



Schuyler Community Schools
SCS Administration Meeting
Tuesday, December 9, 2014 9:00 AM
SCS Administration Meeting @ SMS Conference Room
120 W. 20th St.
Schuyler, NE 68661-2400

- I. Discussion Items
 1. Book Review: Mindset Chapters 7 (Greg) and 8 (Michelle B).
See Chapter 7 attached from Greg Pavlik.
 2. iObservation System Report: Dave, Steve, Dan
Webinar is scheduled for December 17th at 2:30 PM at the SMS Conference Room.
 3. APL Administration Workshop Report: Greg and Darin
Darin and Greg shared highlights of the administrative training and the tie to our staff Marzano training.
 4. Strategic Planning Community Meetings: Update on the Parent/Community Planning meetings. We have held meetings and Fisher's/Richland and at SES. We have another meeting scheduled for Tuesday at SES, Thursday at 7:00 at SCHS, and on Monday, at SMS at 5:30 PM.

Chapter 7

Part I

Parents, Teachers, and Coaches: Where Do Mindsets Come From?

Every word and action can send a message... children, students, or athletes

- It tells them what to think about themselves.

Children are very sensitive to these messages -

The story of Bruce - Kindergarten for him was not a place that he would be judged or labeled.

Messages about Success and Failure

“You learned so quickly! You’re so smart!”

or

If you don’t learn something quickly, I’m not smart.

Parents that go over the top with praise and encouragement does give them a “boost,” but only for a short time. The minute they hit a snag their confidence goes and their motivation bottoms out.

If success means they’re smart, then failure means they’re dumb.... FIXED Mindset.

We have heard this earlier in the book...

If a student gets superficial praise for success they are times more reluctant to take on more difficult challenges.

Some children have a tendency to brag or boast (Over-inflated view of abilities) but does not attempt such activities.

Student from Columbia Univ. - Their greatest disability was the tendency to see performance as a reflection of character.

Parents think that they can hand children permanent confidence (like a gift) by praising brains and talent when in fact it has the opposite effect. It causes doubt as soon as something goes wrong or something is hard to do.

Instead....

teach children to...

-love challenges

-to be intrigued by mistakes

-to enjoy effort

So children don’t have to be slaves of praise.

Sending Messages about Process and Growth -

Does this mean that we should not praise children? No!

Keep away from the kind of praise that judges their intelligence or talent or that suggests that we are proud of them because of their intelligence.

Instead...

Praise them for what they accomplished through practice, study, persistence, and good strategies.

“You really studied for your test and your improvement shows it.”

Page 178 - Feedback statements - ties back to Marzano, APL, etc.
APL - Practice of the procedures.... easy to fall back into the way we have always done it before (same for the words we choose to use)

Consistency... children are always watching.... and listening...
Use growth oriented praise with their children but communicate fixed judgements on others...

In my words... they will remember what they here last!

Fixed mindset --- There are those that are good at math... then there are the others!
Growth mindset --- *Skills and achievement come through commitment and effort.*

Wow you did that so quickly or you didn't make any mistakes!

I am smart if I am fast and perfect.... *I guess that was too easy. I apologize for wasting your time.* **Not too sure about this... not everything will come easy for those that might have some things come with ease. ****

Baseball & Punnett Squares

Reassuring Children

Poor test taker example... We're proud that you've stuck to it and kept learning!

Messages about Failure - Example...

Constructive Criticism: More about failure messages -

This is similar to behavior models - target the behavior, not the person!
"Is there something that you didn't understand?"

Phillip - Jewell Schock-

Children Learn the Messages

Kids with fixed mindset received messages of judgment from their parents...
In the scenarios... kids with fixed mindsets repeatedly felt judged!
kids with a growth mindset felt helped!

Don't judge. Teach. (Model it consistently)

Children Pass on The Messages (pg. 86)

Growth mindset - thoughtful detailed answer with regard to advice..
Fixed mindset - short and sweet.... "I'm sorry."

Studied of abused children...

Abusive parents judge their child as disobedient, willfull, or bad for crying. Punish their child for crying or making a fuss.

In a daycare setting observing how children reacted to other children in distress and crying-

Abused children - became angry and sometimes even tried to assault the distress child

Nonabused children - Showed Sympathy.

So how does the legacy of abuse get passed on?

Isn't Discipline Teaching?

What is the message that you want to send?

I will judge and punish you? - A pound of flesh!!!!

I will help you think and learn?

Mindsets Can be a Life-and-Death- Matter

Parents pushing their dream... their label -

My example - grades...

We Love You - On Our Terms -

John McEnroe and his father

Tiger Woods and his father

Dorothy DeLay her student vs. Yura Lee

LSO on Sunday-

Part II -

Teachers (and Parents):

What makes a Great Teacher (or Parent)?