

Empower! Cultivating Curious, Risk Taking Learners



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Please Share: Who's Here Today?

Please stand if...

- You are an elementary teacher
- A middle school teacher.
- A high school teacher
- Educational administrator
- Other



Kathleen's Teaching Journey



Secondary &
Elementary
Classroom
Teacher



Special
Education



Talent
Development



Multicultural
Learners



Juvenile
Delinquents



Teacher of Teachers
Teacher Researcher

My Intention:
To open the heart, nourish the mind,
and inspire the spirits of learners and
teachers.

Michelle's Teaching Journey


Michelle Leip -




- ✓ B.S. Elementary Education & Spanish
- ✓ 5th grade teacher in Title 1 school in southern California
- ✓ High school English teacher
- ✓ M. Ed. from Harvard in School Leadership
- ✓ KIPP – high performing charter school in urban or rural areas
- ✓ 5th grade teacher at a turn-around school in Boston
- ✓ researcher and author for Infinite Horizons –
- ✓ Peace Corps Response Volunteer – Teacher trainer
- ✓ ...now... continuing to support teachers and learners

Messages that Create an Empowered Classroom

Fair is not everybody getting the same thing...
fair is everybody getting what they need to be successful!



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THIS IS A RISK-TAKING, MISTAKE MAKING CLASSROOM

Pg 33

Let's practice...

...




- Chat Chum A and Chat Chum B
- Knee to Knee Eye to Eye
- Name one or two of the greatest challenges you are experiencing with your students.


Pg. 51

Our Goal...

***EMPOWER**




NOT



ENABLE

Self Regulation Defined


- * Self Regulation is a deep, internal mechanism that enables children to engage in mindful, intentional and thoughtful behaviors.
- * Elena Bodrova and Deborah J. Leong
- * Self-Regulation is a Skill that is Taught, it does not emerge naturally.



Students Can Do MORE Than We Think...


- * When children are constantly regulated by adults, they may appear to be self-regulated, but they are actually "teacher regulated."
- * If our goal is to...

EMPOWER




NOT

ENABLE




Intentional and Transparent

- * Intentional: **YOU** Know why you're doing what you're doing.




- * Transparent - **THEY** know why you're doing what you're doing.



Brain Rule #4 - Medina

"We need to repeat to remember"



Talking
about an event
immediately after it has
occurred
enhances
memory
for that event

Winning Formula for Success

(for you and your students!)




Mindsets

plus

Skill Sets

equals

RESULTS!

PG. 12

Mindsets



FEEL IT: Try These Riddles

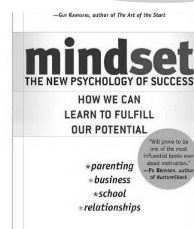
- * It walks on four legs in the morning, two legs at noon and three legs in the evening. What is it?
- * I am the beginning of the end, and the end of time and space. I am essential to creation, and I surround every place. What am I?
- * What always runs but never walks, often murmurs, never talks, has a bed but never sleeps, has a mouth but never eats?

Group Discussion:



- * How did you **feel** when you were trying to solve the puzzles/riddles?
- * What types of messages were going on in your head before, during and after?

Carol Dweck, Stanford University

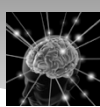


Dweck's findings: Two Mindsets



Fixed mindset:

- ❖ Intelligence and talent - **fixed**
- ❖ Innate talent creates success
- ❖ Effort will not make a difference
- ❖ You either get it or you don't
- ❖ **LOOK GOOD AT ALL COSTS**



Growth mindset:

- ❖ Intelligence can be developed
- ❖ Brains and talent are just the starting point
- ❖ Enjoy effort and process of learning
- ❖ You can always grow and learn
- ❖ **LEARN AT ALL COSTS**

Dweck's Research Shows...

- * 7th Graders Struggling
- * Group One Intervention: Study Skills Training
- * No statistically significant change
- * Group Two Intervention: Mindset Discussion and, then, Study Skills
- * Group Two Grew!

***If we want to grow their *skill* set, we must also shape their *mindset*!**



&



How does having a **FIXED MINDSET** impact

Struggling Learners?

Gifted Learners?

If you are going to develop growth mindset learners...

- * Gets students to "Feel" what their mindsets are when learning gets challenging.
- * Intentionally and transparently teach students about growth mindsets and how the brain
- * Share lots of examples of Growth Mindsets in Action. (See Kathleen's You Tube Channel)
- * Make growth mindset talk visible with Anchor Charts
- * Talk Growth Mindset talk ALL the time, EVERYONE!

