

Growth Mindset Leadership: Deepening our Understanding & Alignment

Orange USD

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Mindset Works

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**Our purpose:
explore how to
develop an
inner drive to
learn &
improve**



Photo credit: [Torley](#)

Goals

- Deepen our understanding of growth mindset
- Reflect on implications for school leadership
- Reflect on what actions we can take as leaders in our schools



By [istoletv](#) from Hong Kong, China

Deepening Understanding: Online learning example

Online Learning Experiment

- Online learning website
- $N = 250,000+$
- Intervention delivered in units on fractions

Adding fractions



$$\frac{7}{10} + \frac{6}{12} = ?$$



Answer

Acceptable formats

Check Answer

Need help?

I'd like a hint

Adding fractions



If at first you don't succeed, try again.

$$\frac{7}{10} + \frac{6}{12} = ?$$



Answer

Acceptable formats

Check Answer

Need help?

I'd like a hint

Added messages like

“If at first you don't succeed, try again.”

“Set your goals high, and don't stop until you get there!”

“This might be a tough problem, but we know you can do it!”

“Remember, the more you practice **the smarter you become!**”

“When you learn a new kind of math problem, **you grow your math brain!**”

“The harder you try **the better you get!**”

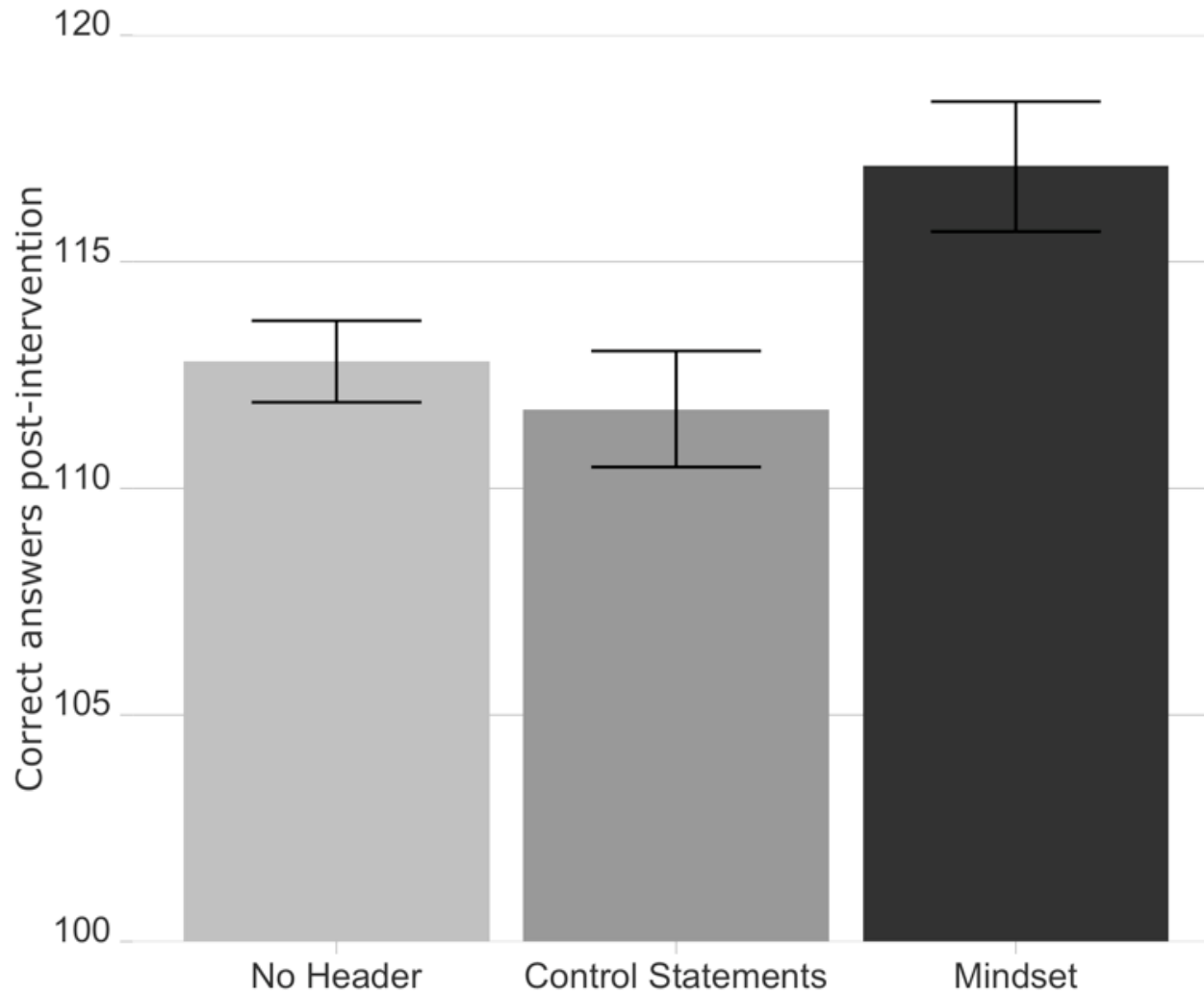
Beliefs → **Behaviors** → **Results**

No Headers **No Statements** at top of page (Khan Academy default)

Control Statements **General Encouragement**
Some of these problems are hard. Just do your best.
If at first you don't succeed, try again.

Intervention **Growth Mindset**
Remember, the more you practice the smarter you become!
When you learn a new kind of math problem, you grow your math brain!

Correct Answers Post-Treatment



Mindset Intervention Increase in Learning Rate

