CREATING A GROWTH MINDSET IN LITERACY

MIDTESOL 2019
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LITERACY IS...

HOW WOULD YOU FINISH THIS SENTENCE?

THINK ABOUT WHAT IT MEANS TO BE LITERATE IN TODAY’S WORLD.
LITERACY IS...

How does this connect to literacy mindset?
LEARNING GOALS

Learning Goals:
• I can explain how non-verbal cues, questioning, and scaffolding impact mindset.

Language Goals:
• I can write specific details using a web organizer.
• I can discuss the difference between scaffolding and rescuing with my table group.
Mindset:
M IS FOR...
MINDSET

“a person's attitude or set of opinions about something”

“Mindset reminds me of…”
MINDSET IN LITERACY

<table>
<thead>
<tr>
<th>Dynamic</th>
<th>Fixed</th>
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</thead>
<tbody>
<tr>
<td>Children see themselves as problem solvers</td>
<td>Children feel they can or can’t</td>
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MINDSET IN LITERACY

“We can problem-solve to figure this out.”

“This part is hard.”

Which response creates a fixed mindset?
Which response promotes a dynamic mindset?
“We have to finish our reading before we can go to recess.”

“We have to give our hard-working brains a break and go to recess soon.”

Which response creates a fixed mindset?
Which response promotes a dynamic mindset?
READING SURVEY

• Find out your student’s reading behaviors, interests, and mindset by engaging in a discussion using some kind of reading survey.

Reading Interest Survey

Name: ___________________________ Date: ____________

1. I like to read: ______ often ______ sometimes ______ only when I have to
2. I prefer to read: ______ silently ______ to someone ______ in a whisper
3. I have a library card: ______ yes ______ no ______ I don’t know
4. If I could pick a kind of book to read I would choose:
   - Realistic fiction
   - Historical fiction
   - Fantasy
   - Informational
   - Fairy Tale
   - Biography
   - Poetry
   - Magazine
   - Mystery
   - Adventure

5. I like to read books about:
   - Travel
   - Strange/unique facts
   - Sports
   - Funny characters
   - Art
   - Animals
   - Family or friends
   - The past
   - How to make things
   - The future

6. I own about ______ books at home.

Reader’s Self Reflection

The best part about reading is... The hardest part about reading is...
If I were a book I would be... If I wrote a book it would be about...

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INFLUENCES ON LITERACY MINDSET

Non-Verbal Cues

Scaffolding

Questioning
NON VERBAL CUES
EVERYTHING WE SAY OR DON’T SAY MATTERS

• Quick Write
  – On an index card make a list of as many types of nonverbal communication behaviors as you can in one minute.
  – Aim for 20 ideas or more!

• Round Robin
  – With your table group, share out ideas from your list.
OBSERVE THE TEACHER’S NONVERBAL MESSAGES
Nonverbal

- Wait time
- Proximity
- Tone of voice, speed
- Eye contact
SCAFFOLDING
ARE YOU SCAFFOLDING OR RESCUING?
TERRY THOMPSON
ARE YOU SCAFFOLDING OR RESCUING?
TERRY THOMPSON

• Independently read the article.
• Text tag, highlight, and write comments.
• Be ready to share with your table.

Text Tag Moves

Question
★ New Idea
↔ Made a connection
! Strongly Agree

Reflective Questions:

• What are the characteristics of rescuing?
• How are rescuing and scaffolding similar and different?
• What are your own “tendencies” in relation to rescuing?
ARE YOU SCAFFOLDING OR RESCUING?
TERRY THOMPSON

• Share with your table.

Text Tag Moves

? Question
★ New Idea
➡ Made a connection
❗ Strongly Agree

Reflective Questions:

• What are the characteristics of rescuing?
• How are rescuing and scaffolding similar and different?
• What are your own “tendencies” in relation to rescuing?
SELF-ASSESSMENT

• Do I find myself physically holding the text, turning the pages, and pointing to difficult parts as your reader(s) sit back, physically uninvolved?

• Do I avoid challenging students for fear of where that challenge might take me?

• Am I doing most of the talking?

• Do I generally ask closed questions?

• Do I machine-gun students with follow-up questions not allowing time to really share their thinking?
QUESTIONING
WHAT MESSAGE IS THE STUDENT GETTING FROM THE TEACHER?

Teacher asks a question to the whole group:  
Who can tell me what the character was feeling?

(Several students raise their hand. The teacher calls on Maria.)  
Student: Sad…She was sad.

Teacher: Good try Maria, but that isn’t quite right. Who can help Maria out? (Teacher calls on another student to respond.)

WHAT MINDSET IS THIS PROMOTING?
Research shows that when teachers pause three to five seconds—both after asking a question and after hearing an answer:

- more students participate in class discussion,
- their answers are longer and of higher quality,
- and achievement improves on cognitively complex measures. (Walsh, 2005, p. 14)
WAIT TIME

• Provides opportunities to problem-solve and apply strategies

In the Head of the Reader

- Searching/Gathering
- Self-Monitoring
- Linking/Making Analogies
- Making Connections
- Visualizing
- Summarizing/Determining Importance
- Predicting
  - At word level
  - At text level
- Activating Schema
- Checking/Confirming
- Maintaining Fluency
- Adjusting
- Inferring
- Evaluating/Critiquing/Analyzing
- Synthesizing
- Questioning

HOW DO YOU HANDLE INCORRECT RESPONSES?

• Be careful not to discount student’s thinking or let them off the hook.
  – When students give incomplete or incorrect responses, teachers should seek to understand those answers more completely and clarify misconceptions (Walsh, 2005)
  – “Language minority students tend to respond in few words; the less said, the less likely they will make an error” (Purdy, 2008, citing Anderson & Roit, 1996, p. 299)
ACCOUNTABILITY

• Pose questions that encourage “accountable talk” (Hervey, 2006)
  – Can you tell me more about that?
  – How do you know that?
  – Why do you think so?
  – What do you mean by…?
  – What makes you think that?
  – Can you tell me more about what you are thinking?
WHAT MESSAGE IS THE STUDENT GETTING FROM THE TEACHER?

Teacher asks a question to the whole group:

I want everyone to think about what the character was feeling. 
(Teacher embeds 5 seconds of wait time)
Share your idea with your elbow partner.
(allow students to practice their idea in a safe space)
Who would like to share their idea?

(Several students raise their hand. The teacher calls on Maria.)
Student: Sad...She was sad.

Teacher: That is an interesting idea Maria. What makes you think that?
(promotes accountability)
Does anyone want to add on to what Maria said?

WHAT MINDSET IS THIS PROMOTING?
SUMMARY OF LEARNING
Mindset: Attitude set of opinions

- Non-verbal cues
  - Proximity
  - Eye contact
  - Voice tone

- Dynamic or fixed

- Reading Interest Survey

- Scaffold ing

- Question Accountable Talk
  - Tell me more...

- Wait Time
  - Provides opportunities to problem-solve and apply strategies

- Everything we say or don't say matters

- Am I doing most of the talking?
- Do I avoid challenging students for fear of where that challenge might take me?
- Do I generally ask closed questions?

- Find out your student's reading behaviors, interests, and mindset

- three to five seconds—more students participate, answers longer & higher quality, achievement improves on cognitively complex measures.
ANSWER THIS…
• Create one action step to promote a growth mindset in literacy. Use your thinking map to help you.

One action step I will make to promote a growth mindset in literacy is…
Learning Goals:

• I can explain how non-verbal cues, questioning, and scaffolding impact mindset.

Language Goals:

• I can write specific details using a web organizer.
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Mindset: