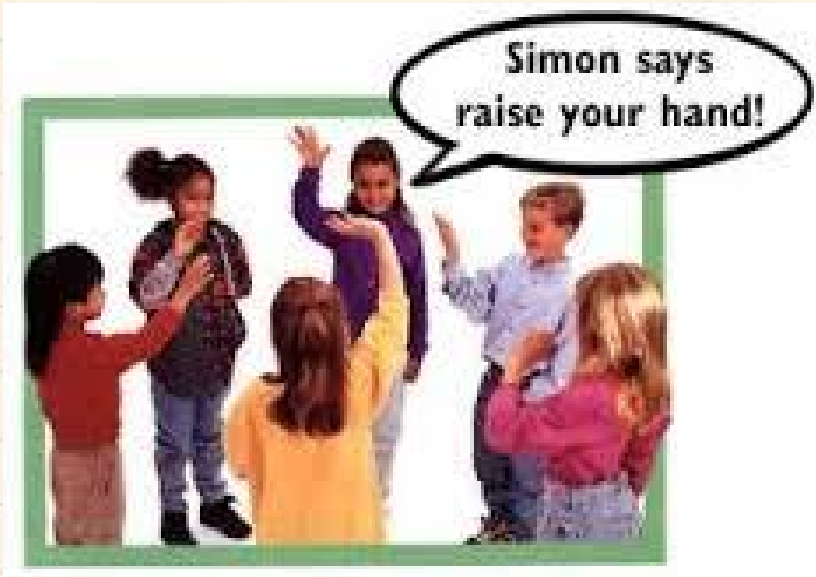


# Mindsets & Moves:

## Strategies that Help Students Take Charge

Keynote Address  
Gravity Goldberg





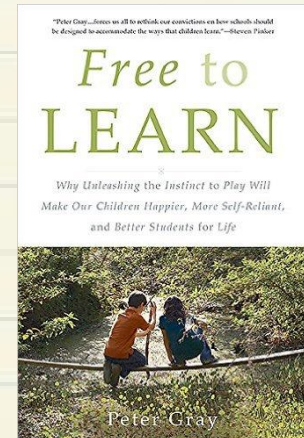
There are repercussions when we accidentally turn our reading classrooms into playing a game of "Teacher Says."



"The school system has directly and indirectly, often unintentionally, fostered an attitude in society that children learn and progress primarily by doing tasks that are directed and evaluated by adults, and that children's own activities are wasted time" (p.8).

-Peter Gray

evolutionary developmental psychologist

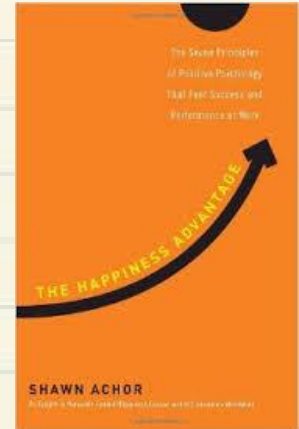


## The question:

How can we help students become deep thinking, hard working, self-directed and truly independent workers?

\*when no one is telling them what to do

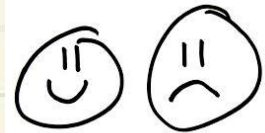
# Where we put our attention matters.



List 4-5 activities you do most days.

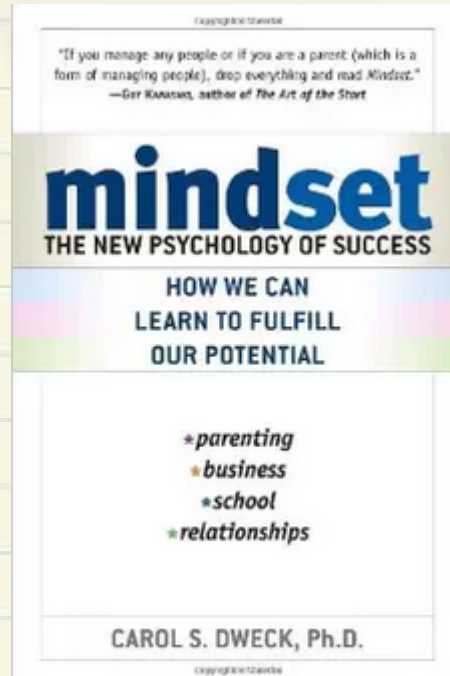
Sort the activities based on how much effort you put into them.

Rate each activity based upon how you feel about your ability.



# What is mindset?

Mindsets are beliefs about yourself and your most basic qualities.



# Growth Vs. Fixed Mindsets

People with a *growth mindset*

- ★ see that working hard and struggling pays off
- ★ believe that success is a result of hard work
- ★ understand that everyone can grow and learn something new
- ★ view struggle as an opportunity to learn

People with a *fixed mindset*

- believe that intelligence and ability are born, static traits
- believe that they can do very little to change their ability
- view struggle as negative
- avoid challenges



# Why Mindset Matters

People with growth mindsets outperform those with fixed mindsets and learn more.