If you are going to develop growth mindset learners...

- * Gets students to “Feel” what their mindsets are when learning gets challenging.

How do they “feel” when learning is challenging?

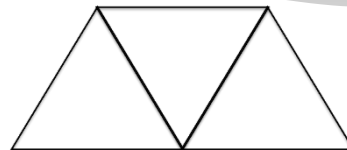


Do a “Feel It” Activity

- * Choose a task that is going to be challenging for your students.
 - * Math Puzzles
 - * Riddles
 - * Pop Quiz
 - * Origami
- * Ask students how they felt and what they said to themselves when the task became hard.



FEEL IT!
Move Two Toothpicks to Make Two Triangles

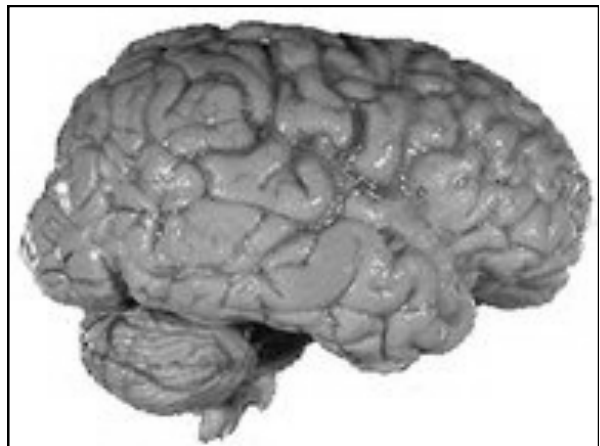


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If you are going to develop growth mindset learners...

- * Gets students to “Feel” what their mindsets are when learning get’s challenging
- * Intentionally and transparently teach students about growth mindsets and how the brain works

Teach Kids About Their Amazing Brains!



Mindset Review

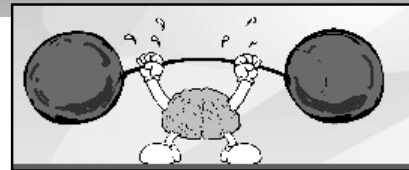


- Fixed mindset – ability cannot change

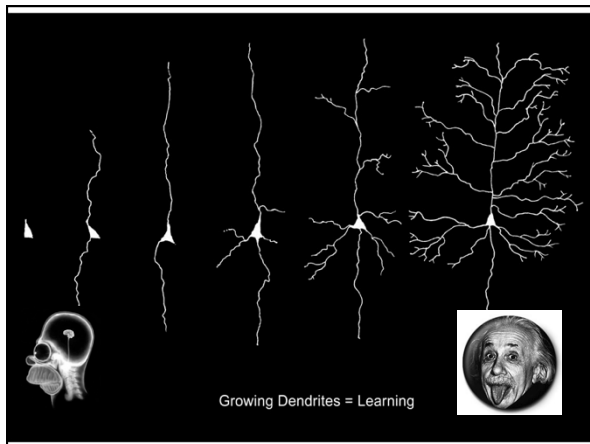


- Growth mindset – ability can change (grow) with effort

Carol S. Dweck, Stanford University
www.brainology.us

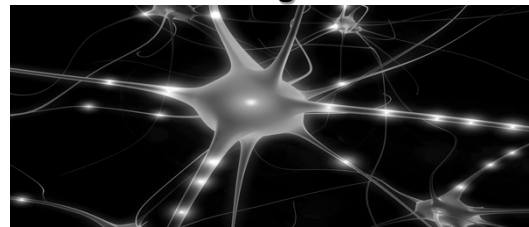


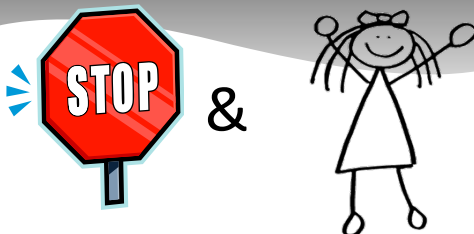
“The growth mindset confirms the new research which reveals **that thinking skills can be developed**, and expertise can be built by means of deliberate practice.”



From neuroscience we know that...

