

POWER UP WEEKLY

GOOD AFTERNOON! WELCOME TO ANOTHER EDITION OF THE POWER UP WEEKLY. THIS WEEK WE WILL CONTINUE TO BRING MORE INFORMATION ON GROWTH MINDSET AND WILL START INTRODUCING INFORMATION ON GRIT. CONGRATULATIONS TO MICHELLE WILLIAMSON OF ROCHELLE, THIS WEEK'S WINNER! PLEASE BE SURE TO ENTER THE DRAWING THIS WEEK FOR A .

~OFFICE OF ACCELERATION & INNOVATION

Give it your all
Redo if necessary
Ignore giving up
Take time to do it right

JENSEN'S TOP 10 ACHIEVEMENT BOOSTERS: NITTY-GRITTY

WHAT THIS MEANS: FOSTERING GRIT, PERSISTENCE AND DEALING W/ FAILURE ARE KNOWN SUCCESS-BUILDERS. THE SUCCESS OF TWO BEST-SELLING AUTHORS (CAROL DWECK WITH MINDSET AND PAUL CHANCE WITH HOW CHILDREN SUCCEED) HAS INVITED ALL OF TO THINK MORE DEEPLY ABOUT THE NATURE OF MINDSETS FOR SCHOOL AND LIFE. THE CORE UNDERSTANDING HERE IS A CRITICAL

ONE BECAUSE THE PERCEPTION IS THAT THESE TRAITS ARE ABOUT ONLY SUCCEEDING. ACTUALLY THEY ARE AS MUCH ABOUT HOW WE DEAL WITH FAILURE.

HOW TO MAKE THIS HAPPEN: WHEN STUDENTS FAIL OR STRUGGLE, HERE'S WHAT NOT TO DO. DON'T MAKE EXCUSES, DON'T BLESS THEM ("BLESS HIS HEART; HE'S JUST NOT CUT OUT FOR MATH") AND DON'T BLAME IT ON LUCK, GENETICS OR HOME SITUATION. AVOID GIVING 'INDIVIDUAL ORIENTATED PERSONAL PRAISE' SUCH AS, 'I'M PROUD OF YOU.' WHEN YOU DO THAT, IT IS UNCLEAR THAT SUCCESS IS DUE TO. IS IT GENES, PERSONAL ATTRIBUTES, OR LUCK?

NOW, HERE IS WHAT TO DO. INSTEAD, GIVE PRAISE FOCUSED ON THE PROCESS REQUIRED FOR SUCCESS SUCH AS THE STUDENT'S EFFORT OR STRATEGY. SAY, "SEEMS LIKE YOU REALLY TRIED HARD, WHICH IS A GOOD WAY TO GET IT DONE ON TIME." WHEN STUDENTS FAIL OR STRUGGLE, HERE'S WHAT YOU SAY, "WE ARE ALL IN THIS FOR THE LONG HAUL AND THIS WAS JUST A GLITCH. YES, IT IS DISAPPOINTING. BUT LET'S REGROUP, FIGURE OUT A NEW PLAN AND JUMP BACK IN WITH A BIG EFFORT." THERE ARE MANY WAYS TO BUILD GRIT. CREATE A COMMON VOCABULARY FOR IT. TELL KIDS WHAT IT IS, AND WHAT IT IS NOT. "DOING THAT SHOWS ME A LOT OF GRIT!" REINFORCE IT EVERY TIME YOU SEE A STUDENT PUSHING THROUGH OBSTACLES. "I LOVE THE WAY YOU'RE BEING SO GRITTY WITH THAT TASK." USE REFLECTION WHEN "GRIT DROPS."

HOW? YOU HELP THEM CONNECT THEIR VALUES TO THE TASK TO INFUSE NEW ENERGY AND EFFORT FOR SUCCESS. GIVE STUDENTS A 10-MINUTE WRITING ASSIGNMENT ABOUT THEIR OWN VALUES AND HOW THEY APPLY TO THEIR WORK. THIS CAN ALSO BE DONE VERBALLY OR IN WRITING. TELL STORIES OF THE RESULTS OF "GRIT IN ACTION." STUDENTS DO BETTER AFTER THEY CONNECT VALUES WITH THEIR WORK. FINALLY, GIVE THEM A TASK THAT IS BIG ENOUGH, COMPLEX ENOUGH OR TIME-CONSUMING ENOUGH TO EVEN HAVE A CHANCE TO DEVELOP AND SHOW GRIT.

Reduce your stress in 1 minute!

- Pay attention to your breathing.
- Drink a glass of water.
- Bring yourself to the present moment and note what your body is experiencing.
- Take a pause and do nothing (rarely do we need to react immediately).



GROWTH MINDSET IN THE CLASSROOM

I have had to readjust a lot of my thinking this year. With a new grant, a new grade level and a new reading program, it was just the right time for a new mindset. After 21 years, I felt like I had a good idea of what my students needed. In all honesty, it was based on what I needed and then adjusted to meet their needs. This year I have looked at the kids and searched to see what THEY needed. I have taken into account what their learning styles are and what they are comfortable with. Then I've thought about how to stretch them. I have shared with them many times how I am just learning this new reading program and I'm going to mess it up... probably a lot. But that's ok, because I will learn from it. We will learn from it together. We're a team and we will figure this new thing out as a team. When they hear me say, "Oops, I messed up the entire lesson yesterday. Oh well, let's try it again today. I looked at it and talked with another teacher and now I see what I needed to do.", they start to see that they can do the same thing with their 'team members'. I feel that talking through my journey this year makes them feel safe to struggle and mess up and try again. When we conference about their work, they are no longer upset when I point out errors. They are starting to see that most things start out as a rough draft and we can all stretch and grow and learn. I have always told my kids, "If you had nothing to learn this year, I'd be out of a job so PLEASE do me a BIG favor and tell me that you don't know everything just yet. You are going to have to struggle just a little bit every once in a while." They always laugh, but I feel like it sets them at ease, knowing that they have to help me by making a few mistakes every now and then. J By showing them that I'm just a regular person, just like them, and I struggle on a daily basis to grow as a teacher, I make it safe for them to struggle and grow as well.

Michelle Williamson, Rochelle School of the Arts



**YOUR CHANCE TO WIN! SEND AN EMAIL TO: OAI@POLK-FL.NET
PLEASE RESPOND TO THE FOLLOWING STATEMENT:
HOW CAN YOU FOSTER GRIT IN YOUR STUDENTS?**