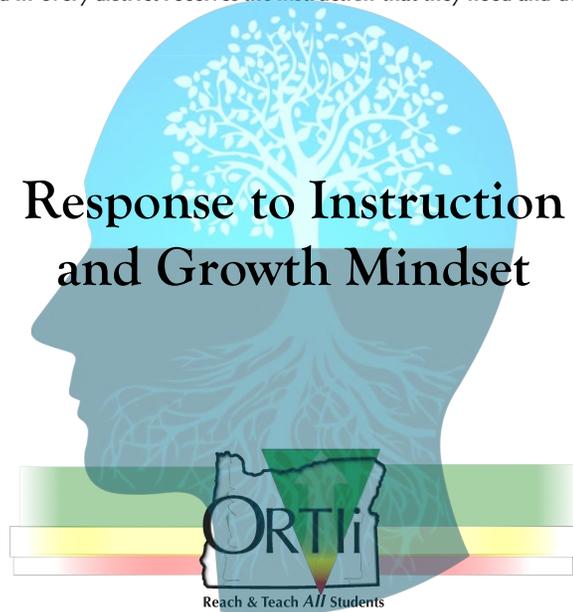


Vision: Every child in every district receives the instruction that they need and deserve...every day.

## Response to Instruction and Growth Mindset



## Mindset, Dweck

- “The New Psychology of Success”

Intelligence

Ability

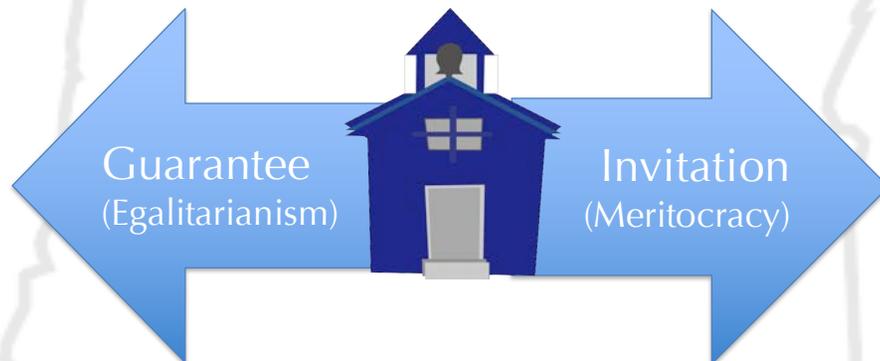
Talent

Success

Achievement



## Shift in Paradigm



Adapted from Anthony Muhammad, PhD

## Fixed Mindset

- Carol Dweck has found that those with a fixed mindset keep using the wrong strategy when faced with a problem.
- Then they disengage from the problem.
- They blame others or the task or other people.

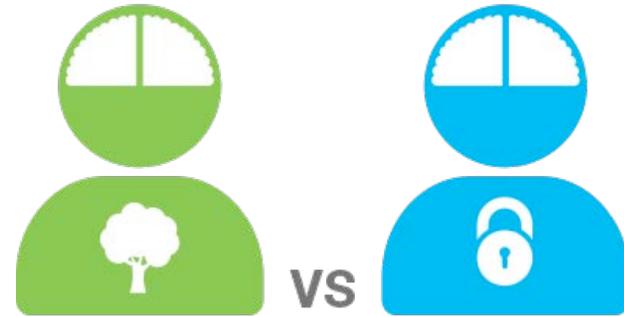


# Growth Mindset

- People adopting a growth mindset tend to generate other, and new, ways to do things.
- If one route doesn't work they will try others.
- They will think 'outside of the box' to solve problems because they believe that they 'can'.



