

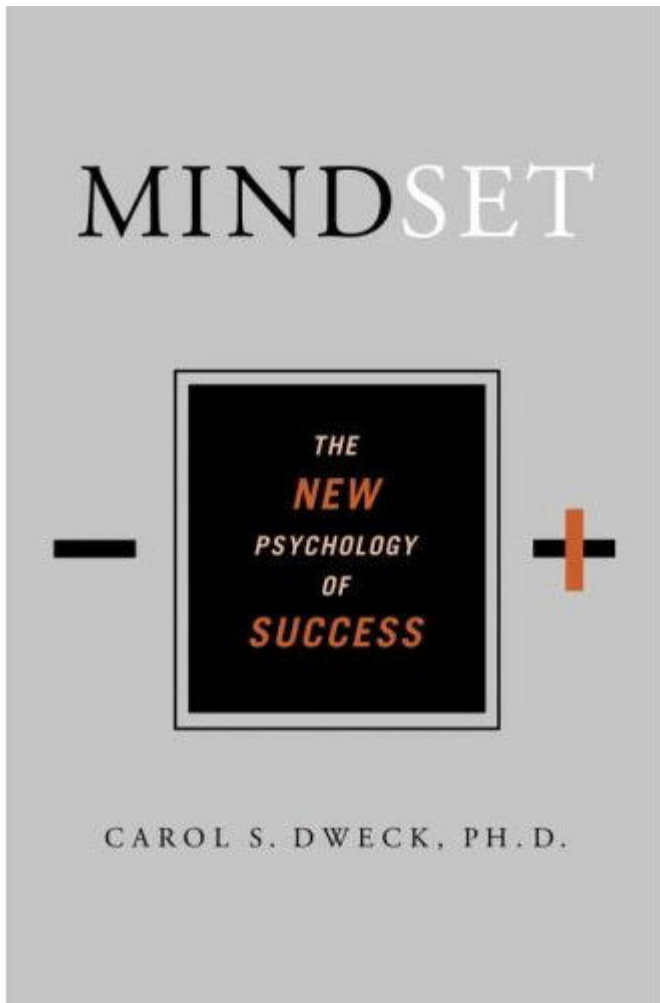
43RD SAANYS ANNUAL CONFERENCE

LEADING WITH HEART & MIND
OCTOBER 27, 2014

The Importance of a Growth Mindset

Paul M. Fanuele

Mindset



"If you manage any people or if you are a parent (which is a form of managing people), drop everything and read *Mindset*."
—Guy KAWASAKI, author of *The Art of the Start*

mindset

THE NEW PSYCHOLOGY OF SUCCESS

HOW WE CAN
LEARN TO FULFILL
OUR POTENTIAL

- *parenting
- *business
- *school
- *relationships

CAROL S. DWECK, Ph.D.

Objectives: Leaders will



- ❑ gain an understanding of the concepts of growth and fixed mindsets.
- ❑ gain an understanding of the importance of a growth mindset.
- ❑ develop strategies to help foster a growth mindset in students and staff.
- ❑ be provided a list of resources on the topic.

Mindset

- Is this the mindset you want on your team?



Fixed Mindset

- You Cannot Be Serious



Fixed Mindset

- **Entity**
 - Fixed amount that cannot increase
 - Demonstrate
 - Height
 - Performance Goals
 - Have you met this student?



Growth Mindset

- **Incremental**
 - May vary slightly from person to person but can increase with effort
- **Develop**
 - Strength
 - Learning Goals



Fixed vs. Growth

**FIXED OR
GROWTH
MINDSET?**

- What is your mindset?
- Mindset Survey

Adolescent Brain Development

Fixed Mindset

intelligence is static

- **Challenges** ... avoid
- **Obstacles** ... give up
- **Effort** ... no point
- **Criticism** ... deflect
- **Success of others** ...
feel threatened



Growth Mindset

intelligence is developing

- **Challenges**... embraces
- **Obstacles** ... fortitude
- **Effort** ... work hard
- **Criticism** ... learns
- **Success of others** ...
celebrates

