The new psychology of success

Prepared by Garrett Rosa & Craig Lyle / Vista PEAK Preparatory / Aurora, CO
Introductions

Name

Role

Why did you sign up for the session today?
Who are the presenters?

Garrett Rosa--Principal Vista PEAK Preparatory

Craig Lyle--Assistant Principal Vista PEAK Preparatory

Story of Vista PEAK...
Grab your #2 Pencils

Please find a partner

Sit facing them

Draw their face to scale using the blank page in your packet, your pencil, and eraser

Be prepared to share your drawing with the group

Please begin...
On the colorful paper, write one word that describes your mindset when asked to draw your partner.
Let’s try that again...

This time you will use the grid method that many artists utilize to create the amazing drawings that we assume come from natural talent.
Key Research & Resources
Fixed vs. growth mindsets and how mindsets change based on experiences & support

1. The notion of failing forward and understanding what failure can teach us
2. Concrete understanding of the concept of neuroplasticity and how current research shows how the brain can change its physical form through dedicated practice and sustained engagement
3. Research into individuals who have adopted a growth mindset and what it has done for their lives

Teachers will have their own mindsets challenged in productive ways and push past their own self-imposed barriers.

Teachers will be able to assess mindsets on their feet, and use specific language that combats fixed mindsets and pushes them to work past self-imposed barriers to success.

Teachers showcase student work generated from mindset inquiry in the hallways and classrooms that reveal their new understanding around Mindset and reinforce the messages around mindsets with pictures, graphics and quotes.

Teachers understand that critical thinking and mindset go hand in hand and you cannot challenge mindsets without deep engagement in critical inquiry.

Student begin to self-regulate without the support of the teacher to demonstrate greater success in school.
What is the Mindset Theory?

After the video:

Turn and talk... what mindset do you find yourself in on a daily basis?

What is your view of failure?

What info did you connect with?

Growth Mindset

Failure is the most essential step to success
Assessing Staff Mindsets

Summary

Your Creative Mindset Name!

Penny Woodland
Lucky Katahn
cougarcountry
niuniu4-3-202
BJ Rock Road
Max Hemlock
Ren Atchison
Mostly Thunder

You have a certain amount of intelligence, and you can’t really do much to change it.

- Strongly Agree: 0 (0%)
- Agree: 1 (1.6%)
- Mostly Agree: 8 (12.5%)
- Mostly Disagree: 11 (17.2%)
- Disagree: 22 (34.4%)
- Strongly Disagree: 22 (34.4%)
Testing Staff Mindsets

Please rank the listed activities from 1-8 with 1 being the activity you would MOST like to be a part of and 8 being the activity you would LEAST like to be part of.

<table>
<thead>
<tr>
<th>Become a news anchor and deliver a broadcast on television</th>
<th>Learn a creative dance and perform it to a large group of people</th>
<th>Construct a robot and program it to move</th>
<th>Design your own golf course and play 9 holes</th>
<th>Draw a self-portrait of yourself and place it on exhibit for all to see</th>
<th>Learn the art and science of graffiti</th>
<th>Solve a complex Calculus problem with friends</th>
<th>Engage in a chemistry experiment that could end in an explosion</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>4</td>
<td>6</td>
<td>7</td>
<td>8</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>7</td>
<td>8</td>
<td>5</td>
<td>4</td>
<td>6</td>
<td>2</td>
<td>3</td>
<td>1</td>
</tr>
<tr>
<td>1</td>
<td>2</td>
<td>4</td>
<td>8</td>
<td>6</td>
<td>3</td>
<td>7</td>
<td>5</td>
</tr>
<tr>
<td>1</td>
<td>7</td>
<td>6</td>
<td>4</td>
<td>5</td>
<td>3</td>
<td>8</td>
<td>2</td>
</tr>
<tr>
<td>3</td>
<td>8</td>
<td>5</td>
<td>1</td>
<td>6</td>
<td>5</td>
<td>7</td>
<td>2</td>
</tr>
<tr>
<td>7</td>
<td>8</td>
<td>2</td>
<td>1</td>
<td>6</td>
<td>5</td>
<td>4</td>
<td>3</td>
</tr>
<tr>
<td>6</td>
<td>8</td>
<td>3</td>
<td>2</td>
<td>5</td>
<td>7</td>
<td>4</td>
<td>1</td>
</tr>
<tr>
<td>1</td>
<td>8</td>
<td>3</td>
<td>2</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>7</td>
</tr>
<tr>
<td>4</td>
<td>5</td>
<td>3</td>
<td>7</td>
<td>2</td>
<td>1</td>
<td>8</td>
<td>6</td>
</tr>
<tr>
<td>1</td>
<td>3</td>
<td>5</td>
<td>7</td>
<td>6</td>
<td>5</td>
<td>8</td>
<td>8</td>
</tr>
</tbody>
</table>
Teachers will have their own mindsets challenged in productive ways and push past their own self-imposed barriers.
Testing Teachers’ Mindsets
Testing Teachers’ Mindsets
Testing Teachers’ Mindsets
Teachers will be able to assess mindsets on their feet, and use specific language that combats fixed mindsets and pushes them to work past self-imposed barriers to success.
Assessing Mindsets
Schema Theory

