

Welcome to Hidden Sparks Without Walls. We will be starting shortly...

To alleviate background noise and ensure a quiet session, your phones have been automatically muted.

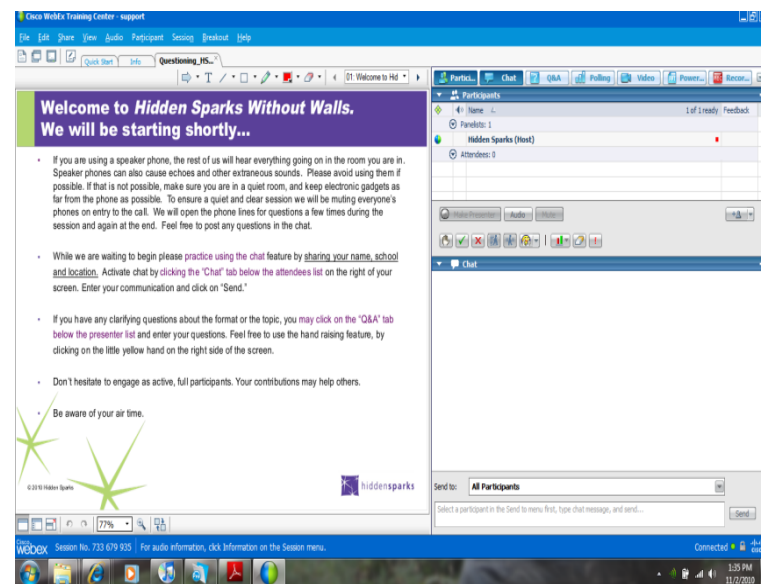
Questions and comments can be submitted via the **CHAT FEATURE**.

While we are waiting, activate the chat feature by clicking in the “Chat” tab that is located below the attendees list on the right of your screen.

- **When chatting, please remember:**

Select “**All Participants**” if you would like everyone to see your message. Select “**All Panelists**” if you would like only the presenter and facilitator to see your message.

If you have any clarifying questions about the format, or the topic, you may click on the “**Q&A**” tab located below the presenter list and enter your questions.



ABOUT HIDDEN SPARKS

Hidden Sparks is a non-profit whose purpose is to help children with learning differences reach their full potential in school and life. Hidden Sparks supports professional development for Jewish day schools to help increase understanding and support for diverse learners.

Hidden Sparks' programs combine school-based professional development in learning and positive behavioral support, classroom observation and coaching. Our philosophy is that by helping teachers meet the needs of struggling students, ultimately *all* students will benefit.

Now in it's 10th year, Hidden Sparks has trained
190 coaches in 65 Jewish day schools
in New York, New Jersey, Baltimore, Boca Raton, Chicago, and
Israel.

hiddensparks
without walls

***Grit, Mindset and Motivation:
Non- Cognitive Factors that are Essential
for Learning***

With Hollis Dannaham

February 22, 2017



hiddensparks®
helping children reach their potential™

Our Guest



Hollis Dannaham, M.Ed., is a Hidden Sparks External Coach, a mentor to new Internal Coaches, and a regional meeting facilitator. She has been empowering complex learners for 30 years as a learning specialist, special educator, administrator, and consultant in public, private, and charter schools. Hollis created Transform Boundaries, an organization dedicated to helping schools create programs and creative solutions for reaching their complex learners. She served as the Director of Academic Intervention at Explore Charter School and co-created the Carmel Alternative High School for at-risk teens. Hollis also worked as a learning specialist at the Student Success Center of All Kinds of Minds. It is Hollis' passion to understand the unique cognitive underpinnings of each learner's triumphs and challenges to create more targeted interventions and solutions to facilitate joyful learning and student success. She was recently published in Jewish Educational Leadership Journal and Education Update.

Solve These Riddles

1. What is the ?

16, 06, 68, 88, ?, 98

2. Alone I am 24th, with a friend I am 20.



Answers

1. What is the ?

16, 06, 68, 88, ?, 98

86, ?, 88, 89, 90, 91 Answer is 87



2. Alone I am 24th, with a friend I am 20.

a b c d e f g h i j k l m n o p q r s t u v w **x** y z

xx

Overview of Workshop

- 1. Identify and learn the research behind the important non-cognitive skills of Grit, Mindset, and Motivation**
- 2. Learn what you can do as a teacher in your classroom to foster these non-cognitive skills**

Dr. Angela Duckworth
University of Pennsylvania

Grit = perseverance and
passion for long-term goals



**Grit and persistence are the best predictors
of success in school and in life!**

The Research



- Large sample of successful individuals across a range of disciplines including investment banking, painting, journalism, academia, medicine, law, as well as graduates of West Point and spelling bee champions.
- People with similar IQ's at the same age, but with more grit achieved higher levels of success than those with self-reported lower levels.

How to Integrate Grit into the Curriculum

1. SMART Goals

S

SPECIFIC - can your goal be broken into smaller steps?

M

MEASUREABLE - can your goal be measured for progress?

A

ATTAINABLE- can you physically achieve your goal? Do you have the means necessary

R

REALISTIC - don't create a goal that will discourage you from accomplishing it.

T

TIME - Does your goal have a start date and end date?

ABOUTTIME



SMART Goals

I will learn the times tables in third grade.

VS.

By the end of third grade I will be able to recite the times tables up to 12 automatically.

I will learn to count.

VS.

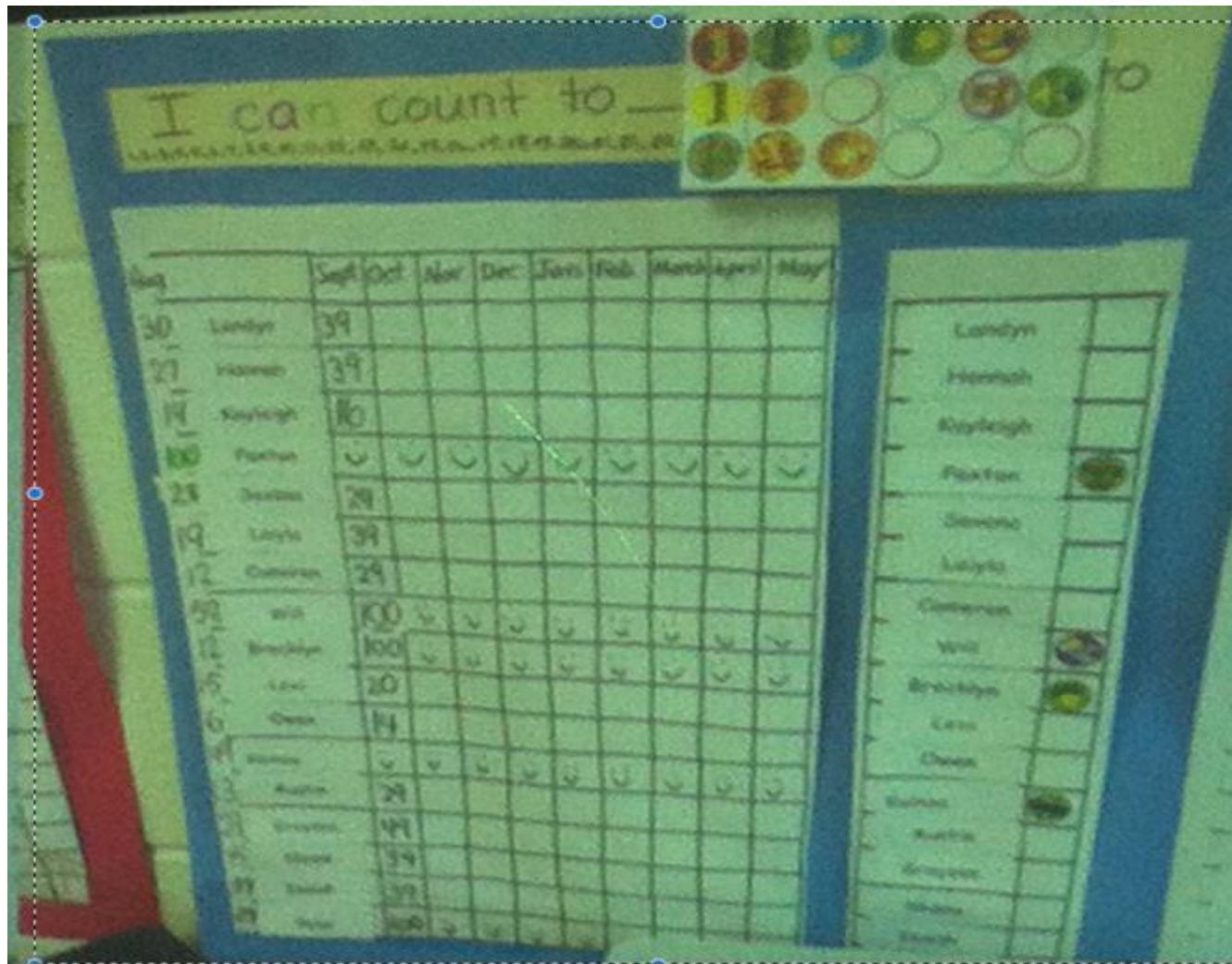
I will learn to count to 100 by the end of Kindergarten.

SMART Goals

Turn this goal into a SMART goal

Students will learn about the Revolutionary War.

I Can Chart - Math



I Can Chart - Reading

I can read 100 2nd grade sight words

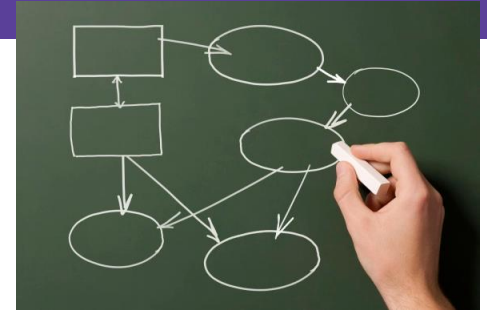
August		September	October	November	December	January	February	March	April	May	June
20	Rochel										
5	Rivkah										
80	Yehudit										
12	Sara										

How to Integrate Grit into the Curriculum

1. SMART Goals

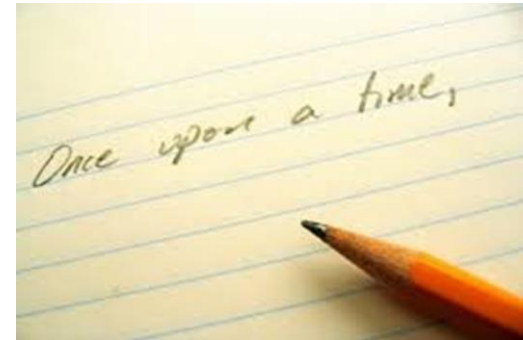
2. Focus on Process vs. Outcome

- Set Expectations - Rubrics, Planning Sheets, Model outcomes
- Planning
 - Brainstorming
 - Developing a Vision
 - Outlining or Organizing Graphically
- Group work
- Building the Project
- Presenting the Project