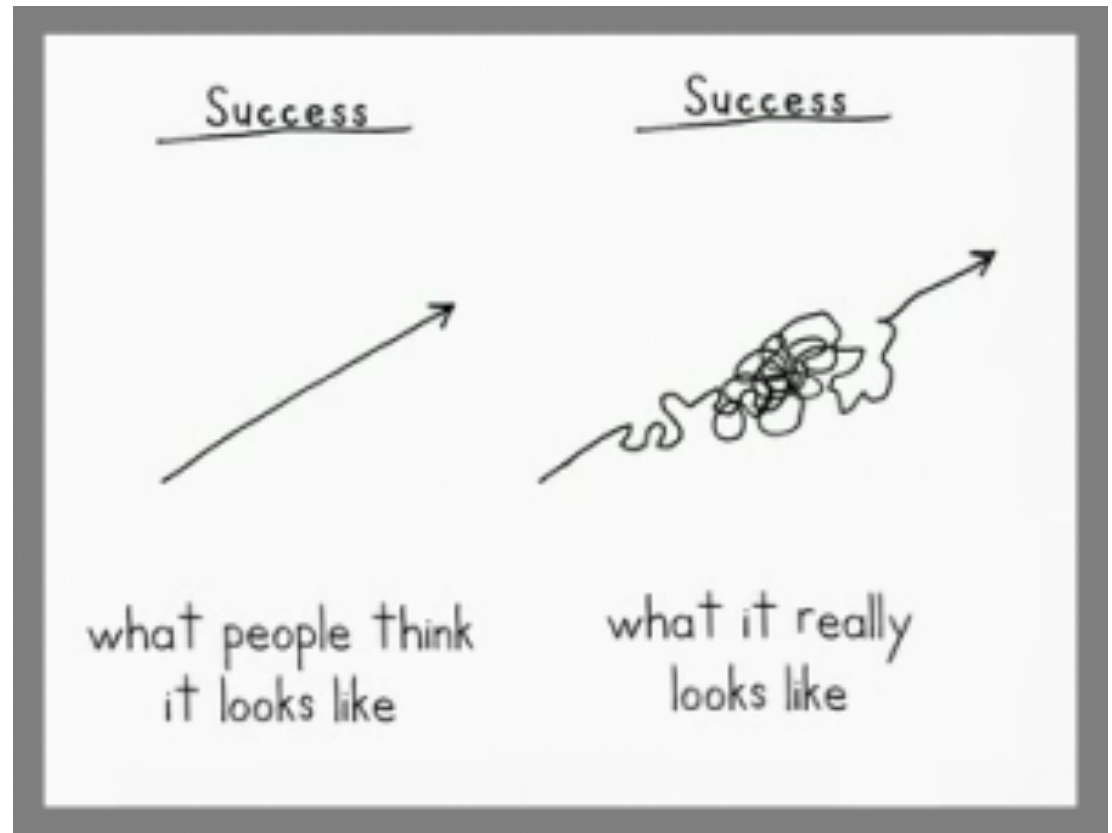
Survey

- Take survey from a student's point of view
- Find total score
- Discuss findings with small group/partner
- Does mindset matter?
- Group share



Student Mindsets

- Student Mindsets
- Carol Dweck – “Am I Smart?”
- “The Power of Yet”
- “And vs. Or”



Staff/Student Mindsets

- Can we change mindsets?

change
your
mindset



- Discussion – List 5 statements you have heard from staff/ students with a fixed mindset.
- Discuss appropriate responses to those statements.

Example Responses

Statement

- These kids are not on grade level.

Response

- They might struggle right now with many things because they have not learned the skills yet. With your perseverance and engaging lessons, I know we can turn that around.

Example Responses

Statement

- I can't do math.

Response

- You can't do math yet. You might have to work at it. If you keep trying and practicing, you can learn it.

Example Responses

Statement

- Why can't we do it the way we have always done it? Integrating technology into my class is too hard.

Response

- We need to prepare our students for the current reality. Technology is here to stay. We have lots of resources to help you learn how to use technology in your classroom.

