

# Making Our Dream A Reality

Facilities Leadership Seminar  
October 19, 2012

## Our Outcomes For This Session

- Review “The Second-Order Change” we are beginning to implement.
- Discuss the seven key Leadership Responsibilities for Second-order Change and evaluate our current individual status.
- Be introduced to the concept of Mindset and the differing impacts of Growth Mindset vs. Fixed Mindset on student achievement.

## Stir The Room

- Get in groups of 3 and form a large circle around the room.
- Number off 1 to 3 in your circle and remember your number.
- Each take one minute and respond to the question:
  - **“What is the facilities curriculum?”**
- # 1’s rotate one group clockwise and #3’s rotate one group counter-clockwise.
- Respond to the question:
  - **What is the difference between “teaching to” the curriculum and “teaching from” the curriculum?**

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## Stir The Room, Cont’d.

- # 1’s rotate one group clockwise and #3’s rotate one group counter-clockwise.
- Each take one minute and respond to the question:
  - **How does use of the Curriculum Calendar Curriculum switch our instruction from deficit to Comprehensive Grade Level Expectations?**
- Return to your seats.

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## Finally, We Are 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. “**

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## Facilities Comprehensive Curriculum = Colorado Common Core Standards

- Colorado Common Core Standards are being translated into curriculum calendars.
- The curriculum calendars become facilities’ “scope and sequence” in each of the four curricular areas:
  - Math
  - Language Arts
  - Social Studies
  - Science

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**“But we’re already  
doing standards-  
based instruction,  
aren’t we?”**



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## **What’s Different Now?**

- **We are teaching “TO” the standards and using a linear approach:**
  - We develop the IEP.
  - Then, we develop an educational goal (or several)
    - Typically these educational goals focus on skills or remedial skill development.
  - Then we review the standards and identify one that our goal would be consistent with....

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## In The Future...

- We will teach FROM the standard which allows our instruction to be more multi-dimensional and robust.
  - We will start with the STANDARD.
  - Then we have to make choices:
    - Concepts
      - Content
      - “Concrete to Abstract” and “Complexity of Concept”
      - After those decisions; identify the student’s grade level

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## In The Future..., Cont’d.

- And/Or Skills
  - We will determine if the student has age and grade appropriate skills.
  - If a student has deficits or higher-than-grade-level skills, we will
    - Review the scope and sequence in that area,
    - Identify the appropriate skill for the student to be learning.

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## The 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?”

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No Question...

**This is a BIG  
change!**



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- **Let's Review what we know about First and Second-order change.....**

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### **First-order Change**

- **Is incremental.**
- **Thought of as “the next most obvious step for a school.**
- **Fine tunes the system through a series of small steps that do not depart radically from the past.**

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## Second-order Change

- Is definitely NOT incremental.
- A dramatic departure from the expected, both in terms of defining the problem and finding a solution.
- A deep change which alters the system in fundamental ways, offering a dramatic shift in direction and requiring new ways of thinking and acting.

Marzano, Waters, McNulty

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## Why Does 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

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## **Our Leadership Challenge is:**

**to match the  
magnitude of our leadership  
with  
the magnitude of the change.**

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## **Leadership Challenges Of Second-order Change**

- **Research by Marzano, Waters & McNulty identified 21 key responsibilities for successful school leaders.**
- **Seven of the 21 key responsibilities are critical to second-order change.**

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## Critical Leadership Responsibilities for Second-order Change

- Knowledge of Curriculum, Instruction & Assessment.
- Optimizer
- Intellectual Stimulation
- Change Agent
- Monitoring/Evaluating
- Flexibility
- Ideas/Beliefs

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## Shifting Definitions for Second-order Change

### Say Something

- Locate the reading entitled, “Managing Second-order Change”.
- Select a partner you have not worked with today.
- Each partner reads the first paragraph.
- Look at each other when you have finished.
- Each of you takes a turn to “say something” about what you have just read.
- Repeat the process for each paragraph until you have finished reading.