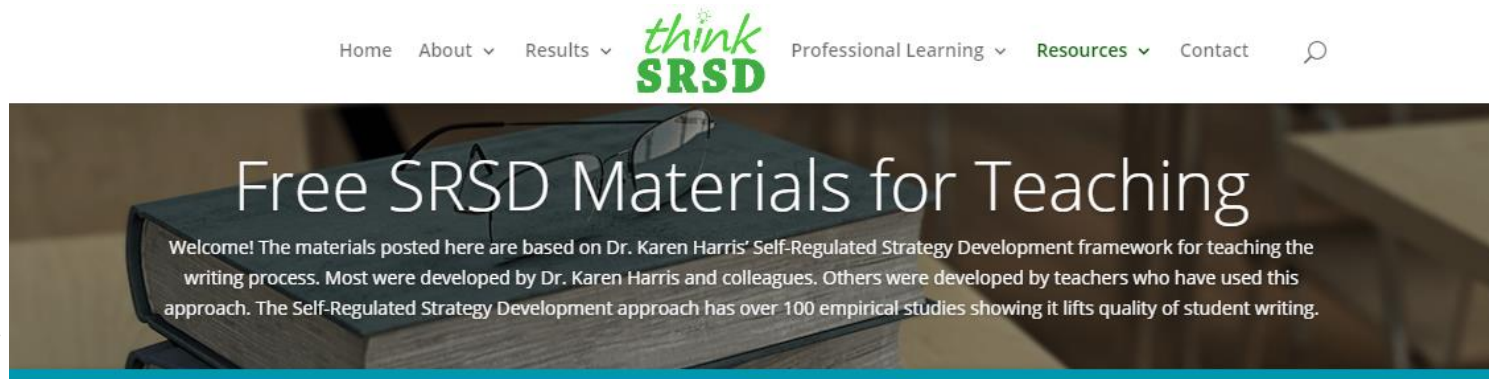
How to Integrate Grit into the Curriculum

3. Mindfulness around where students are already demonstrating Grit, ie., writing process, extra-curricular activities



How to Integrate Grit into the Curriculum

- SRSD
- www.thinksrsd.com



Self Talk Planner



~~impossible~~
~~unable~~

Self-Talk Planner

What am I good at, or like to do?

What do I say to myself in my mind when I do this?

What can I say to myself to encourage myself before writing?

Self Regulation Plan



Self-Regulation Plan... I will be in charge of my writing!

Before I write I will

- write *POW* on source and follow it
- pull apart the prompt - "Do/What:" write it and think about it when I read the text sources
- use and write self-talk and writing goal
- squiggle and box words phrases that focus on the "do what"
- pick my ideas from my squiggles that will best inform my reader about the topic
- make a *TREE* map (if necessary) to create categories
- *ORGANIZE* my notes using *TIDE* planner
- write *Gist* and *TS* on planner
- Use "cave student" talk for *ID* and *DE*

While I write I will

- mark off my planner as I write and say more
- Say more and then write more when following planner
- dive back into the text to find facts and quotes
- take a deep breath, encourage myself and think
- think about the "Do What" to stay on topic
- tell reader a bit more about the topic (*DE*)

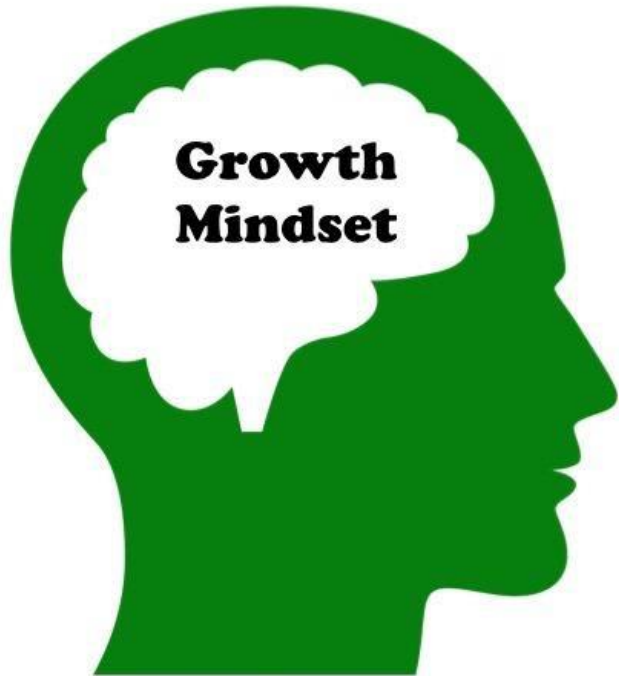
After I write I will

- Reread pretending I'm another person to ensure it makes sense
- I will check over my work to ensure I included everything and to see if there are any improvements I can make