What Can I Say To Myself?

Instead of:

Try thinking:

I'm not that good at this.

What am I missing?

I'm awesome at this.

I'm on the right track.

I give up.

I'll use some of the strategies we've learned

This is too hard.

This may take some time and effort.

I can't make this any better.

I can always improve, so I'll keep on trying.

I just can't do math

I'm going to train my brain in math

I made a mistake.

Mistakes help me learn better.

She's so smart. I'll never be that smart.

I'm going to figure out how she does it so I can try it.

Plan A didn't work.

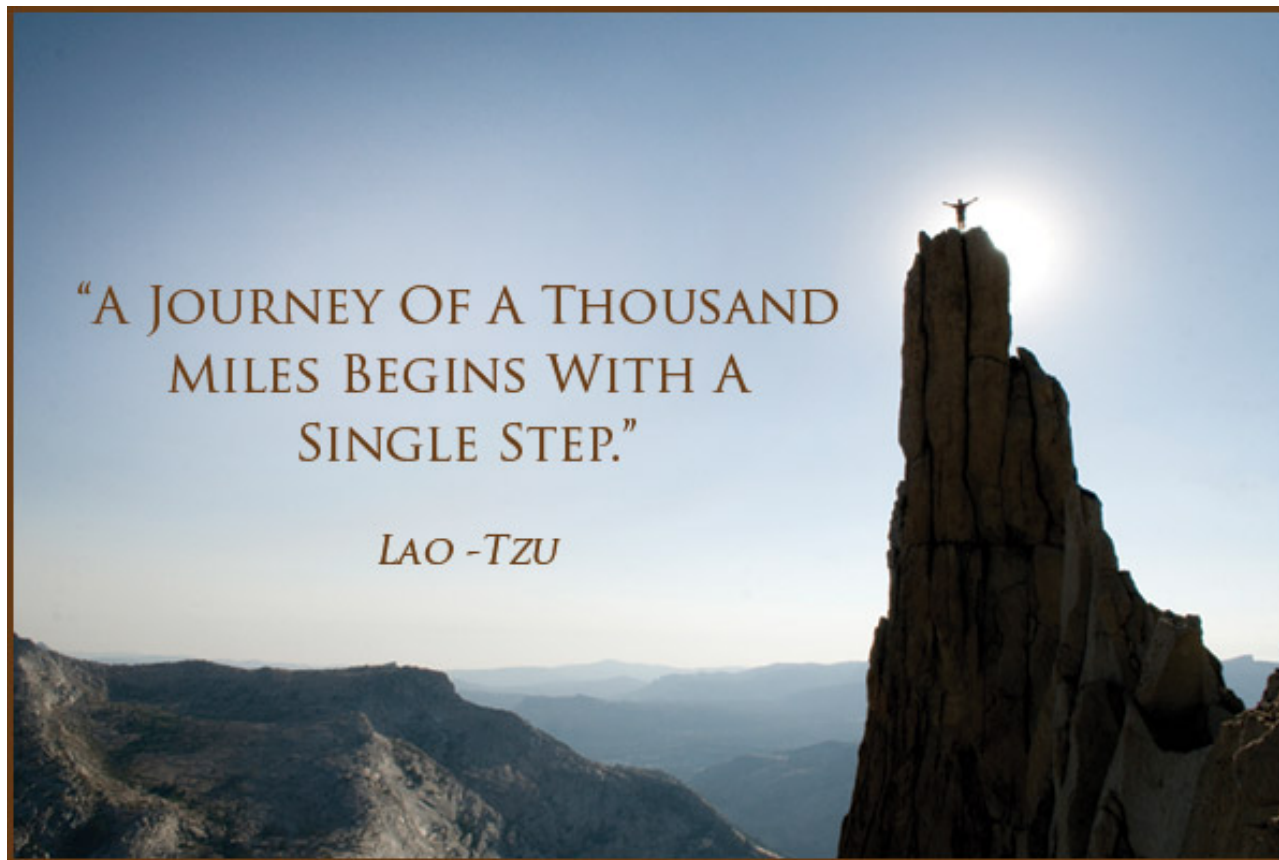
Good thing the alphabet has 25 more letters

It's good enough.

