Objectives:

- Discuss characteristics of a fixed mindset
- Consider Self-Determination as a solution to fixed mindset
- Apply instructional practices that disrupt a fixed mindset to improve motivation, engagement, and achievement
Growth Mindset (Dweck, 2008)
Self-Determination is the capacity and the need to engage in intrinsically motivated behaviors.

- **Competence:**
  - Ability + Confidence

- **Autonomy:**
  - Goal Setting & Achievement

- **Relationships:**
  - Support Network

- **Self-Efficacy:**
  - Mastery

- **Empowerment:**
  - External Recognition

- **Safety and Security:**
  - Structure & Predictability

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**Hierarchy of Learners’ Needs**

(Adapted from: Bandura & Schunk, 1981; Maslow, 1943; Ryan & Deci, 1985; Wehmeyer, 1995)
Self-Determined Schools

9 Qualitative / Correlational Studies’
Participants & Settings: 66 K-12 Turnaround Schools
High Performing, high minority, low-income;
Urban: Atlanta, Austin, Boston, Chicago, Detroit, Kansas City, Houston, Milwaukie, San Antonio; suburban districts in: Maryland, Kentucky, Washington; and rural districts in: Texas
(Bozack et al., 2008; Duke, n.d.; Johnson & Asera, 1999; Bozack et al., 2008; Lachat & Smith, 2005; Picucci et al., 2002a; 2002b; Tung & Ouimette, 2007)

AUTONOMY
- Shared vision, mission, values
- autonomy-supportive teacher-student interactions,
- increased teacher-leadership capacity

RELATEDNESS
- Collaborative planning time
- Shared responsibility of students
- Establishing small learning communities

COMPETENCE
- Progress monitoring toward high standards
  - Systems of reciprocated feedback between school, teacher, parent, community, students
### Teacher Practices

**Control-Oriented**
- Dictate goals
- Limit movement
- Limit dialogue
- Limit questioning
- Focus on performance

**Autonomy-Supportive**
- Provide choices
- Encourage decision making
- Teach goal setting
- Teach self-regulation
- Take child’s perspective
- Give explicit directions
- Provide specific feedback

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Outcomes

- Improved Academic Achievement, Motivation, Attendance, & Engagement,
- Learners’ Satisfaction
- Well-being

(Chen & Jang, 2010; Ciani, Sheldon, Hilpert, & Easter, 2010; Close & Solberg, 2008; Reeve et al., 2004; Skinner & Chi, 2012; Wild et al., 1992)
Self-Determination is the capacity and the need to engage in intrinsically motivated behaviors.

Hierarchy of Learners’ Needs

- Competence: Ability + Confidence
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High Yield Instructional Strategies

- Personal Response
  - Clear/Modeled Expectations
  - Emotional/Intellectual Safety
  - Learning with Others
  - Sense of Audience
  - Choice
  - Novelty and Variety
  - Authenticity

8 Engaging Qualities of Work

- Synthesis
- Evaluation
- Analysis
- Application
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Big Idea Thinking:

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Hierarchical Diagram of Learners’ Needs:
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- Authenticity

**High Yield Instructional Strategies**

- Identifying Similarties and Differences
- Summarizing and Notetaking
- Nonlinguistic Representations
- Generating and Testing Hypotheses
- Advance Questions, Cues, and Organizers

**Big Idea Thinking**

- Evaluation
- Analysis
- Application
- Synthesis
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High Yield Instructional Strategies

8 Engaging Qualities of Work

Personal Response
Clear/Modeled Expectations
Emotional/Intellectual Safety
Learning with Others

Response of Audience
Choice
Novelty and Variety
Authenticity

The Engagement Cube: What Captivates Today’s Learners

Identifying Similarities and Differences
Summarizing and Notetaking
Nonlinguistic Representation
Generating and Testing Hypotheses
Advance Questions, Cues, and Organizers

Analysis
Application
Synthesis
Evaluation

Big Idea Thinking
Highly Effective Teaching

• Different pathways according to diverse student needs
• Extensive and subtle understanding of how students learn and applies this knowledge to individual students.
• Understanding students’ interests and cultural heritage.
• A wide range of effective pedagogical approaches
  All students are cognitively engaged in exploring content.
• Productive Instructional grouping that enhances student learning
• Students frequently assess and monitor the quality of their own work
• Teacher-student interactions are caring and respectful
• Students taking intellectual risks.
• Students demonstrate genuine caring for one another
• Students appear to have internalized teacher’s high expectations by persevering
<table>
<thead>
<tr>
<th>Power Component</th>
<th>Power Component</th>
<th>Power Component</th>
<th>Power Component</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bloom – Revised Taxonomy</td>
<td>Recall</td>
<td>Understand</td>
<td>Apply/Analyze</td>
</tr>
<tr>
<td>Antonetti/Carver – Patterns</td>
<td>Name the steps</td>
<td>Follow the steps</td>
<td>Infer with text support</td>
</tr>
<tr>
<td>Webb – DOK (Assessment)</td>
<td>Repeat patterns</td>
<td>Restate or reproduce patterns</td>
<td>Find patterns</td>
</tr>
<tr>
<td>Stein/Smith – Mathematics</td>
<td>Memorization</td>
<td>Procedures without connections</td>
<td>Find use for patterns</td>
</tr>
<tr>
<td>Similarities and Differences</td>
<td>List facts about A and B</td>
<td>Parallel facts about A and B</td>
<td>Compare or contrast by trait</td>
</tr>
<tr>
<td>Summarizing/Notetaking</td>
<td>Copy</td>
<td>Restate</td>
<td>Personalize or make unique decisions about content</td>
</tr>
<tr>
<td>Nonlinguistic Representation</td>
<td>Copy other given forms</td>
<td>Place into other forms</td>
<td>Create a new representation</td>
</tr>
<tr>
<td>Generating/Testing Hypotheses</td>
<td>Copy</td>
<td>Restate “known” pattern</td>
<td>Identify and extend patterns</td>
</tr>
<tr>
<td>Personal Response (Clear/Modeled Expectations)</td>
<td>Not necessary</td>
<td>Fill in the blank with “my” answer</td>
<td>Explain and support my ideas (open)</td>
</tr>
<tr>
<td>Intellectual/Emotional Safety</td>
<td>Not required</td>
<td>Not required</td>
<td>Expression of concepts or recognized patterns</td>
</tr>
<tr>
<td>Learning with Others</td>
<td>Take turns talking</td>
<td>Listen and repeat</td>
<td>Interdependence in roles or mini tasks</td>
</tr>
<tr>
<td>Sense of Audience</td>
<td>A partner</td>
<td>The class</td>
<td>Interdependence of ideas</td>
</tr>
<tr>
<td>Novelty and Variety</td>
<td>Recall is fun or different</td>
<td>Product without concepts</td>
<td>An audience I want to appreciate me or my ideas</td>
</tr>
<tr>
<td>Authenticity</td>
<td>Teacher connects to world</td>
<td>Repeat real examples</td>
<td>Perspective</td>
</tr>
<tr>
<td>Questions</td>
<td>Closed with single right or wrong answers</td>
<td>Closed but with a “choice” of answers</td>
<td>Open with a range of answers, support, strategies, connections</td>
</tr>
</tbody>
</table>