	Proficiencies Earned	Problems Solved
All Exercises	2.7%	4.5%
Post-Fractions	3.4%	4.6%

all ps<.001

Key insight

General Encouragement is not harmful, but it's incomplete. If we only target behaviors and not shifts in beliefs, we're not working on mindset.

Looking within

Starting with ourselves

Reflection: over the last year, in which ways did I hold more of a growth mindset, and in which ways did I hold more of a fixed mindset, about my job as a school leader?

But first: what does it mean to hold a growth mindset about my job as a school leader?

Clarity

- What is “Growth Mindset”?
- Growth Mindset is NOT:
 - Having high expectations
 - Seeing effort as good
 - Challenging oneself
 - Persevering, never giving up
- Growth Mindset is: the understanding that we can develop our abilities
 - our own
 - our teachers’
 - our students’
 - our school community’s

Starting with ourselves

Reflection: over the last year, in which ways did I hold more of a growth mindset, and in which ways did I hold more of a fixed mindset, about my job as a school leader?

Mindset Effect on Leadership

Mindset about Leadership

People who believe leaders are made (vs. born), experience:

- Higher confidence in their ability to lead
- Lower anxiety and depression-like symptoms
- Higher leadership performance

Hoyt, C. L., Burnette, J., & Innella, A. (2012). I can do that: The impact of implicit theories on leadership role model effectiveness. *Personality and Social Psychology Bulletin*, 38, 257-268.

1) Do I realize school leadership is learned?

2) Do I know how to grow & improve as a leader?

Abilities are Developed

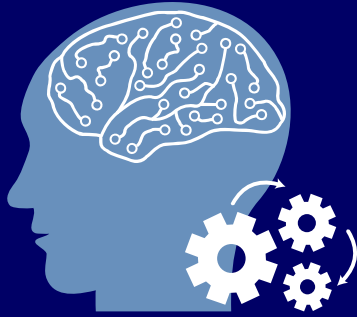
- Sample books:
 - Talent is Overrated, by Geoff Colvin
 - The Talent Code, by Daniel Coyle
 - Outliers, by Malcolm Gladwell
 - The Road to Excellence, by Anders Ericsson