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## Reflect And Share

- Look over the seven key responsibilities for Second-order change.
  1. Determine if you are doing any of the actions listed or something different. If different, make a note in the margin of what you are doing.
  2. If the Leadership you are currently providing is more appropriate for First-order change, make a check on the left hand side. If your actions are more appropriate for Second-order change, make a check on the right hand side.
- Tally the total number of responsibilities that you are approaching as First-order and the total number as Second-order change.
- Discuss at your table what the tally result suggest to you as next steps.

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## 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.**

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## Are Our Current Instructional Strategies Effective?

### “Visible Learning”

By John Hattie  
University of Auckland

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## A Pattern Emerged.....

- **There were continuous references to the work of "Carol Dweck":**
  - By age 8 students have worked out their place in the "achievement" ranking. Agreed with Dweck's work.
  - Importance of self-concept and difference between self-esteem and self-efficacy "strong similarity to Dweck" theory of self-efficacy and promoting it in the clsroom
  - Ability grouping : Parallel's Carol Dweck's work
  - Peer influence: Dweck's Fixed Mindset
- **Why was this? Who was she?**  
**What was this work?**



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## Video Tape

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## Age Old Debate...

- **Not:**

- Nature vs. Nurture
- Genes vs. Environment
- Either/Or



- **Today:**

- From conception on: Constant give and take between the two.
- Genes and environment cooperate as we develop, but genes *require* input from the environment to work properly.

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## Your View Affects The Way You Live Your 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.

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## So What? Why Does This Matter?

- **Vignette**

- **Fixed Mindset:**

- **How would they feel:** Feel like “an idiot”, “I’m a total failure”, “I’m a loser”, (direct measure of their competence and worth)
- **How would they cope:** “I wouldn’t bother”, “Do nothing”, “Stay in bed”, “Yell at someone”. (Utter failure and paralysis)

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## So What? Why Does This Matter?

- **Growth Mindset:**

- What would they think: “I need to try harder in class”, “wonder if my friend had a bad day”, “C+ means I have to study harder”. “I have to be more careful where I park”
- What would they do: “Start thinking about how to study different for next test”, “Pay the ticket”, “Call my friend, tell her I was upset the day before”, “Contest the ticket”, “Find out what’s wrong with my friend”.

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## 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.

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## Have We Got It?

- Review the worksheet “Identify the Mindset”
- Mark “F” for Fixed Mindset and “G” for Growth Mindset.
- Discuss your results with your table.
  - Which comment resonated most with you?
  - Which comment seemed “almost alien” to you?

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## It’s A Chain Of Thoughts

- **Fixed mindset leads to:**
  - **Belief that “I am smart”**
  - **Which leads to “Therefore, if I fail, I’m not smart so I don’t want to do challenging things”**
  - **Which leads to “If I’m smart, I don’t have to work hard at things”**
  - **Which leads to “If something’s hard, I don’t want to do it, because I might fail and then I won’t be smart anymore (resisting challenge)”**

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## It's A Chain Of Thoughts, Cont'd.

- **Growth mindset leads to”**
  - **Belief in effort, “If I work hard I can do it”**
  - **Which leads to resilience in face of setbacks,**
  - **Which leads to love of challenge**
  - **Which leads to greater success and creativity!**

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## Chain Of Thought: Example

- At the University of Hong Kong, everything is in English so fluency in English REALLY matters. It would really benefit them to do something quickly.
- Offered class in English to those who needed it and also measured their mindsets.
- Growth mindsets:
  - Believed that success is about learning,
  - Signed up immediately.

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## Chain Of Thought: Example, Cont'd.

- Fixed mindsets:
  - Did not want to expose their deficiencies.
  - They needed to be seen as “smart”, even if it was in the short run.
  - They put their college careers at risk.
  - They did not sign up
- THIS IS HOW THE FIXED MINDSET  
MAKES PEOPLE INTO NONLEARNERS!

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## Fixed Mindset and Growth Mindset: Visual Representations

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## Discuss At Your Table...

**What would be the differences in the classrooms of teachers with a Fixed Mindset and teachers with a Growth Mindset?**

- What would you see?
- What would you hear?

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## Applying Your Learning: Make “Homework”

### 1. 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.

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