• Schema – “a representation or construct in our mind of something we have learned”

• Learning through Schemas - your mind recognizes the situation (information) one way, and then is allowed to build off of that base
Mindsets & Equitable Education

As you read use the following protocol:

- place an ! next to a point that really you connect with are agree with
- place a ? next to something you are wondering about
- place a ; next to something that gave you room for pause

Be prepared to share out with a partner (6 minutes)
Teachers showcase student work generated from mindset inquiry in the hallways and classrooms that reveal their new understanding around Mindset and reinforce the messages around mindsets with pictures, graphics and quotes.
Replacement Language = Replacement Behaviors
Replacement Language = Replacement Behaviors

Change your WORDS

I need to try something new.

This is easy! I'm gonna coast!

I'm going to try my hardest and see what I can do.

You are old and irrelevant.

You have so much experience.

I'll never be as smart as her.

I'm going in ask her for the dance.

Keep moving forward. ~ The Beatles

I don't get it.

I could try it.

You'll never be good enough.
Using Analogy to Understand Mindset
Using Analogy to Understand Mindset

If a growth mindset were like eating a Chipotle burrito

ATTITUDE
When you get to Chipotle you are really happy, you’re watching someone make your delicious burrito. This could be like when you’re having a really good day and everything is going just right. No one could ruin your mood.

SUCCESS
Creating a burrito that you know you’re going to enjoy. This could be like when you create a project for school and it turns out really good and you get a good grade on it. You’re really proud yourself and you think of how you could continue and carry on the progress you made to the next project.

FAILURE
After eating the burrito, you feel really full and bloated. This could be like when you make a decision you regret, and you think about what you could have done that would have been a better choice.

EFFORT
The effort of eating the entire burrito could be a lot for some people. Eating the entire thing could be like someone challenging themselves to do something they think is really hard, but they continue to push themselves to complete the task.

INTELLIGENCE
Having an idea of what you’re going to get on your burrito is like knowing what your strong suits are in life and having an idea of what you could do to improve your skills and as well as your burrito.

CHALLENGES
The challenge of choosing what you want on your burrito. If you are going to Chipotle for the first time or you want to get something new, it could be a challenge. This could be like how people have a hard time choosing something and are indecisive. They think about the choices they make and what they could do to conquer the challenge.
A person with a “fixed mindset” believes their intelligence and ability cannot change. They believe they are either good at something or they are not. A person with a “growth mindset” believes they can change their intelligence, knowledge or abilities through effort and perseverance. Do you have a fixed or growth mindset about your education?

Write a 3-5 paragraph essay answering the prompt. Be sure to use experiences and prior knowledge to support your answer. Consider the following to help you write a cohesive essay:

- How have your experiences in school so far established your mindset?
- What has helped you be successful and what has gotten in the way?
- What did you learn from these experiences and what will you do with that learning to help you excel in the future?
- Give specific details to explain how the challenges and successes benefited and will continue to benefit your education.
How do you view failure?

**Michael Jordan**
After being cut from his high school basketball team, he went home locked himself in his room and cried.

**Steve Jobs**
At 30 years old he was left devastated and depressed after being unceremoniously removed from the company he started.

