

LDOE Acceleration – Asynchronous Module 3 – Transcript

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00:00:02.399 --> 00:00:21.690

Hello, and welcome to our next video in the acceleration in mathematics series that we are providing for Louisiana. My name is Mary Davis, and I am with the Charles A. Dana Center and I'm very excited about our content today because it's all about the role of mindset in our acceleration.

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00:00:24.210 --> 00:00:40.440

So, as we get started as we always do, I wanted to talk to you about what exactly this accelerate is, because some people pick up in the middle of the series, and so we always want to take a little bit of time to look back before moving forward.

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And so, accelerate is this belief and it needs to be in our heads and our hearts that all students can achieve high expectations. All. Tiny little word; big meaning. All students can achieve high expectations, regardless of their background family income or zip code.

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So our outcomes today... We're going to really look at what that idea of malleable intelligence and brain growth is all about.

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We're going to determine what ideas are known to be most critical to shaping student learning and academic success, and then we want to engage in these ideas in order to promote student success.

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As always with our asynchronous learning, we don't have norms, we have community agreements.

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We agree that we are going to come as we are. So, whether we're at school; whether we're at home; whether we're at the pool; wherever we are is a great place to be right now.

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We asked though that wherever you are you take this time to really take to heart what it is that we're talking about.

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00:02:08.370 --> 00:02:20.160

Remember that learning is iterative. It's not going to come one time poof and everything is going to come to you it's going to have to be embraced over and over again.

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00:02:20.580 --> 00:02:29.670

So you might catch something the first time you watch this or maybe as you're talking to a colleague, you might hear something that you didn't catch that they did.

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00:02:30.090 --> 00:02:40.860

But remember, that's Okay! Because it's that process of going over it, and trying it and seeing if it works, making those adjustments and trying again.

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that brings that learning to life. And then finally, embrace the pause. Sometimes in the videos, I will actually ask you to stop for just a moment and do something. It might be to write something down; it might be to read something...

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But even if I don't, if you need a moment to really think about what we just talked about, just hit the pause button for a sec. Embrace the pause pause think about it, and before you move forward.

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So we have a Jamboard that we would like for you to

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do and you can get a copy of this Jamboard three ways. I wanted to make sure that it was as easy as possible for you to get since we're doing this on the video only.

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So the first way is, if you have Jamboard on your phone and you, you do have to have the Jamboard app, you can use the QR code there and it'll take you right to it, no problem.

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If you don't then you're probably going to have to pause right now and either use the real link, which is really long, but I know that some people have trouble with the tiny URLs so the real link is that top one, and it is a doozy or you can try that tiny URL, LDOEmindsetCS, card sort.

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Okay, so just pause right now, and one of these three ways get to that card sort, then start the video backup so that we can continue to talk about what you're going to do.

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Thank you so you're going to be asked to make a copy of the card sort or you already have if you've gone into one of these three ways.

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It's yours now, alright? Nobody else is able to see your work, nobody else is going to be following your work on the page.

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It is an open card sort. Now, what an open card sort means is that

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00:05:06.960 --> 00:05:22.710

I didn't give you those titles and I didn't on purpose. Okay, because I want you to see how you can come up with

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categories.

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So you're going to take the eight cards, sort them into two groups that you think is the most logical way to sort them. Then, you will name the two groups using the sticky notes.

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And then return to the recording when you finished it and we're going to talk about it just a little bit.

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There were many ways that you could have sorted these, it is not

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that you had to have done it this way. But I do want to discuss it this way, so, even if you sorted it in another way, take a moment to to listen in and and hear the difference

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00:06:12.330 --> 00:06:14.730

between acceleration and remediation.

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First off, let me explain to you, under no circumstances, am I saying that acceleration yea or remediation bad. Instead what we're saying is that there is

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a way to present the opportunities for learning in such a way that the students mindsets are in a better place. And because they're in a better place, it can help them move forward in the learning,

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00:06:51.600 --> 00:07:01.770

versus remediation, which I'm right there with you, I've done it for years, but remediation sometimes gets those students

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00:07:02.760 --> 00:07:10.560

into a place that they feel that they can't get out of. So we have to be careful that if we use that remediation,

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00:07:11.040 --> 00:07:25.380

we're using it in such a way that it gets them the remediation they need, and then get them back to the class get them back to that on grade level learning. That's what you will mainly see the difference here.

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In acceleration you'll notice connected to new on grade level content. It's going to be applied immediately.

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All right, So yes, maybe the students are having trouble multiplying and you need them to multiply in order to do what you're doing. Great! You can focus on those skills for just a brief moment to help them remember what it is that that's all about.

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But then bring them to the on grade level content. We don't want to take them back to that grade and leave them there.

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Okay, especially if you're a high school teacher, that was what I taught, you're a high school teacher.

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You're sitting here thinking and they got to go all the way back to fractions you don't want to take them back to fractions and leave them there.

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You want to get them the help that they need to fractions and then you want to get them right back up into the grade level, so you can move them forward. And that goes for any grade level. I just use high school as an example, because you can see in remediation

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it would be the understanding that they have to master all unfinished learning prior to the grade level. Well folks, if they're two or three years behind and they are in your classroom,

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you're not going to finish two or three years of learning with them and then get them your grade level as well. It's impossible.

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That's what I was talking about earlier. That's when those kids get in that mindset that they cannot do it, they can't crawl out of this hole.

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Prior knowledge... key prior knowledge is taught just in time.

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Okay again grade level content we want to keep that on grade level content.

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In remediation,

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they're provided all the prior knowledge that they need to begin at the beginning of a unit or the beginning of the school year.

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Think about this.

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Think with me if you went to a faculty meeting or a math department meeting or some kind of meeting all right, and you went to it this week.

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And then you went to it next week, and it was the exact same information maybe taught taught in a little bit different way, but the exact same information and then you went to it, the next week, and it was taught in the exact same way.

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Are you getting any more out of it?

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00:09:56.730 --> 00:09:58.410

It's the same sense here.

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00:09:59.550 --> 00:10:08.580

It's not that we don't need to revisit the unfinished learning, the opportunities for learning,

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but we don't want to stay there. The idea is not to stay there. Relevance... unfinished learning is connected to on grade level core content. On grade level again alright? Do you start to see a pattern here?

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00:10:25.710 --> 00:10:38.550

In remediation we still have groups, you have some groups over here this these three kids don't understand multiplication so we're going to pull them into a small group.

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Alright, there's nothing wrong with that. There is nothing wrong to that. But it says they're going to stay in that group and we're going to reteach those concepts using prior grade level materials.

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That means if we're going three grade levels back to get to that multiplication then we're going to go through grade levels back materials.

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Well, if you're sitting in a sixth grade class or seventh grade classroom and all of a sudden you're back doing, third and fourth grade work, what does that do

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00:11:07.020 --> 00:11:11.040

to your mindset? What does that do to your belief in yourself?