# Mindset

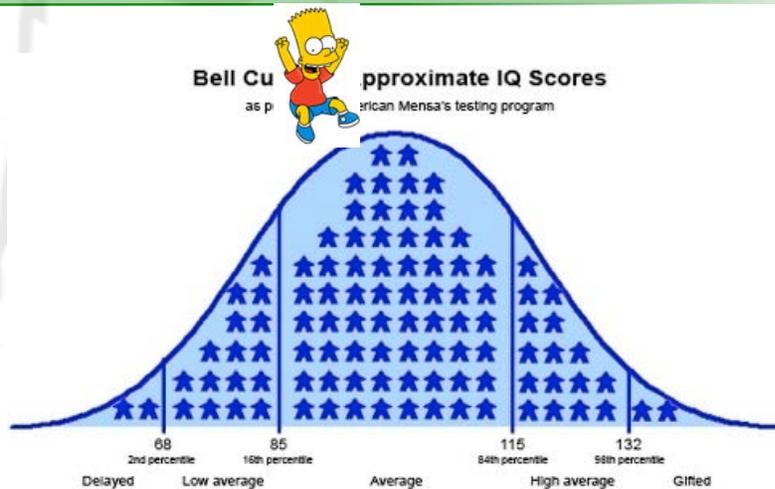


**Growth Mindset**  
Believe that they can learn anything if they put in the work, practice, and effort to learn it.

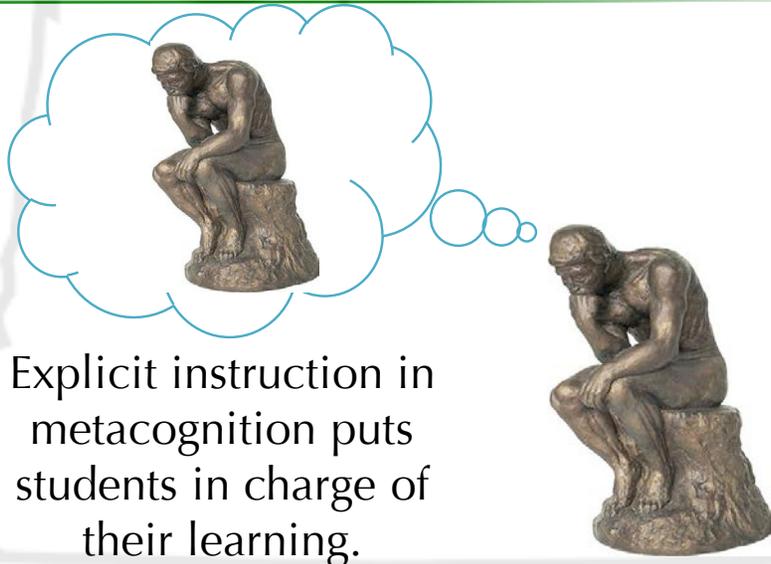
**Fixed Mindset**  
Think that they cannot increase their skill and knowledge in a particular area.



# Smart is Something You Get



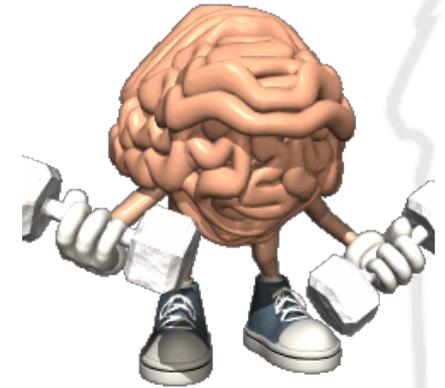
## Metacognition



Explicit instruction in metacognition puts students in charge of their learning.

## Instruction Changes the Brain

- YOU make the difference in the child's success in school and life.
- YOU are a brain surgeon!