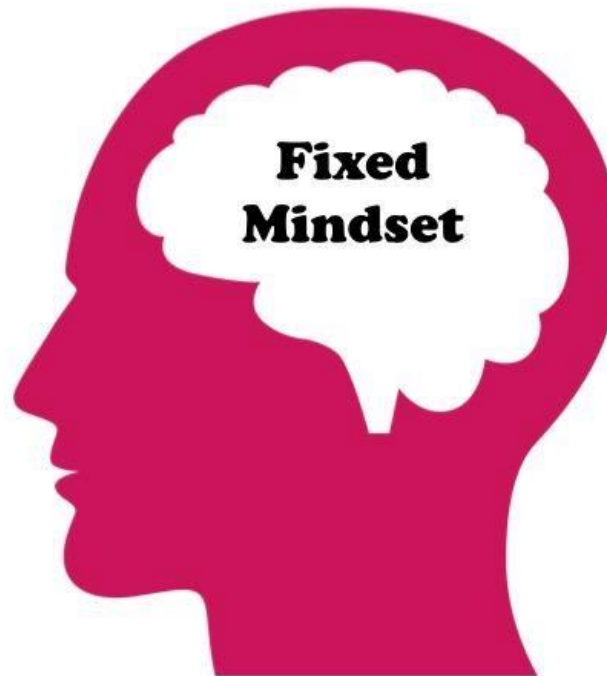
Self-regulation goal: Strategies I will add to my writing

What is your mindset?

What Kind of Mindset Do You Have?



I can learn anything I want to.
When I'm frustrated, I persevere.
I want to challenge myself.
When I fail, I learn.
Tell me I try hard.
If you succeed, I'm inspired.
My effort and attitude determine everything.



I'm either good at it, or I'm not.
When I'm frustrated, I give up.
I don't like to be challenged.
When I fail, I'm no good.
Tell me I'm smart.
If you succeed, I feel threatened.
My abilities determine everything.

Study with NYC minority rising 7th graders

All students received a six week workshop

A. Control Group

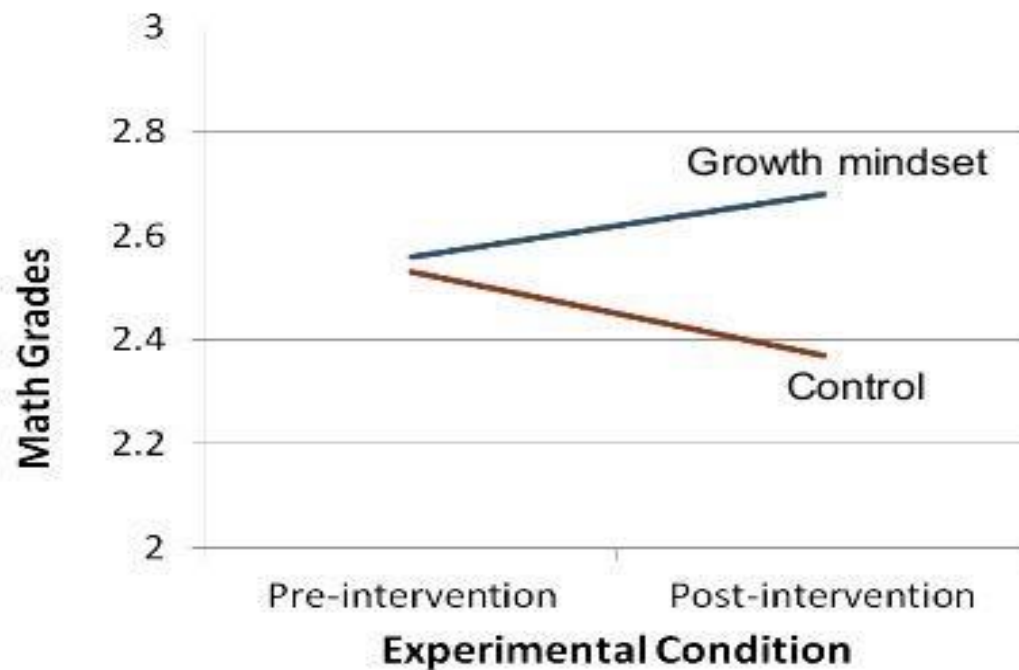
- Study Skills Workshop

B. Intervention Group

- Study Skills + Growth Mindset Workshop
 - You can improve brain connections and get smarter with effort

