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Our Students. Their Moment.

Common Core

Alfred Binet

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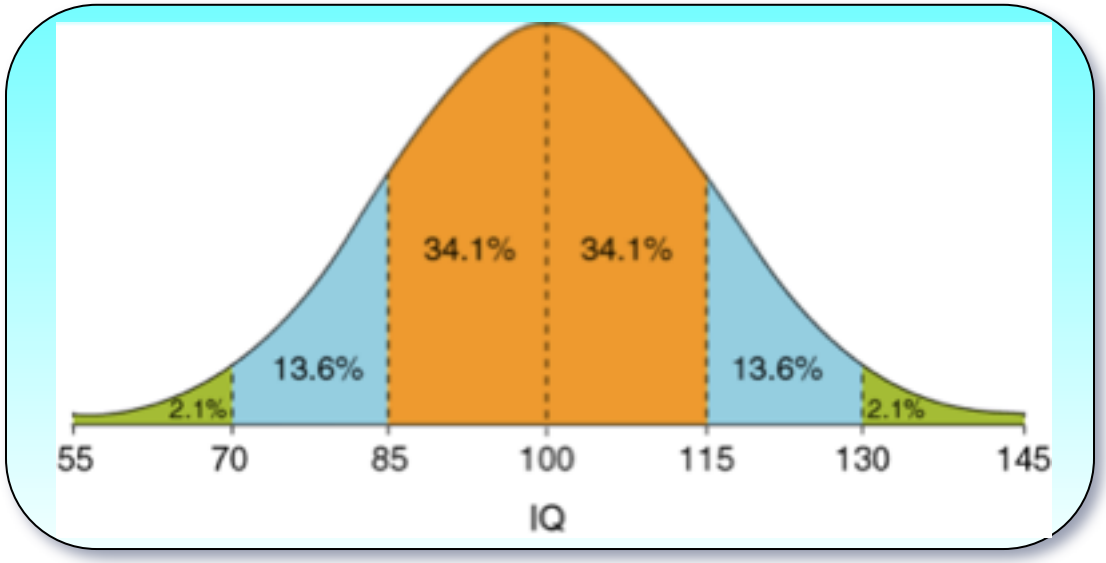
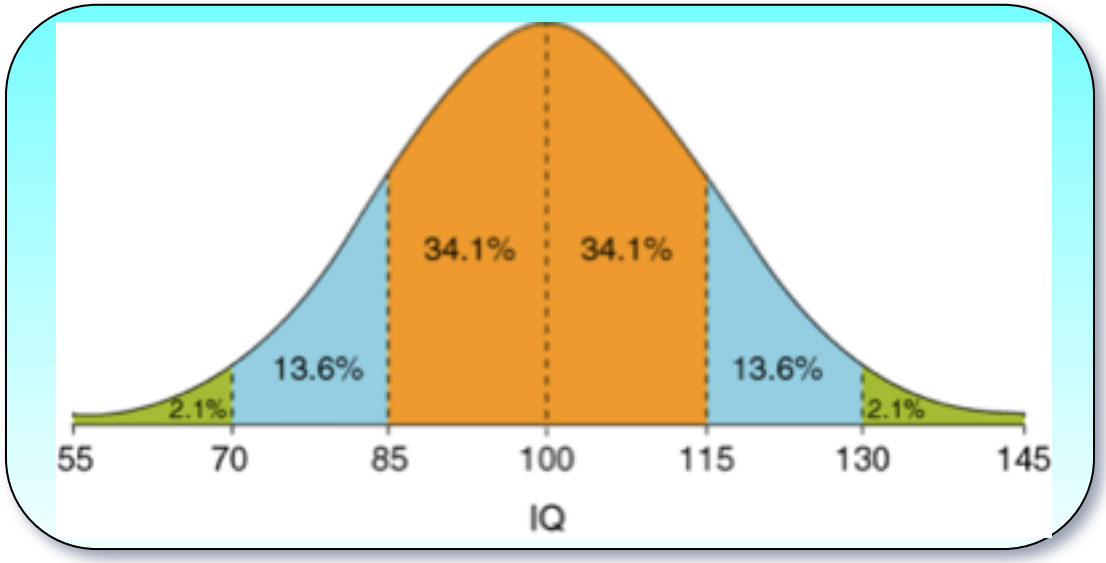
Binet co-authored the IQ test.

Fixed Mindset

Fixed Mindset

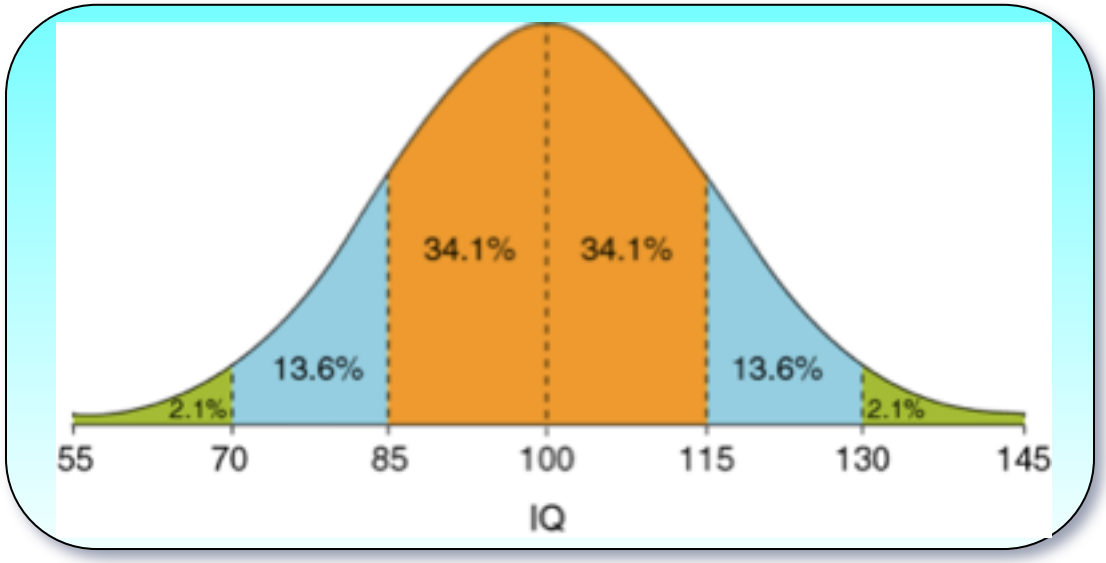


Fixed Mindset



Assumptions:

Fixed Mindset



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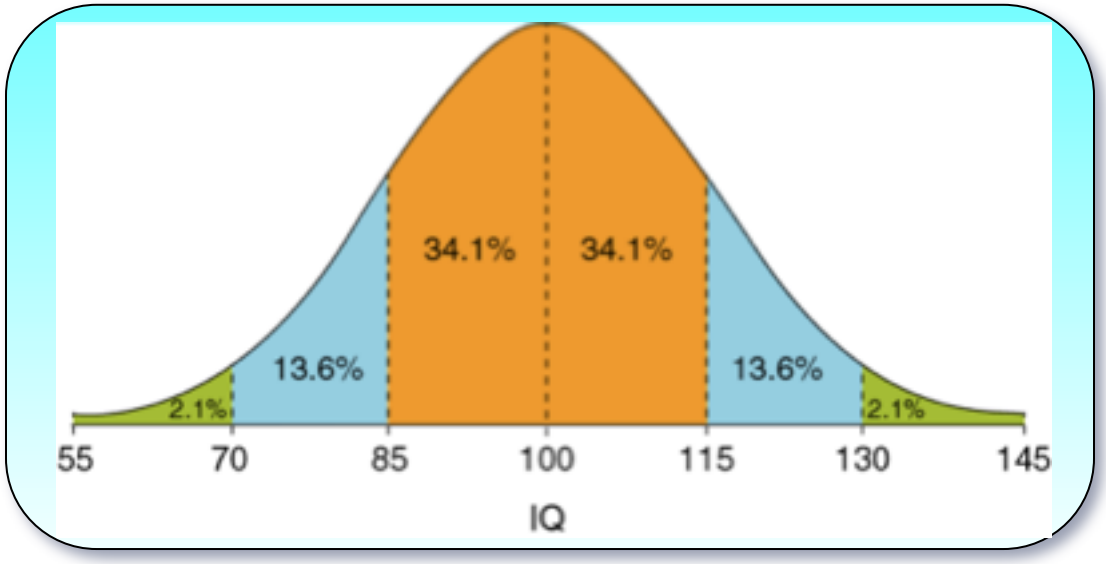
→ Intelligence is a **"thing."**

Fixed Mindset



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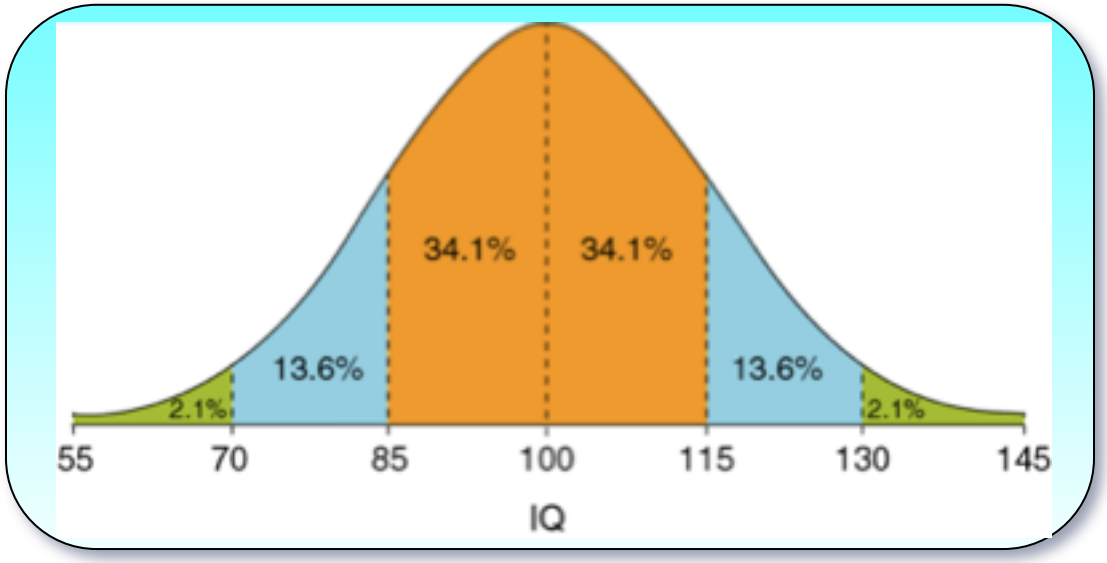
Fixed Mindset



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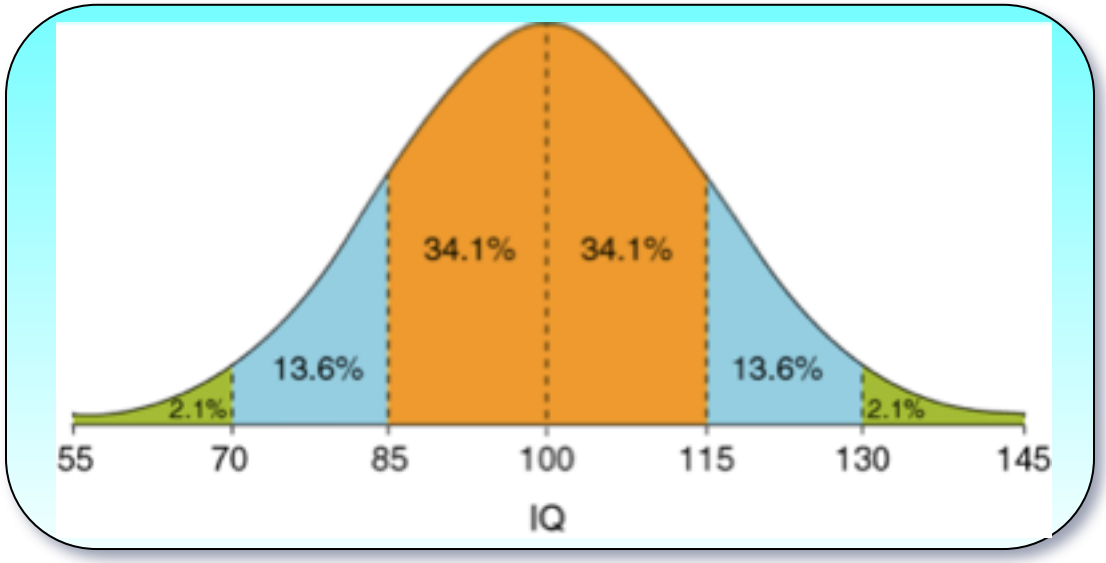
→ Intelligence is **measurable** and is **unevenly distributed**.

Fixed Mindset



Assumptions:

→ Intelligence is a **"thing."**

→ Intelligence is **innate and fixed**.

→ Intelligence is **measurable** and is **unevenly distributed**.

