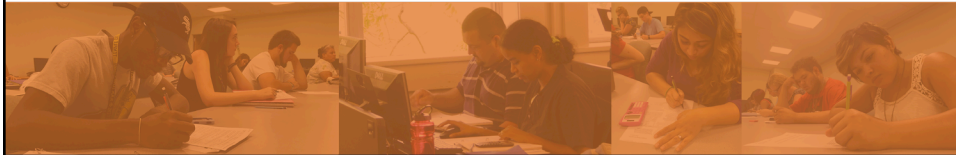


 The University of Texas at Austin
Charles A. Dana Center

Growth Mindset Meetup

Lisa Brown, Course Program Specialist

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 The University of Texas at Austin
Charles A. Dana Center

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About the Dana Center

— Equity — Access — Excellence —

2018

Dana Center by the Numbers



We engaged with
118 districts in 23 states
to provide middle and high school
math courses of the **highest quality**,
as recognized by rigorous national and
state reviews, including EdReports.org,
Louisiana Department of Education,
and Texas Education
Agency panels.

Key concepts from psychology and the learning sciences




- **Learning Mindsets**
(self belief)
- **Effective effort**
- **Culture of learning**
(belonging to a community of learners)





Our approach




Classroom culture and climate



AYD family of programs

			
Summer-Start	School-Year	Intensified Algebra	Educator
<p>3-week summer experience</p> <p>Prepares students for success in Algebra I</p>	<p>Advisory or support period during the school year</p> <p>Learn and apply strategies in academic classes</p>	<p>Extended-time Algebra intervention for CCSS or TEKS</p> <p>Students 1 to 3 years behind in mathematics</p> <p>Succeed in Algebra I in one year</p>	<p>15-hour blended PD experience on powerful research and practices</p> <p>Equips educators to enhance student achievement</p>

Student programs include 2.5 days in-person Professional Development (PD) for teachers and job-embedded PD for every day of program enactment.


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Carol Dweck and mindsets about intelligence

Distinguished professor of psychology at Stanford University

More than 25 years of research into the critical role of mindsets in business, sports, and education—and for self-regulation and persistence




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Growth Mindset

A growth mindset is the belief that you can consistently develop your talents and abilities.

In other words...Anyone can get better at anything with consistent and effective effort.

Consequences related to fixed and malleable view of intelligence (Dweck, 1999)

Most students who view intelligence as being fixed:

- Avoid challenges and seek easy successes—pass up valuable learning opportunities
- Desire to look smart at all costs
- Worry about failure and question their ability

Most students who view intelligence as being malleable:

- Pursue and enjoy challenges
- Care less about “looking smart”
- Engage in self-monitoring and self-instruction

Feedback and praise

Less of this...

- Great job on that quiz!
- You're so smart.
- You're really good at this.

More of this...

- I like the effort you put in. What strategies have you tried? What will you try next?
- Confusion is a good sign that you are learning something new.
- I'm glad you chose to work on one of the harder problems—you're going to learn a lot.
- You're improving in...
- What can you learn from these mistakes?
- Wow, you finished so quickly! Next time, I'll find something more challenging for you.

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Two cautions related to growth mindset

- **It's not "You can do anything!"**
- **It's not *just* about effort.**

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Dweck's latest recommendations

For teachers and leaders

- Understand that we're all a mixture of growth and fixed mindsets
- Explore and watch for your own fixed mindset
- Focus on the learning process. Effort that leads to learning and improvement is the ultimate goal.
- Teach students basic information about how the brain changes during learning.
- Don't use mindsets to label students (or yourself)
- Treat mistakes and failures as beneficial for learning

Format for discussion and networking

- **For each round of discussion**
 - Mix it up – try to have a completely different group in each round so that you can meet as many colleagues as possible.
 - As you respond to the prompt, give your name and your affiliation; then, briefly respond to the prompt (1 minute per person).
 - Take notes and names as you go along.
 - Have fun!

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Round 1 Discussion

For teachers and leaders

- Understand that we're all a mixture of growth and fixed mindsets
- Explore and watch for your own fixed mindset
- Focus on the learning process. Effort that leads to learning and improvement is the ultimate goal.
- Teach students basic information about how the brain changes during learning.
- Don't use mindsets to label students (or yourself)
- Treat mistakes and failures as beneficial for learning

Which of these recommendations is resonating most with you and why?

Format for discussion and networking

- **For each round of discussion**
 - Mix it up – try to have a completely different group in each round so that you can meet as many folks as possible.
 - As you respond to the prompt, give your name and your affiliation; then, briefly respond to the prompt (1 minute per person).
 - Take notes and names as you go along.
 - Have fun!

Round 2 Discussion

What are the promises—related to growth mindset—that you have observed for either students or educators?

Format for discussion and networking

- **For each round of discussion**
 - Mix it up – try to have a completely different group in each round so that you can meet as many folks as possible.
 - As you respond to the prompt, give your name and your affiliation; then, briefly respond to the prompt (1 minute per person).
 - Take notes and names as you go along.
 - Have fun!

Round 3 Discussion

Consider this scenario:

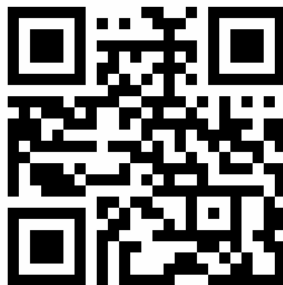
You're in the staff lounge and a colleague says to you...

"My kids can't do these open-ended tasks. I have to show them everything step-by-step."

How might you respond to this colleague's fixed mindset about themselves or the students?

Next steps

- **Record 2-3 next steps you will take this summer related to today's discussion**
- **Padlet www.padlet.com/lisabrown/camtgm**



Contact Information

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