Knowing Ways to Grow Our Abilities is Important

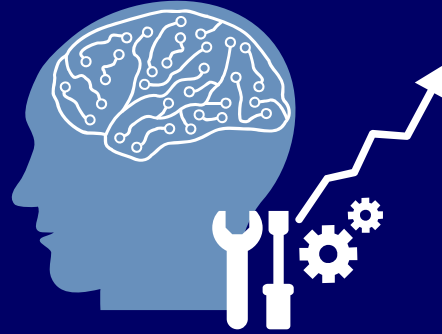
- Sample ways to develop leadership skills:
 - Experimenting, Acting, Reflecting, Feedback
 - Peer coaching
 - PDs, courses (in person, online)
 - Online research
 - Books, e.g.
 - *Switch*, by Chip Heath and Dan Heath
 - *Influence*, by Robert Cialdini
 - *Peak*, by Chip Conley
 - *Biographies: Lincoln, Elizabeth I, Gandhi...*

Hearing from one another

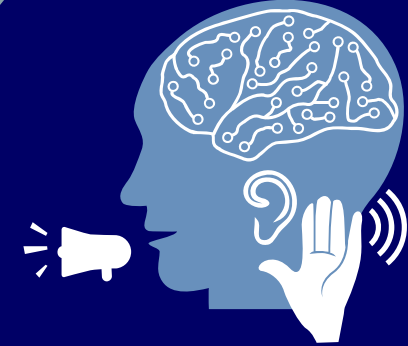
- At what school leadership abilities have I gotten better over time?
- What learning strategies have I used?



**are abilities
developed?**



how do I grow?



what am I saying?

Helping one another

Great asset: one another



by [Oregon Department of Transportation](#)

Leading Teachers



Photo credit: [Denise Krebs](#)



Photo credit: [Denise Krebs](#)

1) Do teachers realize teaching is learned?

2) Do they know how to grow & improve?

Our mindset about our staff

Managers' Mindset

Managers who see personal attributes as fixed:

- Are disinclined to coach employees
- Inadequately recognize changes in employee performance

Heslin, P. A., & VandeWalle, D. (2008). Managers' implicit assumptions about personnel. *Current Directions in Psychological Science*, 17, 219 - 223.

Let's Reflect

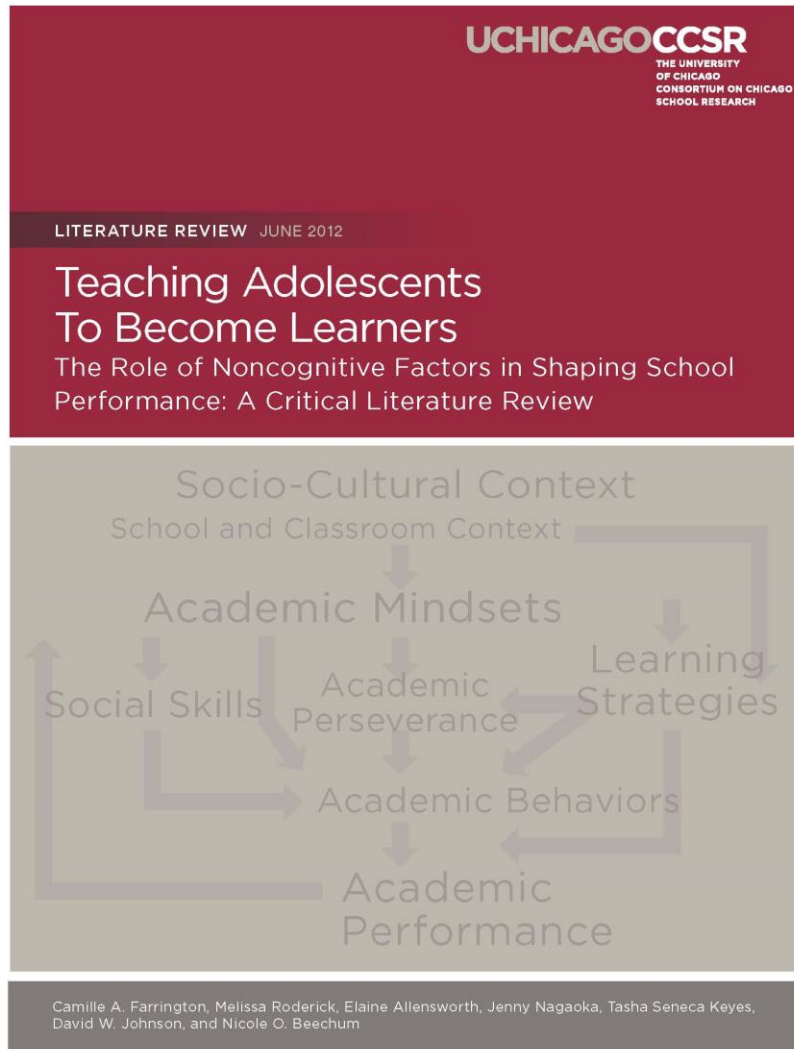
Can all teachers in my school improve their abilities?

