

Growth Mindset for Teachers and Students: Improving School Success

University of Central Florida
Friday, April 7, 2017
1:30 - 2:30 PM



CHAPTERS Making a Difference in Your Classroom

Districts Schools Professional Development About Us My Account

**Savings to Smile About.
Support Guaranteed to Impress.**

Discover The Chapters Group Advantage

Why is ISBN best?

The Context: Mesa View Middle School

2013-2014, Mesa View was identified as an "F" school.
Mostly teacher directed instruction.

2014-2015, Mesa View was identified as a "D" school.

2015-2016, Mesa view was identified as a "B" school.
New Principal, Jay Gardenhire.

The faculty remained stable throughout the three year process.
Additional school and community demographics.

Source: New Mexico Public School Report Cards, <http://aae.ped.state.nm.us/>

How did we move from a struggling middle school to one that is on target to become an “A” school?

- Title 1 Grant that provided substantial professional development in Literacy and Learning Center(LLC) Instructional Model and Student and Teacher Growth Mindset.
- Proficiency Scales were developed and implementation began in 2014.
- Mesa View’s sister school, Hermosa Middle School also implemented LLC the first year and also experienced substantial growth.

AFFECTIVE

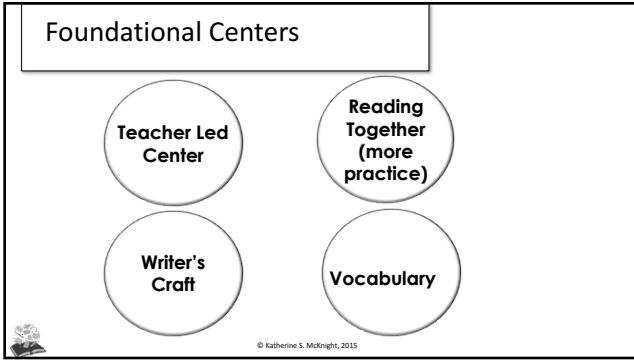
BEHAVIORAL

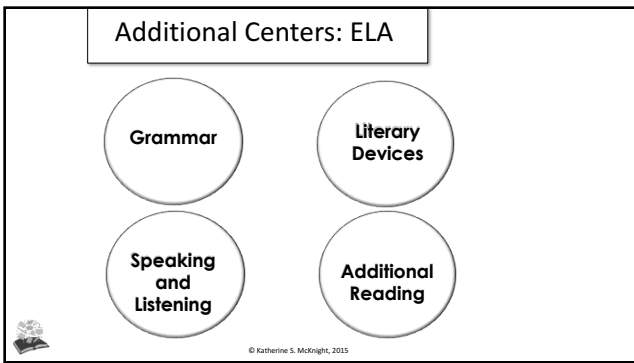
COGNITIVE

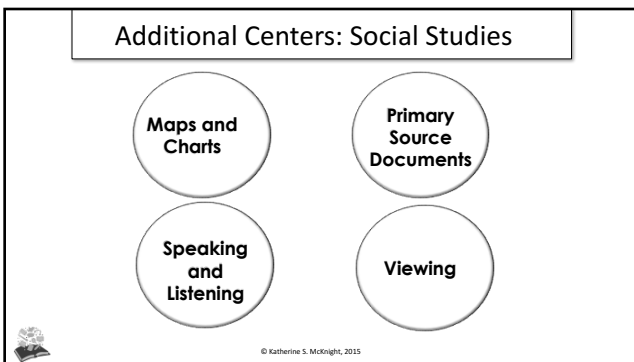
What’s the Literacy and Learning Center Model?

- Designed to fully integrate reading, writing and content.
- Balanced Literacy
- **Students DO**
- Develop Student Independence
- Using Proficiency Scales for Ongoing Formative Assessment
- Increasing Cognitive Load
- Accommodates *all* learners
- Aligns with Differentiated Instruction Elements

VISIT KATIE’S You Tube Channel:
<https://www.youtube.com/playlist?list=PLrdjG59onL7PKgVX2X8FOXSkf1Tdf7umo>
 Website www.katherinemcknight.com
 for more Information about Literacy and Learning Centers







Additional Centers: Science

Observation	Lab Technique
Speaking and Listening	Viewing

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Additional Centers: Mathematics

Application	Critical Application
Practice	

© Katherine S. McKnight, 2015

Do you want more information about Literacy and Learning Centers?
I am launching a website for Literacy and Learning Centers (for grades 4-12) on May 1!

Sign up for my newsletter at www.KatherineMcKnight.com
Receive announcements when the site is launched.
Information about upcoming conferences.

Implementation Phases

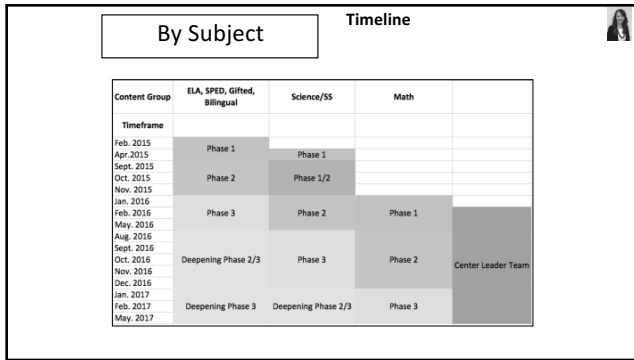
Phases of Implementation

Phase 1: Change Physical Environment

Phase 2: Increase Cognitive Load

Phase 3: Assessment and Feedback

Phased Implementation		
Phase 1	Phase 2	Phase 3
Seating	Collaborative, higher order thinking activities	Formative Assessment
Movement		RTI
Chunking 10-15mins	Activities promoting learning goal mastery- directly tied to Farmington Proficiency Scales.	Descriptive immediate feedback
Written Directions		Teacher led center
Student Choice		