**Eminem**
A High School dropout, whose personal struggles with drugs and poverty culminated in an unsuccessful suicide attempt.

**Walt Disney**
Fired from a newspaper for "lacking imagination" and "having no original ideas"...

**Oprah Winfrey**
Was demoted from her job as a news anchor because she... "Wasn't fit for television."

**Albert Einstein**
He wasn't able to speak until he was almost 4 years old and his teachers said he would "never amount to much".

**The Beatles**
Rejected by Decca Recording studios, who said "we don't like their sound". "They have no future in show business."

If you've never failed, you've never tried anything new.
Praising Talent vs. Effort

A STUDY BY CAROL DWECK
## Praising Makeover

### The Praise Makeover

<table>
<thead>
<tr>
<th>Before</th>
<th>After</th>
</tr>
</thead>
<tbody>
<tr>
<td>“Great job!”</td>
<td>“I like the way you kept trying even when the problems became harder.”</td>
</tr>
<tr>
<td>“I’m proud of you!”</td>
<td>‘You went back to check your work-- that extra step was a great idea.”</td>
</tr>
<tr>
<td>“You got an A!”</td>
<td>“Those extra practice problems you did really made a difference!”</td>
</tr>
<tr>
<td>“You’re so smart!”</td>
<td>“The ideas you thought of are unique. Where did you learn about that?”</td>
</tr>
</tbody>
</table>
Concrete understanding of the concept of **neuroplasticity** and how current research shows how the brain can change its physical form through dedicated practice and sustained engagement.
Your Challenge

Your challenge is to create a poster that reflects your group's collective understandings and reveals what you already know about the brain & neuroplasticity.

- What happens in the brain when we learn a new concept, new emotions, new activity?
- Is the brain fixed after childhood?
- What is neuroplasticity?
Video on Neuroplasticity
Building Students Understandings of the Brain

1. What happens in the brain when we learn a new concept, new emotions, new activity? We rewire our brain to do these activities.

2. Is the brain fixed after childhood? No, the brain can always change.

3. What is neuroplasticity? The changes of emotions, behavior, and environment of a person.
Essential Questions:

How does the **language** that I use influence and shape mindsets over time? How do I sustain it?
### Choice Words Matrix

<table>
<thead>
<tr>
<th>Noticing and Naming</th>
<th>Identity</th>
<th>Agency</th>
<th>Generalizing</th>
<th>Knowing</th>
<th>Building Community</th>
</tr>
</thead>
<tbody>
<tr>
<td>You don’t need me... trust yourself</td>
<td>I love that you are not afraid to stand by your own goals</td>
<td>You can reach your own goals</td>
<td>What connections do we see here?</td>
<td>Your ideas are worth listening to</td>
<td>This is the first time I have tried this</td>
</tr>
<tr>
<td>Why?</td>
<td>Take student observations first! What do we already know?</td>
<td>High and proud!</td>
<td>What patterns do you see across all of these equations?</td>
<td>Someone I have not heard from?</td>
<td>I know this is not going to be perfect and I need feedback</td>
</tr>
<tr>
<td>Normalizing mistakes as expected</td>
<td></td>
<td></td>
<td></td>
<td>I hear the conversations going...go with it</td>
<td>Using Us &amp; We</td>
</tr>
<tr>
<td>Notice and name based on students best thinking?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Glossary of terms** (from *Choice Words* by Peter H. Johnston)

- **Noticing and Naming**: to help learners become more aware of how language as an effect on them and on others (p. 12)
- **Identity**: to develop a sense of what it feels like to be that sort of person and belong in certain social spaces (p. 23)
- **Agency**: to have a sense that if students act, and act strategically, that can accomplish their goals (p.29)
- **Generalizing**: to apply understanding from one problem or situations to another (p.29)
- **Knowing**: the type of talk which recognizes that students have ideas, and that these ideas are worth listening to (p.54)
- **Building Community**: create learning environments where students feel valued and supported (p.65)
Audio Capture

Capture a 15 minute or more audio recording of a lesson where you are attempting to try on word choice that supports a growth mindset.

*Voice Memos*

*Voice Recorder*
Take time to work independently or with a partner and think about what you might want to take back to your organization.

Craft your own vision?
Feedback Survey...