# Reread your list.

Identify what mindset you tend to have with each item on the list.

1. teaching growth
2. talking fixed
3. running growth
4. writing growth
5. cooking fixed



# Benefits of a Growth Mindset

- ★ develop more confidence over time
- ★ know how to learn
- ★ take healthy risks
- ★ success over the long term
- ★ rise to challenges
- ★ motivation to work hard

## An Answer:

Support a Growth Mindset

- with your language choices
- with your teaching decisions
- with management structures

# Language Choices and Mindset

- ★ Focus on the process and effort the reader put in.
- ★ Take yourself out of it.
  - Not: "I like..."
  - Instead: "First you... then you..."
- ★ Connect their effort to the results.

## Continuum of Feedback Examples

Too General

Great job predicting!

Looking at the character's past decisions helped you predict how he would handle the conflict.

Just Right

Too Specific

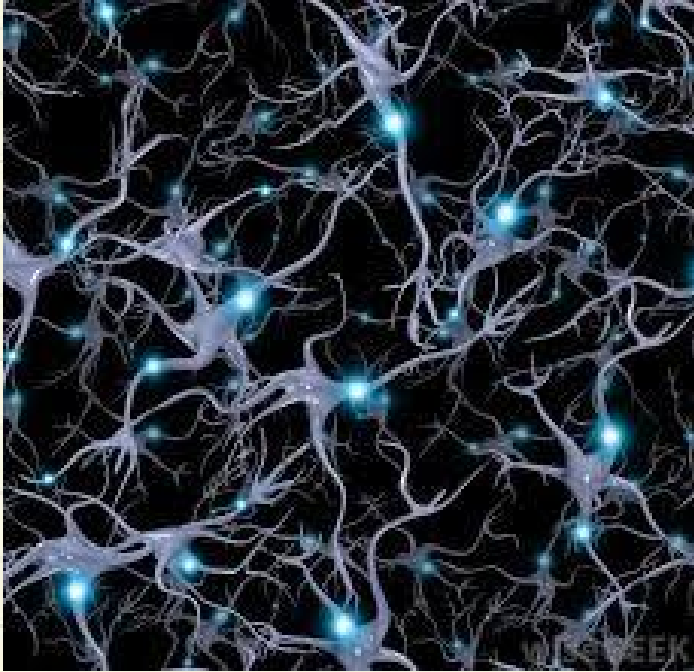
Good job thinking about why Jonas lied to his dad.

# Teaching Decisions & Mindset

- ★ Model your own process and show your steps.
- ★ Normalize hard work as a part of the learning process.
- ★ Let students solve their own problems (or at least try).

# "A ha" Moments and Mindset

Dope  
Learning!



struggle is important and needed

"learner's high"



# Turn and Talk

List 2 areas where you tend to jump in and solve the problem yourself.

Imagine what it would be like if you stepped back a bit instead.

# Management & Mindset



play



work



Work or play? How is it framed? Who is it for?

## An Answer:

- ★ allow for appropriate amounts of struggle so readers can solve their own problems (ZPD)
- ★ let the learning experience be the reward- let it be playful

# Students Benefit from Take-Charge Independence because it can foster:

- ★ growth mindset
- ★ willingness to struggle
- ★ positive relationship towards reading
- ★ intrinsic motivation

# Your turn.

Set an intention for the upcoming year.

Based on what you just heard, what might you focus on for yourself as a teacher and learner?

Consider your mindset and moves.

# MINDSETS & MOVES

STRATEGIES THAT  
HELP READERS  
TAKE CHARGE

GRADES 1-8



Coming September  
19th.

If you pre-  
order the book  
this week you  
will save 20%

<http://www.corwin.com/books/Book246118>

## Be a Miner

### Uncovering Students' Reading Processes

MINER

MINOR

MODEL

MENTOR

While at the beach last summer, I noticed a pair of young girls playing in the sand right near the water. I assumed they were about to make a sand castle and went back to reading my book. Then one girl shouted, "Come over here! I think we can find them here!" and I looked up, curious. The girl was waving her hands excitedly above her head, beckoning her friend. The second girl ran over, a bright-red shovel and pail in each hand. "Let's dig here, and I bet we find them!" the first girl exclaimed.

I put down my paperback. I watched.

Both girls were on their hands and knees. They dug with their fingers, and brought their faces close to the wet sand. They squinted. "Did you find one?" the second girl asked. "Not yet," the first girl replied. I noticed how intent they were on uncovering something from the sand. Shells? Sea glass? Were they young enough that they were pretending to find a pirate's treasure chest? I wondered. Digging their hands in deep was not working for them, and for some reason

Andrew Lurie/Photography



# Questions?

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