The Power of Process-Oriented Feedback

2017 Fall Institute

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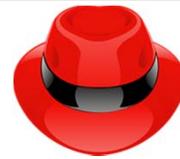
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Elements of Today's Session

❏ We will explore the concept of growth mindset.

❏ We will understand how teacher language and teacher actions impact the classroom environment and student mindset/learning.

❏ We will recognize and craft effective examples of process-oriented feedback and teacher actions that encourage growth mindset development in students.

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MANY HATS

Using the graphic organizer, name and describe 3 roles (i.e. parent, educator, friend, etc.) you play in your life.

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Growth Mindset Pre-Assessment

Take the quiz at

http://bit.ly/1iMZFP5

Once you have finished the quiz and read your results, explain your current understanding of growth mindset at the bottom part of your graphic organizer.

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Growth Mindset

GROWTH MINDSET: The belief that intelligence can be developed

BELONGING: The belief that one is respected and valued by teachers and peers, and fits in culturally in one's learning environment
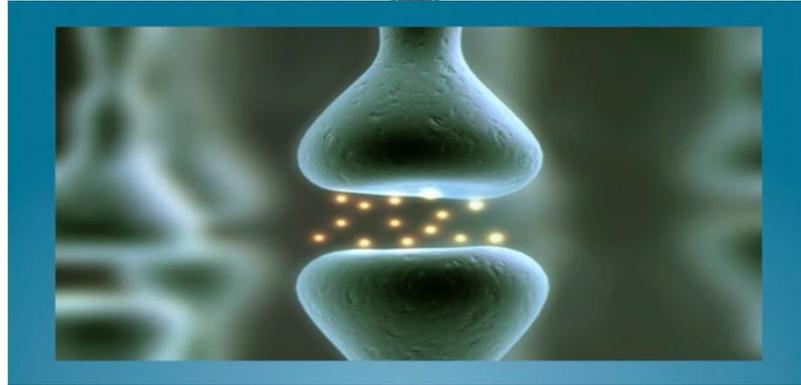
PURPOSE AND RELEVANCE: The belief that one's schoolwork is valuable because it is personally relevant and/or connected to a larger purpose

www.mindsetkit.org

From What We Know About Learning Mindsets from Scientific Research, Mindset Scholars Network, July 2015.

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Let's hear it from the expert…

After watching the video, add any additional information/thoughts/ideas you now have about growth mindset to the middle section of your graphic organizer.

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"To live in places filled with yet"

Fixed	Growth/Dynamic
-view ability or intelligence as if it were a <u>fixed</u> general character trait, something people have more or less of, usually from birth	-think of ability or intelligence as something that <u>grows</u> with learning and depends on the situation
-mistakes become crippling	-mistakes don't point to fixed and shameful inadequacies
-choose not to try on tasks perceived as difficult, to avoid failure and "looking stupid"	-difficulty means things are more interesting
	-produces less anxiety

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What You Say- Choosing Words, Choosing Worlds

"…the language we choose in our teaching changes the worlds children inhabit now and those they will build in the future."

-Peter Johnston, *Opening Minds*, p. 7

Honey, when you grow up I want you to be assertive, independent and strong- willed. But while you're a kid, I want you to be passive, pliable and obedient.

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Implications of Different Teacher Comments

Johnston, 2004, p. 6

Teacher Comment / Question Answered by Comment	"That group, get back to work or you'll be staying in at lunch."	"When you are loud like that, it interferes with the other discussion groups and I feel frustrated."	"This is not like you. What is the problem you have encountered? Okay, how can you solve it?
What are we doing here?			
Who are we?			
How do we relate to one another?			
How do we relate to what we are studying?		[no implication]	[no implication]

Building Student Agency

Teacher Language	Purpose
"How did you figure that out?"	
"What can you do?"	

Affirming

"Drawing children's attention to their successes and showing them how their decisions and strategic actions were responsible for them increases children's perceptions of their ability and the effectiveness of their focused efforts."

Peter Johnston, *Choice Words*, p. 39

Affirming

Teacher Language	Purpose
"What are you doing as a writer today?"	
"I see you know how to spell the beginning of that word."	

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Feedback

| Process Oriented	Person Oriented
"You tried really hard."	"I'm disappointed in you."
"You found a good way to do it; could you think of other ways that would also work?"	"You're very good at this."
With your table group, discuss which type of feedback you think would be most beneficial for students. Why?	

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Feedback

IT'S ALWAYS 'GOOD DOG'—
NEVER 'GREAT DOG.'

Process/Effort Oriented Feedback

Person Oriented	NEW Process/Effort Oriented
"You are an excellent artist."	"I notice that you used lots of detail in this part of your picture. How can you use this strategy in the rest of your art?"
"You're a very good girl."	
"I am so proud of you!"	
"I'm disappointed in you."	
"You spelled that word wrong."	
With your table group, brainstorm process/effort oriented feedback for each of the examples above. Why would your feedback be more beneficial for the student?	

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Resources
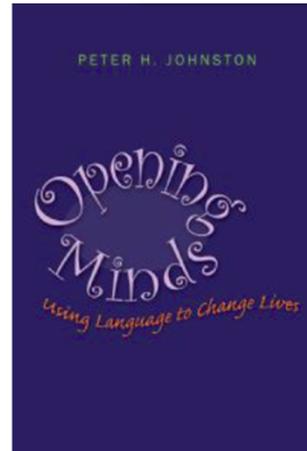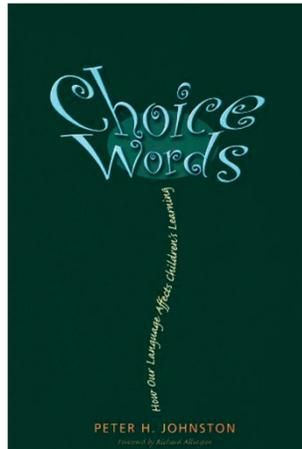
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Feedback on Feedback

Enter an example of feedback you have crafted today. Then, offer feedback on someone else's.

How can you enhance their feedback? How can you use what you've learned about feedback today as you offer some to your peer?

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Synthesis

Return to your graphic organizer. Complete the final section of your triangle, focusing on process-oriented feedback and its impact on student learning and growth mindsets.

Return to your Many Hats and reframe your role descriptions considering what you now know about growth mindset.

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