Center Based Leadership Team (CBLT)

In response to progress with model implementation (or lack thereof)

Addressing sustainability

CBLT Composition:

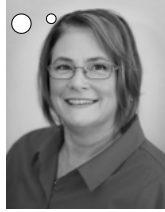
- One teacher from core subjects
- All grade levels represented
- Levels of experience
- Teacher disposition, skill level, peer respect

CBLT Activities

- Peer Observation
- Team Teaching and Demonstration
- Peer Feedback
- “Panel of Experts”
 - Content
 - Implementation

Marie's Story: A Teacher's Perspective

Reticent,
What's up with this?
Advocate and Leader



Wagon Proficiency Scale Reading, Language Arts English Language Arts	
4.0 Going Beyond	I know all of the Simple and Complex Learning Goals and my understanding goes beyond the grade level range.
3.0 Complex Goals Grade Level Range	I know all of the Simple and Complex Learning Goals. <input type="checkbox"/> CA Understand how a particular sentence, phrase, scene, or section fits into the overall structure of a narrative and how it contributes to the development of the theme, setting, or plot (ELA.3.1) <input type="checkbox"/> CB Understand how an author develops the point of view (perspective) of a character (ELA.3.2) <input type="checkbox"/> CC Understand how the repetition of words or phrases from tracing an object in a story (ELA.3.3) <input type="checkbox"/> CD Understand how the repetition of words helps to develop mood or imagined experiences with scenes unfolding lightly (ELA.3.4) <input type="checkbox"/> CE Understand how <input type="checkbox"/> Establish a context <input type="checkbox"/> Make a clear distinction, description <input type="checkbox"/> Conclude: Offer a claim
2.0 Simple Goals	I know all of the Simple Learning Goals. Recognize the Academic Vocabulary terms <input type="checkbox"/> VA given <input type="checkbox"/> SA Describe a character's point of view <input type="checkbox"/> SB Identify differences when reading or listening/hearing a story <input type="checkbox"/> SC Identify the setting, plot, and theme of a text <input type="checkbox"/> SA Identify logical sequences of events
1.0	I know all but one of the Simple Learning Goals.
0	I know none of the Simple Learning Goals.
0.5	I know only one of the Simple Learning Goals.
0	No evidence of knowing the Learning Goals.

Assessor's Handbook: 1 of 147 pages, background, progress
 Your Answer: The key on an answer page is a star

©Farmington Municipal Schools - 4th grade NMCCOE English Language Arts Revised May, 2013

The Farmington, NM Schools' Proficiency Scales can be found here:

http://district.fms.k12.nm.us/Departments/Curriculum_and_Instruction/

Video Explaining the Farmington Proficiency Scales: <https://youtu.be/Cf-IFDVaw8s?list=PLrdjG59onL7PkGvX2X8FOXSkf1TdF7umo>

Farmington Proficiency Scales: <https://goo.gl/TINo6L>

ADDRESSING THE NEEDS OF ALL LEARNERS IN THE ERA OF CHANGING STANDARDS

EDITED BY
KATHERINE S. RICE

HELPING OUR MOST VULNERABLE STUDENTS SUCCEED THROUGH TEACHING FLEXIBILITY, INNOVATION, AND CREATIVITY

EIGHT

What Do the New State Students Who Read Education Scale

Nicole Lambson and Bo

Literally, students who score 8 on the new state reading scale are in the same category of being "Students Who Read." However, these students are high-achieving and are expected to perform at a high level. Standards do not specifically address the needs of students who score 8 on the reading scale. This chapter provides a model for addressing the needs of these students. Many have not had the benefit of reading beyond the grade level of the new state reading scale, but all students are being assessed through an end-of-year, high-stakes assessment. The new state reading scale is a challenge for these students, and their needs must be addressed.

How can we best address the needs of these students? This chapter provides a model for addressing the needs of these students who score 8 on the new state reading scale. The chapter provides a model for addressing the needs of these students who score 8 on the new state reading scale. The chapter provides a model for addressing the needs of these students who score 8 on the new state reading scale.

Latest Book Features Chapter on the Effects of Model on Students with Special Needs

What Happened?

AFFECTIVE
BEHAVIORAL
COGNITIVE

Teacher Performance

	Ineffective	Minimally Effective	Effective	Highly Effective	Exemplary
2014-15	0	9	16	8	0
2015-16	1	4	12	22	2

What Happened?			
2015-2016			
ELA	Overall+10%	Native American +6%	Hispanic +12%
Math	Overall: +6%	Native American +0%	Hispanic +7.5%

District Interim Assessment (Accurate indicator for PARCC)			
ELA Q1 to Q2	6 th Grade: +16%	7 th Grade: +18%	8 th Grade: +16%
Math Q1 to Q2	6 th Grade: +23%	7 th Grade: +26%	8 th Grade: +10%

Other Schools with the Model's Success
<ul style="list-style-type: none"> •East St. Louis, IL (Clark-Mason MS, Lincoln MS, and East St. Louis HS) •LaVergne MS, TN •Joe Nightingale Elementary, Orcutt, CA •And of course, the AMAZING Farmington Municipal Schools

Want to Learn More and Ask Questions?
Please contact me. I LOVE to hear from colleagues.
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 @LiteracyWorld
 Katie McKnightLiteracy
Website: KatherineMcKnight.com
