find
That there's treasure beyond measure
Stored right there in your own minds.
But you'll never find the pathway
If you fail to join the search
And the first step is to concentrate
To give your brilliance birth.*

Ronald F. Ferguson



Quotation Symphony

- *How might you use this in your classroom?*
- *How might technology help us find quotes?*





WIKIPEDIA
The Free Encyclopedia



YAHOO!

Search Web

Do Now



WHAT IS YOUR
WHY?





Chalkboard Splash

Steps:

- 1. Introduce Question / Prompt*
- 2. Quick Draw (3 Minutes)*
- 3. Number Off –*
- 4. Post “Quick Draws”*
- 5. Walk About & Analyze The Responses of Others*
- 6. Record Similarities, Differences, & Surprises.*
- 7. Share Out / Debrief*





WHEN YOU
FEEL LIKE
QUITTING,
THINK OF WHY
YOU **STARTED.**



TED Watch Discover Attend Participate About

We're sorry: video playback has been interrupted. You may need to refresh the page to resume. You can always download this talk or s

Rita Pierson:

Every kid needs a champion

TED Talks Education · 07:48 · Filmed May 2013

43 subtitle languages ?

View interactive transcript

Teachers Matter, YOU Matter!

Claim: Teacher behavior impacts students' efforts and achievement.

| Evidence (Paraphrased and/or Direct Quotes) | Explain How Evidence Supports Claim |
|--|-------------------------------------|
| Source: Every Kid Needs A Champion by Rita Pierson | |
| | |

I can support a claim using 2 pieces of evidence from a source.

Double Entry Journal



1 Sentence Summary

- Watch / Read Text
- Write a summary using only **1** Sentence.
- Great Exit Ticket



Paraphrasing

Paraphrase Party

- Read your quote independently.
- Paraphrase your quote on an index card (unless you're the captain).
- Collect all paraphrased quotes & Redistribute.
- Match the paraphrased quote you received to the original quote.



Buzz Word

**GIVE ONE,
GET ONE**

**CHUNKING
TEXT**

GROWTH MINDSET
Gallery Walk ♦ Discussion Stems

**CHALK
BOARD
SPLASH**

**PRIOR
KNOWLEDGE
CHART**

**PARAPHRASE
PARTY**

**QUOTATION
SYMPHONY**

**IDEA
WAVE**

**CLOCK
PARTNERS**

**CLOSE
READING**

**PICK
ME**

**ONE SENTENCE
SUMMARY**

**DO
NOW**

**WALK &
TALK**

**DOUBLE
ENTRY
JOURNAL**

**NORMALIZE
ERRORS**

**THINK-WRITE-
PAIR-SHARE**

**SAY
SOMETHING**





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