Literacy Mini-Series
# Session 2: October 12, 2017

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Cindy McGarroch, District PSC Coach & Literacy Support Teacher

Agenda:

- Growth Mindset
- Curriculum & Literacy Links: Explore & Share
- Info: Understanding where your students are now and where they need to be at the end of the year!
- Info: Setting Clear Learning Intentions, Criteria & Descriptive Feedback
- Contact cmcgarroch@prn.bc.ca

Spirit Buddies

- Find a group of two to three people that you don't know, work directly with or are outside of your department
- You are asked to: Greet your buddies, welcome each other & check in
- Then you may talk about anything you wish as a group
- Updates of how it's working in your classrooms

TEACHING TO DIVERSITY

The Three-Block Model of Universal Design for Learning

Jennifer Katz
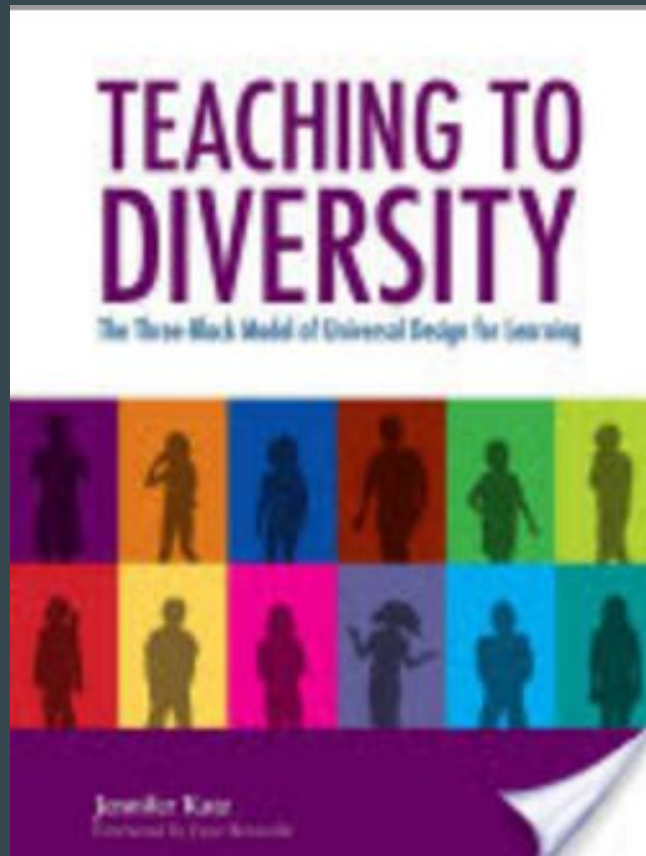
The Growth Mindset Coach
Theme for October
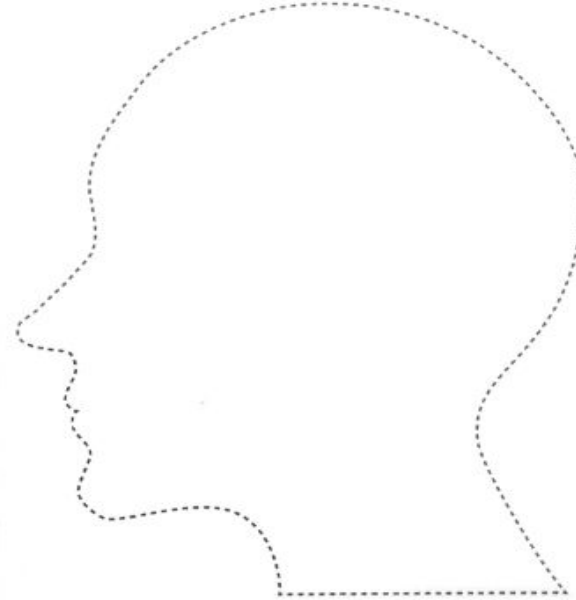
"My Brain is like a Muscle that Grows"

Small Groups
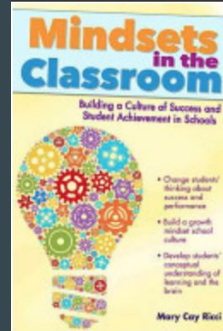# Pre-assessment

Popcorn or
Snowball

Mindsets in the Classroom

Name _____ Date _____

Draw a picture of what you think your brain looks like.

Write down or ask your teacher to write anything that you know about your brain.

