

Making Our Dream A Reality

Facilities Leadership Seminar
November 9, 2012

Our Outcomes For This Session

- Review the importance of matching the magnitude of leadership to the magnitude of the change.
- Consider sharing leadership responsibilities.
- Explore implications of the concept of Growth Mindset for the classroom.

KWL **(Know, Want to know, Learned)**

- Number off by 8. Then go to the assigned chart.
- Fill out KWL for the chart in front of it:
 - K:** What you know about the topic
 - W:** What you want to know about the topic
 - L:** What you've learned about the topic.
- Rotate one chart to the right.
- Repeat until you have done four charts.
- Charts 1 and 5 report out, followed by 2 and 6, then 3 and 7 and end with 4 and 8.

3

Returning To The Heart Of Our Work...

Our Goal:

“To increase the achievement of students in facility schools by increasing the rigor and effectiveness of instruction while delivering a comprehensive curriculum. “

4

Implementing The Facilities Comprehensive Curriculum Is A **BIG** Change!

From Deficit Model

“What skills doesn’t the student
know? We’ll teach them!”

To

Comprehensive Grade Level Expectations

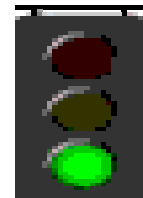
“What concepts does this student who is
at a given grade level, need to be
learning now?”

5

No Question...

This is a **BIG** change!

In fact, we could say, “It is
a Second-order change



6

Why Does Knowing It Is A Second-order Change Matter?

“...The leadership supporting an innovation must be consistent with the order of magnitude of the change required by an innovation. If leadership techniques do not match the order of the change required by an innovation, the innovation will probably fail regardless of its merits.”

Marzano, Waters, McNulty

7

Our Leadership Challenge is:

“ ...to match the magnitude of our leadership with the magnitude of the change.”

“School Leadership that Works”

Marzano, *Waters, McNulty*

8

Seven Critical Leadership Responsibilities for Second-order Change

9

First: Knowledge of Curriculum, Instruction & Assessment.

First-order Change

Second-order Change

- Understanding best practices of Curriculum, Instruction and Assessment.
- Understanding how the State Facilities Curriculum will affect current Curriculum & Instruction practices.

10

Second: Optimizer

First-order Change

- The responsibility of the Optimizer is to be a generally positive influence in the school.

Second-order Change

- The role is more focused and intense.
- Willing to be the driving force behind the change initiative.
- Taking a stand for the initiative's success.

11

Third : Intellectual Stimulation

First-order Change

- Fostering a knowledge of research and theory on best practices through reading and discussion.

Second-order Change

- A laser focus on understanding the curriculum content and format.
- Doing lesson planning utilizing the Facilities Comprehensive Curriculum.

12

Fourth: Change Agent

First-order Change

- Responsibility is centered on challenging unexamined school practices that have been in place for a long time.
- Examination of practices should result in new ideas for the future.

Second-order Change

- Responsibility emphasis shifts to inspiring staff to operate at the edge of their competence.
- This is necessary because the entire school staff will be required to perform at their best.

13

Fifth: Monitoring and Evaluating

First-order Change

- Involves keeping track of students at a general level.
- If achievement trends indicate that students are not learning, changes are made to the curriculum and instruction.

Second-order Change

- Involves a careful monitoring of the effects of the new curriculum.
- This would include monitoring the effects on planning, changes on classroom practices, as well as any changes in time requirements.

14

Sixth: Flexibility

First-order Change

- Focuses on being encouraging and allowing experimentation.

Second-order Change

- Vital to adapt leadership style to the demands of the current situation.
 - Sometimes: provide inspiration
 - Other times: provide information
 - Other times: hold back and let staff dynamics play out

15

Seventh: Ideas/Beliefs

First-order Change

- Identifying shared ideals and beliefs regarding the purpose and kind of education facilities provide.

Second-order Change

- Focus on ensuring that implementation of the curriculum is consistent with their shared ideals and beliefs.
- Identify any ideals or beliefs that may shift as a result of the curriculum implementation.
- Facilitate discussions to ensure consistency is maintained.

16

**How in the world am I
going to do all of
that?!!**



17

Consider Forming A Leadership Team or Partner...

- **It will take more than one person to ensure the magnitude of your leadership matches the magnitude of the change involved in implementing this curriculum.**
 - More people available to answer questions and provide support!
- **Increases the legitimacy of this new curriculum (what we teach when).**
- **Increases continuity of effort.**

18

Talk At Your Table

- **Who** would be good to share leadership responsibilities with you in your facility?
 - A team?
 - A partner?
 - Someone in the school program?
 - Someone else?
- **Which** of the seven responsibilities would be good for them to take lead on?
- **Challenges** that would need to be considered in expanding leadership?
- **How** could CDE help?