Is it really my best work?

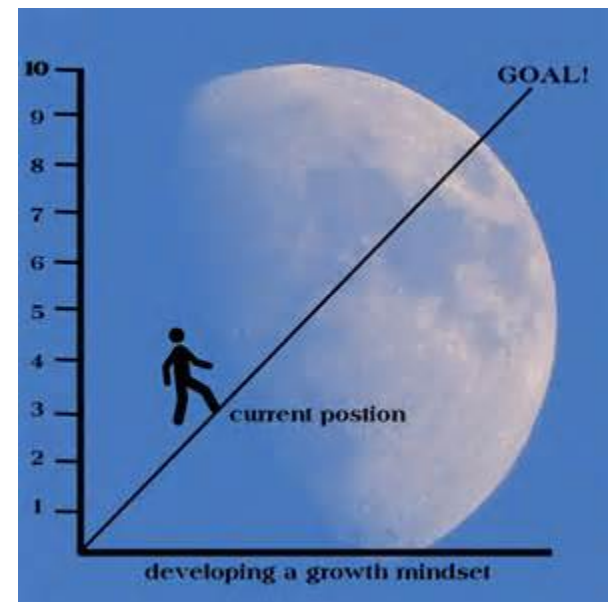
Student Mindsets

- Journey vs. Destination
- Where are students on the journey to genius?



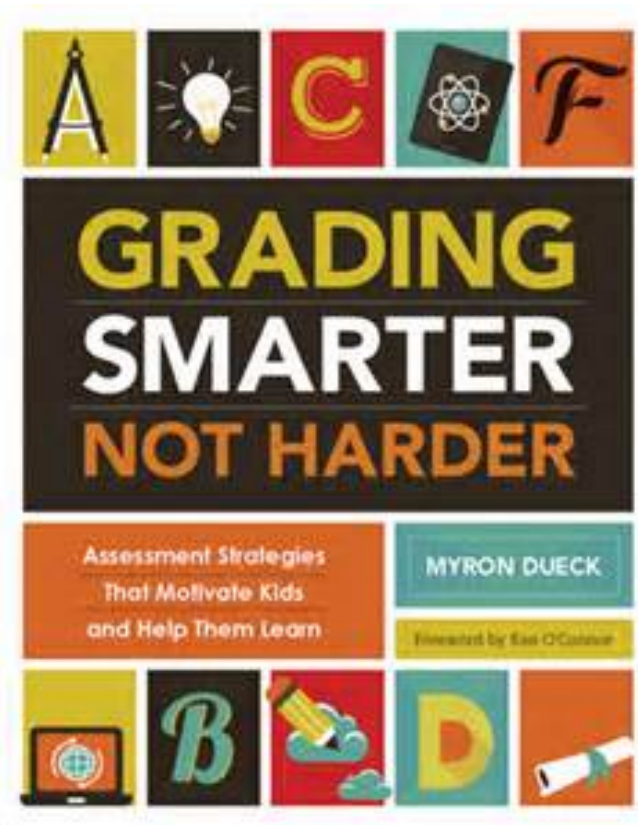
Student Mindsets

- Formative Assessments/Use of Data
- Fixed vs. Growth
 - ▣ Fixed – see data as “who they are”
 - ▣ Growth – see data as “where they are”



School Practices

- *Grading Smarter Not Harder* – Myron Dueck
- Do your building practices promote a growth mindset?
 - Grading
 - Homework
 - Unit Plans
 - Retesting
 - Creativity



School Practices (Group Discussion)



- What current practices does your building use to promote a growth mindset?
- What changes can you make in your building's practices?