Mindsets in the Classroom

Building a Culture of Success and Student Achievement in Schools

- Change students' thinking about success and performance
- Build a growth mindset school culture
- Develop students' conceptual understanding of learning and the brain

Mary Cay Ricci

Three quick ways to check for prior understanding...

Anticipation Guide: This strategy can be used individually, small group or whole class. The strategy accesses prior knowledge while drawing interest to the new subject introduced.
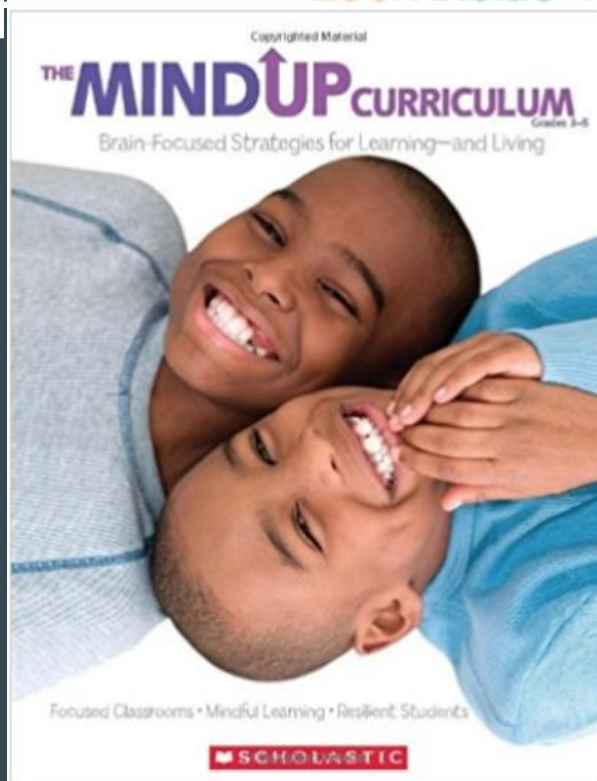
WHAT DO YOU KNOW?

Before Reading			After Reading	
True	False		True	False

K	W	H	L
(what I know or think I know)	(what I want to learn)	(how I can learn this?)	(what I learned)

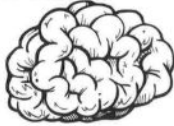| L	I	N	K
(list everything you know)	(inquire about what you want to know)	(now we are going to take notes)	(what do you know now?)

Grade 3-5 Mind Up Lesson

Formative Assessment

RESOURCE 10

Formative Assessment for Learning About the Brain

Learning About the Brain

3 Things I learned about the brain:

**2** Things I have a question about:

1 Thing about the brain that I want to learn more about:

Ready-to-Use Resources for Mindsets in the Classroom © Prufrock Press Inc.
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1. Think of a time…
2. Brain Power Graphic Organizers

Grade 5 Student Samples
By Mrs. Petuh's Class
Alwin Holland School

Panel 1

Draw a picture of what you think your brain looks like.

