

Good Afternoon!



Are we there YET?: Fostering a Growth Mindset in Teachers and Staff

Ashlyn Rehm, Principal,
Northside Elementary School, Mechanicsburg Area School District

Please Do Now

In 5 lines, describe a situation (that you'd feel comfortable sharing with a complete stranger!) that presented a challenge for you. Did you give up? Try again? Use a different strategy? Get help from someone? Move on to something else?



Try This!

Pattern Block Design challenge



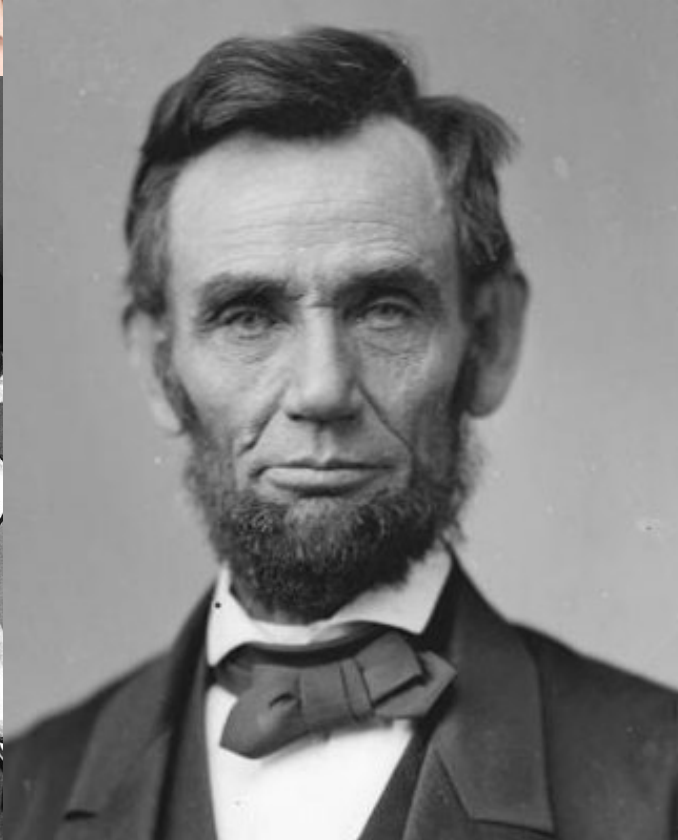
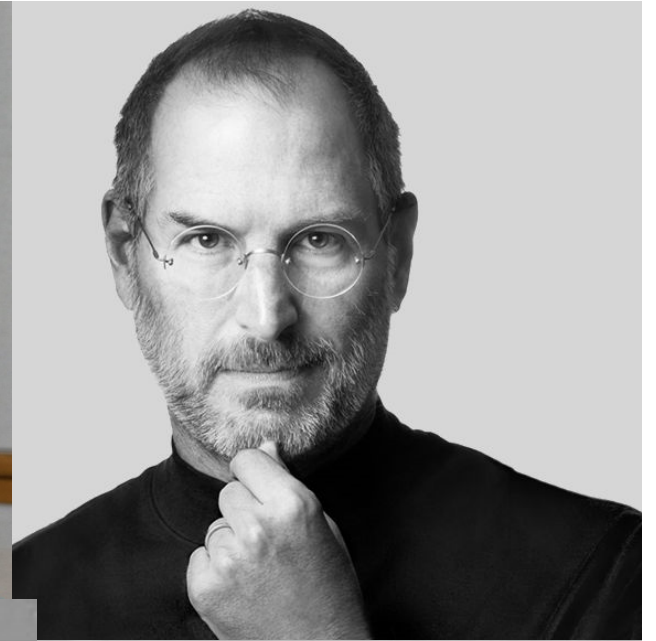
<http://mcruffy.com/HandsOnMath.htm>

Please Do Now

In 5 lines, describe a situation (that you'd feel comfortable sharing with a complete stranger!) that presented a challenge for you. Did you give up? Try again? Use a different strategy? Get help from someone? Move on to something else?



BELOW THE LINE: In 5 lines, describe how your team responded to the pattern block challenge. Did you give up? Try again? Use a different strategy? Get help from someone? Move on to something else?



OUR MISSION STATEMENT

The mission of the Mechanicsburg Area School District is to develop:

- ***Resilient, self-directed learners able to achieve personal goals***
- Critical and creative thinkers capable of transferring knowledge to new situations
- Collaborative team players with effective communication skills
- Productive, responsible citizens in a diverse and ever-changing global society



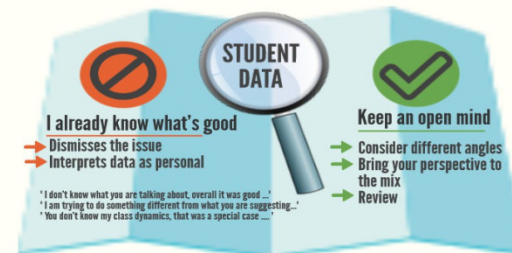
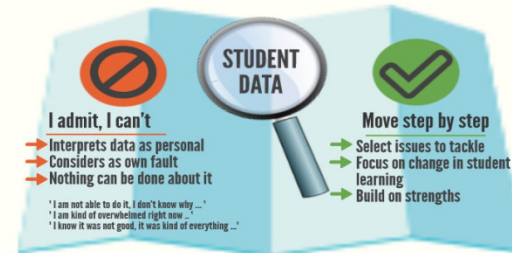
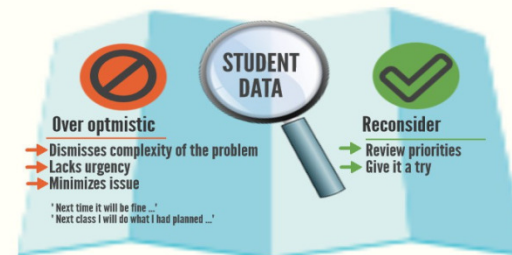
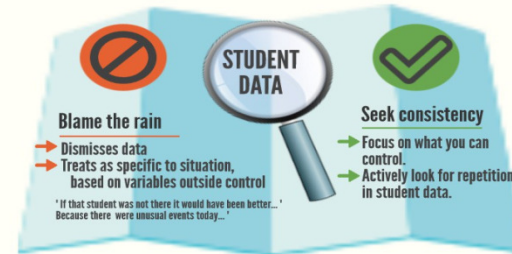
GROW WHAT YOU KNOW

1. FIXED vs. GROWTH independent study- Find a video or visual that deepens your understanding of Growth Mindset.
2. Partners- share item(s) and explain how it helped you grow

X	
	
Growth Mindset The Force	Fixed Mindset The Dark Side
Because you are eager to learn you are happy to have a go and...	Because you are afraid of looking silly and getting things wrong you...
Embrace challenges	Avoid challenges
Keep going even when it's hard	Give up easily when it's hard
See effort as the journey to success	See effort as a waste of your time
Learn from criticism	Ignore useful feedback
Are inspired by the success of others	Feel threatened by other people's success

TEACHING WITH STUDENT DATA

towards a **GROWTH MINDSET**



Based on "The Four Horsemen of Fixed Mindset" - Match Education

<https://goo.gl/4v7K06>

DEVELOPING A GROWTH MINDSET



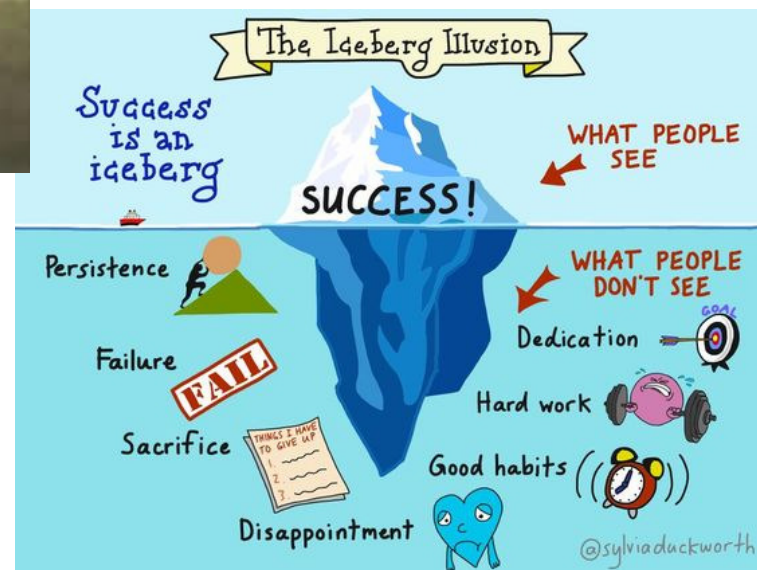
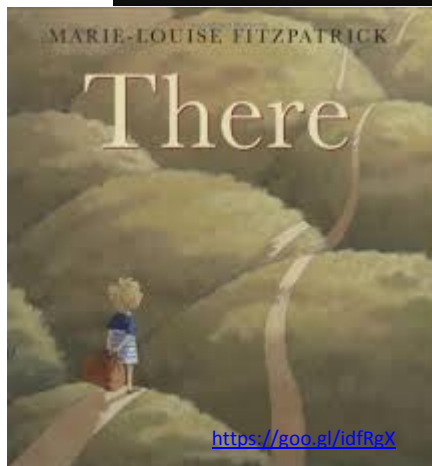
INSTEAD OF.....	TRY THINKING....
I'm not good at this	What am I missing?
I give up	I'll use a different strategy
It's good enough	Is this really my best work?
I can't make this any better	I can always improve
This is too hard	This may take some time
I made a mistake	Mistakes help me to learn
I just can't do this	I am going to train my brain
I'll never be that smart	I will learn how to do this
Plan A didn't work	There's always Plan B
My friend can do it	I will learn from them



