

Promoting Student Grit and Improving the Learning Mindset

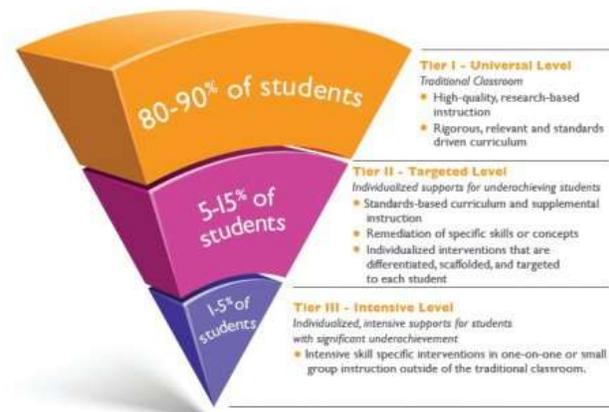
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Common Factors in Successful Schools

- School culture
- Data assessments
- Adult learning is a priority
- Collective responsibility
- Engagement in learning
- High retention
- Strong leadership

Classroom Culture

- Community
- Self-directed Learners
- Clear directions
- Flexible grouping
- Cues
- Humor
- Risk & Failure
- Responsibility & Choice
- Trust
- Respect
- Routines & Procedures
- Fairness
- Anchoring Activities



Managing the Learning Environment

- How do students get help?
- Minimize noise and stray movements
- How do students turn in work?
- How do students rearrange furniture?
- Promote on-task behavior
- Plan for "quick finishers"
- Plan for "calling a halt" (closure)
- Make students responsible for learning
- Engage students in procedures and processes

Good Questions to Ask About RTI

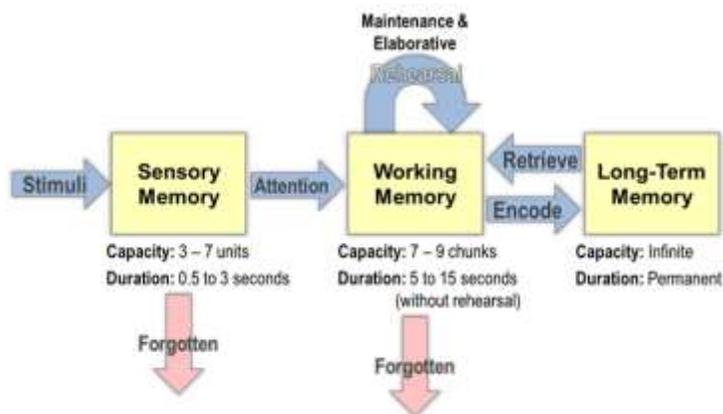
- What is the fundamental purpose of our school?

- What knowledge and skills will our students need to be successful adults?
- What do we need to do to make learners successful in our school?

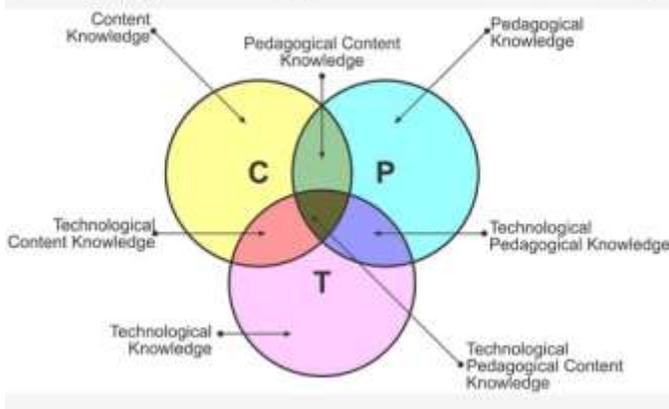
Core Principles of RTI

- The educational system can effectively teach all children
 - Belief: All children can learn and educators are responsible for identifying and fostering conditions that promote learning.
- Early intervention is critical to preventing problems from getting out of control
 - “Nip it in the bud!”
- The implementation of a multi-tiered service delivery model is necessary
 - Differentiate the nature and intensity of instruction according to need
- A problem solving model should be used to make decisions between tiers
 - Triage
 - Four questions
- Research based interventions should be implemented to the extent possible
- Progress monitoring must be implemented to inform instruction
 - Dynamic process that measures changes in student’s levels and/or rates of learning.
- Data should drive decision making.
 - Systematic and objective approach

Information Processing Theory



Technological Pedagogical Content Knowledge



Six Facets of Understanding

- **Explain:** Provide thorough and justifiable accounts of phenomena, facts, and data.
- **Interpret:** Tell meaningful stories, offer apt translations, provide a revealing historical or personal dimension to ideas and events; make subjects personal or accessible through images, anecdotes, analogies, and models.
- **Apply:** Effectively use and adapt what they know in diverse contexts
- **Have perspective:** See and hear points of view through critical eyes and ears; see the big picture.
- **Empathize:** Find value in what others might find odd, alien, or implausible; perceive sensitively on the basis of prior indirect experience.
- **Have self-knowledge:** Perceive the personal style, prejudices, projections, and habits of mind that both shape and impede our own understanding; they are aware of what they do not understand and why understanding is so hard.

