

Growth Mindset Meetup

Lisa Brown, Course Program Specialist Susan May, Course Program Specialist July 16, 2018



Engage With the Dana Center



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Conference Hashtag: #gotmath



About the Dana Center

- Equity — Access — Excellence –



Dana Center by the Numbers

We supported 60,500 K-12 students attending school on U.S. military bases through our work with the **U.S.** Department of **Defense Education Activity.**

The University of Texas at Austin Charles A. Dana Center

Dana Center by the Numbers

By the close of 2017, the Dana Center had contributed to the implementation of math pathways in higher education systems, institutions, and campuses in 29 states.





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Dana Center by the Numbers

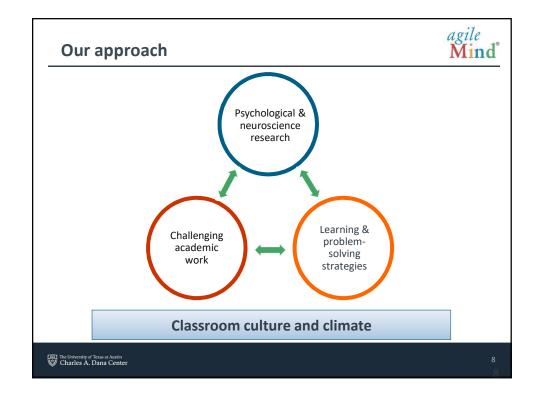


We engaged with 118 districts in 23 states

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.

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Key concepts from psychology and the learning sciences • Learning Mindsets (self belief) • Effective effort • Culture of learning (belonging to a community of learners)



AYD family of programs





Summer-Start

3-week summer experience

Prepares students for success in Algebra I



School-Year

Advisory or support period during the school year

Learn and apply strategies in academic classes



Intensified Algebra

Extended-time Algebra intervention for CCSS or TEKS

Students 1 to 3 years behind in mathematics

Succeed in Algebra I in one year



Educator

15-hour blended PD experience on powerful research and practices

Equips educators to enhance student achievement

Student programs include 2.5 days in-person Professional Development (PD) for teachers

The University of Texas at Austin Charles A. Dana Center c

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





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.



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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...

More of this...

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

smart.

- 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
 - 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.



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
- o 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)
- o Treat mistakes and failures as beneficial for learning



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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.
 - o Have fun!



Round 1 Discussion

For teachers and leaders

- Understand that we're all a mixture of growth and fixed mindsets
- o 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)
- o Treat mistakes and failures as beneficial for learning

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



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Round 2 Discussion

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



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 - o Take notes and names as you go along.
 - o 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 themself or the students?



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Next steps

- Record 2-3 next steps you will take this summer related to today's discussion
- Padlet www.padlet.com/lisabrown/camt18gm





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