I have a GROWTH MINDSET!



<https://www.pinterest.com/explore/growth-mindset/>



<https://www.pinterest.com/pin/296604325437006036/>

Today's Goal

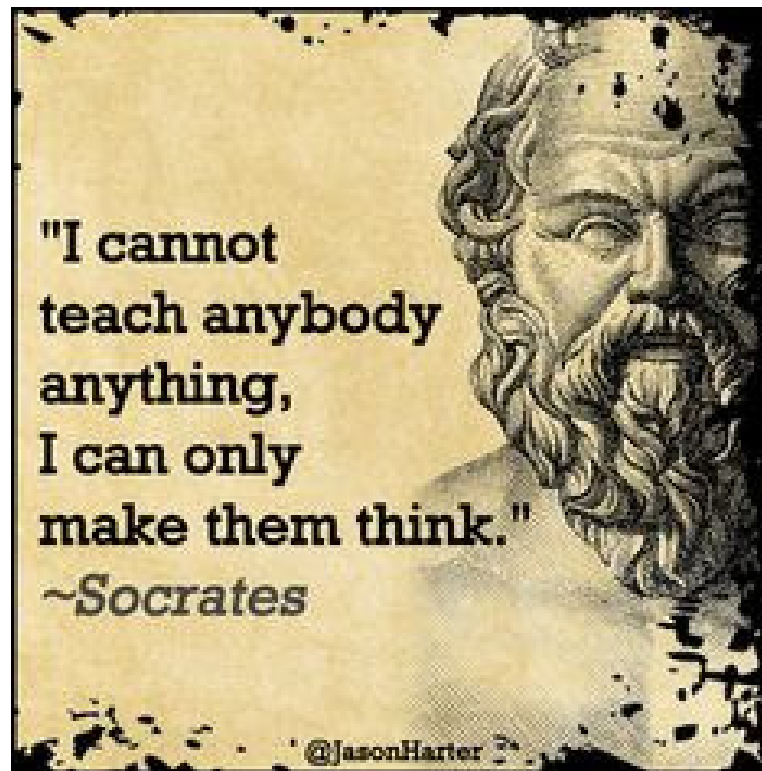
So, we know that a GROWTH MINDSET can positively impact students and teachers.

How can we *foster a culture for learning* in our buildings where teachers value growth (and failing!) as part of learning for their students...and themselves?



socratic

Self-Assessment



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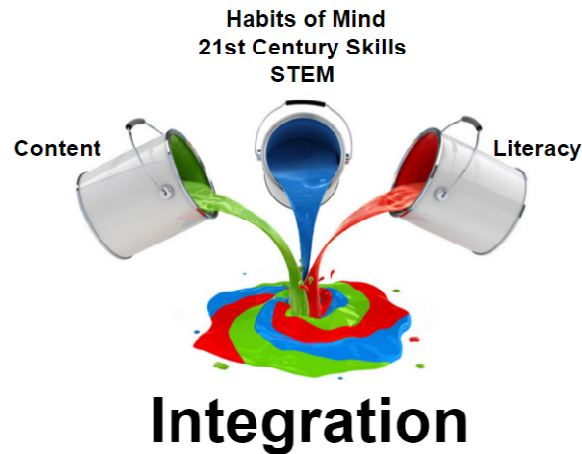
Best Practices for Developing a Growth Mindset in Teachers and Staff

- Awareness of growth vs. fixed mindset
- Modeling
- Opportunities to try new things and make mistakes
- Opportunities for purposeful collaboration
- Formative feedback- put teachers on a “winning streak”
- Self-reflection

What it looks like in Mechanicsburg:

World Class Curriculum and Assessment System

- Instruction must be tightly aligned to assessment, learning goals, and mission.
- Productive failure = growth.
- Understanding must be earned.
- We are not just shaping a curriculum; we are shaping people.



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What it looks like in Mechanicsburg: Integration of Habits of Mind



<http://goo.gl/BOM3iZ>

Best Practices for Developing a Growth Mindset in Teachers and Staff

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- Formative feedback- put teachers on a “winning streak”
- Self-reflection

What it looks like at Northside:

Awareness of growth vs. fixed mindset

- Wildcat Community Meetings
- Reinforcement of common language- the power of YET, stick-with-it-ness, SMART goals
- G.R.O.W. folders, use of Seesaw to capture growth
- Announcements- kudos for students and staff, growth quotes of the week
- Wildcat Kudos in Wildcat Weeklys

We are **GROWING** to be...

Resilient...We have **STICK-WITH-ITNESS**



Self-Directed...We set and work toward **GOALS**



SMART Goals





**Your brain is like a muscle,
the more you work it, the
stronger it gets!!**

At Northside, we're here to:

G: Give our best every day.

R: Read, read and read some more.

O: Omit all excuses.

**W: Willingly take risks in order to
learn more.**

**G.R.O.W. to be a
Wildcat!**





I want to GROW to be a Wildcat!
STUDENTS: (GROW to be a Wildcat)

Give my best every day!
(Give my best every day!)

Read, read and read some more!
(Read, read and read some more!)

I want to try my best in every way!
(Try my best in every way!)

What it looks like at Northside:

Awareness of growth vs. fixed mindset

- Wildcat Community Meetings
- Reinforcement of common language- the power of YET, stick-with-it-ness, SMART goals
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- Announcements- kudos for students and staff, growth quotes of the week
- Wildcat Kudos in Wildcat Weekly

Consider how Growth Mindset can be part of your building culture!

What it looks like at Northside:

Modeling

- Goal setting- personal, social, academic-for everyone!
- Consider your coaching role as the instructional leader- model best practices during PD (think alouds, high-engagement strategies, checks for understanding), co-teach, ask to teach a class!
- Short Skill sessions
- Learning Walks
- PLCs- TIC committee