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And finally, the pacing. Lift over loss, we want to...

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00:11:19.380 --> 00:11:28.950

Well, in fact we don't use the word loss, which is absolutely fantastic that that Louisiana is taken out. It's unfinished learning. It's not loss.

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00:11:29.640 --> 00:11:35.520

They didn't lose it. We're gonna lift those kids. We're going to keep them on grade level. We're going to lift them up to that next level.

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00:11:36.150 --> 00:11:53.340

Okay, we don't want to use that "catch up" word. We don't want to use that "behind" or "We're going to take a test and we're going to find out exactly absolutely everything possible that you need to do before you can do what's in class." NO!

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We want to emphasize the lift over the loss. So again, you may have had some different categories, but the ideas should be very similar because, as we looked at that were we knew we were heading into this next section, which is mindsets.

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I think most of you probably have seen the mindset information that we've done with content leader work and things like that in the past, and if you have it it's up on Louisiana

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00:12:25.770 --> 00:12:41.670

Believes as well. But we're going to approach it a little bit different this time because we really do want to keep it in the context of the work that we're doing now, alright? So let's visualize something.

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And we're talking about math here so some of you guys are naturals at math; some of you have had to work at math.

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00:12:50.760 --> 00:13:00.420

But you can go beyond that. I want you to visualize something that you've always been pretty good at, maybe it's a skill or a subject in school that came easily to you.

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Something that made you like puff up your chest and say "I'm a natural!"

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00:13:07.680 --> 00:13:11.280

Now, think about something that you really struggled with.

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00:13:12.480 --> 00:13:13.680

But you eventually learned it.

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00:13:15.570 --> 00:13:16.980

Maybe playing an instrument.

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Solving quadratic equations. Okay, it took a lot of effort, practice, probably lots of failure but eventually you got it.

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00:13:29.940 --> 00:13:31.170

Okay, with mine,

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00:13:32.400 --> 00:13:39.960

it was playing the clarinet and I can remember my parents saying the first band recital that they came to,

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00:13:40.650 --> 00:13:53.340

that it was everything in their power to give a standing ovation at the end because they didn't even know what our band was playing. A lot of effort, a lot of practice lots of failure but

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with the support I got through it and I got better. So research tells us that both of these experiences informed your theories about how your abilities work.

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00:14:06.510 --> 00:14:11.520

So, if everything is easy peasy your mind might have

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00:14:12.630 --> 00:14:24.180

developed in one way in one theory and if you struggled but learned it another way. Alright? So one belief you may have developed is that abilities are fixed.

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That means we come into the world good at some things and bad at others and we're always going to stay that way. We call it fixed or closed mindset.

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Another belief is that skills and abilities are malleable, that you can learn from, improve at, just about anything with enough effort and help. And usually this is called a growth mindset, or sometimes they actually use the word malleable.

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00:14:52.290 --> 00:14:57.390

Every person has a mix of both the fixed and the growth mindset.

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00:14:59.160 --> 00:15:14.490

There are very few people on this earth, that will say like look at those four pictures. There's some people that look at those four pictures and go, "I am never... there's no way I could ever get up on this on the surfboard and surf. No way!"

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That's partially a fixed mindset could be based, in fact, because maybe you've tried it, but it could also just be a fear or something else that's keeping us behind.

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So research suggests that when the students tap into a growth mindset that's what's going to help them succeed in school.

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Believing you can get better in math (That's that growth mindset) believing you can get better in math is more helpful than believing that you're bad at math and there's not anything that you can do about it.

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00:15:51.900 --> 00:16:00.810

So let's think about a mindset loop here. Okay? We've got a little guy over here, and he says, I can learn to play the piano.

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00:16:02.850 --> 00:16:15.240

Okay, he believes it. He goes he takes lessons. He practices and practices and practices. He makes lots of mistakes, okay, he hits those weird chords all craziness.

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00:16:15.720 --> 00:16:25.470

He plays in front of others, maybe at home, maybe at the holiday time you know he plays little concerts. And he gets feedback

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00:16:25.920 --> 00:16:47.400

from maybe professionals in as far as teaching maybe from parents, whatever. He's exposed to different kinds of music and he plays for his own enjoyment. The result is he gets better at playing the piano and his mindset says, I improved quite a bit maybe I'm ready for another instrument.

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00:16:49.530 --> 00:16:50.040

Hmmm... Hmmm.

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00:16:52.350 --> 00:17:00.690

But then you have another student that says, I can never learn to play the piano I have no musical talents at all.

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00:17:01.560 --> 00:17:16.230

Sometimes that's attached to, "my parents didn't have musical talent; my grandparents didn't have musical talent" or something along those lines. But she has totally convinced herself, she has no musical talent whatsoever.

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00:17:17.970 --> 00:17:25.110

She stops even listening to bands with keyboards. She's like, "I have no musical talent; I can never learn to play the piano I don't want to listen to this stuff."

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00:17:27.150 --> 00:17:35.790

The result is she gets no better at playing the piano and the loop is closed by her saying see I told you.

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00:17:37.110 --> 00:17:40.620

I just had no musical talent, it is of no use.

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00:17:46.380 --> 00:17:54.750

This is why growth and fixed mindsets are so much of powerful forces.

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00:17:56.520 --> 00:18:04.230

People with growth mindsets believe that they are in control of their abilities, that they can learn, grow, and improve their skills.

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00:18:05.490 --> 00:18:17.760

With this belief they're more likely to put in the action, working hard, taking feedback, overcoming challenges, understanding that mistakes are going to happen.

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00:18:19.710 --> 00:18:31.740

All these things make them good at things by practicing. Actions lead to results and the results confirm the belief and the cycle continues upward - the lift.

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00:18:33.120 --> 00:18:37.350

This is why people with growth mindset learn grow and achieve more over time.

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00:18:39.690 --> 00:18:44.520

Fixed mindset folks will eventually hit a brick wall.

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00:18:46.350 --> 00:18:54.510

They believe that their abilities, their intelligence, their skills have limits, like they're set in stone.

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00:18:55.980 --> 00:18:58.470

It makes them less likely to put in the action,

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00:18:59.670 --> 00:19:08.850

to do any of the work that helps them improve. If they've convinced themselves they can't do math, then, "Why do the homework? I can't do math."

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00:19:10.140 --> 00:19:12.780

"Why study for a test? I'm going to fail it anyway."

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00:19:14.730 --> 00:19:21.720

When they don't put in the work, then they don't get the results, but that confirms what they believed.

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00:19:23.100 --> 00:19:27.180

And in that case the loop is spiraling downward.

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00:19:29.100 --> 00:19:40.200

So there's a loop no matter which way you look at it, but one spirals them up because I'm practicing, I'm trying, I'm getting better. I can do more.

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00:19:41.250 --> 00:19:43.650

The other is spiraling them download.

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00:19:48.270 --> 00:19:54.360

So it's important to think about a student's view of intelligence.