Left Right
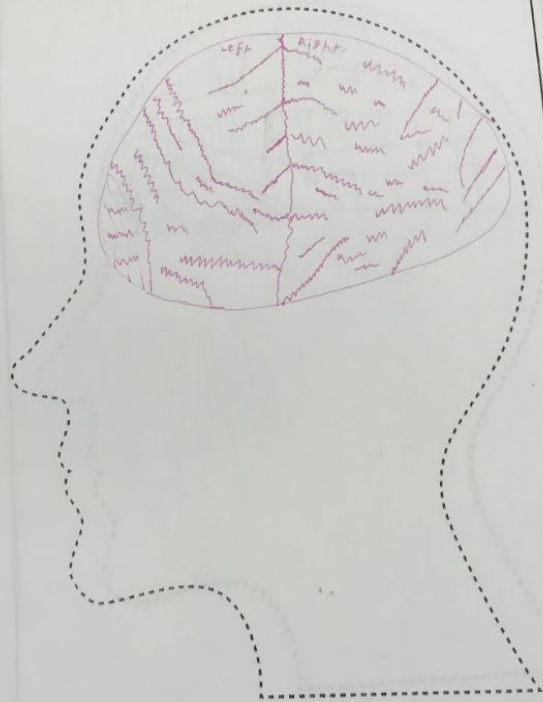
Write down or ask your teacher to write anything that you know about your brain. My Brain controls my actions an it controls everything I say. when I picture my Brain it looks Pink and slimy and has vains all over it.
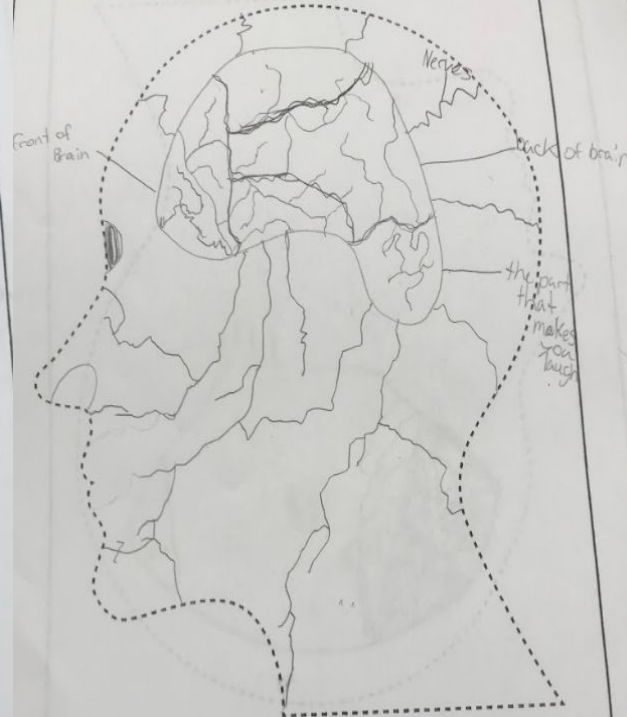
Panel 2

Draw a picture of what you think your brain looks like.

memory box

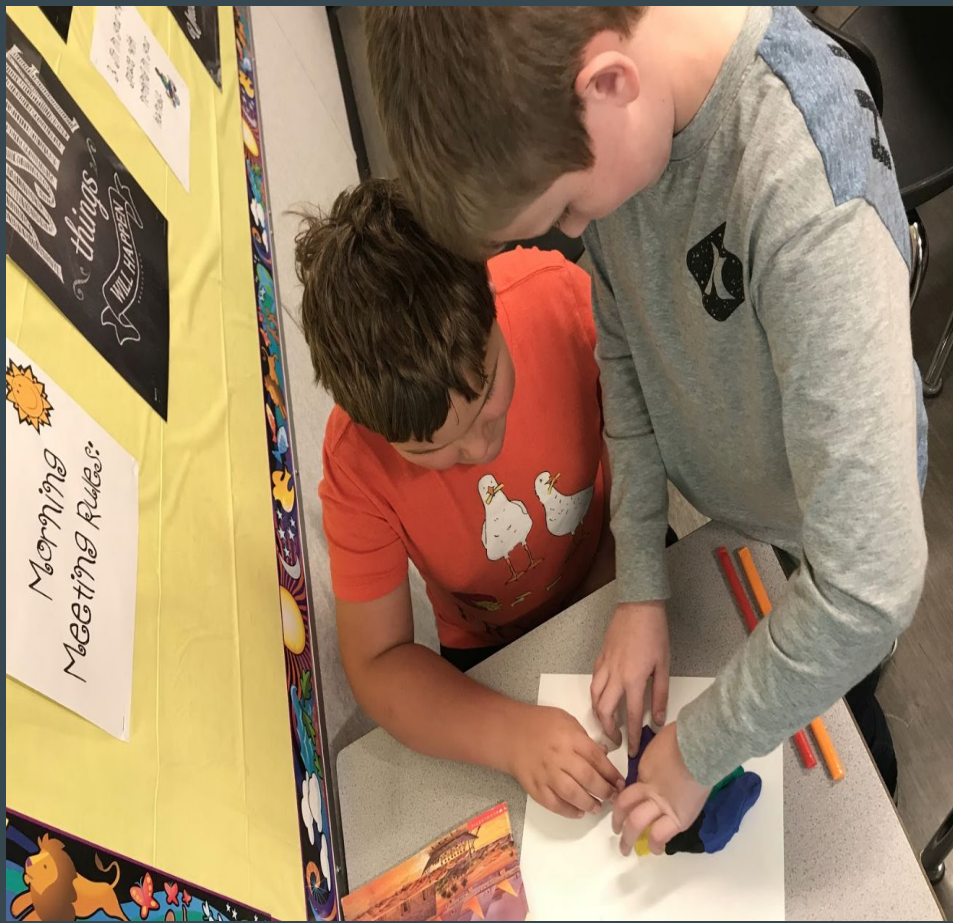Write down or ask your teacher to write anything that you know about your brain. the Brain is grey

Panel 3

Draw a picture of what you think your brain looks like.