## Giving & Accepting Feedback



## Feedback Changes the Brain

Input  
Input  
Input  
Input  
Input  
Input  
Input  
Input  
See you tomorrow

**Feedback** works 2 ways:

From the  
teacher to  
the  
student

Input  
Question  
Response  
**Feedback**

**From the  
student to  
the  
teacher**

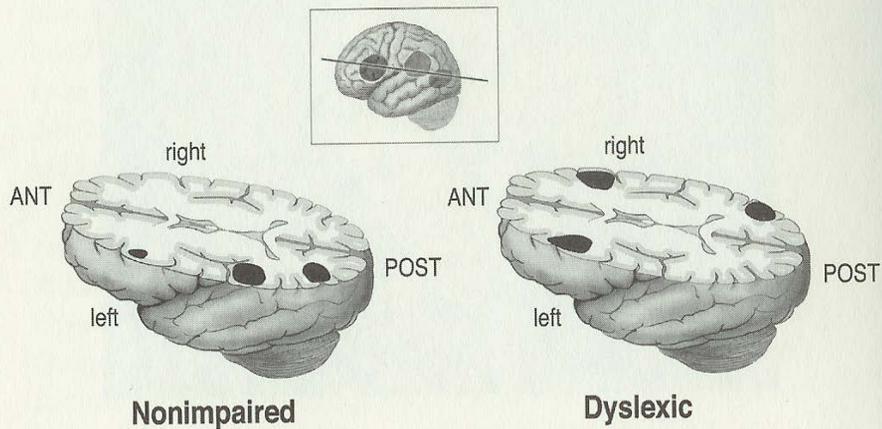


Figure 27. Dyslexic Readers Use Compensatory Systems to Read

The nonimpaired reader, on the left, activates neural systems that are mostly in the back of the left side of the brain; the dyslexic reader, on the right, activates systems on the right side and in the front of the brain on the left.

Overcoming Dyslexia,  
Shaywitz, p. 84

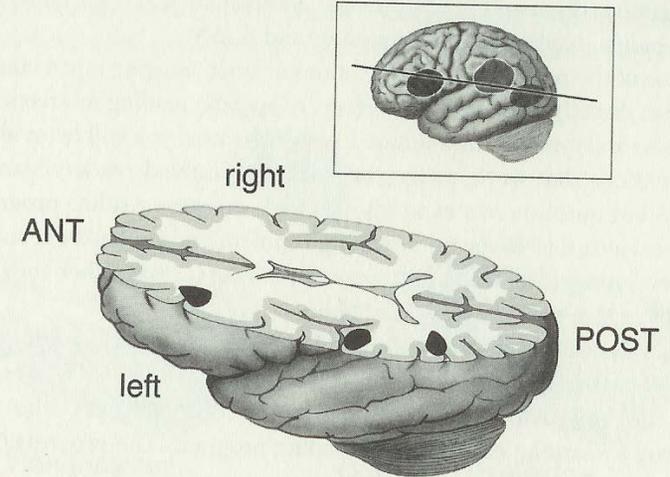


Figure 28. Effective Reading Interventions Result in Brain Repair

One year following an effective reading intervention, dyslexic children have developed left-side reading systems (shown in black) in both the front and back of the brain.

Overcoming Dyslexia,  
Shaywitz, p. 86

## Quotes in Closing

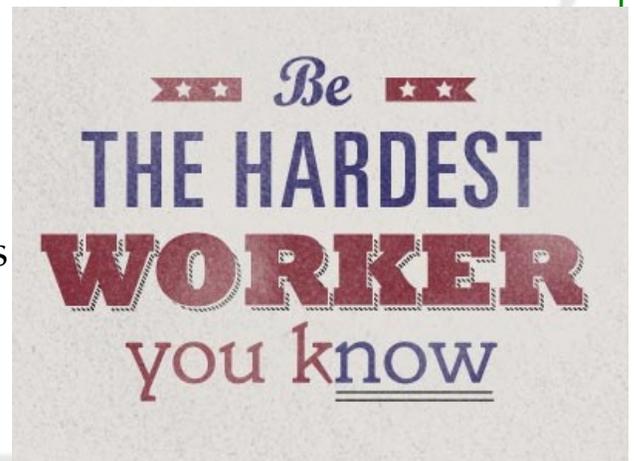
“The new evidence from brain research tells us that everyone, with the right teaching and messages, can be successful in math, and everyone can achieve at the highest levels in school. There are few children who have very particular special educational needs that make math learning difficult, but for the vast majority of children - about 95% - any levels of school math are within their reach. And the potential of the brain to grow and change is just as strong in children with special needs.”