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00:19:56.250 --> 00:19:59.850

I've been known to throw my hands up and say I can't do this and walk away from something.

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00:20:01.680 --> 00:20:16.620

True story, recently I was given the hardest puzzle because I love to do puzzles. I was given the hardest puzzle I've ever seen. The pieces all fit with each other, all of them, it was insanity.

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00:20:17.670 --> 00:20:19.290

At first I was like,

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00:20:20.910 --> 00:20:35.550

"No way!" and I slid it back into the box and put it back into the cupboard. But I turned around I came back to it. I knew it wasn't going to be easy, and in reality the puzzle is still my dining room table,

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00:20:36.480 --> 00:20:47.190

but I tried. I found tools that could help. I had a magnifying glass. I found a divider so that I could divide the pieces of colors and the tones.

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00:20:47.940 --> 00:21:00.120

All right, it's not a fast process at all. I'm not sure when i'll be able to use my dining table again, but I do know that when it's done, I will be very proud of myself.

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00:21:02.490 --> 00:21:12.900

I could have taken the fixed approach, I could have found that 50 piece puzzle of the United States, something that I'm familiar with, and then it's not a challenge for me.

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00:21:14.490 --> 00:21:28.710

So read these a student's view of intelligence and think about those two examples that I just gave when the student believes that intelligence is fixed, they tend to avoid challenges. They're going to look for easy successes.

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00:21:29.910 --> 00:21:35.820

Passing up learning opportunities that easy puzzle, the one I done 20 times and I was so used to it.

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They desire to look smart at all costs.

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00:21:42.840 --> 00:21:50.040

And when it's when they don't look smart, it's because "they aren't good at that."

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00:21:51.480 --> 00:21:53.520

And they worry about failure

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00:21:55.260 --> 00:21:56.820

and questioning their ability.

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00:21:59.430 --> 00:22:04.320

But think about that student that believes that intelligence is malleable.

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00:22:05.880 --> 00:22:16.950

They pursue and enjoy challenges. They saw that puzzle, and they were like, "I think that that is exactly what I need to do."

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00:22:18.240 --> 00:22:22.590

They care less about looking smart. If they make mistakes, so be it.

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00:22:23.700 --> 00:22:25.110

That's what it's all about.

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00:22:26.580 --> 00:22:29.940

And they engage in self monitoring and self instruction.

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00:22:31.290 --> 00:22:36.780

If you've never had a chance to read some of Carol Dweck's information this came from

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00:22:37.290 --> 00:22:50.820

"Mindset, the New Psychology of Success." She also has a really good Ted Talk, if you like to just watch things instead of reading all kinds of research. It is very interesting work, and I think you'd enjoy that. So, let's play a game.

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00:22:52.110 --> 00:23:05.430

I'm going to put a statement on the board and you're going to tell me whether it is a fixed mindset, or whether it is a malleable or a growth mindset.

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00:23:07.350 --> 00:23:11.550

I didn't do my homework. What's the difference? I'm just dumb at math.

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00:23:13.950 --> 00:23:15.600

Yeah I started with an easy one.

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00:23:18.090 --> 00:23:29.100

If you hear someone that says that they're just dumb at something, it's a red flag for fixed mindset. There are limits, though.

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00:23:30.870 --> 00:23:45.450

To tell you that you're dumb at math is not appropriate. That's a fixed, closed mindset. But to say that they're not as good in math as they are in English language arts, because they like to write that's a true statement that's okay.

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00:23:46.500 --> 00:23:55.890

Just say that they're terrible at basketball because they're four foot six, well chances are they're never going to play on a professional basketball team.

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00:23:56.370 --> 00:24:10.260

But they can still get better at basketball by practicing. Alright, so there's a little bit of difference there and it's very, very important that you take note of that.

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00:24:12.090 --> 00:24:15.840

You put a lot of work into that project your work paid off.

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00:24:19.620 --> 00:24:26.250

That would be a great thing to say to someone if you want them to build that malleable or growth mindset.

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00:24:27.420 --> 00:24:34.170

Praising effective effort can help students see the work and the perseverance can pay off at the end.

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00:24:38.250 --> 00:24:41.790

It's the work that you're praising and the work that paid off.

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00:24:43.860 --> 00:24:51.240

Oh I've done this four times and I can't get the answer. There has got to be a way I can do this!

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00:24:54.300 --> 00:24:55.740

It's a little bit more difficult isn't it?

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00:24:58.290 --> 00:25:02.310

It is still a growth mindset. Frustration is okay.

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00:25:03.900 --> 00:25:17.250

Frustration is okay. The fact that this person, and could be an adult or child, eventually says, "I can do this," indicates that they're trying to persevere through it, and that is a growth mindset.

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00:25:18.150 --> 00:25:28.800

If they said "I can't do this. It's the fourth time I've tried this. I must be really stupid at it." That's when it moves into a fixed mindset.

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00:25:33.060 --> 00:25:38.250

That test was totally unfair! We'd never even seen problems like those!

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00:25:43.080 --> 00:25:47.430

Students that tend to blame the test have a fixed or closed mindset.

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00:25:48.720 --> 00:25:52.920

They want problems exactly like the ones that they had on the review or on the homework

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00:25:54.120 --> 00:26:12.750

because they're used to those. Remember, we talked about the fact that students or adults whomever look for the easy way through things. If you've done a problem exactly like the one on the test, that's an easy way through things. When there's a challenge on the test,

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00:26:14.010 --> 00:26:18.870

that is a growth mindset, if they want to persevere through a new type of problem.

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00:26:21.960 --> 00:26:31.200

All the students that are at least two grade levels behind in math are put into their own class, so that it can proceed at a slower rate.

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00:26:34.050 --> 00:26:44.760

This kind of refers back to that chart that we did earlier. This is a fixed, closed, mindset and it's not because they're put into a group.

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00:26:46.530 --> 00:26:49.530

It is okay to group students to help them.

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00:26:50.580 --> 00:26:59.520

The reason that is a fixed, closed, mindset is you are putting them to grade levels behind, and they are going at a slower rate.

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00:27:00.630 --> 00:27:09.120

Well, if they're already two grade levels behind and they're going at a slower rate, I'm really not quite sure when they're ever going to get the grade level.

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00:27:11.010 --> 00:27:22.320

That's a teachers fixed or closed mindset that these kids cannot succeed unless they have all the stuff before.

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00:27:26.250 --> 00:27:33.780

It's Okay, my father wasn't good at math and I wasn't good at math so you obviously inherited our math gene.

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00:27:36.480 --> 00:27:48.450

Yeah definitely fixed. We've all heard it. There is no math gene. There's no music gene. There are no two left feet. With practice, you can get better!

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00:27:49.530 --> 00:27:53.700

Parent nights are excellent times to present this concept to your students' parents.