**Neurons that fire together
 Wire together!**






On the BIG IDEA side of your notes, STOP AND DRAW a picture that, for you, represents

GROWTH AND FIXED MINDSETS

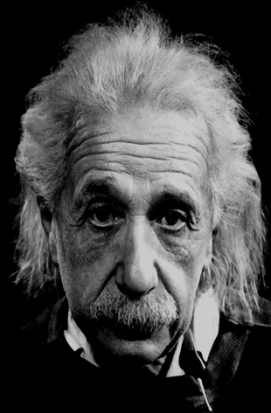
STOP AND DRAW: Visuals lock in learning

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"I am neither clever nor especially gifted. I am only very, very curious."

-Albert Einstein



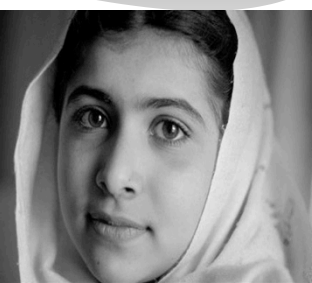
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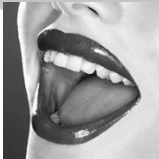
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Growth Mindset:
Nobel Peace Prize – 17 years old

"I think of it often and imagine the scene clearly. Even if they come to kill me, I will tell them what they are trying to do is wrong, that education is our basic right."


-Malālah Yūsafzay



 & 

Who is someone you know who demonstrates a growth mindset. Could be famous or close to home. Real or fictional.

WALK AND TALK: Movement AND TALK helps cement learning



www.inspiringteachers.com.au

If you are going to develop growth mindset learners...

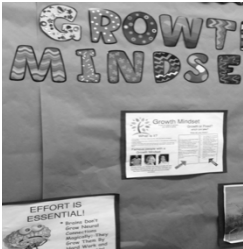
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Mindset Anchor Chart: Making Thinking Visible

Thought	Response
When Things are Challenging for you <u>What do you say to yourself?</u>	I'm not leaving this school until I get it!
Think! Think!	
This looks impossible—but, I CAN do this!	
Slow Down—Try to figure three things out	
Keep Trying!	I tell myself what I need classmate challenge!
Come on—You can do it!	
You've done this before—it is not that different!	
I can't do it...	What are some other ways to do it?
grrr...done	What do I already know about this?

Mindset Monday

Keep Mindsets Alive

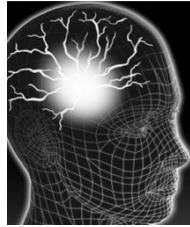


- Start Monday with a growth mindset message...
- Video
- Quote
- Story
- News
- Song
- Local, National, World Hero

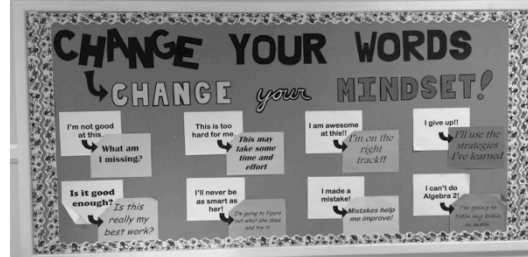
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My Brain Grows!

When I work hard my brain grows,
All my effort really shows,
I love learning, I love school,
When I use my mighty tool,
When I work hard my brain grows,
All my effort really shows!



Mountain View Alternative HS



I can't...

YET!



Dweck's six studies of children

	Praised for effort	Praised for ability
goals	90% of the group created learning goals	66% of the group created performance goals
enjoyment	continued	decreased
persistence	continued	decreased
performance	improved	declined
lied about scores	one individual	40%

Praise for Specific Effort

- * Effective coaches don't praise for winning the game or meet, they praise the specific behavior that the athlete developed that improved his/her game.
- * We need to teach ourselves to praise students for specific behaviors that improved their learning



Specific Praise Helps Us Know what do to Next Time...

Non-Example : **"Good job. Jackson. Keep it up."**

Example 3: **"You really did a good job working through all of the steps and checking your answers for this problem. You didn't give up on yourself and your effort made all the difference. You must be proud of yourself!"**

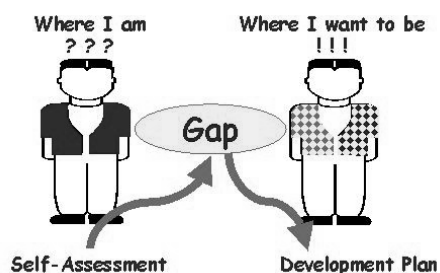
OWN IT!
Empowerment



Three Finger Self-Assessment

How much do you have students involved in self-assessing in your classroom?