Educator as a Model Learner



Northside Teachers set

S

Specific

M

Measurable

A

Attainable

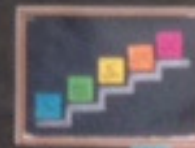
R

Relevant

T

Time-bound

Goals



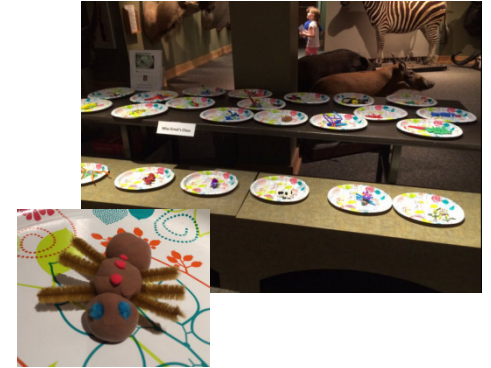
Northside Elementary Learning Walks

Date of Visit	Visiting Teacher	Focus of Visit	Ah-ha's or wonderings	Implications for My Classroom
10/28/15	Montoro	to see pull-out ESL support in action	It seems to be very labor-intensive to try to teach the most basic of English phonics to a youngster who is not an English speaker, especially if the student might have additional difficulties.	Seeing how Foundations is used by the interventionist could possibly give me a better idea of how to help some of my ELLs with their reading in the content areas.
10/28/15	Fedeli	Guided Reading Groups in a First Grade Classroom	It was evident that there was an effective classroom management system in place and that the students knew where to be and what they were doing. Those implications allowed guided reading groups to go on uninterrupted.	Last year I did not use a schedule where I met with every student, everyday. Seeing how Miss Mitchell did things made me feel better about how my groups were going in 1-LG.
10/28/15	Stevens	Math Flex Groups	I saw a great way for students to gain small group instruction. Mr. U meets with two groups of students a day. This allows the students to have a sufficient amount of time in the small group. I also got a great idea of how to make the math more relevant to the students. He includes number stories that are about the students and the things they like to do outside of school.	I will now use this for my math centers. I teach my lesson in small groups, but still have a block where the students are working in their centers and I do not have a scheduled group. I will start pulling a different group of students during this time to do more activities from part 2 and 3 that I am not getting too. I believe this will benefit the students more and allow them to be challenged and become more comfortable with the material they are learning.
10/28/15	Goodling	Daily 5	I observed how to successfully manage daily 5 groups. The students are working on various jobs during this time and I saw how to well manage the other students while still instructing in a small group without losing instructional time with them. I also had the chance to observe how class dojo can be effectively used during this time.	This area is one I would like to continue to have more observations on. Different classrooms run daily 5 different ways. Moving forward, I plan to use the insight I gained for closely monitoring students while effectively teaching a small guided reading group. It is essential to hold my students accountable during this time.

			kids brought the requested materials with them. Before jumping right into math he took a few minutes to allow kids to share stories from their weekends. He followed up with related questions for several students and encouraged them to evaluate their own experiences. Then, he clarified expectations for math stations and dismissed students to their appropriate stations.	back board. This should be helpful to kids to have familiarity in classroom structure. It was also good for me to see that time spent building community with kids sharing with each other on the carpet in the morning. I personally have done less of that this year being a content specialist and I can see the benefits of discussion with a group, making yourself audible and clear to your audience, having your verbal grammar gently corrected, and being pushed into extended thinking. I need to find a balance between managing two classes and keeping this kind of sharing involved in our routines.
11-20	Mitchell	2nd grade Writer's Workshop	I loved being in Mrs. Sheely's classroom during this time. It was neat to see what 2nd graders are capable of writing at this time of the year compared to first graders. Every student knew their routine and it was evident that classroom expectations were clear to each child. They knew what their job was and worked quietly and independently.	I was introduced to "See-Saw" and I LOVED what I saw! From this observation, I learned how to use See-Saw and now my first graders are using it! My students love using the app for ELA and math. It holds them accountable during independent work.
12-14	Mitchell	3rd grade FUNDations	I was excited to see what third graders were learning in FUNDations compared to first grade. The students were completing a fun, interactive activity for multiple meaning words. It seemed as though students understood the concept and were able to apply their learning to this activity.	I loved the 3-minute game used at the end of the lesson. It was clear that students understood how to play the game. I was curious how I could adapt it for 1st grade, but I used it today to practice glued sounds in FUNDations and they LOVED it! I will find other ways to use it in other subject areas.
12-14-15	Reisinger	4th Grade ELA/flex groups	I loved having the opportunity to watch Noreen run a feedback circle! She met with a small group of students to provide feedback on their most recent ACE response. She pulled students back to the table in mixed-ability groups. She explained that this was beneficial because her lower students would be able to see what quality work looks/sounds like. On the reverse end, her higher students were able to see/hear what a lower quality writing was like. Noreen went through each ACE	This learning walk was <u>extremely</u> beneficial to me because of my new role. I sometimes question if I'm holding my intervention students to the same expectations that their teacher is holding them to. It was also a chance to watch Noreen provide feedback to students without spoonfeeding the answers to them. I am still learning and growing when it comes to working with the older students, but collaborating with Noreen (and Matt!) has

What it looks like at Northside:

**Opportunities to try new things and make mistakes/
Opportunities for purposeful collaboration**



- Unit Launches and Assessments- authentic experiences and tasks
- Grade Level meetings- Unit audits, rubric discussions, share student assessment samples
- Feedback Circles
- Short Skills Sessions



Mr. C's Journey...