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00:27:54.210 --> 00:28:06.300

If they opted not to pursue a mathematics career and are uncomfortable with the material perhaps provide some sentence stems and questions that will help their children when they get home with the math homework.

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00:28:08.940 --> 00:28:12.840

And our last one: You are trying so hard.

164

00:28:17.070 --> 00:28:18.150

Yeah, this is a trick.

165

00:28:20.040 --> 00:28:35.340

Praising effort, we talked about it earlier, is a growth mindset attribute, but you have to be careful. Remember, earlier we praised the work that they were trying to do, and we praised the effort into the work, this is "you're trying so hard."

166

00:28:36.990 --> 00:28:52.800

It doesn't really say what they're trying hard to do. It doesn't give them that extra understanding. Just trying harder when you're learning something does not promote a growth mindset.

167

00:28:54.570 --> 00:28:56.700

It's not hurting it probably.

168

00:28:57.780 --> 00:29:10.770

But it's kind of that argument that a lot of people have about well is giving them a medal just because they participated really helping their ability or their

169

00:29:12.000 --> 00:29:18.270

learning of a topic? And so you're trying so hard just falls a little bit short.

170

00:29:19.350 --> 00:29:24.870

You need to explain what they're doing, how they're trying hard, and where they can grow from that.

171

00:29:27.870 --> 00:29:30.750

So now we're going to go into the brain.

172

00:29:32.070 --> 00:29:38.280

There's a lot of brain research out there, and I'm not going to go into tons of brain research in fact

173

00:29:40.740 --> 00:29:52.410

Carol Dweck and other researchers (that's the person that I told you that you should look into) also recommend that educators demystify intelligence for their students.

174

00:29:54.150 --> 00:30:05.730

It's very difficult for students, and some adults even, to understand what's going on in their brain that makes them understand something.

175

00:30:06.990 --> 00:30:17.610

So one way to do this is to share details about how the brain changes as we learn. So we have

176

00:30:18.840 --> 00:30:31.440

a video that illustrates the neuroscience behind the learning and it's kind of really cool because it's not going into the brain as much

177

00:30:31.770 --> 00:30:46.350

as it's taking a hike in the Andes Mountains. So it's very interesting and I think you'll like it. So this is from a BBC documentary called The Human Body, and as you watch it think about

178

00:30:48.060 --> 00:31:21.440

how the students could connect this with what's happening in their brain when they're struggling through something. As for every single one of us, learning something new means rearranging how our brain works. Our brain has an astonishing 100 billion neurons, brain cells, all connected together.

179

00:30:24.060 --> 00:30:55.440

Learning is about creating and strengthening pathways through these neurons that impulses of electricity. But between each and every connection in our brain is a tiny gap called a synapse. For any of us to learn something new, the electrical signal has to jump across this gap to continue its journey.

00:00:00,000 --> 00:00:00,734

♪ (modern music) ♪

2

00:00:00,734 --> 00:00:02,297

- As for every single one of us,

3

00:00:02,297 --> 00:00:06,216

learning something new means rearranging

the way our brain works.

4

00:00:09,234 --> 00:00:15,414

(swooshing noises)

5

00:00:17,153 --> 00:00:22,568

Our brain has an astonishing 100 billion neurons, or brain cells,

6

00:00:22,568 --> 00:00:24,336

all connected together.

7

00:00:25,109 --> 00:00:29,263

Learning is about creating and strengthening pathways

8

00:00:29,263 --> 00:00:32,361

through these neurons for impulses of electricity.

9

00:00:33,444 --> 00:00:36,149

But between each and every connection in our brains,

10

00:00:36,149 --> 00:00:39,150

there's a tiny gap called a synapse.

11

00:00:39,773 --> 00:00:41,943

For any of us to learn something new,

12

00:00:41,943 --> 00:00:46,807

the electrical signal has to jump across this gap to continue its journey.

13

00:00:49,345 --> 00:00:51,325
(loud electrical sounds)

14
00:00:59,884 --> 00:01:02,327
(carabiners clanking)

15
00:01:03,535 --> 00:01:06,208
♪ (pensive music) ♪

16
00:01:06,208 --> 00:01:09,398
The gap between the two brain cells
is tiny,

17
00:01:09,398 --> 00:01:12,878
but that doesn't mean it's straightforward
for a signal to get from one side

18
00:01:12,878 --> 00:01:13,603
to the other.

19
00:01:13,603 --> 00:01:14,520
♪ (music swells) ♪

20
00:01:14,520 --> 00:01:16,049
(hawk screeches)

21
00:01:17,219 --> 00:01:20,775
For us, it's like crossing a deep ravine.

22
00:01:27,570 --> 00:01:31,604
♪ (pulsing music) ♪

23
00:01:32,832 --> 00:01:36,240

And getting from one side to the other
should tell us something about

24

00:01:36,240 --> 00:01:37,690

the way we learn.

25

00:01:39,612 --> 00:01:43,691

The first time a signal crosses from one
brain cell to the other

26

00:01:43,691 --> 00:01:48,527

demands the most effort, and it's the same
when we cross our ravine.

27

00:01:50,048 --> 00:01:52,311

The first trip across it is the hardest.

28

00:01:52,311 --> 00:01:57,279

♪ (action music) ♪

29

00:02:04,699 --> 00:02:06,733

Having crossed the ravine once,

30

00:02:06,733 --> 00:02:09,431

the journeys across get easier and easier,

31

00:02:11,013 --> 00:02:14,231

and a similar thing happens
when we learn something.

32

00:02:20,325 --> 00:02:22,821

To start with, learning is difficult.

33

00:02:23,605 --> 00:02:24,338

- Oop.

34

00:02:30,960 --> 00:02:35,653

- But as the signal crosses the gap
between the brain cells again and again,

35

00:02:35,653 --> 00:02:38,107

we establish a more solid pathway.

36

00:02:40,622 --> 00:02:41,422

(thud)

37

00:02:43,458 --> 00:02:44,885

- Sorry about that.

38

00:02:53,021 --> 00:02:55,825

- By the time we've made the crossing
over and over again,

39

00:02:55,825 --> 00:02:57,393

it becomes effortless.

40

00:02:58,084 --> 00:03:00,781

We can do it whenever we like.

41

00:03:00,781 --> 00:03:09,201

♪ (epic music) ♪

42

00:03:09,571 --> 00:03:11,971

We've finally learned something.

187

00:34:14.850 --> 00:34:17.580

So, again just take a moment and think about that.

188

00:34:19.380 --> 00:34:22.290

How would showing this quick video

189

00:34:23.760 --> 00:34:24.870

to your students

190

00:34:25.890 --> 00:34:28.200

help them understand what's going on

191

00:34:29.550 --> 00:34:31.500

in their mind; in their brain?

192

00:34:35.550 --> 00:34:42.900

Well, whenever you are one of your students works on a task the brain uses those neurons to send information.