If they're not motivated to do so, can I improve my ability to influence them?

Can I lead an environment in which all adults are learners and model so?

What Ignites Student Inner Drive? A Broader Framework

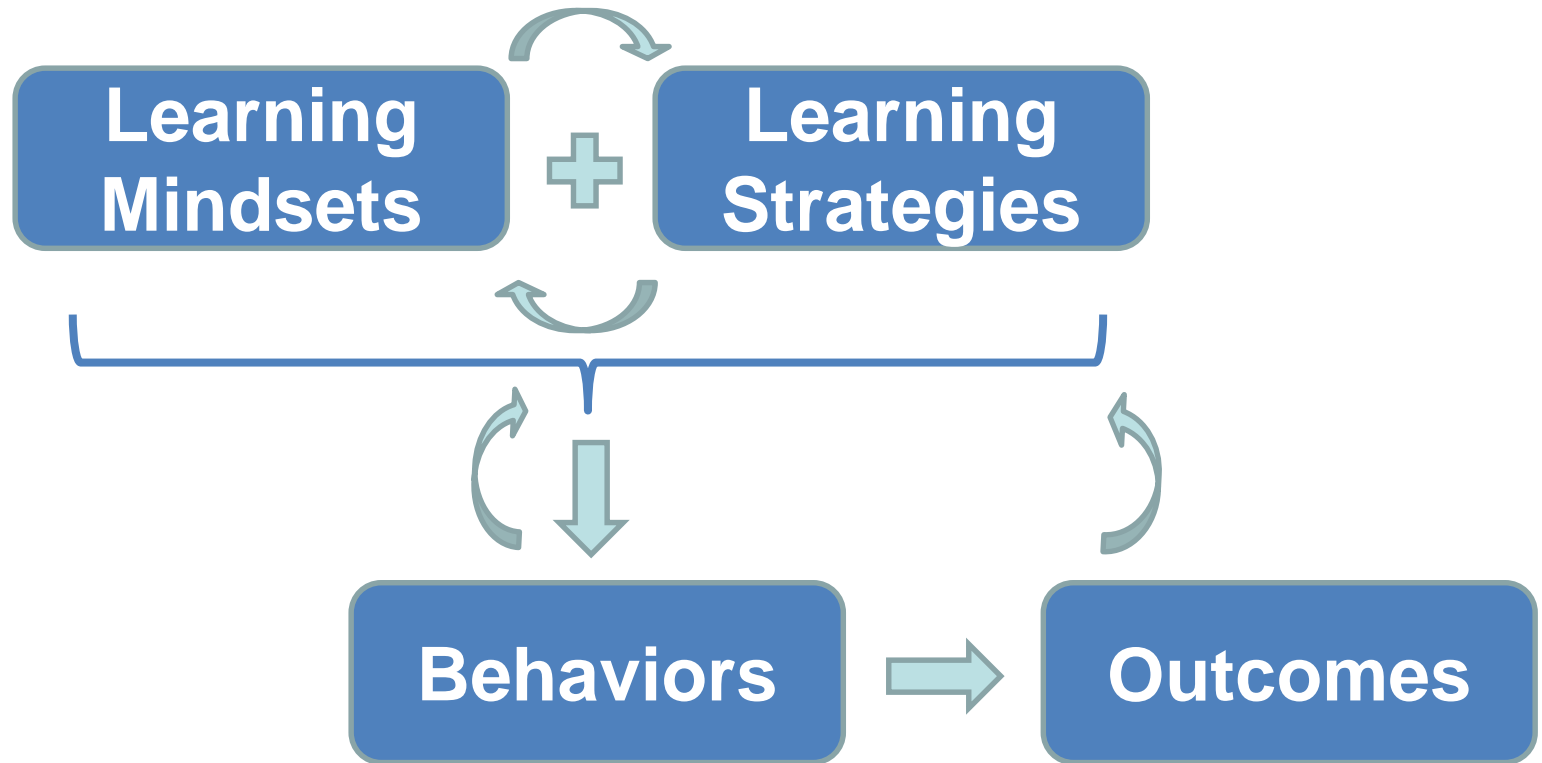
Lit. Review on Learning Capabilities



Farrington, C.A., Roderick, M., Allensworth, E., Nagaoka, J., Keyes, T.S., Johnson, D.W., & Beechum, N.O. (2012).

Teaching adolescents to become learners. The role of noncognitive factors in shaping school performance: A critical literature review. Chicago: University of Chicago Consortium on Chicago School Research.

<http://ccsr.uchicago.edu/publications/teaching-adolescents-become-learners-role-noncognitive-factors-shaping-school>



- **actively participate**
- **think deeply**
- **question, connect**
- **resist distractions, try hard**
- **perseveres upon challenges**

Learning Mindsets

- I can change my abilities through effort (*a growth mindset*)
- I can succeed at this (*self-efficacy*)
- I belong in this learning community
- This work has value and purpose for me

Learning Strategies

Long list of strategies, including:

- strategies to seek, understand, recall or connect info
- strategies for monitoring comprehension
- strategies to self-correct upon confusion or errors
- strategies to self manage, such as goal-setting, time management and habit formation

Lit. Review Conclusion

“The best ways to improve students’ perseverance and strengthen their academic behaviors is through **academic mindsets** and **learning strategies**. This is the central point emerging from our review.”