<https://goo.gl/ZczpJO>



What it looks like at Northside:

Formative feedback- put teachers on a “winning streak”

- Feedback should be...goal-referenced, tangible/transparent, actionable, user-friendly, timely, on-going,
- Rick Stiggins, “Assessment through the Student’s Eyes”
(Ed Leadership, May 2007 Vol. 64 No. 8)- winning vs. losing streak
- Videotaping and reflecting on practices-
<https://www.youtube.com/watch?v=AGuLUHtu708>
- 5x5 feedback- praise efforts to try new things, productive failure
- Walkthrough Feedback- communications can be two-way

Northside Walkthrough
Feedback :
HOT Questioning

May 2015



How evidence was collected

Teacher Question	Context? (Where in the lesson?)	To whom? (Individual? Volunteers? Small group? Pairs?)	Scaffolds? (Support to “bring all to the table”?)
Student-posed Questions			



A sample of collected evidence:

Teacher Question	Context? (Where in the lesson?)	To whom? (Individual? Volunteers? Small group? Pairs?)	Scaffolds? (Support to “bring all to the table”?)
<ul style="list-style-type: none"> Which three facts do you feel would be most convincing to Mrs. Paulus? 	Writing conference	Individual	Re-phrasing of question- Which of your reasons do you think will make her choose the lizard?
<ul style="list-style-type: none"> Think about a time when you used this. (clay) What did you make? 	Read aloud	Whole group	If you haven’t, what would you <i>want</i> to make?
<ul style="list-style-type: none"> Based on our context clues so far , when might this story take place? 	Read aloud	Turn and talk	T. pre-empted question with volunteers sharing their background knowledge about TVs
<ul style="list-style-type: none"> What might happen if an apex predator is removed from a food web? 	Written response (ACE)	Individual	T provided bank of key vocab words
<ul style="list-style-type: none"> Who do you think is talking here? How do you know? 	Read aloud	Volunteers	Phone a friend
<ul style="list-style-type: none"> What time is it? Could we read that another way? How did you figure that out? 	Check for understanding- mini-lesson	Small group	Encouraged use of manipulative clock to explain their thinking
Student-posed Questions “Do you think snakes lived when the dinosaurs lived?”			

Considerations

- As we work on lesson plans, consider how to PLAN places to pause and pose your crafted questions.
- Processing HOT questions...
 - How much wait time is needed?
 - Might writing to learn help students show their understanding?
 - Low-risk Type 1 and 2s to build stamina?

Considerations

- Turn and talk vs. collaborative pairs

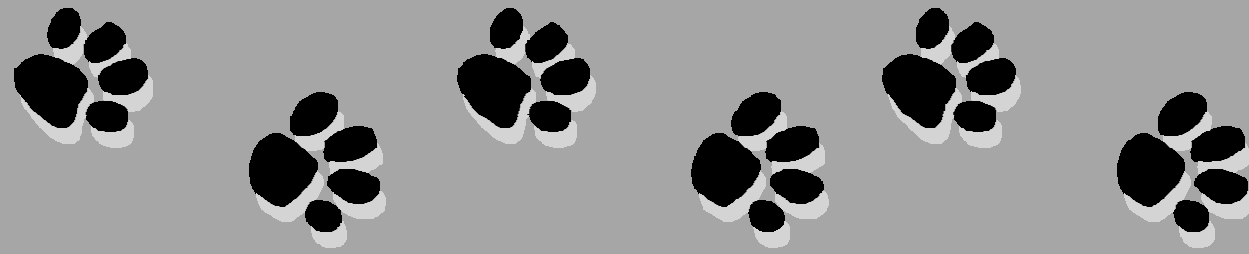
Do they serve different purposes?

Which requires greater planning?

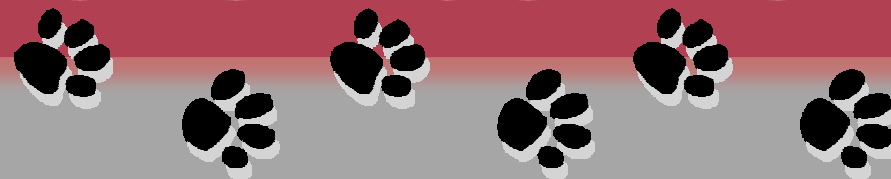
How can we amplify accountability for their conversations?

Investment from both partners- Listener response stems, for example?

Partner-shared writing/ evidence from print sources?

