

Celebrating Student Mistakes

Setting Learning Environments that Put ALL Students on Winning Streaks

Leah Starkovich Professional Practice Organizer,
Oregon Education Association
leah.starkovich@oregoned.org



Learning Targets

1. I can describe the importance of getting students on winning streaks.
2. I can explain the difference between growth and fixed mindset.
3. I can explain how a learning orientation can help shift classroom culture and support all students as they reach their full potential.



Winning Streaks and Losing Streaks

The way we design our lessons and use quality assessment practices can put **all** students on winning streaks. We have the ability to set up our classrooms so that they are safe places to make mistakes and grow.



Reader's Theatre



- Look over each column.
- Think about the dichotomy.
- Find What the Student is Probably Thinking in the Face of Results.
- The side of the room on Winning Streaks will read aloud what they are thinking, the side of the room on Losing streaks will read what they are thinking.
- We will read each one together, one at a time.

Contrasting Dynamics of the Assessment Experiences

Rick Stiggins, ATI

Students on Winning Streaks

Students on Losing Streaks

What assessment results provide:

Continuous evidence of success

Continuous evidence of failure

Likely effect on the learner:

Hope rules; remain optimistic
Success fuels productive action

Hopelessness dominates
Initial panic gives way to resignation

What the student is probably thinking in the face of results:

It's all good; I doing fine
See the trend? I succeed as usual
I want more success
We focus on what I do well
I know what to do next
Move on, grow, learn new stuff
Feedback helps me
Public success feels very good
I can make the difficult make sense

This hurts; I'm not safe here
I just can't do this either...again
I'm confused; I don't like this—help!
Why is it always about what I can't do?
Nothing I do ever seems to work...
Defend, hide, get away from here
Feedback hurts me—scares me
Public failure is embarrassing
I can't make this make sense

Actions likely to be taken by the learner:

Take risks—stretch, go for it!
Seek what is new and exciting
Seek challenges
Practice with gusto
Take initiative
Persist

Trying is too dangerous—retreat, escape
Can't keep up—can't handle new stuff
Seek what's easy
Don't practice
Avoid initiative
Give up

Likely result of these actions:

Reflection: Please take a moment to think about the following questions and be prepared to share your thinking with an elbow buddy.

- Has there been a time in your life that you felt like you were on a winning/losing streak? What were the conditions?
- How do you think Winning Streaks and Losing Streaks affect student motivation?
- Describe the importance of getting students on Winning Streaks.



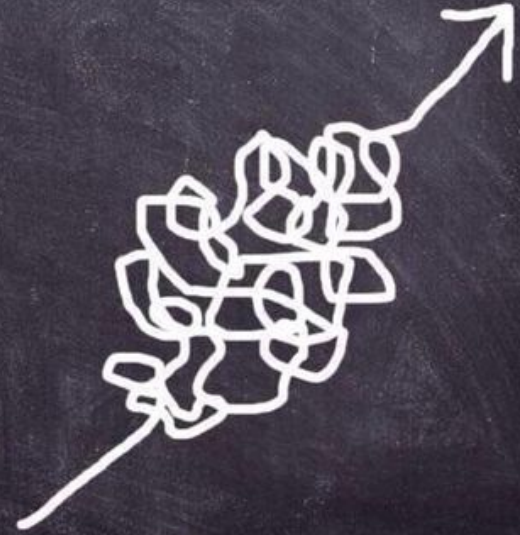
We do not learn from
experience... we learn
from reflecting on
experience.

- John Dewey

What People Think
Success Looks Like:



What success Really
Looks Like:



Mindset: There are two opposing mindsets--fixed and growth--exist in us all, and the lense we choose to view our lives makes a big difference. A [growth mindset](#) assumes that intelligence and other abilities, and talents can be developed with effort, learning and dedication.



Goal Orientations: *Goal orientations are a response to a set of conditions.* A [learning orientation](#) is where a student's goal is to get better and make growth.

All people begin life with a growth mindset!