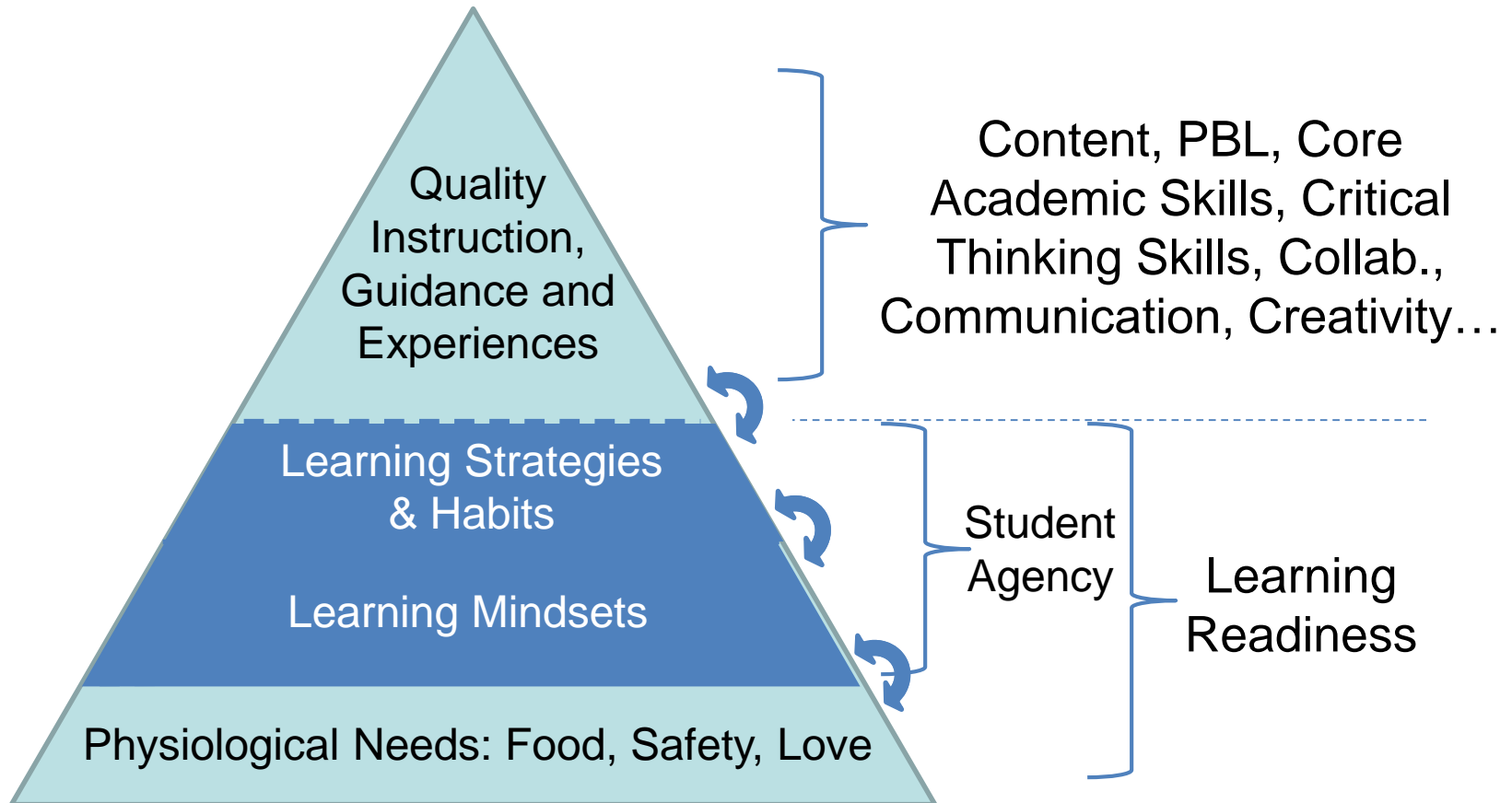
“It is hard to change academic behaviors and academic perseverance directly without addressing academic mindsets and effective learning strategies. Ironically, trying to directly change behaviors and perseverance is not the best lever for improving students’ academic performance.”

- Farrington, Roderick, et. al, 2012

60,000 ft: What Students Need

What students need

Hierarchy of Learner Needs



How does this match your prior knowledge or experiences?

What is new, important or interesting?

Orange USD Questions

Orange USD Questions

- Hiring, Leading & Supporting Staff
- School Culture & Structures
- Fostering Students' Mindsets
- Other Instructional Practices
- Parents
- Self-Awareness & Self-Management
- Increased Understanding of Mindset & Effects

Hiring, Leading & Supporting Staff

- How do you craft interview questions to select growth minded employees?
- How do you provide feedback to teachers that moves them toward improved practice?
- How do we utilize specific action based feedback vs characteristic based feedback to inform the work of all individuals- certificated/classified?
- How are you supporting the cycle of: set goals=plan, teacher inquiry, feedback/reflect, and apply new learning and resources?
- What administrative support do you provide for PLC/Departments to move them toward equity and access?

School Culture & Structures

- How do we move conversations to growth with all stakeholders?
- What actions do you implement that allow all stakeholders to speak their mind freely?
- How do we develop school culture that embraces risk taking?
- What structures do you have in your school that provide students with strategies to improve the effectiveness of their effort?
- What structures does your school have in place for empowering students to take charge of their learning?
- How do you guide the development of teacher written formative feedback to students to grow their mindset?
- How do we eliminate patterns that lead to fixed mindset?