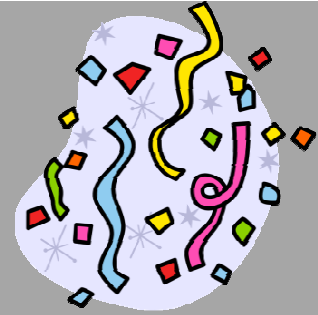


Northside
Walkthrough
Feedback
November 2015





CELEBRATIONS



- Shift focus from teaching —————> learning is prevalent!
- Culture for learning is SO evident—students owning their learning, can explain it/assess it
- Increase in HOT thinking- Students generating HOT questions, T/T questions like, “What advice would you give...”, error analysis of own work
- Varied instructional strategies clearly linked to evidence...learning goals...logical flow
- Teachers taking professional risks!!

Considerations...for MASD

PLAN for powerful FEEDBACK:

- Specific, timely
- How do you choose what/how/where to give feedback?
- How can effective feedback be received from teacher, peer and/or self?
- What “training/modeling” is needed for peer and self feedback?
- What are our expectations of students to DO something with the feedback provided?

FEEDBACK vs. EVIDENCE vs. ASSIGNMENT

Considerations (from May 2015)

- As we work on lesson plans, consider how to PLAN places to pause and pose your crafted questions.
- Processing HOT questions...
 - How much wait time is needed?
 - Might writing to learn help students show their understanding?
 - Low-risk Type 1 and 2s to build stamina?

Considerations (from May 2015)

- Turn and talk vs. collaborative pairs

Do they serve different purposes?

Which requires greater planning?

How can we amplify accountability for their conversations?

Investment from both partners- Listener response stems, for example?

Partner-shared writing/ evidence from print sources?

Spring Walkthrough Focus Groups

**ELA
Implementation**

**Digital
Learning**

**Evidence-Based
Lesson Level
Planning**

Group One **Miss Mitchell's room**

Dr. Mark Leidy
Katie Reisinger
Courtney Mitchell
Chelsea Stevens
Matt Brown
Ashlyn Rehm

Group Two **Mrs. Groff's room**

Mrs. Julie Huff
Liz Yingling
Lindsey Groff
Megan Fedeli
Joe Underkoffler
Julie Patton

Group Three **Mrs. Sheely's room**

Mr. Andy Bitz
Devin Leffler
Kathie Sheely
Makenzie Goodling
Clinton Montoro
Jeff Mitchell

Group Four **Ms. Howell's room**

Mr. Jeremy Freeland
Kelly Cudnohufsky
Julia Howells
Nancy Bingaman
Chris Cowan
Noreen Kirbos

What it looks like at Northside:

Self-reflection

- SMART Goals Bulletin board- setting goals AND monitoring progress
- BOY MOY EOY reflections
- SLO work- Growth metric
- Looking at Student Data with a Growth Mindset

Northside Teachers set

S

Specific

M

Measurable

A

Attainable

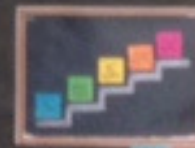
R

Relevant

T

Time-bound

Goals



Name _____

REFLECTION ON GOALS 15-16

What's in my head?	BOY	MOY	EOY
ELA Implementation	I want to expand my understanding and proficiency with Collins Writing strategies.	I am really happy with how the ELA implementation is going for this year. I feel like limiting myself to 3 FCAs and using the Collins' strategies as I understand them has expanded my ability to give feedback and help my students grow in writing skills. I enjoy the limited focus of content specialist, but miss the flexibility to go with the flow when a good teaching moment comes up in the interest of keeping 2 classes on track. This is something I will work on balancing as I move forward.	
Evidence Focused Lesson Level Planning	I want to incorporate more higher level thinking into my lesson assessments, and want to be adjusting my teaching based on the results.	I feel like I am doing ok, but still want to focus on this. I do feel like my ability to focus on ELA has really helped my feedback I am providing to be specific. I am also able to choose FCAs based on where the kids are performing to customize them.	

Name _____

REFLECTION ON

What's in my head?	BOY	MOY	EOY
ELA Implementation	I cannot wait to begin the new ELA curriculum! The students are going to be exposed to many new learning opportunities and technological experiences.	I'm feeling good about the ELA curriculum. My fears right now are about the performance task and differentiation. I do not feel as though we are giving every kid a seat at the table. I'm interested in learning more about the differentiation component.	
Evidence Focused Lesson Level Planning	I understand the importance of planned HOT questions. I know that my first graders are capable of answering these, and it's my responsibility to ask them in appropriate ways. I want to find creative ways for them to answer the HOT questions and use them for formative assessments.	I am still working on implementing HOT questions into my plans. It is difficult for some of my students to explain their thinking. For students that are capable of explaining their thinking, I'm going to begin asking those students to write their reasoning, especially in math.	