→ **Innate ability determines learning and achievement.**

Growth Mindset

Growth Mindset

Growth Mindset

Assumptions:

- → **Innate ability explains only part** of learning and achievement.
- → Intelligence is **not fixed**.
- → Intelligence **grows incrementally** and is influenced by **expectations, confidence and effective effort**.
- → **Effective effort=working hard and smart** (using effective strategies)

What You Need to Know

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Smart is not something you are.

Smart is something you get.

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Effective Effort + Strategic Support

What You Need to Know

Smart is not something you are.

Smart is something you get.

Get Smart.

Effective Effort + Strategic Support

Fixed Mindset vs. Growth Mindset

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Fixed Mindset vs. Growth Mindset

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→ If you have only a certain amount of intelligence, personality and moral character, then you'd better prove you have a healthy dose of these.

The *growth mindset* is based on the belief that your basic qualities are things you can cultivate through your efforts.

- Although everyone may differ in every way…

We've seen the growth mindset play out…

Darwin
J.K. Rowling
Keira Knightley
Ben Hogan
Cindy Sherman
Leo Tolstoy
Winston Churchill
Richard Branson

Dr. Sheldon Cooper

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Vinny Barbarino

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Jeff Howard on Dweck

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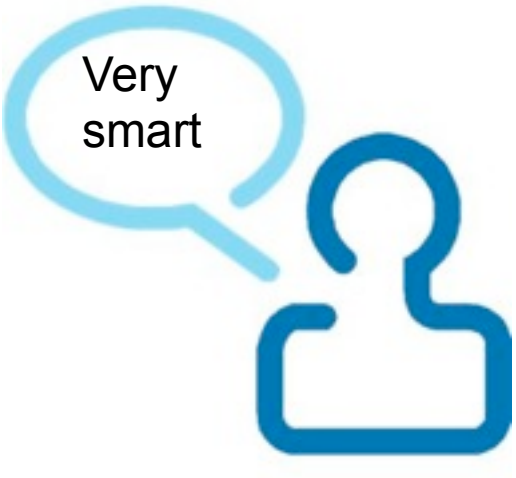

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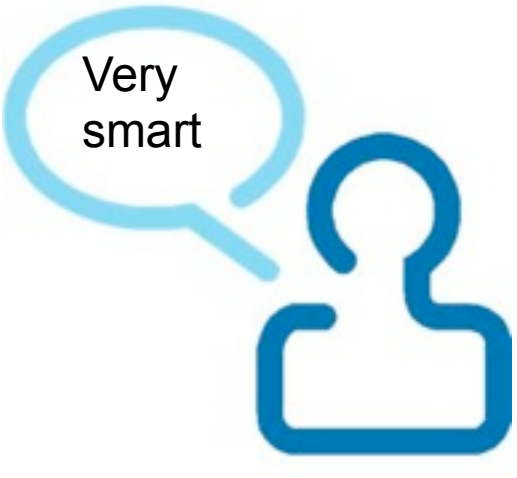

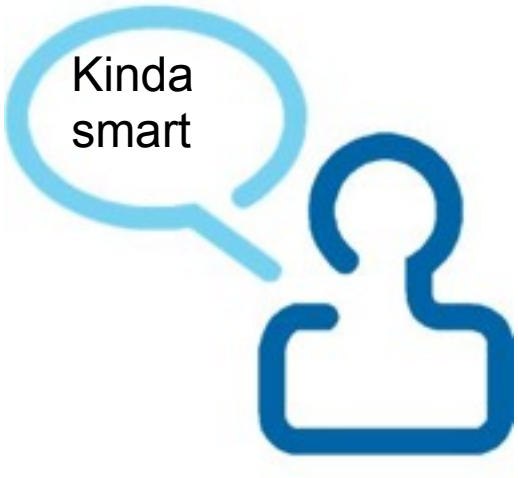

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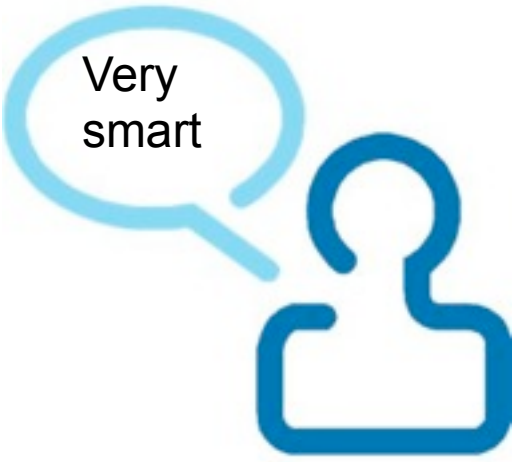

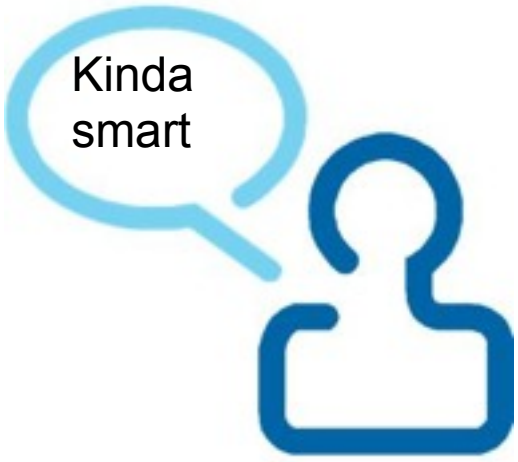

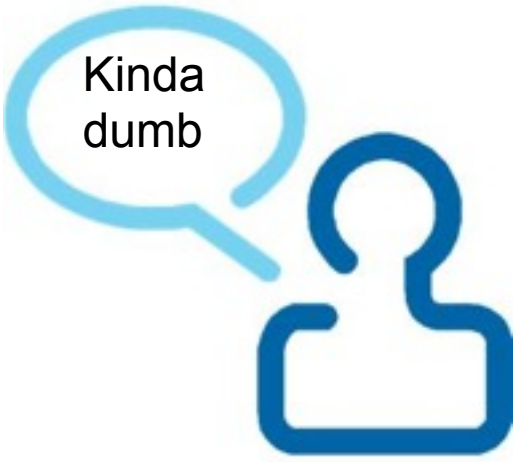

Quiet Reflection: Who are your VSs, KSs, KDs?