193

00:34:44.010 --> 00:35:00.840

So when a task is easy, a simple task that you do often like standing up sitting down, whatever, the information travels really easily, But when a task gets hard, we want to learn something new, the information does not transmit as easily.

194

00:35:02.160 --> 00:35:09.420

So, it's the same way as going across that bridge. The first time across was the hardest. It was something new.

195

00:35:10.260 --> 00:35:18.510

But the more that they went back and forth, and they added supports, and they added the pathway, and all that...

196

00:35:19.140 --> 00:35:39.630

The more that you do it, and the more we persist with challenging tasks over time, our brains change as our understanding grows. And like early childhood adolescence is a time when it is particularly easy to strengthen those connections in the brain.

197

00:35:43.350 --> 00:35:51.300

So how do you think that you might demystify intelligence with your students and with other colleagues?

198

00:35:53.790 --> 00:35:58.410

So hit pause for just a moment here and reflect on this question after seeing this.

199

00:36:00.990 --> 00:36:04.110

What are some ways that you could do this?

200

00:36:12.000 --> 00:36:17.970

So consider showing the video that we just showed and have a discussion about what they learned.

201

00:36:19.290 --> 00:36:24.150

Alright, a very intriguing way to think about your brain working.

202

00:36:25.710 --> 00:36:29.850

Model flexibility when approaching something frustrating.

203

00:36:32.430 --> 00:36:46.770

All right, remember that puzzle I talked about? I had different tools that could attack it from different points of view. I put it away for a little bit. I brought it back. But there's flexibility if it's frustrating.

204

00:36:47.850 --> 00:36:52.800

And then introduce some new phrases. You may even have them on the walls and your classroom.

205

00:36:54.030 --> 00:37:11.910

"You are becoming more confident at (so and such}" or "I enjoyed the new way you approach that task." So these are things that you can say to the students, that they can say to each other, to get that that communication

206

00:37:14.340 --> 00:37:16.110
to be of growth mindset.

207

00:37:19.860 --> 00:37:28.020

If you're interested in learning more about this and it includes the video that was just shown.

208

00:37:28.680 --> 00:37:41.100

You can check out "Learning and the Adolescent Mind." It's one of our websites and the website is there, as well as the QR code if you'd rather use the QR code.

209

00:37:41.850 --> 00:37:54.120

But there is more evidence based practices; there's more research; the videos is there. Links to Carol Dweck's articles are there too.

210

00:37:54.780 --> 00:38:02.820

If this is something that is just piqued your interest, there's a lot more information that you can find out there and I wanted to provide a way for you to do so.

211

00:38:05.100 --> 00:38:22.500

So now we need to bring it all together. We're talking about this idea of mindset and we talked about the fact that we believe that all students can achieve, right? This acceleration idea. So, how do the two of these things unite.

212

00:38:24.300 --> 00:38:27.180

I'm going to give you a chance to read this for just a moment.

213

00:39:00.300 --> 00:39:12.000

I want you to close your eyes with me and picture a time in your education process that someone gave you something to do that you felt had nothing to do with real life.

214

00:39:13.080 --> 00:39:19.620

You had no control over it. They handed you a worksheet or project or something, and you were just like, "Ugh!"

215

00:39:21.030 --> 00:39:32.760

Right? It's happened. I know it's happened to almost everybody, so remember as you're planning your lessons as you're thinking through things when a student feels a sense of belonging...

216

00:39:34.680 --> 00:39:40.980

believes the effort will increase ability and competence... believes success is possible...

217

00:39:42.150 --> 00:39:45.570

School work is interesting; School work is relevant...

218

00:39:46.950 --> 00:39:50.310

they're likely to persist at the academic tasks.

219

00:39:52.410 --> 00:40:01.320

If you bring them into the classroom and you give them a packet that is 25 pages deep and goes over everything they should have learned last year,

220

00:40:03.960 --> 00:40:05.520

are we really going to get them?

221

00:40:06.900 --> 00:40:25.980

To to get that learning? Are we really expecting them to make those connections on their own? We need to make those connections; we need to keep them on grade level; we need to make sure that they feel success and they understand

222

00:40:43.170 --> 00:40:44.130

Now, what about conversely? No relevance.

223

00:40:45.300 --> 00:40:54.810

Don't believe it's possible. They hear things from their teacher, where the teacher says, "you can't pass this class

224

00:40:57.360 --> 00:41:05.100

because you don't have (this)" or "You can't pass this class because you never made up those three grades last week."

225

00:41:06.720 --> 00:41:13.470

If it's always you can't, you can't, you can't, you're not smart enough, you don't belong, you can't succeed...

226

00:41:14.610 --> 00:41:15.690

They're going to give up.

227

00:41:16.860 --> 00:41:22.470

Why bother trying if there's not someone there that believes that they can do it.

228

00:41:23.760 --> 00:41:29.070

And so then, they end up with poor academic behaviors and low grades.

229

00:41:33.210 --> 00:41:44.310

So this is basically just a picture that summarizes this. Research across a range of studies suggests that the educators (us, educators)

230

00:41:44.880 --> 00:42:02.070

play a key role in building positive mindsets. Students' academic identities, attitudes and beliefs about schooling are strongly influenced by the school and classroom environment in which learning is situated. It's all about that culture.

231

00:42:04.110 --> 00:42:10.740

The structure of the academic work: the goals, support, feedback in that environment

232

00:42:12.120 --> 00:42:16.110

and the implicit and explicit messages that they hear.

233

00:42:18.000 --> 00:42:22.170

That means that you don't even have to say it. Sometimes your body says it.

234

00:42:23.850 --> 00:42:26.610

Sometimes the comment on the paper says it.

235

00:42:28.200 --> 00:42:29.790

Sometimes a look will say it.

236

00:42:32.580 --> 00:42:44.760

Increasing student motivation to learn is ultimately contingent upon creating a set of circumstances when students take pleasure in learning and believe in themselves.

237

00:42:48.120 --> 00:42:50.820

And that the work is worth the effort.

238

00:42:53.220 --> 00:43:02.640

that's when they're going to learn the material. So it's that academic mindset is how the culture of the classroom leads to the academic behaviors.

239

00:43:03.060 --> 00:43:14.820

And once those academic behaviors (remember the cycle?) once they start to believe that if I if I study, if I do the homework, if I go to

240

00:43:15.390 --> 00:43:30.060

class every day... If if I do all those things, then my academic outcomes will start going up, then I start to believe I can do it, then... you know what i'm saying... that that cycle that we talked about earlier. Same thing here.

241

00:43:33.360 --> 00:43:35.460

So we have an article for you to read.

242

00:43:36.780 --> 00:43:51.810

And again, I've given you three different ways that you can download it. This one is just an article on the web, so if you just want to read it on your phone, you can use the QR code. The long

243

00:43:53.100 --> 00:43:58.830

address is the actual address, and then I also made a tiny URL for it.

244

00:44:00.000 --> 00:44:11.610

And I did not print this up for you on purpose, because in the article itself, there are links, to go to other information.