Self-assessment is KEY to becoming metacognitive and self-regulating



Self-Assess on Mindsets:
Kids need to internalize that **Mindsets Plus Skill Sets Equal Results**

A - EFFORT RUBRIC		
4 (Growth Mindset)		I worked on the task until they are finished. I saw difficulties as opportunities to strengthen my understanding.
3 (Fairly Growth)		I worked on the tasks until they are finished. I tried even when it was difficult.
2 (Somewhat Fixed)		I put some effort into tasks, but I stopped working when it became difficult.
1 (Fixed Mindset)		I did not try.

Growth Mindset Self-Assessment



I worked hard and had a growth mindset the whole time.



I worked hard and had a growth mindset some of the time.



I did not work hard and had a fixed mindset today.(Why)

STUDENT CHOICE VERIFICATION FORM Non-Completion of Assignment

I, _____, have chosen not to participate in the following classroom **CHEW** activity:

I understand that by making a **fixed mindset** choice, I will not be engaged in the learning process and thereby will not be building neural connections that can improve my learning.

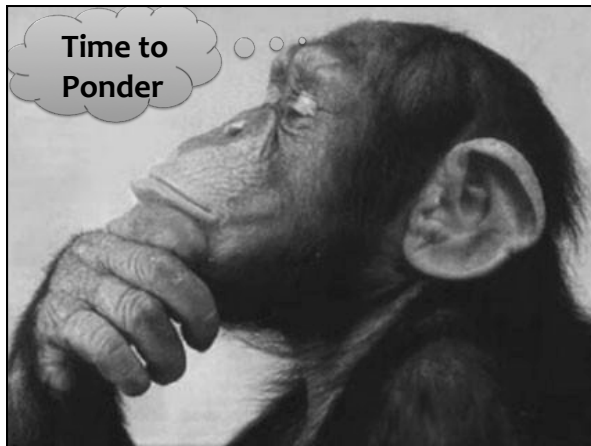
I understand that by making this choice I may be less prepared to handle the rigors of our competitive society.

I understand that by choosing not to do this **CHEW** activity I may be less likely to succeed in this course and in life.

In signing this document, I acknowledge that I understand the consequences of choosing not to participate.

Student Signature: _____

Date: _____



Musical Match You Try It!

- How will you have your students practice self-assessing **Growth Mindsets**

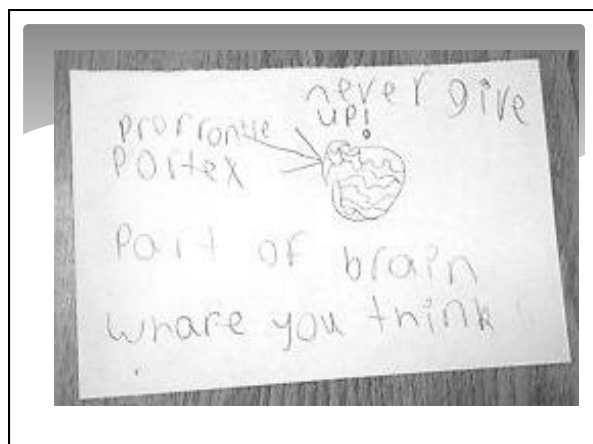
More Mindset Strategies www.kathleenkryza.com

*Developing Growth Mindsets
In the Inspiring Classroom*

Give it a Go Guide

**inspiring
Learners**
Kathleen Kryza, Alicia Duncan, Joy Stephens
www.inspiringlearners.com

3rd Graders GET IT! = Self Assessment



Mountain View High School February 2015

- * My teachers taught me things not only about the subject they teach but something I can hold on to when I leave this place. For example, thinking about my thinking, having a growth mindset, working my memory and so on. They have taught me how to avoid distraction and complete a task.
- * I am a mother. Now, when I am scared and don't know what to do about my baby, I see that I need to have a growth mindset, and ask for help.

Time to Ponder! (with your Chat Chum)

- * What do think your your students know about metacognition/self regulation?
- * What will you do deepen their understanding and empower them to think for themselves?



Winning Formula for Success (for you and your students!)

Mindsets plus **Skill Sets** equals **RESULTS!**



PG. 12

Thank you!! 😊
KEEP IN TOUCH:

* Infinite Horizons Website:

www.Kathleenkryza.com

- ✓ Free resources
- ✓ Contact information
- ✓ Books
- ✓ Grab our business cards! 😊
- ✓ Michellelynnleip@gmail.com

Changing
Today's Classrooms
Culturally,
Academically,
& Emotionally

*Transformative
Teaching*

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Kryza Brillingham Duncan