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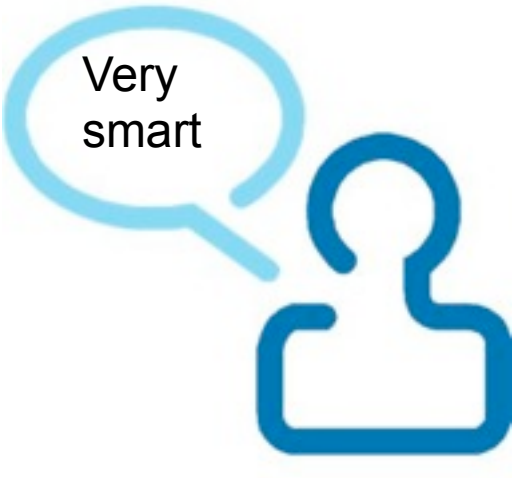

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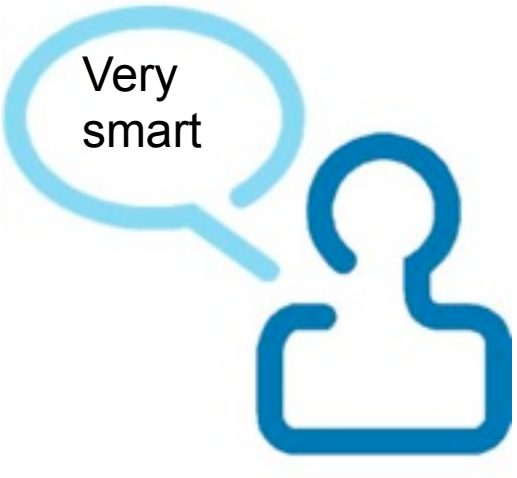

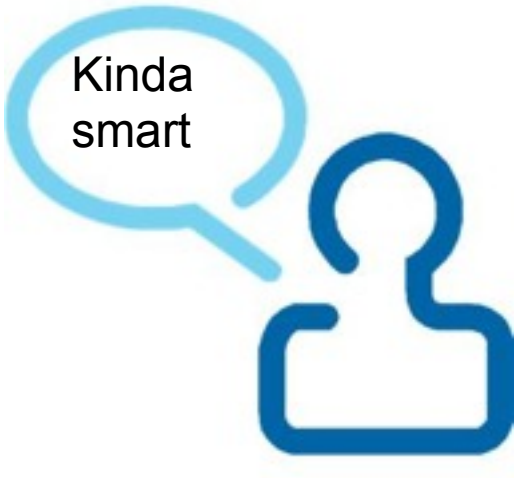

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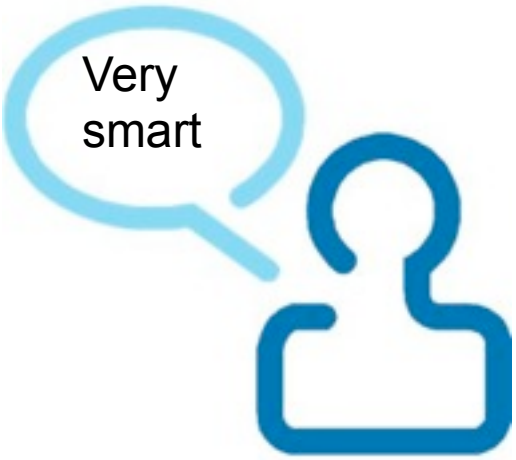

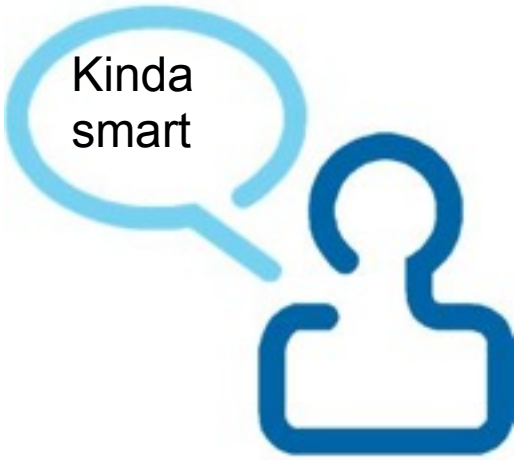

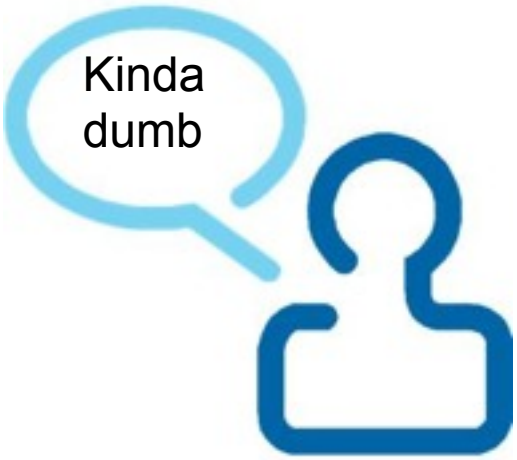

Perceptions Count

- Our perceptions influence our:

  → Self Concept
  → Expectations for future situations
  → Feelings of power and efficacy
  → Subsequent motivation to put forth effort
  → Language
  → Behavior

Attribution Theory: Why Do I Believe This?

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EXTERNAL FACTORS

TASK DIFFICULTY
LUCK

Attribution Theory: Why Do I Believe This?

EXTERNAL FACTORS	INTERNAL FACTORS
TASK DIFFICULTY	SUFFICIENT ABILITY
LUCK	EFFORT

Implications: External Locus of Control

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If I believe **external** factors make a difference,

Implications: External Locus of Control

If I believe **external** factors make a difference,

I am:

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If I believe **external** factors make a difference,

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- **Less likely to try**

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If I believe **external** factors make a difference,

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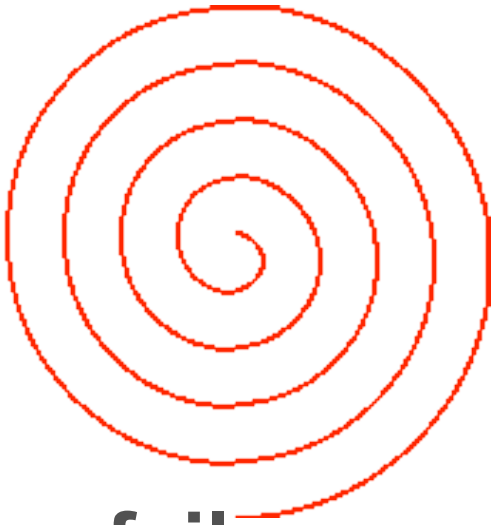

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- **Going into a downward spiral**

Implications: Internal Locus of Control

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If I believe **internal** factors make a difference,

Implications: Internal Locus of Control

If I believe **internal** factors make a difference,

I am:

Implications: Internal Locus of Control

If I believe **internal** factors make a difference,

I am:

- **In control**

Implications: Internal Locus of Control

If I believe **internal** factors make a difference,

I am:

- **In control**
- **More likely to try**

Implications: Internal Locus of Control

If I believe **internal** factors make a difference,

I am:

- **In control**
- **More likely to try**
- **More likely to succeed**

Implications: Internal Locus of Control

If I believe **internal** factors make a difference,

I am:

- **In control**
- **More likely to try**
- **More likely to succeed**
- **In an upward spiral**

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CALVIN AND HOBBES by Bill Watterson

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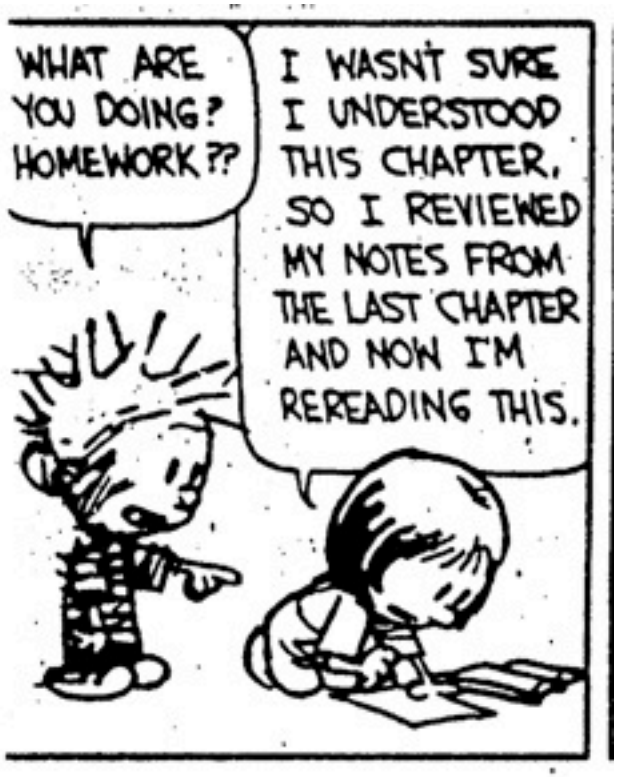

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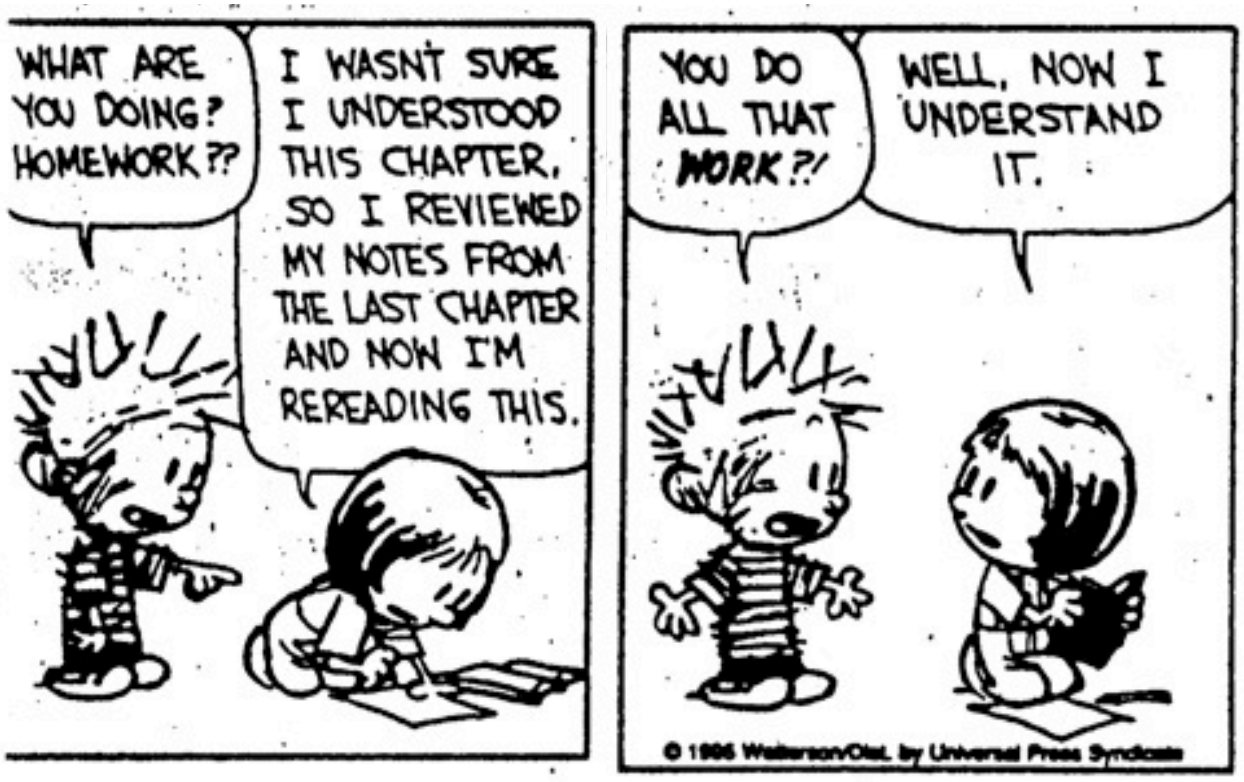