Mathematical Mindsets: Unleashing Students' POTENTIAL Through Creative Math, Inspiring Messages and INNOVATIVE TEACHING, Boaler 2016



## Students grow in:

- Skills
- Effort
- Persistence
- Strategies
- Plans
- Work Habits
- Grit



## Productive Struggle

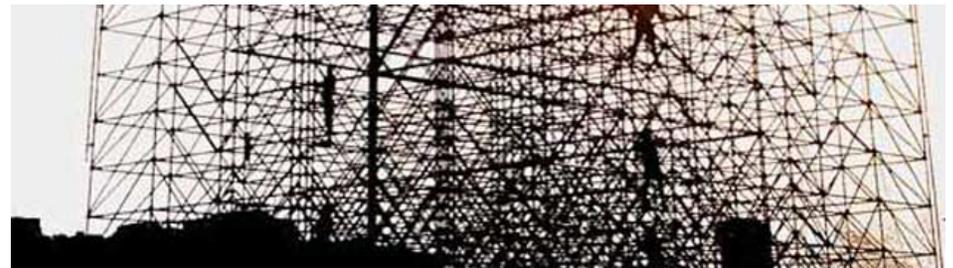
- Leads to new learning
- Leads to understanding
- Leads to empowerment
- Leads to goals feeling attainable
- Leads to hope