What do Struggling Learners Need?

- More intensity
 - Targeted to specific skills indicated by data
 - Explicit and frequent feedback
 - Increased instructional time in and/or outside of class
 - Homogeneous small groups
 - Expertise of the instructor
- More Time
- More Systematic Instruction
 - Easier to more difficult
 - Developmentally appropriate
 - What “fits” the learner’s needs
- More Explicit Instruction
 - Direct explanation
 - Clearer, more relevant models
 - Extra Modeling
 - More examples
 - More guided and independent practice with explicit feedback

How does GRIT relate to education?

Research shows that the way students respond to their circumstances can have long-term effects on their learning and success. Educators can foster grit by **reinforcing the traits** of resilience, persistence and courage.

- **Create** a learning environment that encourages calculated risk taking. Allow students to get frustrated before offering help.
- **Provide** anecdotes of the importance of grit to the success of others. Praise students for being determined rather than for being "smart."
- **Focus** on the qualities they can change and that will develop true grit.

Fixed Mindset	Growth Mindset
Intelligence is static.	Intelligence can be developed.
Leads to a desire to <i>look smart</i> and therefore a tendency to	Leads to a desire to <i>learn</i> and therefore a tendency to
• avoid challenges	• embrace challenges
• give up easily due to obstacles	• persist despite obstacles
• see effort as fruitless	• see effort as path to mastery
• ignore useful feedback	• learn from criticism
• be threatened by others' success	• be inspired by others' success

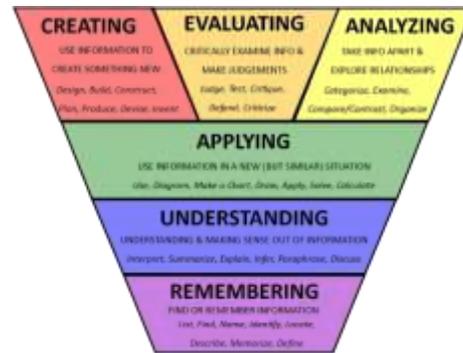
Teacher Feedback

- **Timely** – The end of the task is too late, we must provide feedback often and in detail during process.
- **Appropriate and reflective** – The feedback must reflect the students ability, maturity and age. It must be understandable
- **Honest & Supportive** – Feedback can be devastating, our role as teachers is to nurture and shape. We must provide feedback that is honest and supportive in a manner and mode that does not ostracise the recipient, but gives encouragement to go on.
- **Focused on learning** and linked to the purpose of the task
- **Enabling** – receiving feedback with out the opportunity to act upon it is frustrating, limiting and counter productive. Students must be able to learn from and apply this feedback

Ways to Praise Students

- Notice students' good efforts and strategies and praise them.
- Be specific about the praised behaviors and reinforce this behavior with your feedback.
- Use praise to link the outcomes of an assignment to students' efforts.
- Talk explicitly and in detail about the strategies a student has used. Comment on which strategies were helpful, and which were not.
- Ask a student to explain his or her work to you.
- Don't offer praise for trivial accomplishments or weak efforts.
- Don't inflate praise, particularly for students with low self-esteem.
- Don't let a student feel ashamed of learning difficulties. Instead, treat each challenge as an opportunity for learning.
- Don't ever say, "You are so smart." in response to good work. Instead, praise the work a student has done (e.g., "Your argument is very clear" or "Your homework is very accurate").
- Don't comfort students following a failure by telling them that not everyone can be good at everything.

Continuous Partial Attention	
Definition	Monitoring and being engaged with everything but staying focus on nothing.
Purpose	Being constantly in a partial connection with everything at anytime and anywhere.
Source	A variable developing in an environment rich in information
Result	High stress level, constantly living in crisis, artificial sincerity.



Digital Learners Prefer	Many Educators Prefer
Receiving information quickly from multiple multimedia sources	Slow controlled release of information from limited sources
Parallel processing and multi-tasking	Singular processing and single- or limited-tasking
Processing pictures, sounds, color, and video before text	To provide text before pictures, sounds, color, and video
Random access to hyperlinked multimedia information	To provide information linearly, logically, and sequentially
To network simultaneously with many others	Students to work independently before they network and interact

Digital Learners Prefer	Many Educators Prefer
Learning "just in time"	Teaching "just in case"
Instant gratification with immediate and deferred rewards	Deferred gratification and delayed rewards
Learning that is relevant, active, instantly useful, and fun	Teaching memorization in preparation for class exams
So...digital learners prefer receiving information quickly from multimedia sources.	So...many educators prefer slow and controlled release of information from limited sources.

What drives engagement?

Success – need for mastery

Curiosity – need for understanding

Originality – need for self-expression

Relationships – need for involvement with others