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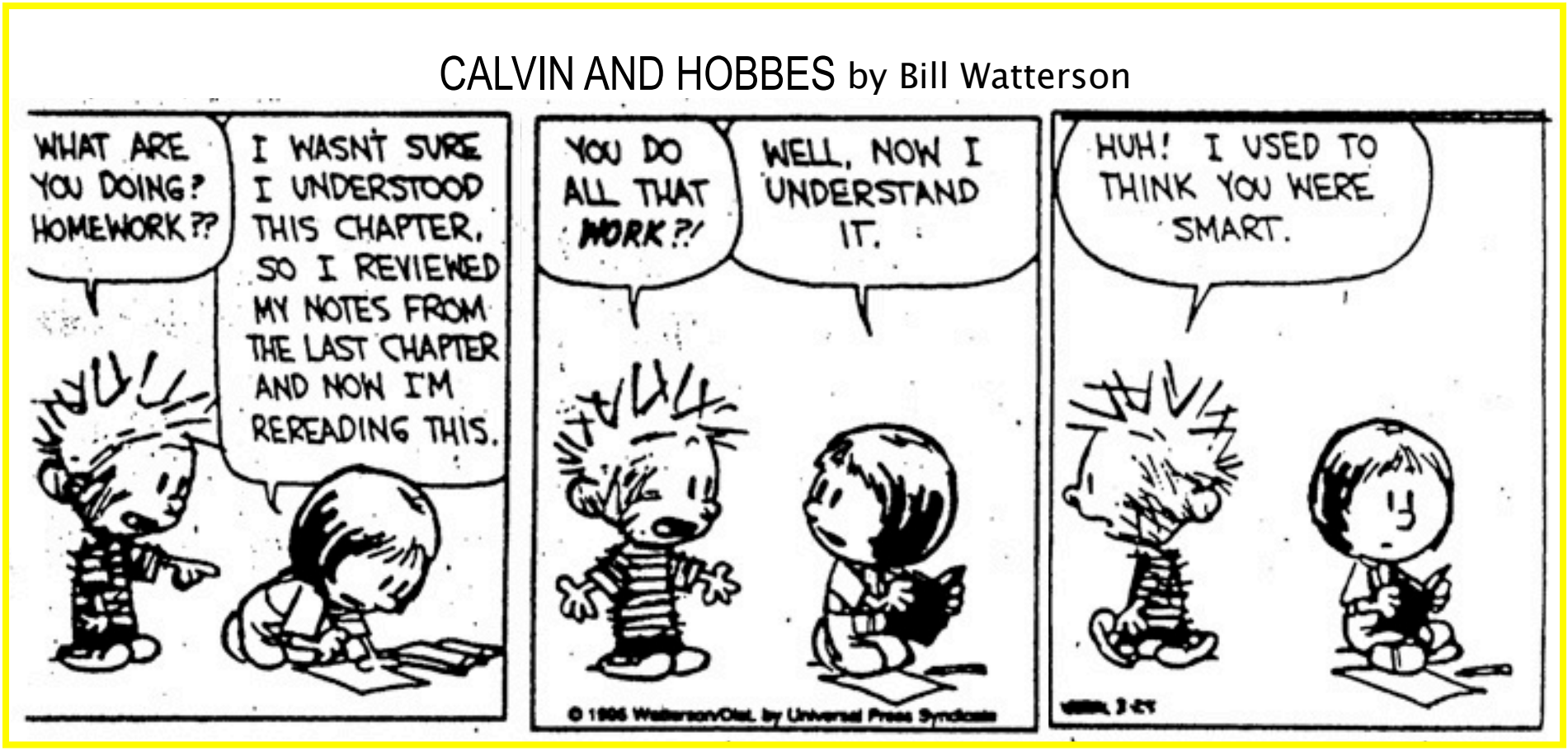

Self reflection

- What is your story?

Students

- How do you see fixed mindset playing out in your work? How does it affect the behavior of adults and/or students around you?

- How do the beliefs we have about students play out in Common Core implementation?

Stand and Deliver: Faculty

Stand and Deliver: Faculty

Stand and Deliver: Students

Stand and Deliver: Students

Smart is something you can get.

Attribution Retraining

… convincing students/teachers to shift their attributions of success and failure

Away **from external factors:**

- task difficulty
- luck

To **internal factors:**

- sufficient ability
- effort

Move from using words like:

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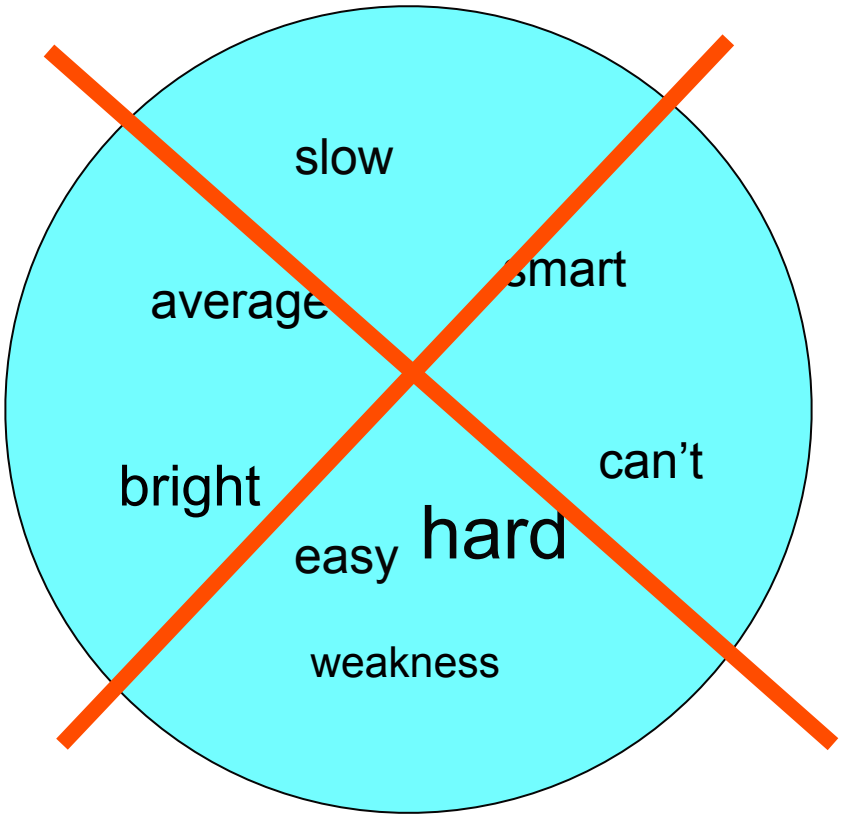
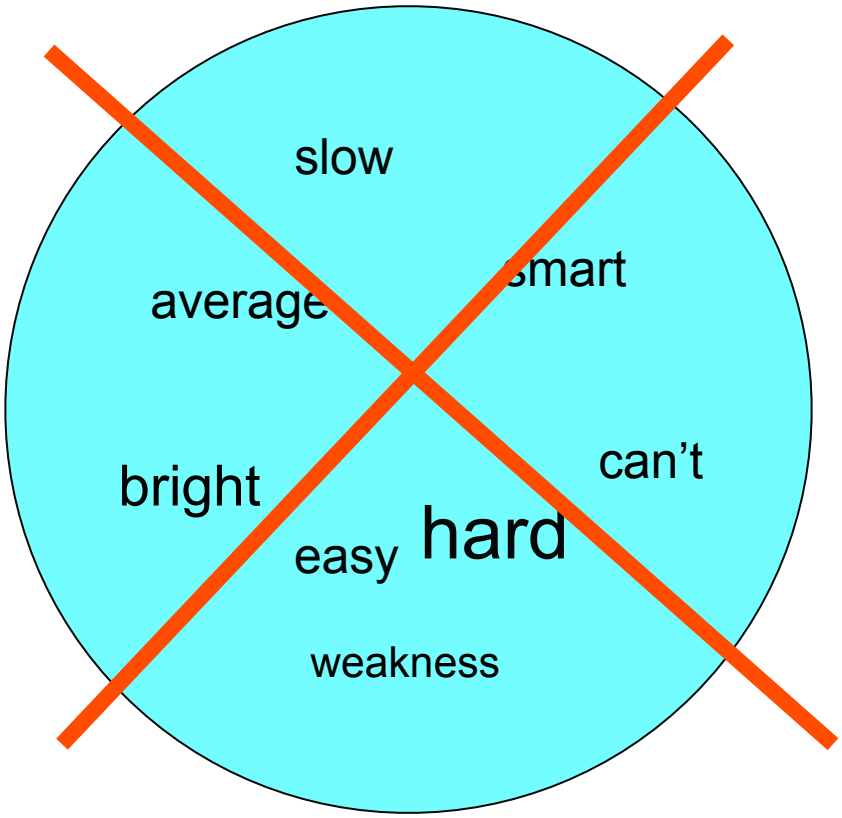