**We know when  
something is difficult**

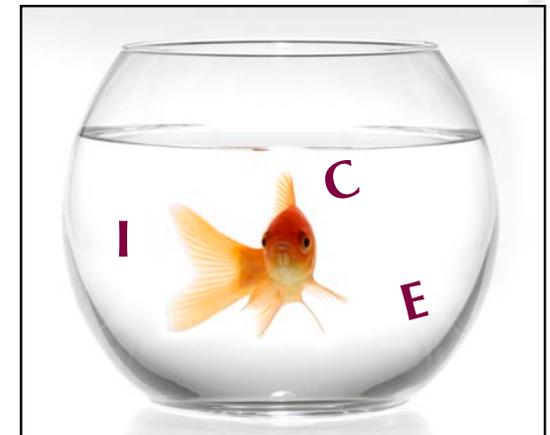


**Predictable Struggle  
=  
More Scaffolding**



Focus on “the water”-

- Instruction
- Curriculum
- Environment



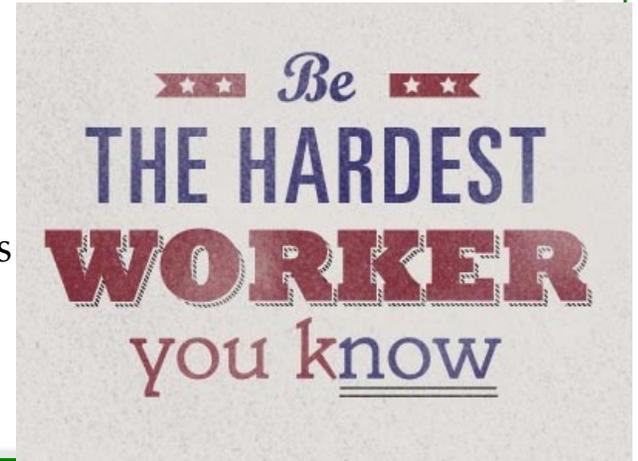
## ICEL

I – Instruction  
C – Curriculum  
E – Environment  
L – Learner



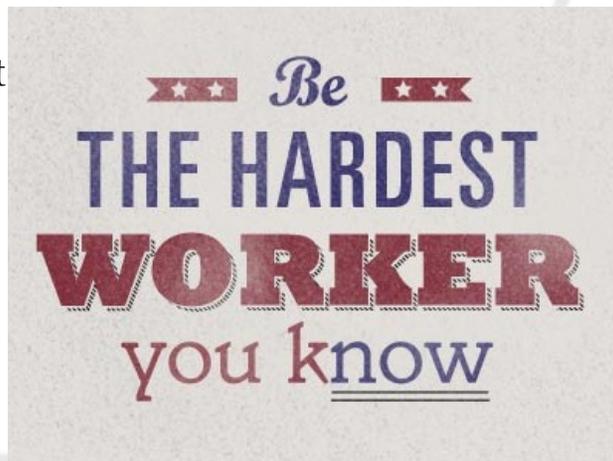
## Students grow in:

- Skills
- Effort
- Persistence
- Strategies
- Plans
- Work Habits
- Grit



## Teachers grow in:

- Instruction
- Curriculum
- Environment



## Systems Thinking?

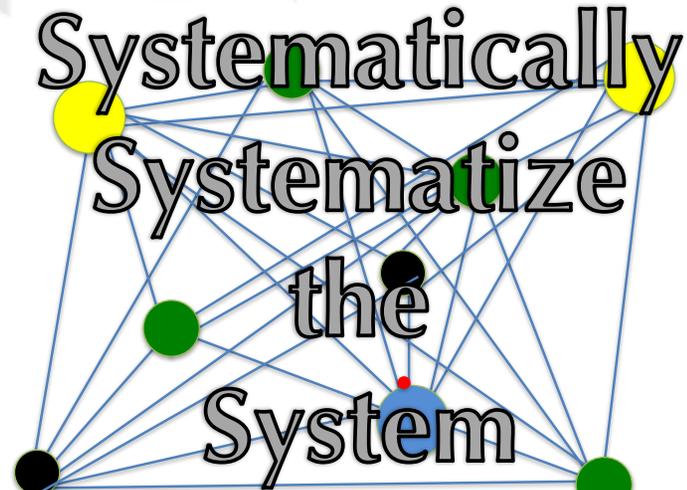
Connecting the dots

## Fixed Mindset

They either get saved or they don't

- "I taught it, they did not learn it."
- "You have to earn the grade."
- "I did my job. It's someone else's job now."
- "Those kids just can't do it."
- "I just don't what else to do, call special education."

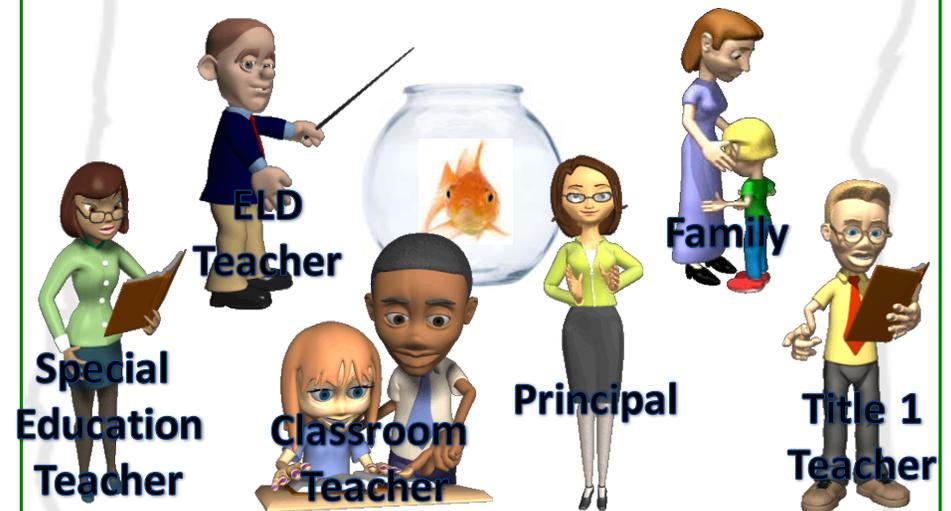
## Systems Thinking



## We Work Together as a Pit Crew

Great teams and great systems work together for the outcomes of All.