245

00:44:12.600 --> 00:44:19.110

So although right now we're going to just read the article and talk about the article,

246

00:44:20.010 --> 00:44:37.380

when you have an opportunity, you may want to go back further and go deeper into some of these different links that they have in the article, because the first time I read this I got lost in the links and I think you might too.

247

00:44:38.550 --> 00:44:45.810

So here's what you're going to do, I want you to get out a sheet of paper, and as you read the article, it's not that long of an article.

248

00:44:46.380 --> 00:45:01.830

I want you to think about ideas and information presented that connected with what you already do know; what you already have either learned today or that you already knew what was happening in the classroom. So, what is that connection piece?

249

00:45:02.880 --> 00:45:06.180

What new ideas did you get that extended

250

00:45:07.620 --> 00:45:17.250

your thinking into new directions? And then what challenges or puzzles have come up in your mind from the ideas that you read here?

251

00:45:18.210 --> 00:45:25.770

You know, sometimes an article will really inspire and other times that it just challenges us to think deeper

252

00:45:26.580 --> 00:45:36.810

about the ideas. So maybe this one has some challenges for you. As you read this, individually record your personal connections, extensions, and challenges.

253

00:45:37.650 --> 00:45:48.390

If you have the opportunity, you might do this in your grade level or PLC time so that you could talk about it a little bit. But take some time now and read

254

00:45:50.280 --> 00:45:55.200

through this article. Pause the recording and then we'll continue together.

255

00:46:03.480 --> 00:46:11.220

Thank you for taking that time we asked some folks at the Dana Center and we asked some folks in Louisiana

256

00:46:11.700 --> 00:46:24.120

to read this ahead of time, since we knew it was going to be asynchronous learning and we wouldn't have that opportunity to talk through what they've learned and we wanted to share some reflections with you.

257

00:46:27.990 --> 00:46:48.690

One person responded, one thing that struck me is that the student did learn many things during the pandemic. Learning loss has been discussed widely, but the students did learn many things through the hardships.

258

00:46:52.200 --> 00:46:54.780

Anybody have some connections to that?

259

00:46:56.160 --> 00:46:59.130

The family dynamics? The support systems?

260

00:47:00.390 --> 00:47:03.810

That emotional and academic success or lack thereof?

261

00:47:06.540 --> 00:47:18.030

The next person said that they liked the quote, and this was a really interesting quote, "The more you get inundated with deficit based language, the more that becomes your focus."

262

00:47:19.140 --> 00:47:19.890

Wow.

263

00:47:21.240 --> 00:47:22.230

So true.

264

00:47:23.700 --> 00:47:28.890

The more someone might really beat you into the ground, the more you don't want to get back up again.

265

00:47:31.890 --> 00:47:37.140

Negative impact on their self confidence, on their self worth, and on motivation.

266

00:47:42.210 --> 00:47:53.670

This person has a child, with autism, and so, made the reference to the National Center for Learning Disabilities.

267

00:47:54.300 --> 00:48:09.330

Last year we had our children at home right, so we had, like all these plates in the air. We were teaching our students online, we had our students at home that we were trying to teach, and

268

00:48:10.650 --> 00:48:21.840

what we need to realize is that back in that the very first slide that I showed that little word "all."

269

00:48:23.250 --> 00:48:35.340

If we do something for a child with a learning disability, it benefits "normal" students as well. It truly creates an environment where all students can learn. It's "all" students, remember? We talked about that earlier on.

270

00:48:36.840 --> 00:48:52.230

And then, this one, the big green lettering really made a connection to me if we just keep building the kids up without giving them challenging work, it's like building a sand castle close to the shore it's going to fall apart.

271

00:48:53.400 --> 00:49:02.010

It is going to fall apart, with the first big wave. So it's important to give them the

272

00:49:03.870 --> 00:49:11.340

support and the positivity and the praise of their effort.

273

00:49:12.510 --> 00:49:20.610

But it just can't be for nothing, you know? We need to give them that challenging work and believe that they can get it done.

274

00:49:22.410 --> 00:49:25.080

So, then, we moved into extensions for these folks.

275

00:49:26.280 --> 00:49:28.410

So

276

00:49:29.430 --> 00:49:39.930

this person was making the connections between the RTI frameworks and how do we shift away from RTI frameworks and how long will it take.

277

00:49:40.470 --> 00:49:56.610

What's going to be the pushback? You know, sometimes we're so ingrained in what we're doing that it's difficult to make a turn, even if it's for the best, and I think that's what this person was saying.

278

00:50:00.720 --> 00:50:18.150

I like the resource and the links to relevant research was also a tool that helped me see where these ideas are pulled. So the extensions for this person was actually going into some of those other links, which is what I told you, you might want to do later on.

279

00:50:19.860 --> 00:50:21.420

It adds data

280

00:50:22.860 --> 00:50:31.830

to the arguments that you and I don't think the word arguments this probably meant arguments, but data to the discussions

281

00:50:33.270 --> 00:50:38.100

that you have with your parents or other stakeholders.

282

00:50:40.380 --> 00:50:45.090

I was optimistic in the idea of closing equity gaps.

283

00:50:46.230 --> 00:50:57.360

You know, we didn't even really talk about that, but this whole idea of keeping kids on grade level and and making sure that that spiral is moving upward for all students

284

00:50:58.830 --> 00:51:00.000

that's all about equity.

285

00:51:02.100 --> 00:51:07.050

And then, finally, I think this is finally... high dosage tutoring.

286

00:51:08.790 --> 00:51:16.470

What does it look like? How can it can be incorporated? There's not unlimited resources, most definitely.

287

00:51:20.490 --> 00:51:21.180

We

288

00:51:23.280 --> 00:51:35.670

need to understand that we want all students to succeed, but it's going to take different levels of support for the different students and I think that's what this is all about.

289

00:51:36.270 --> 00:51:55.170

The ones that really need help, sometimes, take up like literally everything you got and I'm talking about your time, your energy, everything... and sometimes that leaves the ones that are either in the middle or on level or above.

290

00:51:56.280 --> 00:51:57.270

might not

291

00:51:58.980 --> 00:52:04.320

have as much of you. So we need to be careful about that. I like that, as an extension.

292

00:52:06.240 --> 00:52:11.040

And there are some common areas we can begin to champion equity for all.

293

00:52:12.840 --> 00:52:19.020

The extension came from number five provide opportunities to develop future ready skills.

294

00:52:20.190 --> 00:52:27.060

This teacher said I not only have to get them ready for the next few years, but for future skills.

295

00:52:28.140 --> 00:52:37.320

And then, this last statement really I really liked it when I was in school, who knew that a future skill would be teaching something on something called Zoom?

296

00:52:39.210 --> 00:52:39.690

Wow.

297

00:52:41.340 --> 00:52:44.850

No one got me ready for this when I was in school.