Move from using words like:



to using words like:

Move from using words like:

slow

average

smart

bright

can't

easy

hard

weakness

to using words like:

skilled

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capable

strengths and needs

not yet

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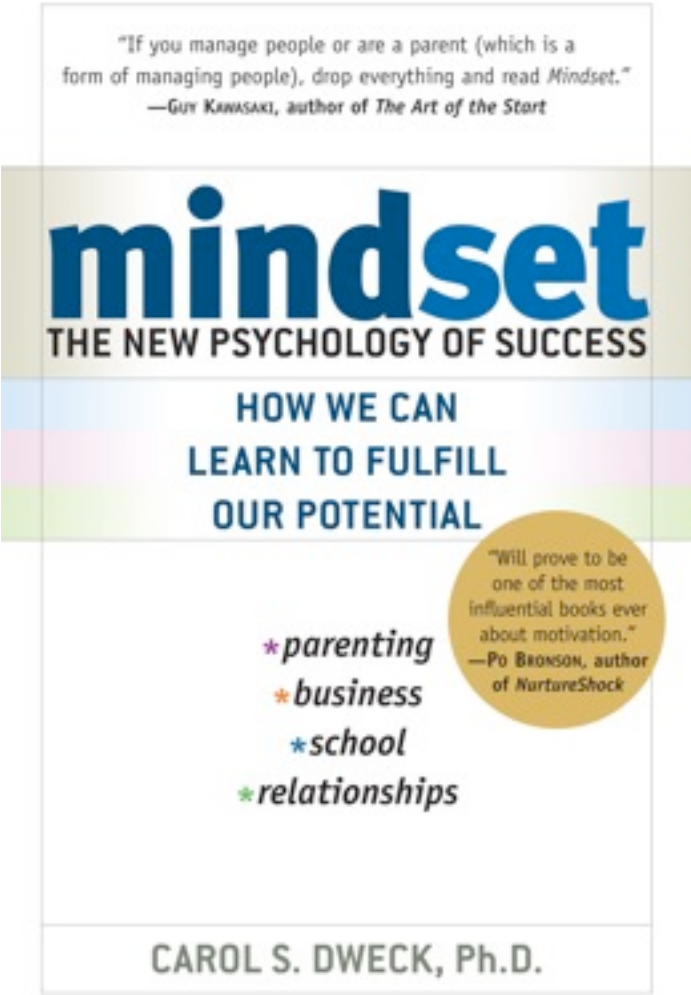
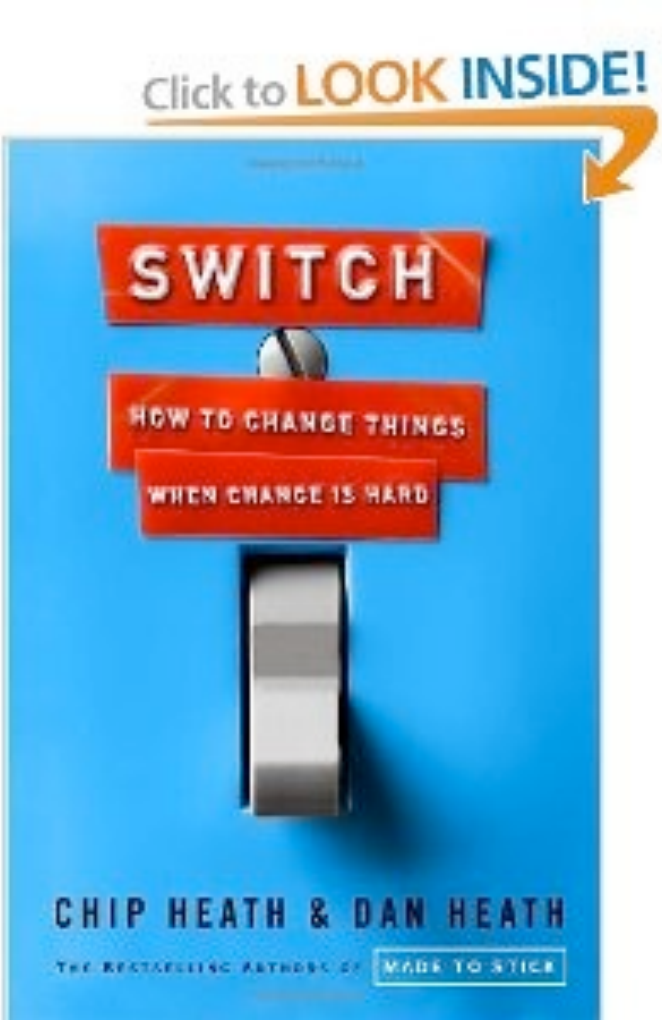
Find Your Students' Greatness

Find Your Students' Greatness

Panel

3 Nights. Two Books.





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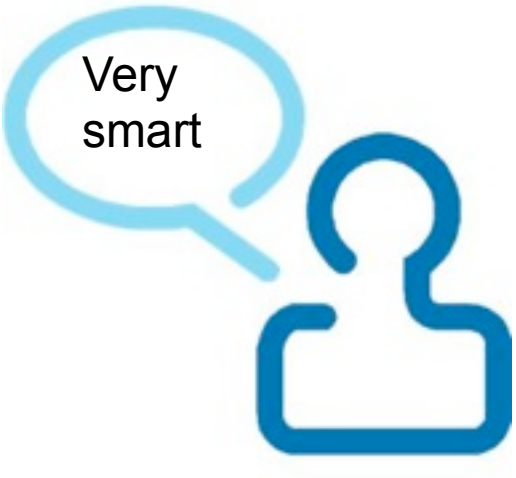