I CAN DEVELOP MY ABILITIES

CHALLENGES HELP ME GROW

FEEDBACK IS CONSTRUCTIVE

EFFORT IS NECESSARY

GROWTH MINDSET



FIXED MINDSET



EITHER I CAN DO IT OR I CAN'T

I STICK TO WHAT I KNOW

I DON'T LIKE RECEIVING FEEDBACK

IF I'M FRUSTRATED, I GIVE UP



Popcorn: Let's brainstorm some reasons why young children may grow into a fixed mindset...



Fixed Mindset Students

Believe	Intelligence is set
Goal	To look smart
Mistakes	Proof they have lost their giftedness
Challenge	Fearful: To try and fail = no longer smart
Difficult Task	Give up
Praised for	Being intelligent



Growth Mindset Students

Believe	Brain is like a muscle
Goal	To learn
Mistakes	Problem to be solved
Challenge	Excited: See as opportunity to learn
Difficult Task	Work harder
Praised for	Effort, process, persistence

What are the main differences between a growth mindset and a fixed mindset?



Goal Orientations

Goal orientations are a response to a set of conditions:

They answer the questions:

“What is the aim of my work?”

“Why am I doing this assignment?”



Goal Orientation:	Focus of Effort: 	Goal: 	Belief: 
Performance/Ego Orientation	Protecting sense of	To attain recognition	Achievement is a function of ability, result of effort
Task-Completion Orientation			Tests and grades, more than learning, are the aim of school
Learning Orientation (Goes with Growth Mindset)			Achievement is the result of effort

FIXED MINDSET!

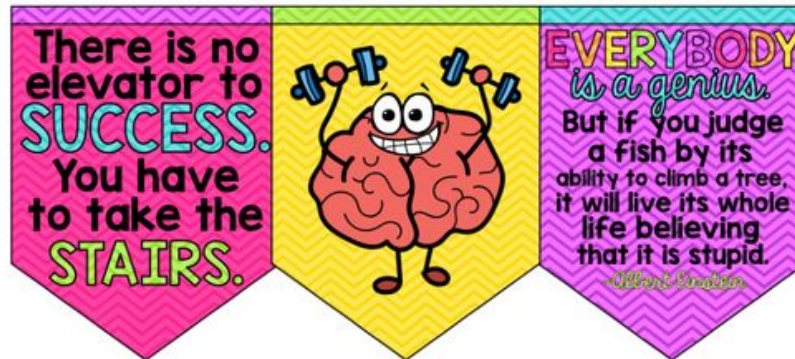
GROWTH MINDSET!

Goal Orientations

Goal orientations are a response to a set of conditions:

Students can hold one set in one classroom and another in a different one.

How we choose to set-up the environment in our classrooms can do a great deal to shape students' goal orientations.



Take a minute to reflect...

Think about a context in which you have found (or might find) yourself in a:

- Performance/Ego Orientation
- Task Completion Orientation
- Learning Orientation

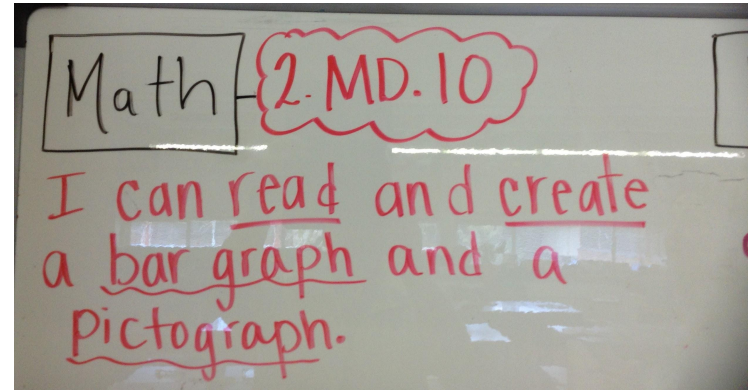
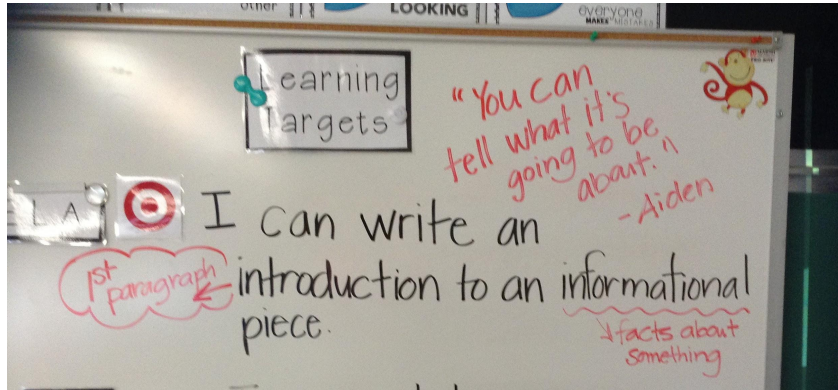