Nerves

front of Brain

back of brain
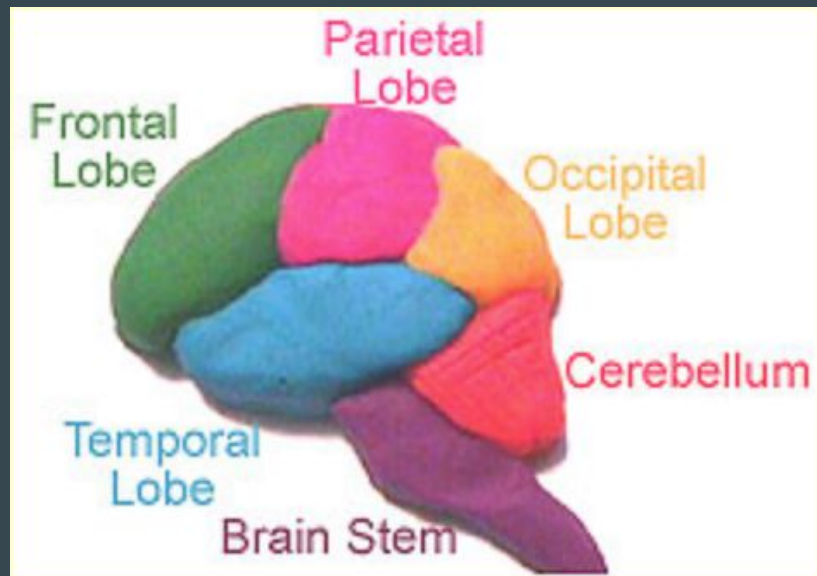
the part that makes you laugh

Write down or ask your teacher to write anything that you know about your brain. the bottem Part of your brain makes you laugh. the front of your brain is what your focused on.
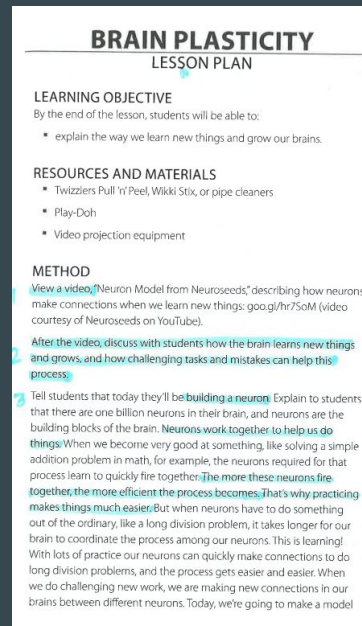
Frontal Lobe

Parietal Lobe

Occipital Lobe

Cerebellum

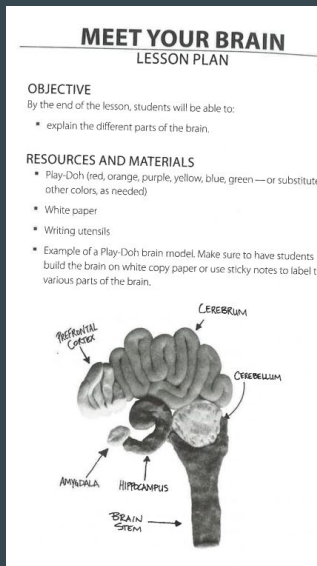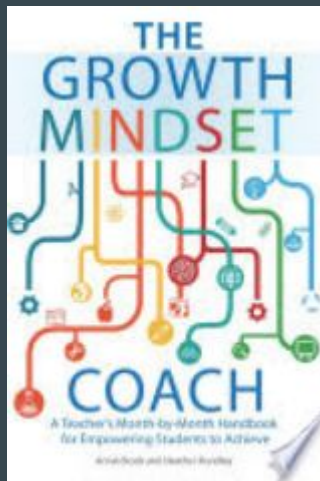Temporal Lobe

Brain Stem

Spinal

My Brain is Like a Muscle that Grows → 2 Lessons
1. Meet Your Brain page 57
2. Brain Plasticity page 65