Northside Reflections: Ideas about 2015-2016

- “It was much easier to plan when we knew where we were going and what students needed to get there!”
- “My students wrote many more pieces this year than in the past by varying the types of writing.”
- “There were moments when I felt like I didn’t have hard evidence, but I know we will continue to look at this.”
- “The use of Seesaw was a great tool for keeping students engaged and communicating learning to parents.”

Northside Reflections:

Ideas about 2015-2016

- “Students had more opportunities for speaking-with focus on poise, eye contact, and voice.”
- “We still need to revisit rubrics to make sure they are measuring what’s important AND developmentally appropriate to grow our learners.”
- “I loved seeing students reflect of their work...and how they grew from each task.”
- “I formatively assessed a lot...Giving students immediate feedback on how they did and building confidence by creating winning streaks.”

Northside Reflections: “DAM” Good Ideas about 2015-2016

WHAT WORKS AT NORTHSIDE?

Fluency
 Fluency Friday (Gr. 2)
 Fidelity of Daily 5*
 Fluency passages Hot/Cold reads
 LBD Focus on Fluency
 Poetry, reader theatre, choral reading
 Projected read alouds

Comprehension
 Planned HOT Questions
 POQIA* - written and oral responses
 Q Matrix - Support for student generated Q's
 *ACE questions - higher level thinking

PA
 Fund. double dose
 Diff. Word Work based on DSA
 as part of Daily 5
 Rewards - Grade 4

Other~
 Book clubs
 PLN/Collins
 ↑ Writing to Inform
 *Feedback Circles

Vocabulary
 Previewing* - Foundations

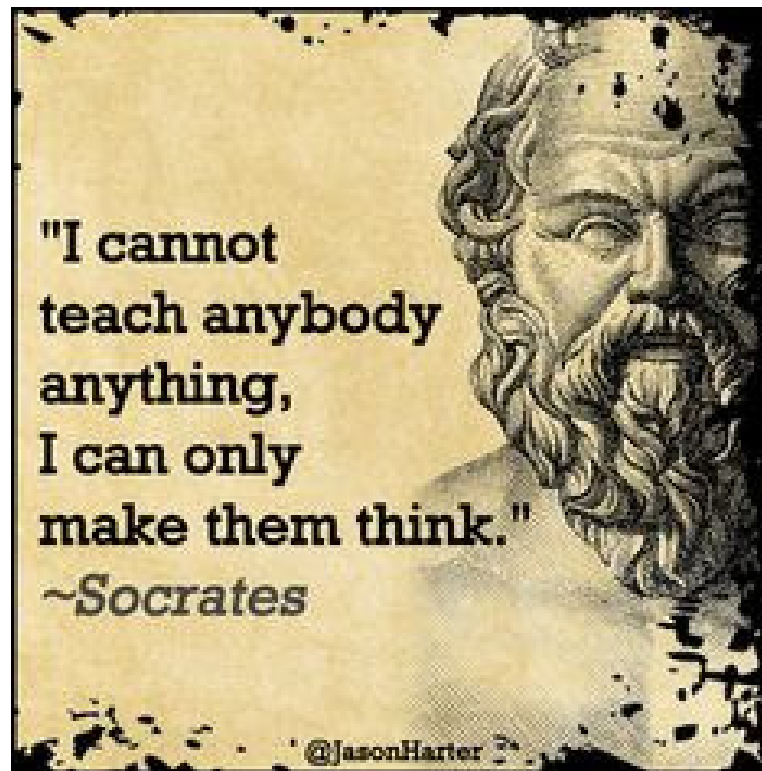
Considerations ^{*explicitly (intentionally) articulating the path to the learning goals (E,D,A)}

- Study Island lesson tailor-made to deficit areas
- Open Ended Responses - A.C.E.*
- Vocabulary - focus on academic vocab
- Exposure to lots of non-fict. of varied format
- *Interactive read aloud - NONFICTION
- Rubrics - Kid-friendly, PT ☺, FCAS**
 ↳ Use for reflection*!!!
- Use of preassessments/post to track growth



socratic

Self-Assessment



A Final Thought...

Encouraging teachers to practice a growth mindset and appreciate their growth...it all begins with **RELATIONSHIPS!**