What conditions were in place to frame your goal orientation?

Key Factors in Developing a Learning Orientation

1. Having clear learning targets and making them clear to students.
2. Focusing instruction and learning activities on the learning targets.
3. Treating learning as a progression and mistakes as a way to learn.
4. Offering effective descriptive feedback during the learning.
5. Teaching students to self-assess and set meaningful goals for further learning.

1. Having clear learning targets and making them clear to students.

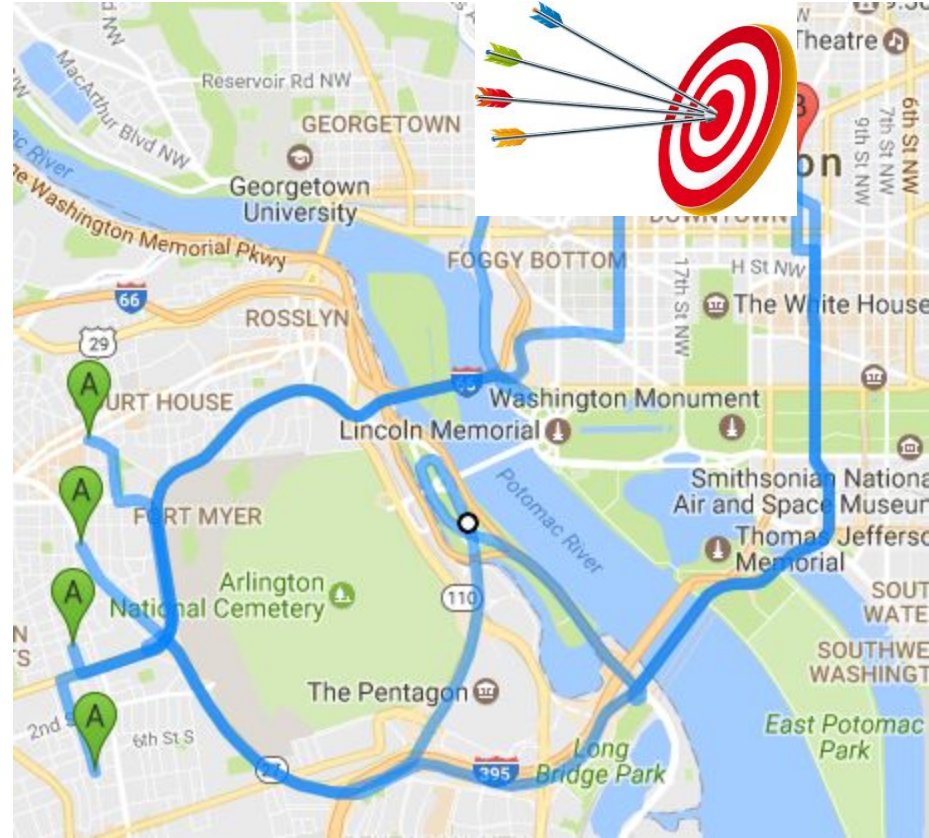


2. Focusing instruction and learning activities on the learning targets.

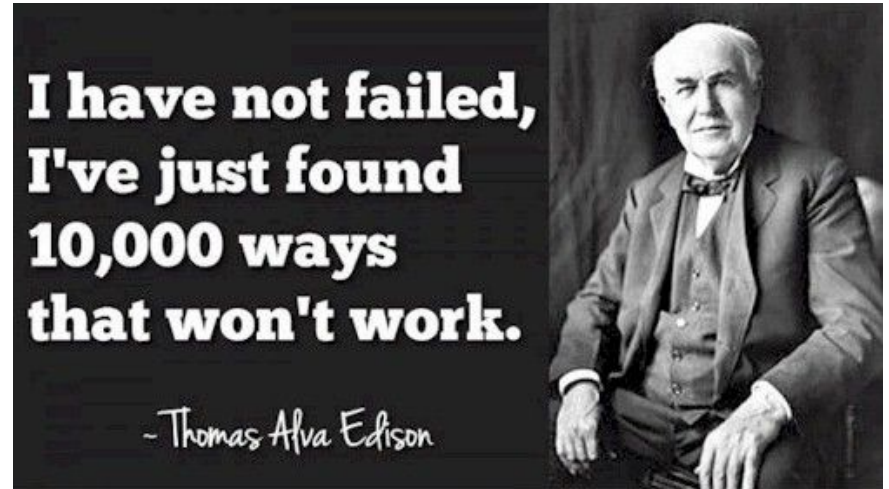
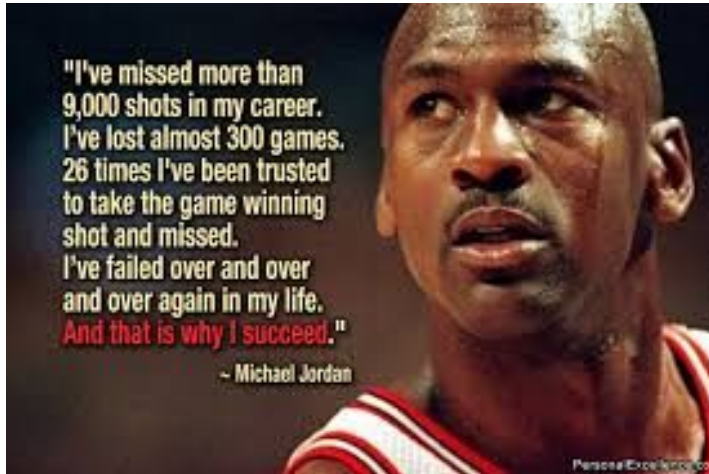
Helps answer the “Why are we doing this?” question.

With the destination in sight, the instruction and learning activities are the road map to get there.

There are many ways for students to get to the target. You want to allow several ways for students to master the learning, but always remember to stay on target.



3. Treating learning as a progression and mistakes as a way to learn.



4. Offering effective descriptive feedback during the learning.

Say This <i>Praise the effort a student exhibits during a task</i>	Not That <i>Avoid statements that suggest a student is "smart"</i>
I like the way you tried all kinds of strategies on that math problem until you finally got it.	Wow, you did great on that math problem – you're smart!
It was a long, hard assignment, but you stuck to it and got it done. That's great!	See, I told you that would be easy – you're smart!
For the student who gets an A without trying: "All right, that was too easy for you. Let's do something more challenging that you can learn from."	Nice job, you got an A without even trying.
For the student who works hard and <i>doesn't</i> do well: "I liked the effort you put in. Let's work together some more and figure out what you don't understand.	Some people are just not good at math – don't worry about it.

5. Teaching students to self-assess and set meaningful goals for further learning.



I can do this!
I'm ready to try something new.



I'm getting there.
I need a bit of help.
I'm a bit unsure.
I might need to practice.



I need help!
I don't understand this.
I'm not ready to move on yet.

Take a minute to reflect...

- Think of one example that we have discussed that you could use in your classroom to help build a growth mindset and learning orientation among your students.
- Share your idea with someone at your table.



Learning Targets

1. I can describe the importance of getting students on winning streaks.
2. I can explain the difference between growth and fixed mindset.
3. I can explain how a learning orientation can help shift classroom culture and support all students as they reach their full potential.



Self Reflection:

What are three things you learned from this session?

What are two questions you have about this topic?

What is something you will do in response to your learning today?