Growth Mindset at School

● ● ●

Self Talk from Teachers with a Fixed Mindset vs Teachers with Growth Mindset

FIXED MINDSET	GROWTH MINDSET
Professional development is so boring; I never learn anything at these things.	During professional development, I'll listen with an open mind and seek out new ideas.
This parent is driving me crazy; he wants a progress update every day.	This parent is very invested; I need to find a way to communicate with him productively.
This student is incapable of making gains in math.	How can I present the information so this student will understand?
This student is a brilliant reader; she doesn't need my attention.	I should develop enrichment opportunities so this student feels sufficiently challenged in reading instruction.
I'll never be as good a teacher as she is.	I should ask her to be my mentor so I can learn from her.
My students ruined this lesson; they just refused to cooperate.	How could I change this lesson so it's more engaging for my students?
This student hates school, and there's nothing I can do to change that.	How can I use this student's interests and passions to engage her in learning?
With his poor home life, this student doesn't have a prayer of graduating.	I believe that this student can find success, regardless of his background.

"*How can we help educators adopt a deeper, true growth mindset, one that will show in their classroom practices?* You may be surprised by my answer: Let's legitimize the fixed mindset. Let's acknowledge that (1) we're all a mixture of fixed and growth mindsets, (2) we will probably always be, and (3) if we want to move closer to a growth mindset in our thoughts and practices, we need to stay in touch with our fixed-mindset thoughts and deeds. If we 'ban' the fixed mindset, we will surely create false growth–mindsets. (By the way, I also fear that if we use mindset measures for accountability, we will create false growth mindsets on an unprecedented scale.) But if we watch carefully for our fixed-mindset triggers, we can begin the true journey to a growth mindset."

Hot Seat Questions

23 Questions that Cultivate Deeper Learning Mindsets

By **Bonnie Lathram** - October 27, 2015

The more we wrestle, wrangle, reflect, show up, display a willingness to learn, collaborate and involve students – we are displaying, in thoughts, actions and words, what deeper learning is and means. The more we can model deeper learning mindsets through our own actions and our intentional conversations with students, colleagues, parents and policy makers, the more we are able to deeply embed powerful learning experiences into schools, for adults and students.

Our Classroom Agreement

We will....
- have an excuse limit of "0" 24/7 - 365.
- persevere as a team and respect the rules of the school.
- follow the "Golden Rule"

We can....
- accomplish anything together.
- be different but still connected
- be open to others' ideas.

We always....
- bring homework back on time.
- take care of our responsibilities.
- come prepared for class, everyday.

What are the things you (your learners) think you can't do?

Here is a concrete activity to help kids get rid of their negative self talk & thoughts.

Let the flood gates open...

RIP 'Here lay the remains of our fixed mindsets'. May they never stand in the way of our learning again!

What Kind of Mindset Do You Have?
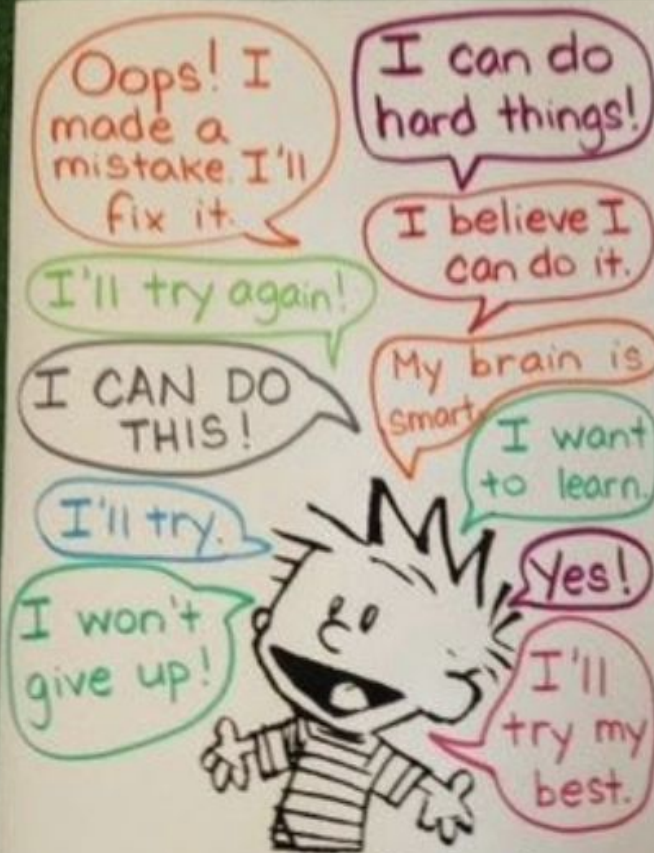
Growth Mindset

Fixed Mindset

I can learn anything I want to.
When I'm frustrated, I persevere.
I want to challenge myself.
When I fail, I learn.
Tell me I try hard.
If you succeed, I'm inspired.
My effort and attitude determine everything.