Growth Mindset in Action at AHS



ARLINGTON
HIGH SCHOOL

Growth Mindset in Action at AHS

- “The Importance of a Growth Mindset” – SAANYS Practices, Fall 2014
- *One Word* – Jon Gordon
- *Drive* – Daniel Pink
- *Grit* – Angela Duckworth
- *Multipliers* – Liz Wiseman



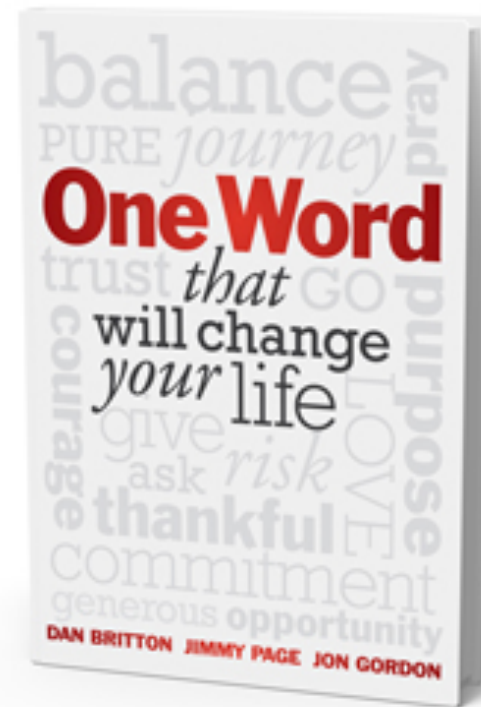
Growth Mindset in Action at AHS

- “The Importance of a Growth Mindset” - SAANYS *Practices*, Fall 2014
 - ▣ Administrative Book Talk – *Mindset*
 - ▣ Opening Day Conference – 2013
 - ▣ Staff Book Talk – *Mindset*
 - ▣ Embed concept throughout the year
 - Faculty, Coordinator, Building Leadership Team, School Climate Team, Administrative Cabinet, PTA, School Board meetings; T/A, Safety Team trainings
 - ▣ Ninth Grade focus – 2014
 - [Arlington High School Growth Mindset](#)

Growth Mindset in Action at AHS

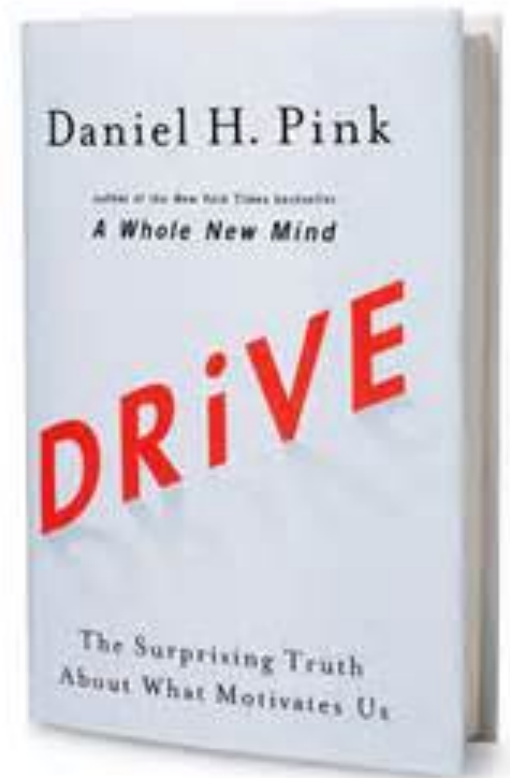
□ *One Word* – Jon Gordon

- ▣ Reviewed concept with administrators and coordinators
- ▣ Each administrator and coordinator chose word
- ▣ Reviewed concept with staff
- ▣ Each staff member chose a word, wrote it on an index card, and the composite is displayed as Wordle in each House/Admin office



Growth Mindset in Action at AHS

- *Drive* – Daniel Pink
 - Great follow-up to *Mindset*
 - Administrative Book Talk
 - Staff Book Talk this year
 - Key components of *Drive*
 - Autonomy
 - Mastery
 - Purpose



Growth Mindset in Action at AHS

- Resilience and Learning – (*Educational Leadership* September 2013)
- Grit-Angela Duckworth
- Grit Score - Grit Survey



Growth Mindset in Action: Next Steps

Diminisher vs. Multiplier

□ Diminisher

- “people who don’t ‘get it’ now, never will; therefore, I’ll need to keep doing the thinking for everyone”