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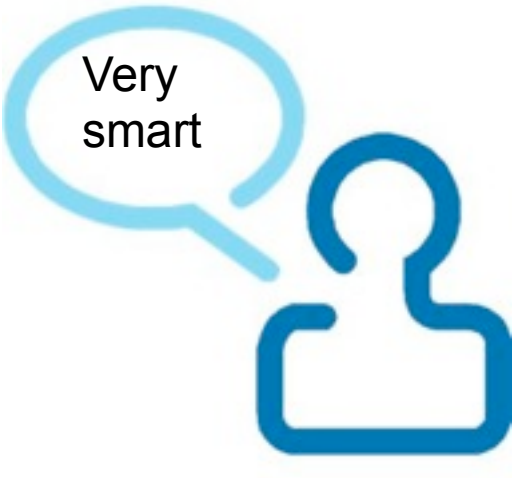

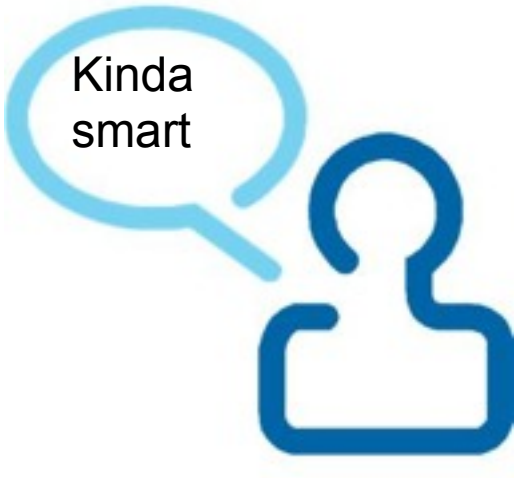

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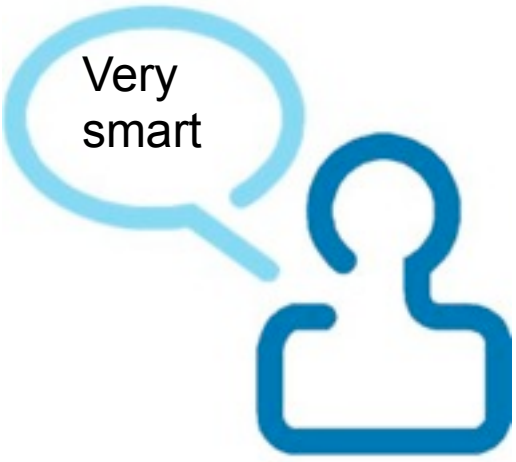

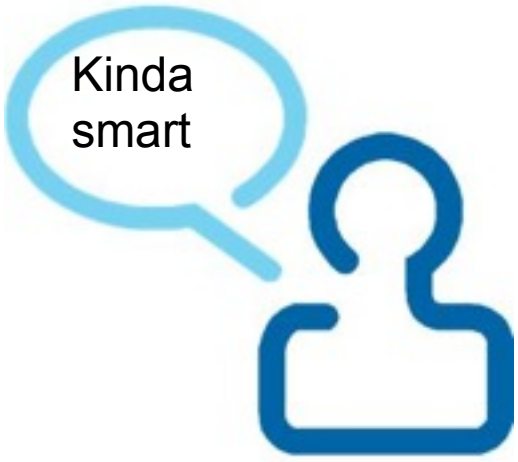

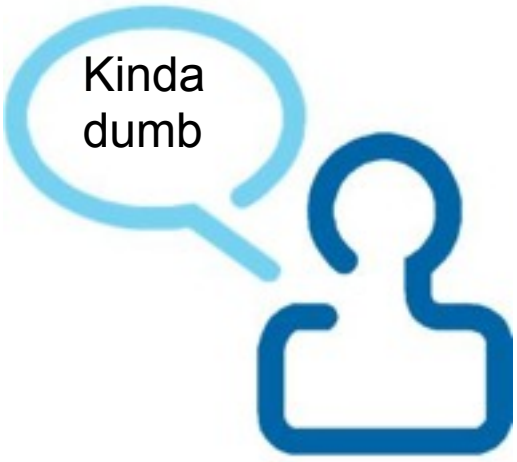

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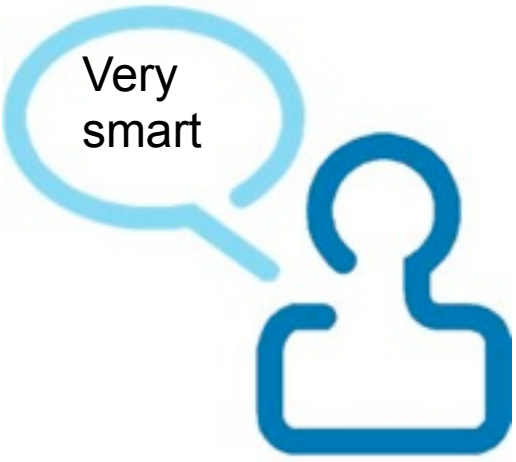

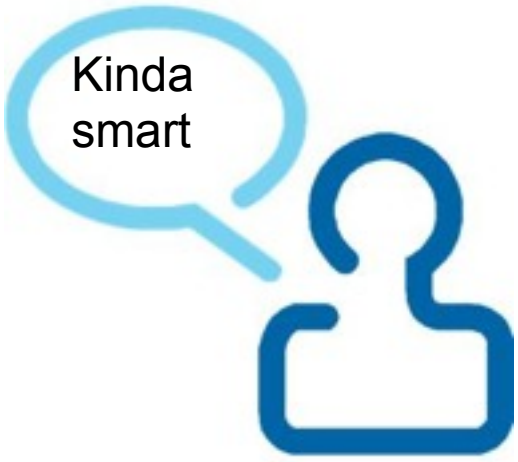

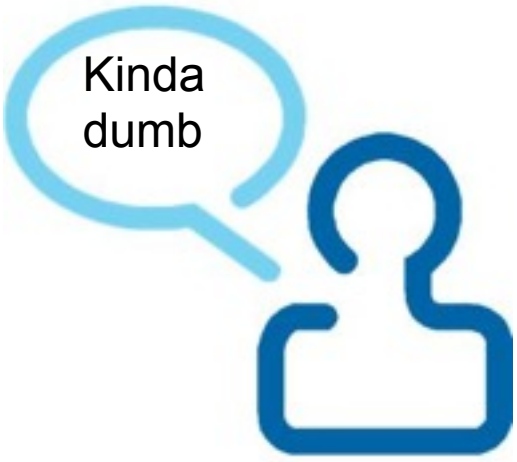

This self-fulfilling prophecy — damaging to all children — is lethal for children of color.