I'm either good at it, or I'm not.
When I'm frustrated, I give up.
I don't like to be challenged.
When I fail, I'm no good.
Tell me I'm smart.
If you succeed, I feel threatened.
My abilities determine everything.

Created by: Reid Wilson @wayfaringpath   Icon from: thenounproject.com

GROWTH MINDSET & INCLUSION

@Kwiens62

INSTEAD OF THINKING...
(FIXED MINDSET)

TRY THINKING...
(GROWTH MINDSET)

- HE IS NOT READY FOR SCHOOL.
- WE DON'T HAVE ENOUGH RESOURCES.
- SHE NEEDS TO BE PULLED OUT TO A SEPARATE SETTING.
- I NEED MORE EDUCATION ASSISTANT TIME.
- WE HAVE TRIED THIS STRATEGY BEFORE.
- I WASN'T TRAINED FOR THIS.

- HOW CAN WE GET SCHOOL READY FOR HIM?
- WHAT CAN I DO WITH THE RESOURCES I HAVE?
- HOW CAN I MAKE SURE SHE HAS A SENSE OF BELONGING?
- WHAT CAN HE DO INDEPENDENTLY?
- DID ANY PART OF IT WORK?
- WHERE CAN I LEARN MORE?

WHEN A FLOWER DOESN'T BLOOM YOU FIX THE ENVIRONMENT IN WHICH IT GROWS, NOT THE FLOWER.

Alex Den Heijer

FREE DOWNLOAD: northstarpaths.com

Thomas J Lahey Elem. @TJL_Elementary

Mr. Mercurio & Mr. Flaccomio's class completed a "One Word" project to promote a positive growth mindset. Super job! #growthmindset

Growth Mindset #OneWord

Oct 7

1. Introduce yourself - name, grade taught/role, school
2. What is your "One Word" that promotes a positive growth mindset. #growthmindset

0 responses   0 views   0.0h engagement

Your voice is awesome! Share it!

Ms. McGarroch's Positive School Culture

by Cindy McGarroch   4 topics   21 videos   23 views   0.8h engagement

Growth Mindset #OneWord
Oct 7

1. Introduce yourself - name, grade taught/role, school
2. What is your "One Word" that promotes a positive growth mindset. #growthmindset

0 videos

NPSS 'Choice' Block
Oct 7

Why is it important to offer a 'Choice' Block at NPSS?
Teacher perspectives ...
Student perspectives ...

0 videos

Compassionate Learning Communities
Oct 6

What does belonging mean to you?
How does it affect the culture of your classroom?

1 video

What makes you a good friend?
Oct 2

Introduce yourself -- Name, Grade, School
What makes you a good friend?
How does it feel when you're ignored?
Have you ever seen someone being ignored at school, how did you feel when you see this?
Is there any way we can help someone who looks like they feel invisible?
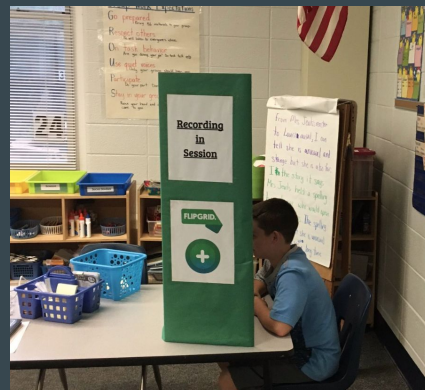How? What can we do?
See Lesson Plan http://www.prn.bc.ca/literacy/

20 videos

Please respond to "Growth Mindset"
1. #OneWord
2. Ideas ⚡️

Explore & Share ...

I ♥ sentence starters ... because ...

I discovered ...
I was reminded that ...
I found myself wondering ...
My favourite feature is ...
This is important because ...
This made me think about ...