298

00:52:46.710 --> 00:52:54.300

And then finally challenges. Are the teachers really planning? It's a challenge. It's a concern.

299

00:52:55.410 --> 00:53:05.490

And we need to make sure that that you know we are giving the time to it, but we need to make sure that way that the teachers are using that time.

300

00:53:06.000 --> 00:53:18.720

So effective planning is important. And the challenge in the format of getting all students and parents to engage yeah all students and parents.

301

00:53:19.350 --> 00:53:33.690

It's important that we realize that we've got a lot of stakeholders here the teachers, the administrators, the counselors, the students, the parents and we need to address them all.

302

00:53:37.770 --> 00:53:46.020

As we plan, we must be cognizant that disruptions to learning to not impact all learners equally.

303

00:53:46.560 --> 00:54:06.750

This person listed it as a challenge while the other folks listed it as an extension, but we have to realize that students come from different backgrounds, different socio-economic areas, different family dynamics, different languages.

304

00:54:07.830 --> 00:54:19.230

And so we need to realize that, yes, we need to help them achieve; help them persevere; but we need to do it

305

00:54:20.490 --> 00:54:30.660

so that it's equity across so that it doesn't start to make those fissures even bigger in some of those areas.

306

00:54:31.830 --> 00:54:32.970

It's a big challenge.

307

00:54:36.450 --> 00:54:52.350

So building this classroom culture, first and foremost, the reason that it's red and it's bolded, is because it is like the most important piece of the puzzle.

308

00:54:54.660 --> 00:55:09.330

Above all else, teachers and students must believe that everyone can learn math at high levels. And I'd even go beyond that. I'd go to parents. I'd go to administrators.

309

00:55:10.440 --> 00:55:16.170

You got to get the word out there, everyone can learn math at high levels.

310

00:55:19.320 --> 00:55:26.520

Belonging is particularly important in an educational context, because human learning is socially constructed.

311

00:55:27.600 --> 00:55:31.650

We come to understand the world through our interaction with others.

312

00:55:32.940 --> 00:55:44.340

Students with this strong sense of academic belonging see themselves as members of this social community and the intellectual community.

313

00:55:47.130 --> 00:55:58.620

They interpret setbacks and difficulty in their studies as a normal part of learning rather than as signs that they are out of place

314

00:55:59.970 --> 00:56:02.250

in your particular academic environment.

315

00:56:05.580 --> 00:56:06.810

What about belief?

316

00:56:08.820 --> 00:56:21.990

Self efficacy refers to your belief in your ability to execute behaviors necessary to produce specific performance and attainments.

317

00:56:23.190 --> 00:56:36.120

So, for example, for students to expend the sustained effort necessary for learning, they must believe that their efforts can and will be successful.

318

00:56:37.740 --> 00:56:40.920

If students only anticipate failure

319

00:56:42.000 --> 00:56:45.750
or believe that they cannot do it well,

320
00:56:47.040 --> 00:56:48.360
they're not going to invest.

321
00:56:50.220 --> 00:56:55.530
If you can't say that top line on there, "I can succeed at this." If you don't believe that,

322
00:56:56.670 --> 00:56:59.280
then chances are you're not going to succeed at it!

323
00:57:03.570 --> 00:57:05.640
And finally, on this page is value.

324
00:57:07.260 --> 00:57:19.950
Students value academic tasks and topics that connect in some way to their lives. And I'm not talking about a word problem that talks about the name of their street or their dog.

325
00:57:20.670 --> 00:57:29.850
I'm talking about topics that connect to their lives or their future educational careers or their current interests.

326
00:57:30.900 --> 00:57:37.590
When students value their coursework they're much more likely to expend effort on completing it.

327
00:57:39.150 --> 00:57:49.650
The value a student places on a given academic task is strongly associated with both persistence and performance on that task.

328
00:57:51.270 --> 00:57:54.450
They need to be able to make meaning of what they're doing.

329

00:57:56.100 --> 00:57:59.670

It needs to connect to their lives as they know it.

330

00:58:01.020 --> 00:58:02.670

Not as you think that it should be.

331

00:58:04.260 --> 00:58:05.970

Not as it was when you were growing up.

332

00:58:08.700 --> 00:58:19.710

So academic mindsets are critical levers for increasing student engagement and persistence necessary to develop other deeper learning competencies.

333

00:58:22.560 --> 00:58:42.930

Educators, remember educators, play a key role, we do, in building positive mindsets, students academic identities, attitudes and beliefs about schooling are strongly influenced by this school and the classroom environment in which it is situated.

334

00:58:44.850 --> 00:58:50.070

It's the culture of your classroom of your school of your district.

335

00:58:52.470 --> 00:58:56.670

So I want you to think about just a few ways that you can

336

00:58:58.260 --> 00:59:04.620

say some things that might help with the malleable growth mindset.

337

00:59:06.840 --> 00:59:11.220

I like the way you tried all kinds of strategies until you found the one that worked for you.

338

00:59:13.020 --> 00:59:23.880

That's basically saying you made 12 mistakes before you found one that works, but you're saying it in such a way that you're like I like all the kinds of strategies that you try.

339

00:59:25.170 --> 00:59:25.650

Okay.

340

00:59:27.150 --> 00:59:31.890

Steer clear of like wow you did great on that math problem, you must be a whiz at math.

341

00:59:33.300 --> 00:59:43.260

What? Especially if they really worked hard at it and then you say that? For the second one, and I will tell you that I was so guilty of this one...

342

00:59:44.400 --> 00:59:46.230

See, I told you that was an easy question.

343

00:59:47.640 --> 00:59:48.600

You're so smart.

344

00:59:50.370 --> 01:00:07.650

We have to stop telling them that it's all about their smartness and what they have internally. It's how they work at it. It's the strategies. It's keeping at it, like the second one on the left: Ot was a long, hard assignment, but you stuck with it and got it done. That's great.

345

01:00:12.570 --> 01:00:15.690

Instead of nice job. You got an A without even trying.

346

01:00:18.870 --> 01:00:24.360

I like the effort you put in. Let's work together some more and figure out what you don't understand.

347

01:00:25.890 --> 01:00:44.100

It's not saying it's perfect. It's not saying the effort alone is what needs to be discussed. It is saying "I like the effort you've been working really hard on this. Let's go in together and see if we can figure out a tweak that needs to be made."

348

01:00:45.870 --> 01:00:50.670

And then of course, the math gene comment over on the right, that I used earlier as well.

349

01:00:54.090 --> 01:00:55.470

So to sum it all up.

350

01:00:57.930 --> 01:00:59.190

If we look back at

351

01:01:00.480 --> 01:01:09.450

acceleration and remediation, remember one is not good in one is not bad, that is not the point that I, I gave you these.

352

01:01:11.310 --> 01:01:15.510

The point is acceleration keeps it on grade level,

353

01:01:16.620 --> 01:01:30.990

keeps that just in time instruction, they may be, in small groups, they may be working on something to catch them up, but then they are immediately brought back to grade level material.