* The strategies listed are those directly influencing rigor or cognitive demand.
** The engaging quality of “Choice” is not listed; it is effectively provided through choice between rigorous tasks.
Autonomy Examples

- Discussing personal values: theme, character traits (focus on traits of resilience, persistence, passion, curiosity)
- Chalk talk for first / second focus during read aloud
- Visualizing text – draw while reading, create an illustrated mini-version of the book as a class
- During DI, consider literature circles, author/genre studies, project-based learning activities
- Clip moving for using reading behaviors (listening, participating/making connections, questioning/predicting, inferring, drawing conclusions, synthesizing) instead of managed behaviors (raise hand, etc)
- Jigsaw during read aloud (assign discussion questions or roles for small groups or individuals to be able to discuss at the end of the read aloud
Meaningful Relationships

• Making mistakes, receiving feedback, mastering a challenge
  – Prompting – “add on,” “different view?” “Keep going, what more can we add to our shared thinking?”
• Celebrate effort and process over success
• Bulletin boards with all students’ work – place a post-it with a positive comment and something to work on for every work sample (display a sample on which everyone has a different response)

• Shared / Partner reading: Be a partner with every student 1:1 at least once, and as often as possible
• Interest inventories – help students know themselves & each other. Use Affinity Process
• Allow students to invite their parents or other approved volunteers to come into class and work with them (partner read, etc)

• Peer Assisted Learning Strategies
# Peer Assisted Learning Strategies (PALS)

<table>
<thead>
<tr>
<th>Activity</th>
<th>Skill</th>
<th>Length of Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Partner Reading with Retell</td>
<td>• Reading fluency</td>
<td>11–12 minutes</td>
</tr>
<tr>
<td>Link to Video Models</td>
<td>• Summarizing</td>
<td></td>
</tr>
<tr>
<td>Paragraph Shrinking</td>
<td>• Identifying the main character</td>
<td>10 minutes</td>
</tr>
<tr>
<td>Link to Video Model</td>
<td>• Identifying main ideas</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Summarizing</td>
<td></td>
</tr>
<tr>
<td>Prediction Relay</td>
<td>• Making predictions</td>
<td>10 minutes</td>
</tr>
<tr>
<td>Link to Video Model</td>
<td>• Identifying main ideas</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Summarizing</td>
<td></td>
</tr>
</tbody>
</table>
CLASS Tool for Teacher-Student Interactions
Competence

- Interactive, public roadmap to success board
- Lunch bunch book club
- Email an author or write a critique on Yelp
- Create a classroom museum based on the content
- Say “almost!” or “not yet!”
- Reader’s chair
- Author’s Realm
Fun

• Read aloud: Find You-tube read aloud or other source for some variety
• Allow students to hold the book and turn the page while you read
• Allow students to use white boards during read aloud to draw / visualize while you read
• When students have a question, have them stand up instead of raise their hand. Let them write their question on a post-it and place it on chart paper labeled with a large question mark. Only read questions from the chart. When students fill the large question mark with post-it questions, they earn a three-minute goofy dance party (or something else).
I have come to a frightening conclusion. I am the decisive element in the classroom. It is my personal approach that creates the climate. It is my daily mood that makes the weather. As a teacher I possess tremendous power to make a child's life miserable or joyous. I can be a tool of torture or an instrument of inspiration. I can humiliate or humor, hurt or heal. In all situations, it is my response that decides whether a crisis will be escalated or de-escalated, and a child humanized or de-humanized.

Haim Ginott
More Fun

• Word Study- use lots of dry erase boards, letter tiles, Ziploc baggies with index cards for erasable and manipulative word/phrase cards. Play word games – Use chart paper and allow students to create a large word find or crossword puzzle for the class.

• Provide visual aids – Post your notebook files on smarthump and place in your google classroom so students can access them anytime if they need it – or they can have their own screen during your presentation. (Appeal to engagement and learning preference).

• Chart paper graphic organizers- students write on post-its while they are reading, to add to the organizer (e.g. characters’ similar and different traits, problems and solutions, causes/effects, timeline/sequence) during the sharing time.