Intervention

Word Work

Writing

Reading

Oral Language

BC Redesigned Curriculum

Sample Unit Plans & Other Resources

Assessment

BC's Redesigned Curriculum

Professional Learning

District Partners

Effective Classroom Practice

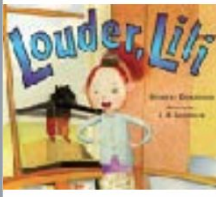SCROLL DOWN FOR MORE

North Vancouver School District
the natural place to learn

Using Picture Books to Nurture the Core Competencies

Picture books provide a wonderful entry point for the Core Competencies into the classroom. Self-reflecting on aspects of literacy through the Core Competencies allows students to make connections and explore literature in a meaningful way from different perspectives.

Core Competency Book List

Book Title	Image	Author	Synopsis	Core Competency	Prompts
Louder Lili		Gennifer Choldenko	Lili is the quietest kid in class. She spends recess inside with Lois, the class's pet guinea pig, and allows Cassidy do her talking for her, even if it means never getting to have the best parts in games. Sometimes it's just easier letting Cassidy be in charge, but will Lili have the courage to speak up when it means keeping Lois from getting hurt?	Communication	What does it mean to "share the air"?

Literacy & Learning...Because Thinking Matters

School District 60: Peace River North — Together We Learn

School District 60: Peace River North
Together We Learn!

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Fort St. John, British Columbia
Canada V1J-4S4
Voice - 250 262-6000
Fax - 250 262-6048
After Hours Emergency - 250 785-6781

Current 'Peaces'

Kindergarten Registration — Please Don't Wait!

Kindergarten Registration for 2017

The White Hatter — September 18 — Social Media & Safety

The SD60 District Parent Advisory Council is sponsoring a presentation on Social Media & Safety — The White Hatter, retired Staff Sergeant Darren Laur, will share his expertise with parents and students.

For more information please contact sd60dpac@gmail.com

TOPICS

Search

Search ...
All Post Types
Search

New Curriculum
SD60 Kids, Competencies, and Curriculum website - www.prn.bc.ca/curric/

BC's Redesigned Curriculum is available at curriculum.gov.bc.ca

Digmore! – Digital Learning Commons

1. Search feature …
2. Core Competencies …
3. Curriculum
4. Assessment

BRITISH COLUMBIA — BC's New Curriculum

before i go...

growth mindset exit ticket

i'm always thinking!

one question i have today...

_____

_____

one positive thought...

_____
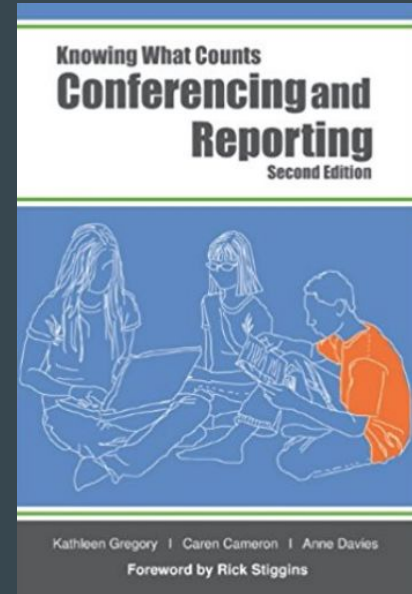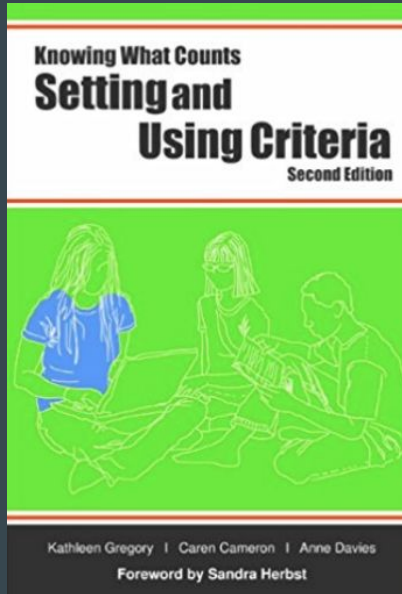
_____

name _____

©Two Little Birds

Where to start....