354

01:01:32.520 --> 01:01:47.760

And then we talked about the cycle. It's emphasizing the lift, the cycle that's taking them up, positively versus that the cycle that takes them down, negatively.

355

01:01:48.900 --> 01:01:51.990

Alright, so let's look at some of the words

356

01:01:53.790 --> 01:01:56.070

connected on grade level.

357

01:01:57.210 --> 01:02:04.710

Moving forward, motivation, retention. lift over loss, and forward momentum.

358

01:02:07.560 --> 01:02:08.910

These are all words

359

01:02:10.200 --> 01:02:16.470

that can really help with a positive growth mindset and I'm not saying it's only on the acceleration side.

360

01:02:17.550 --> 01:02:27.030

We have small groups to reteach concepts, but remember, we need to bring them back to the grade level. Meet them where they are.

361

01:02:28.770 --> 01:02:30.960

But bring them back to grade level.

362

01:02:32.010 --> 01:02:41.520

Understand there are some disparities in there, but the idea is to get them back because we believe that all students

363

01:02:42.780 --> 01:02:43.890

can achieve

364

01:02:45.090 --> 01:02:47.700

high mathematical achievement.

365

01:02:50.970 --> 01:02:54.750

So, as we finish, today I want to bring up one more

366

01:02:56.010 --> 01:02:58.620

video here and

367

01:03:03.330 --> 01:03:06.750

I ask you to visualize something that you've always

368

01:03:07.950 --> 01:03:14.790

been pretty good at. Remember, maybe it's a skill subject in school remember the "I am a natural."

369

01:03:17.190 --> 01:03:18.660

So were you proud of yourself.

370

01:03:21.840 --> 01:03:23.100

If you're a natural at it,

371

01:03:25.020 --> 01:03:27.330

Were you able to puff up your chest and

372

01:03:29.790 --> 01:03:33.750

say yeah I worked hard at that?

373

01:03:36.600 --> 01:03:42.120

It's not as easy because you didn't really do that much if it came naturally to you.

374

01:03:43.800 --> 01:03:47.160

So, as we watch this video I asked you to think about that you.

375

01:03:48.420 --> 01:03:50.250

The proud the confident you.

376

01:03:52.470 --> 01:03:52.860

Okay.

377

01:03:55.470 --> 01:04:01.350

Then, listen to the words of this coach saying, "Anything you do

378

01:04:02.460 --> 01:04:08.160

is dependent on how you see you."

379

01:04:09.930 --> 01:04:13.680

Yes, mindset is that important.

1

00:00:00,880 --> 00:00:03,930

♪ (angelic choir) ♪

2

00:00:04,997 --> 00:00:08,246

- Most people live the way they think
other people think they should live.

3

00:00:08,246 --> 00:00:10,414

At the very best,
that's got to be a bad trip.

4

00:00:10,846 --> 00:00:14,797

This is your life,
make it a phenomenal experience.

5

00:00:17,613 --> 00:00:24,314

- Greatness is not this wonderful,
esoteric, elusive, Godlike feature

6

00:00:24,314 --> 00:00:29,197

that only the special among us
will ever taste, you know.

7

00:00:29,197 --> 00:00:33,179

It's something that truly exists
in all of us.

8

00:00:34,631 --> 00:00:36,853

- You and I have an image of ourself;

9

00:00:37,706 --> 00:00:39,076

it's how we see ourself.

10

00:00:41,134 --> 00:00:44,663

I know there's a reflection come back
from the mirror, I can see me.

11

00:00:44,663 --> 00:00:48,764

That's a reflection of my physical being,
but that's not how I see me.

12

00:00:48,764 --> 00:00:53,514

I see me in my mind, and it's based on
information that I have on me.

13

00:00:56,506 --> 00:00:58,576

Some people have a lot
of false information,

14

00:00:58,576 --> 00:01:01,165

so they've got a very false self image.

15

00:01:02,987 --> 00:01:07,332

Anything that you're going to do
is dependent on how you see you.

16

00:01:10,305 --> 00:01:14,003

- If you can teach people to stand up
in the face of things they're afraid of,

17

00:01:14,003 --> 00:01:15,383

they get stronger.

18

00:01:16,017 --> 00:01:18,056

And you don't know what the upper limits
to that are

19

00:01:18,056 --> 00:01:19,662

because you might ask yourself, like,

20

00:01:19,662 --> 00:01:24,533

"If for ten years, if you didn't avoid
doing what you knew you needed to do,

21

00:01:24,533 --> 00:01:26,100

"what would you be like?"

22

00:01:27,218 --> 00:01:31,085

- There's no reason to have a Plan B
because it distracts from Plan A.

23

00:01:32,235 --> 00:01:37,681

He who says he can and he who says
he can't are both usually right.

24

00:01:38,582 --> 00:01:41,815

- What would happen, if for some reason
we ignore,

25

00:01:41,815 --> 00:01:45,181

somebody unlocked 100%
of the cerebral capacity?

26

00:01:46,873 --> 00:01:48,409

- 100%?

27

00:01:48,409 --> 00:01:49,172

- Yes.

28

00:01:52,495 --> 00:01:53,889

- I have no idea.

29

00:01:53,889 --> 00:01:55,467

♪ (epic music) ♪

30

00:01:55,467 --> 00:02:00,034

- The first step before anybody else
in the world believes it

31

00:02:00,034 --> 00:02:01,852

is you have to believe it.

32

00:02:05,396 --> 00:02:06,979

It's very simple.

33

00:02:07,779 --> 00:02:09,512

This is what I believe,

34

00:02:10,279 --> 00:02:13,196

and I'm willing to die for it.

35

00:02:14,056 --> 00:02:14,956

Period.

36

00:02:21,094 --> 00:02:25,994

I want to represent the idea that
you really can make --

37

00:02:25,994 --> 00:02:34,312

I just believe that; I believe that
I can create whatever I want to create.

38

00:02:39,704 --> 00:02:41,070

Make a choice.

39

00:02:41,587 --> 00:02:42,077

Right?

40

00:02:42,077 --> 00:02:46,270

You just decide what it's going to be,
who you're going to be,

41

00:02:46,270 --> 00:02:47,287

how you're going to do it.

42

00:02:47,287 --> 00:02:48,704

Just decide.

43

00:02:56,993 --> 00:03:01,149

If you're not making someone else's
life better,

44

00:03:01,149 --> 00:03:03,303

then you're wasting your time.

45

00:03:08,286 --> 00:03:13,652

♪ (music fades) ♪

393

01:07:30.150 --> 01:07:35.880

As we close up today, I just want to repeat that couple of words that he said.

394

01:07:36.960 --> 01:07:40.650

Anything you do is dependent on how you see you.

395

01:07:46.860 --> 01:07:51.000

Make it a great day Louisiana! Thanks for being here with me.