□ Multiplier

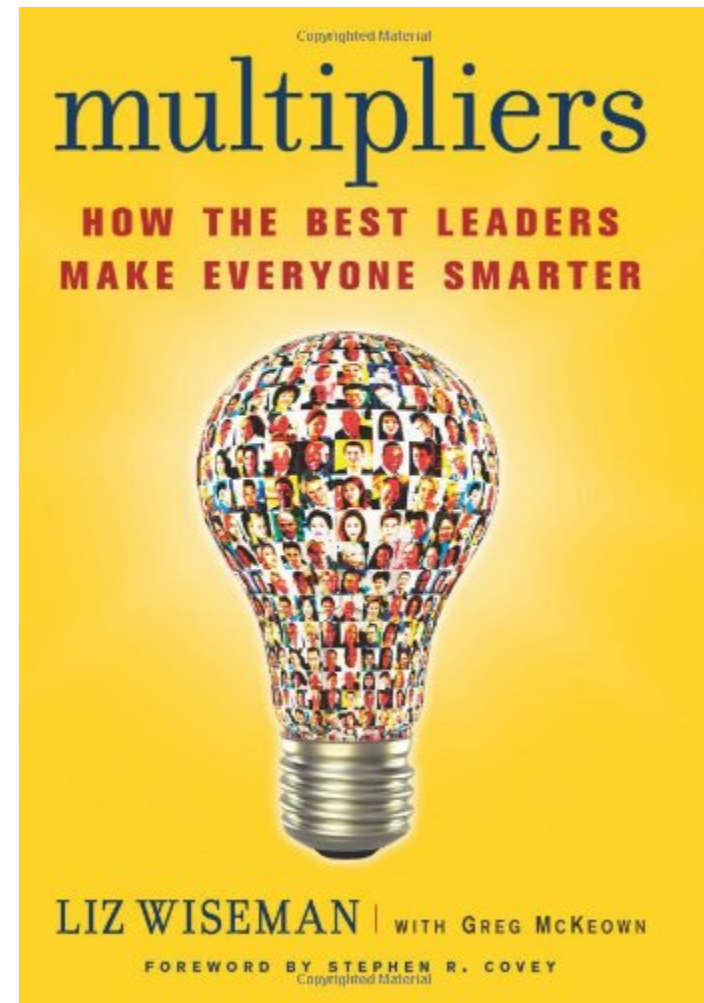
- “people are smart and will figure it out;”
- “the organization or school is full of talented people who are capable of contributing at much higher levels”

What type of mindset is this?

Multipliers

Growth Mindset in Action: Next Steps

- ❑ Multipliers are the key to everyone else's intelligence.
- ❑ Multipliers are the key to unlocking capability.
- ❑ Be Multipliers.
- ❑ Make your school the BEST it can be!



Fives



- What are you going to do in the next five days, five weeks, five months to help promote the growth mindset?
 - Write a goal for yourself on the index card.
 - 5 days-
 - 5 weeks-
 - 5 months-

A
GROWTH
MINDSET

MEANS THAT
YOU BELIEVE
intelligence
CAN BE
developed

And you have a
PASSION
to
LEARN
which means you

Embrace
challenge

Learn from criticism

KEEP GOING
when things get
TOUGH

ARE **INSPIRED**
BY THE
GREATNESS IN
OTHERS

AND

SEE EFFORT AS THE
PATH TO MASTERY

Additional Resources



- *Grading Smarter Not Harder* – Myron Dueck (2014)
- *Mind-sets and Equitable Education – Principal Leadership* – Carol Dweck (2010)
- *David and Goliath* – Malcolm Gladwell (2013)
- *Fostering Grit* – Thomas Hoerr (2013)
- *Drive* – Daniel Pink (2009)
- *Mindsets in the Classroom* – Mary Kay Ricci (2013)
- *How Children Succeed* – Paul Tough (2012)
- *Multipliers* – Liz Wiseman (2010)

Questions?



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Special Thank You



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