Creating a Culture of Growth

Facilitation Plan

RESOURCES
- [Creating a Culture of Growth](#) (Google Slides)
- [Creating a Culture of Growth: Thought Catcher](#) (Google Doc)

Session Prep

Session Goals	This Grab and Go Professional Learning is split into two sessions. After you lead **Session 1**, your colleagues will be able to: • explain why a growth mindset is important • select and implement strategies that assess student mindsets After you lead **Session 2**, your colleagues will be able to: • explain the connection between the four levels of feedback and a student's ability to develop and maintain a growth mindset • examine, recognize, and incorporate language that cultivates a growth mindset in the classroom
How to Prepare	1. Preview each session's activities in the facilitation guide that follows. Preview the resources listed above. Take note of any additions or changes you would like to make. 2. Make a copy of the [Creating a Culture of Growth](#) Google slides. Edit for your needs. 3. Make a copy of the [Creating a Culture of Growth: Thought Catcher](#) Google document. Edit for your needs.

Session Framework

Session 1	
Slide 2	**FEEDBACK FOCUS** *Where are you going?* Share the learning goals for this session and explain that participants should keep these goals in mind throughout the session.
Slide 3	**FACILITATOR TALK** *Whether you realize it or not, your mindset about growth, including your own ability to grow, heavily influences your beliefs about your students' potential for growth. And **your** beliefs about your students are inextricably tied to **their** perceptions of themselves. For this reason, it's important to reflect on your own mindset first, before looking at your students'.* **Reflection** Ask participants to open their thought catchers and quietly reflect on their self-perception by answering the Let's Grow questions. Allow time for participants to reflect and respond to the questions.
Slide 4	Lead a group discussion about the differences between the two mindsets. • Fixed mindset - avoids challenges, gives up easily, sees effort as fruitless, ignores useful negative feedback. Deterministic view of the world. • Growth mindset - embraces challenges, persists in the face of setbacks, sees effort as the path to mastery, learns from criticism. Greater sense of free will. **Reflection** Ask participants to review the Two Mindsets graphic and reflect on which side they tend towards. Explain that the nature of their mindsets may shift or change depending on their context or circumstances.

Slide 5	📣 **FACILITATOR TALK**
	
	Fostering a growth mindset in your students that they can maintain throughout the entire feedback cycle encourages them to grow into skillful and self assured people. The perspective that students have of their talents and abilities has the potential to impact every area of their lives.
	
	Even if you have researched growth mindset before, it's worth reviewing the concept before we move forward. The foundation for a growth-oriented classroom climate is a deep understanding of the attitudes and behaviors of a growth mindset.
	
	Watch the video and read the article linked in your thought catcher. Use the space provided to take notes. After you've taken notes, take time to reflect on the nature of the feedback you currently give students (whether it enables a growth or fixed mindset).
	
	💪 **ACTIVE LEARNING OPTIONS**
	
	• Share the video resource with the whole group to watch together, by clicking on the image on the slide. Jump to start time 4:09.
	
	    or
	
	• Break participants into two groups that split the resources and share out their notes and takeaways before reflecting individually. Consider sharing a group notes document for virtual collaboration or ask each group to make an overview of main points on giant sticky note paper.
	
	    or
	
	• Allow participants to work in pairs to view the resources, discuss them, and take notes.

Slide 6	📣 **FACILITATOR TALK** *Your first step in our session today was to evaluate your own mindset. This is also a great first step when you want to establish a culture of growth in your classroom: learning about your students' mindsets.* *We are going to break out into three groups and review three different activities that help students evaluate their own mindsets. When each group is done, we'll come back together so that each group can share about their activity.*

	💪 **ACTIVE LEARNING EXERCISE** 1. Divide your group into 3 teams. (Count by 3's, separate by department or grade level, etc.) 2. Ask each team to review a different activity to evaluate student mindsets from the thought catcher. 3. Allow enough time for participants to become familiar with their activity and then enough time for them to come back and share about it with the whole group. 4. Each group should also explain the purpose and benefits of the activity they reviewed.
Slide 7	🔄 **FEEDBACK FOCUS** *Where am I now?* Now that participants have become familiar with the idea of a growth mindset and evaluated strategies to assess their mindsets and those of their students, ask them to reflect on their progress towards the session goals. 🪞 **Reflection** Participants can reflect on their progress individually, in writing, or with a partner or small group. Depending on timing, you may wish to have a short discussion to follow up.
Slide 8	📒 **TANGIBLE TAKEAWAY** *Create an actionable plan to assess your students' mindsets using one of the tools you evaluated today. Make sure you include:* • *the tool or activity you will use, and* • *your plan for implementing the activity with your students before we come back for Session 2.* *Share your plans with a peer when done.*

Slide 9	**FEEDBACK FOCUS** *Where to next?* Share your expectations for participation before returning for Session 2. Ideally, participants should use the tool or activity with their students *before* Session 2 and will come to Session 2 ready to reflect and share their experience.