- Community Building Activities
- LAT, School Based Teams, on site Literacy/Numeracy Support Teachers
- Literacy Resource Teachers, Cindy & Nadine
  - Look at Year End Results
  - Words Their Way Inventory
  - PM, QCA, RAD → Reading Assessments
  - Cold Write Topics
  - General Reading, Writing & Getting to Know You Surveys

- Snapshot Ideas -- beginning of the year samples
- Before & After Folders
- Share & Network
- Coaching & Collaboration →
contact Cindy and/or Nadine (Literacy) and Barb (Math)

Setting Clear Learning Intentions
Criteria & Descriptive Feedback

Knowing What Counts
Self-Assessment and Goal Setting
Second Edition

Kathleen Gregory | Caren Cameron | Anne Davies
Foreword by Heidi Andrade

Knowing What Counts
Setting and Using Criteria
Second Edition

Kathleen Gregory | Caren Cameron | Anne Davies
Foreword by Sandra Herbst

Knowing What Counts
Conferencing and Reporting
Second Edition

Kathleen Gregory | Caren Cameron | Anne Davies
Foreword by Rick Stiggins
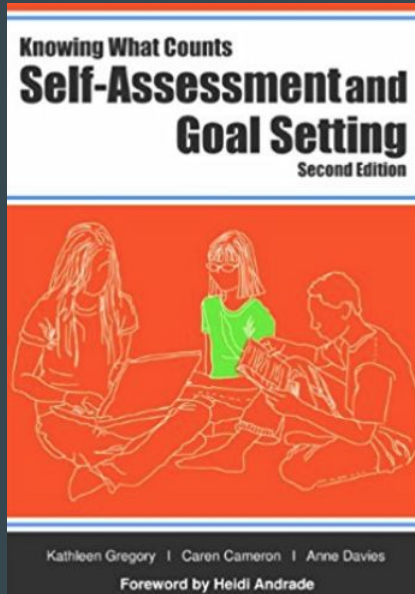
Performance Goal vs Learning Goal

Ask a student what she *learned* today, and it's possible she'll draw a blank. She may tell you what she *did*.

The students attention is focused on what she is doing, not on what she is learning -- she has a performance goal, not a learning goal.

There is a body of research that indicates that when students are given learning goals, goals that describe the intended learning, they perform significantly better than students who are given performance goals, goals that focus on task completion. (Black & Wiliam, 1998a; Shepard 2001)

Learning Intentions are clear statements of what students are expected to learn and be able to do.

Some Thoughts on Learning Intentions

1. Select key learning outcomes from curriculum documents for students to learn

2. Keep the number small enough for the brain to handle e.g. 3-5 for a unit

3. Talk with students about the importance of knowing the destination

4. Record and post learning intentions

5. Put each learning intention into a bigger picture of 'why' students might want to learn it

6. Keep bringing students' focus back to the learning intentions during the lesson/task

Learning intentions

We can focus on the importance of making explicit for students what they are going to learn. The learning intention (or objective) for a lesson or series of lessons is a statement which describes clearly what the teacher wants the students to

- know

- understand; and

- be able to do

as a result of the learning and teaching activities.

A carefully framed learning intention will direct students' attention to the learning. The learning intention emphasises what the students will *learn*, rather than what they will *do*.

How Can I Make a Story Enjoyable to Read?

- I can make a plan for my story that includes a main character, a problem, and a solution.

- I can talk my story out or tell it out loud to a writing partner to work out any "clunks."

- I can write a bold beginning to get the reader hooked.

- I can describe my character in my story. I can tell about appearance (looks) and character traits (personality) in my story.

- I can write a story that has a clear beginning, middle, and end.

- I can describe the problem the character has and how the character solves that problem using supporting details.

- I can use juicy words and "showing" sentences to make my story entertaining to the reader.

Where Am I Going?

Strategy 1: Provide students with a clear and understandable vision of the learning target.

Strategy 2: Use examples and models of strong and weak work.

Where Am I Now?

Strategy 3: Offer regular descriptive feedback.

Strategy 4: Teach students to self-assess and set goals.

How Can I Close the Gap?

Strategy 5: Design lessons to focus on one learning target or aspect of quality at a time.

Strategy 6: Teach students focused revision.

Strategy 7: Engage students in self-reflection, and let them keep track of and share their learning.

Examples of Learning Intentions

Strategies for Sharing Learning Targets and Criteria for Success (cont.)

General Strategy	Specific Tactics	Examples
Using Examples	• Students look at good examples and make a list of what makes them good.	Here are the five best water cycle reports from last year. What do you notice about them? Can you organize these things you notice into categories?
	• Students look at a range of examples, sort them into quality levels, and write descriptions of the levels that turn into draft rubrics.	Put these water cycle reports into three piles: Good, OK, and Not Good. What makes the Good ones good? How are the OK reports different from the Good ones? From the Not Good ones?

THANK YOU

YOU ROCK!

imgflip.com