Fostering Students' Mindsets

- How do teachers craft activities for students that make a difference in their mindset?
- How do you message challenges/failure so that students see the opportunities for growth?
- What opportunities do we provide for students to continually improve upon work they have already submitted making student work process/learning based?

Other Instructional Practices

- Are you observing teachers using differentiation in the classroom?
- Do you hear teachers discussing universal design for learning?
- What scaffolds do we include in our schools to make high standards accessible to all students?

Parents

- How do we promote and reinforce the continual love for learning in all stakeholders?
- How do we move conversations to growth with all stakeholders?
- How do we help our GATE/Accelerated Learners parents value the learning process rather than the label?

Self-Awareness & Self-Management

- How is your mindset focused on cultivating abilities in staff/students/parents?
- What reflective strategies do you use to self-monitor feedback you provide to staff/students/parents?

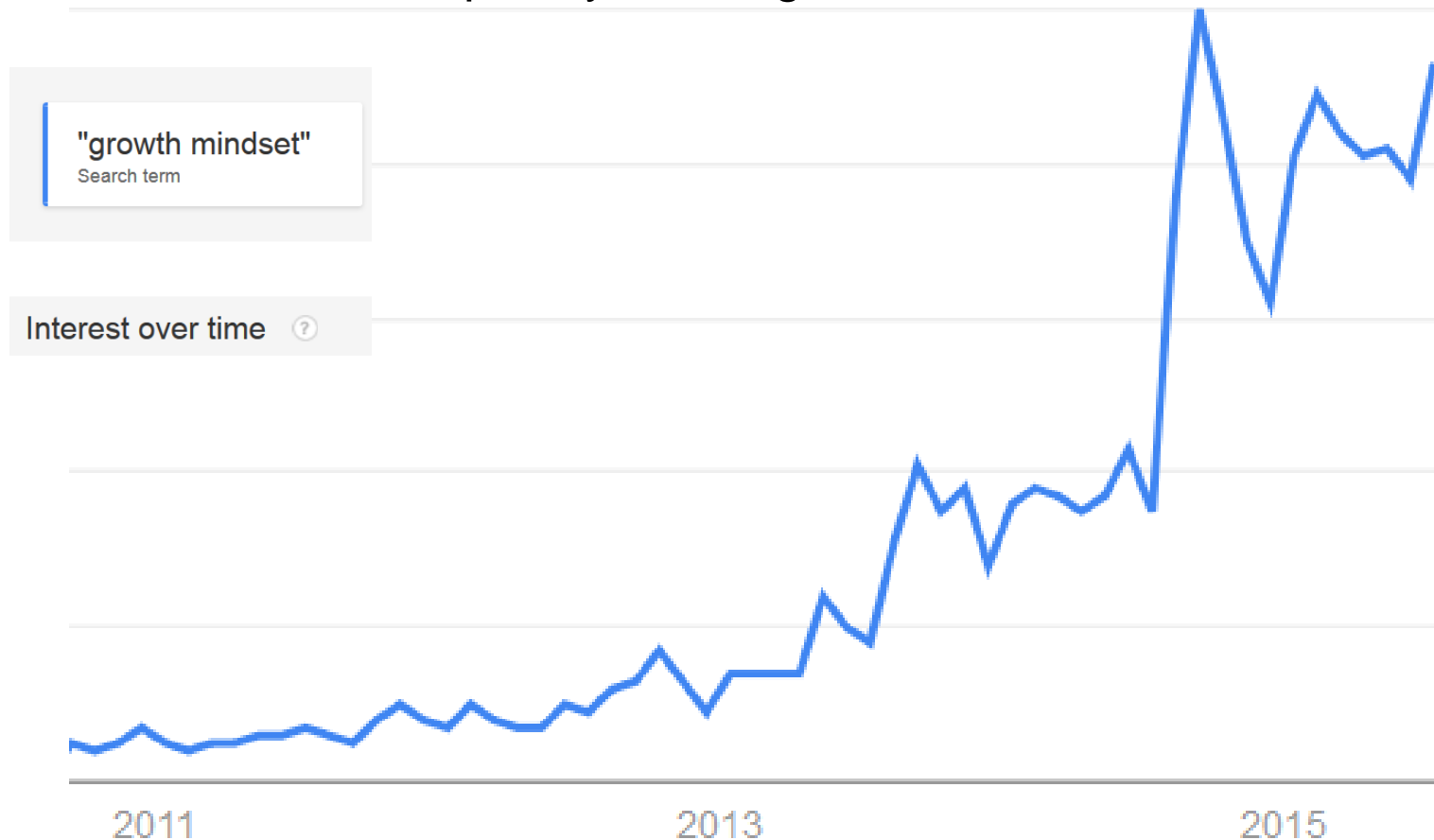
Increased Understanding of Mindset

- How are we promoting deepening our understanding of growth mindset over time?
- How are we helping staff and students see the connection between effort and outcome?
- How does stereotyping impact your school culture and student groupings?

Summary

Momentum is with us

Frequency of Google Searches



Source: Google Trends

Goal: a growth mindset culture

- All adults, students and community share:
 - an understanding that abilities are developed (i.e. a growth mindset)
 - a commitment to learning and growth
 - an understanding of self-management techniques to help us meet our goals