Session 2

Slide 11	**FEEDBACK FOCUS** *Where are you going?* Share the learning goals for this session and explain that participants should keep these goals in mind throughout the session.
Slide 12	Lead a discussion about the Tangible Takeaway from Session 1. Allow time for all participants to share the tool they used with their students and what they learned from the experience.
Slides 13-14	**FACILITATOR TALK** *Developing and maintaining a growth mindset during the feedback cycle is an important, but often difficult, step for students. Adults often feel uncomfortable, discouraged, or criticized when receiving feedback; the distress a teenager can feel is no less.* *Much of what determines how students receive and respond to feedback is related to the type of feedback that teachers give.* *For example, feedback that focuses on the person (eg. Nice job! So smart!) is much more likely to encourage a fixed mindset. It doesn't help students find a path forward or take on a new challenge.* *In Visible Learning: Feedback, Hattie and Clarke identify four levels of feedback: task, process, self-regulation, and self. Each of those levels has the potential to impact a student's mindset in a different way.*

	Let's dive into how we can leverage those levels to build a culture of growth. *We are going to watch the Power of Feedback. Take notes in the table under Step 1: Leverage the Levels in your thought catcher while we watch it.* Click the video image on Slide 14 to open YouTube. The video starts at 1:20. If follow-up is needed, read the article <u>Ensuring that Feedback is Meaningful</u> as a large group. If the video is sufficient, explain to participants that they can explore this resource after the session.
Slide 15	Ask participants to complete Step 2 using one of the active learning options below. The first ⏰**Time Crunch** option is best if you have limited time remaining in the session. 💪**ACTIVE LEARNING OPTIONS** • ⏰**Time Crunch:** Ask participants to review one resource from Step 2 and take notes on their thought catchers. Explain that they can review the other resources after the session is over. • **Resource Expert Presentations:** Divide participants into three small groups (Expert Groups). Assign each Expert Group one of the resources listed above, then ask them to review and take notes on their assigned resource. When ready, ask each Expert Group to take turns presenting their findings to the whole group, teaching the group about what they have learned. • **Research Stations:** Designate three spaces in the room as stations; place printed copies of each resource at each station. Break participants into three groups (if you have a large group, double the number of stations and break participants into 6 groups). Invite groups to rotate through the stations, spending no more than ten minutes to review and take notes on each resource.

Slide 16	📢 **FACILITATOR TALK** *"Words have power" is a familiar saying. So let's discuss the language we use to give students feedback. The strategies you explored in the last activity make it clear that the types of questions and prompts that teachers give to students makes a huge difference in the way they respond to feedback.* *This final strategy asks us to consider the power of the language we use on a regular basis. We need to think about the ways we might need to reframe or revise that language to build the culture of growth that we want students to experience.* *We are going to use the [jigsaw](#) active learning strategy to explore four resources on the language of growth.* ● *With your home group, decide who will investigate which resource.* ● *Collaborate with your expert group to explore the resource and take notes in the table on your thought catchers.* ● *Then, when I give the signal, return to your home groups to share what you learned.* Allow enough time for all groups to review their resource and then come back to share. Each participant should have a completed table of notes on their thought catcher when done.
Slide 17	🔵 **FEEDBACK FOCUS** *Where are you now?* Allow time for participants to reflect on their progress towards the session goals. Either ask individuals to reflect individually or discuss their reflections with a partner.
Slide 18	📢 **FACILITATOR TALK** *Creating a culture of growth takes practice and requires continuous reflection on the feedback loops you are creating in the classroom. By now you also know the language you use when providing feedback (and in general classroom conversation) matters greatly.*

	Let's practice this skill of reframing. Rewrite the feedback responses on your thought catcher with growth language. Reflect on how difficult or easy this was. When you are done, share your work with a peer and discuss your choices and reflection. Give participants time to work on their feedback statements and then share with a peer.
Slide 19	**FEEDBACK FOCUS** *Where to next?* After participants complete their exit tickets and reflect on their work, discuss opportunities for growth. Invite them to reflect through a group discussion, using the following questions as a guide. **Reflection** • What steps can I take to foster a growth mindset in my students throughout the feedback cycle? • What questions do I still have for the facilitator or group? • What do I need to review or learn more about before implementing in my classroom?

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