## Is What WE are doing Working?



## Great Teams Work Together

- Great teams and great systems work together for the outcomes of *All*.

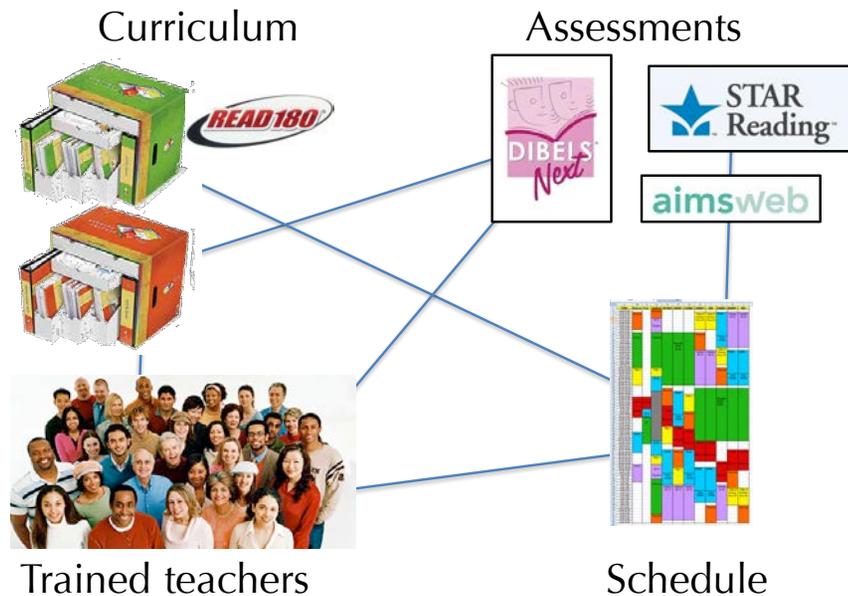


## Teaching is Hard!!

Knowledge has exploded and brought us complexity.

Complexity requires group success.

“The Knowledge of All for the Care of One”



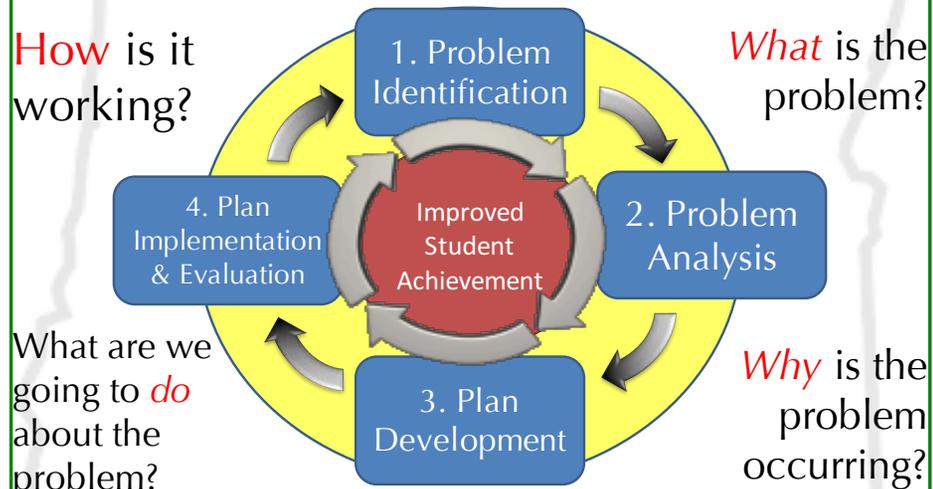
## Strong System Skills

- #1 The ability to know success and failure
- #2 Devise solutions
- #3 The ability to implement

~Gawande



# The Problem Solving Process



# RTI is

Growth Mindset for Students and Teachers

Systematic Scaffolded Instruction

Data Based Problem Solving

The Knowledge of All for the care of one