 - an understanding of how we communicate with one another to help one another grow

Reflections

- *Am I deliberately developing myself, teachers, and students as motivated & effective learners?*
- *Is that a clear, everyday, top-of-mind goal for all teachers my school?*
- *Do I believe all teachers can learn how to develop students as learners?*
- *Can I improve my ability to lead?*
- *Can I cultivate a learning-oriented school and will I work to do so?*

Common steps

**Expose &
Align Leaders**



**Expose & Train
Instructors**

Learn, Assess, Reflect,
Apply, Share/Discuss,
Ideate/Change Practice



**Student
Instruction
(e.g. orientation)**

Learn, Assess, Reflect,
Apply, Share/Discuss,
Ideate/Change Practice



**Adoption of core teaching & learning practices;
ongoing internalization**

Key Takeaways

- **A growth mindset is a foundation for learning and achievement**
- **Growth mindset efforts need to be focused on the specific growth mindset belief**
 - **intelligence and abilities can be developed**
- **As leaders, we can create the most powerful change agent: a growth mindset culture**

How can we realize a growth mindset culture at Orange USD?

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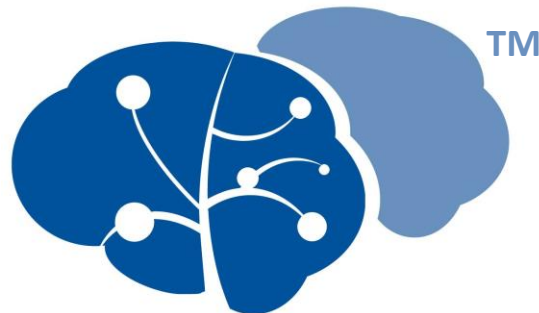
Photo credit: [Torley](#)

Resources

- Happy to share these slides – ebriceno@mindsetworks.com
- Book: *Mindset*, by Carol Dweck, Ph.D.: www.amazon.com/Mindset-Psychology-Success-Carol-Dweck/dp/0345472322/
- Growth Mindset TEDx talk video: www.youtube.com/watch?v=pN34FNbOKXc
- Mindset Works teacher training & curricula: www.mindsetworks.com/offerings
- Mindset Works newsletter: community.mindsetworks.com/newsletter
- **Go-to page:** www.mindsetworks.com/go/orange

Heart Head Hands

Thank you!



Contact me anytime: ebriceno@mindsetworks.com