

POWER UP WEEKLY

"AUTUMN SHOWS US HOW BEAUTIFUL IT IS TO LET THINGS GO."

-UNKNOWN

*CHECK OUT THIS WEEK'S TEACHERS' SUCCESS STORIES TO SEE HOW USING GROWTH MINDSET CAN BE USED IN YOUR CLASSROOM. CONGRATULATIONS TO LYDIA BENNETT FROM WINSTON, THIS WEEK'S WINNER OF THE CRAYOLA 240 COLORED PENCIL CLASS-PACK AND ELECTRIC PENCIL SHARPENER. BE SURE TO ENTER THIS WEEK'S CONTEST TO WIN THE SUPERSIZED POST IT GRAB BAG!
~OFFICE OF ACCELERATION & INNOVATION*

10 WHAT QUESTIONS

TO HELP DEVELOP A GROWTH MINDSET IN CHILDREN

1. *WHAT DID YOU DO TODAY THAT MADE YOU THINK HARD?*
2. *WHAT HAPPENED TODAY THAT MADE YOU KEEP ON GOING?*
3. *WHAT CAN YOU LEARN FROM THIS?*
4. *WHAT MISTAKE DID YOU MAKE THAT TAUGHT YOU SOMETHING?*
5. *WHAT DID YOU TRY HARD AT TODAY?*
6. *WHAT STRATEGY ARE YOU GOING TO TRY NOW?*
7. *WHAT WILL YOU DO TO CHALLENGE YOURSELF TODAY?*
8. *WHAT WILL YOU DO TO IMPROVE YOUR WORK?*
9. *WHAT WILL YOU DO TO IMPROVE YOUR TALENT?*
10. *WHAT WILL YOU DO TO SOLVE THIS PROBLEM?*



Use this link:
<https://tinyurl.com/y9aqkabp>

TEACHER SUCCESS STORIES

In so many aspects of students' lives, from education to sports, to personal relationships and leadership opportunities, how an individual perceives their own success or failure can depend on having a positive mental outlook, and willingness to pursue their goals. Embracing a growth mindset allows students the courage to believe that a person's true potential can grow through learning, effort, experiment, and determination. If students understand this concept, their ability to persevere in their academics and personal lives, even (or especially) when it's not going well, is a true indication of a growth mindset. Understanding a growth mindset allows students to thrive during some of the most challenging times in school and personal experiences. Possessing a growth mindset focuses on continual learning and improving which will ultimately increase students' academic and personal success.

Carrie Spruell, Brigham Academy

I had a lesson regarding setting goals in reading. Students were to monitor the amount of books or chapters they read within a 20 minute timeframe. Afterwards, the students were to determine if the amount of books they were reading was increasing. Inadvertently, this task became a lesson on mindset when I was conducting a personal conference with a student about his reading performance. I was commending him on his fluency and inflection. His response to my commendation was a reference to setting goals. He told me that he wanted to increase his reading level, so he had been monitoring the amount of chapters he was reading. He told me what level he felt he was because of reading for 20 minutes each day. In addition, he told me how he chose a higher level book and was not able to read the book fluently. Therefore, he continues to read the books at the level he is certain is his present reading level. In my astonishment, I simply agreed. I told him that I believe he would reach the higher reading level goal if he continues down the path he was following, and which he replied, "I know." This conversation is etched in my mind, and is influencing my feedback to my students. I am now focusing on outlining steps that I think each student needs to take to become successful. I am hoping in time that I establish in each of my students that they cannot climb Mount Everest in a single leap, but every step counts as you reach closer to the top.

Lydia Bennett, Winston Academy of Engineering

Add laughter to your classroom.

Laughter is good medicine. It tends to unplug stress in you and your students, and gives your students a sense of togetherness, as they have your sense of humor in common. There is a delicate balance to adding laughter to the classroom and having that laughter get out of control, so be ready to bring your students back into focus quickly.

JENSEN'S 7 MOST VALUABLE TEACHING GOALS FOR THIS YEAR

Use Empathy, Not Sympathy nor Indifference

Remember to seek first to understand. Take a deep breath before you assign blame to a student. Hold the judgment about any of your students. Students have far less control over their home environment than you do at your home. They didn't choose their parents, their home, their neighborhood or their school. Many are not taught manners, proper behaviors or how to carry themselves. Don't forget that within your everyday classroom discipline. Better discipline strategies include: be more engaging in your teaching, listen more than you talk and redirect energy instead of trying to suppress it.

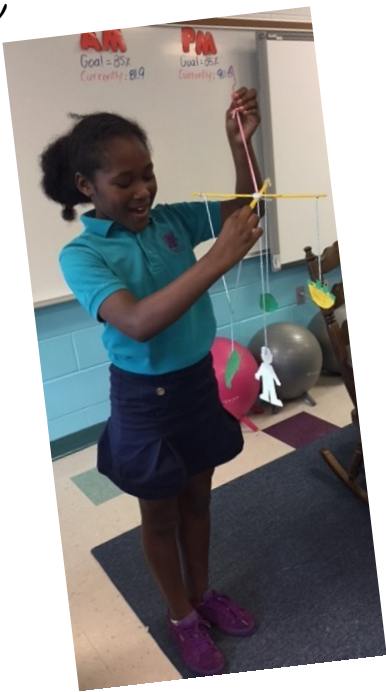
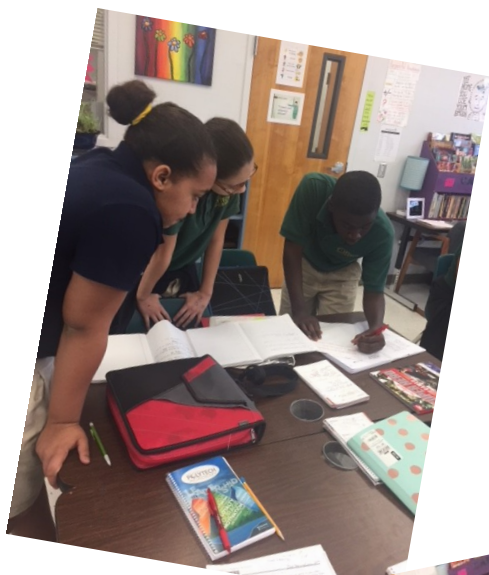
When students get listless, slumped over, squirm and are overactive use an energizer. When they're late for class, welcome them, and later ask them what happened. You may be surprised at how hard your students work just to get to class, even if it's late.

This year, make it the year of empathy. By the way, that does NOT mean you lower your standards for academics or behaviors. It simply means you put people first, before policies and rules.

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CHECK OUT THESE STUDENTS WHO ARE HARD AT WORK FROM

ROCHELLE SCHOOL OF THE ARTS & LAKE ALFRED POLYTECH ACADEMY



I have a **GROWTH MINDSET.**

I am in charge of how smart I am because

I can **GROW** my **BRAIN**

like a muscle by learning hard things.

I can achieve

ANYTHING

with **EFFORT** and

RIGHT STRATEGIES.

And when I fail or make a mistake,

it is a **GREAT** thing, because

I can **LEARN** from them and

I GET BETTER!

Big Life Journal
www.biglifejournal.com

**YOUR CHANCE TO WIN! SEND AN EMAIL TO: OAI@POLK-FL.NET
PLEASE RESPOND TO THE FOLLOWING STATEMENT:**

IN WHAT WAYS HAS GROWTH MINDSET IMPACTED YOUR TEACHING AND YOUR STUDENT'S LEARNING?