19

Homework

- Identify possible leadership team members or a partner at each facility(s).
- Begin exploratory discussions with these individuals.
- Come prepared to share your experience, thoughts and concerns.

20

Second-order Change For Curriculum And Instruction

- **First order: Best practices in Curriculum and Instruction**
- **Second order: Understanding how increasing student achievement will impact practices in curriculum and instruction.**

21

Are Our Current Instructional Strategies Effective?

- **“Visible Learning” by John Hattie
University of Auckland**
- **There were continuous references to the work of “Carol Dweck” on *Mindsets*.**
- **Why was this? Who was she?
What was this work?**

22

Video Clip

- “Fostering Growth Mindsets”

23

A Child’s View Affects The Way He/She Lives Their Life!

- **Fixed Mindset:**
 - I have a certain amount of intelligence,
 - I have a certain personality,
 - I have a certain moral character...
- **Growth Mindset:**
 - Basic qualities can be cultivated through effort.
 - A person’s true potential is unknown and unknowable.
 - It is impossible to foresee what passion, toil and training can accomplish.

24

Applying Your Learning: aka “Homework”

- **Asked you to come with:**
 - One Fixed mindset statement you heard a teacher make.
 - One Growth mindset statement you heard a teacher make.
 - One Fixed Mindset statement you heard a student make.
 - One Growth Mindset statement you heard a student make.
- **At your table share the statements you heard category by category.**
- **What patterns did you hear in each category?**
- **What are the implications?**

25

Bottom Line

- **A belief that qualities are carved in stone leads to a set of thoughts and actions,**
- **A belief that your qualities can be cultivated leads to a set of different thoughts and actions, leading down a different road.**
- **Beliefs about risk and effort grow out of a more basic belief: Fixed or Growth.**

26

Mindsets And Schools: Implications?

- 42.5% of students have Fixed mindsets, 42.5% have Growth mindsets and 15% are in the middle.
- Differences in achievement only show up when the student is challenged or having difficulty.
- It is possible to move students from Fixed to Growth Mindset.
- The payoff? Research shows improvement in student performance by between two and three grade levels.

27

1. Teach About Mindsets

- Teach the idea directly and refer to it at appropriate times.
 - Go to www.brainology.us
 - Have students write about and share something they used to be poor at and are now very good at.
- Analogies for learning
 - Gym workout (the brain is a muscle)
 - Learning a musical instrument
 - Learning a computer game, getting stuck at a level and then finding the way up a level by persistent trial and error (EFFORT!).
- Peer tutoring
 - Have second year students teach the growth ethos to first year students.
- One to ones

28

2. Praise Looks Different

- Write down 3 things you often say in praising students.
- Now write down 3 things you often say in praising your teachers and staff.
- Video Clip: “How to Praise”

29

The Big Switch

- Praising intelligence (“You’re so smart!”) forms a fixed mindset.
- Praising effort or their “process” fosters motivation by telling students what they have done and what they need to do to become successful.



30

Words Matter!

- **Work with a partner.**
 - Look at both of your lists of praises.
 - Talk together and place an “F” next to the phrases that encourage a Fixed mindset.
 - Place a “G” next to the phrases that encourage a Growth mindset.
 - Now, look at the handout “Words Matter”.
 - For every “F” praise statement you identified, use the handout to help you identify an effort or process statement you could substitute.
 - Use the handout for ideas.

31

3. Create A Culture Of Growth

- Establish a growth ethic by stressing:
 - Intelligence and ability can be cultivated
 - Effort is required for learning
 - Effort grows connections in your brain which makes you smarter
 - The brain is like a muscle which strengthens with exercise and you need to ‘work out’ to get bright. (Teachers have added 30 points to IQ scores!)
 - Don’t attribute difficulty to fixed intelligence.
 - Avoid defensive withdrawal of effort

32

Emphasize Challenge, not “Success”

- Focus on Effort, not Achievement.
 - Portray challenges as fun and exciting while portraying easy tasks as boring and less useful for the brain.
 - When students struggle, use that as an opportunity to teach trying different strategies.
 - “O.K. Let’s solve this mystery!” Ask the student to show strategies tried. “Interesting, let’s think about why this didn’t work”.
- Video clip: “Effort, Not Achievement”

33

Culture Strategies

Have students write a letter to a struggling student

- explain the growth mindset
- encourage the struggler not to label himself
- give advice on strategies he/she might try.
- Pair up “Growth” and “Fixed” students.
- Make student progress explicit (ie pre/post test)
- Self assessment or Spoof assessments
- Grading:
 - Consider an “Effort” grade (see handout)
 - use the term “not yet”

34

4. Embrace Failure

- Video clip: “Embracing Kids Failure”
- Establish personal goal regarding something that is hard for them.
- Role models: Older students, celebrities
- Video clip: “Will Smith-Key to Life”