Experimental Test: Math Grades in Junior High School

(Blackwell et al., 2007)



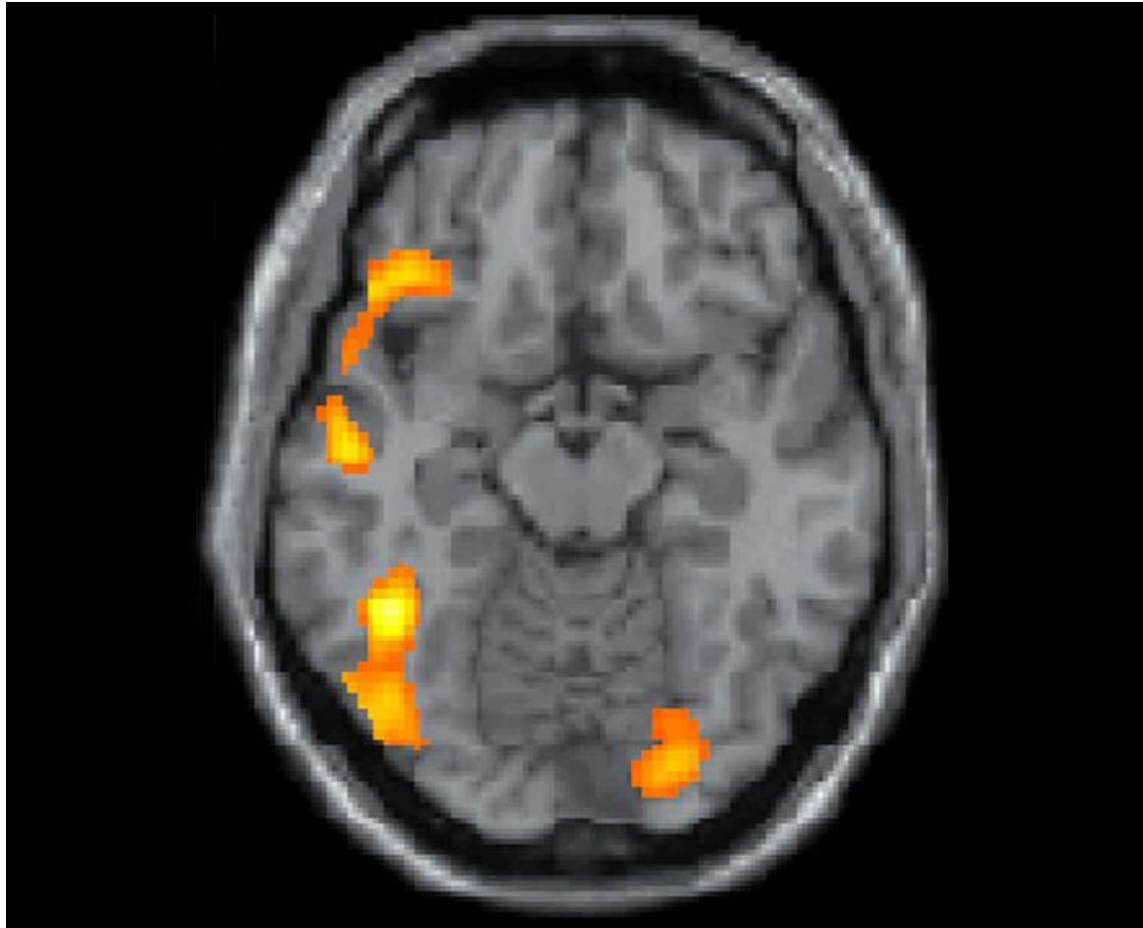
Integrating Mindset into your Curriculum

Explicit Instruction

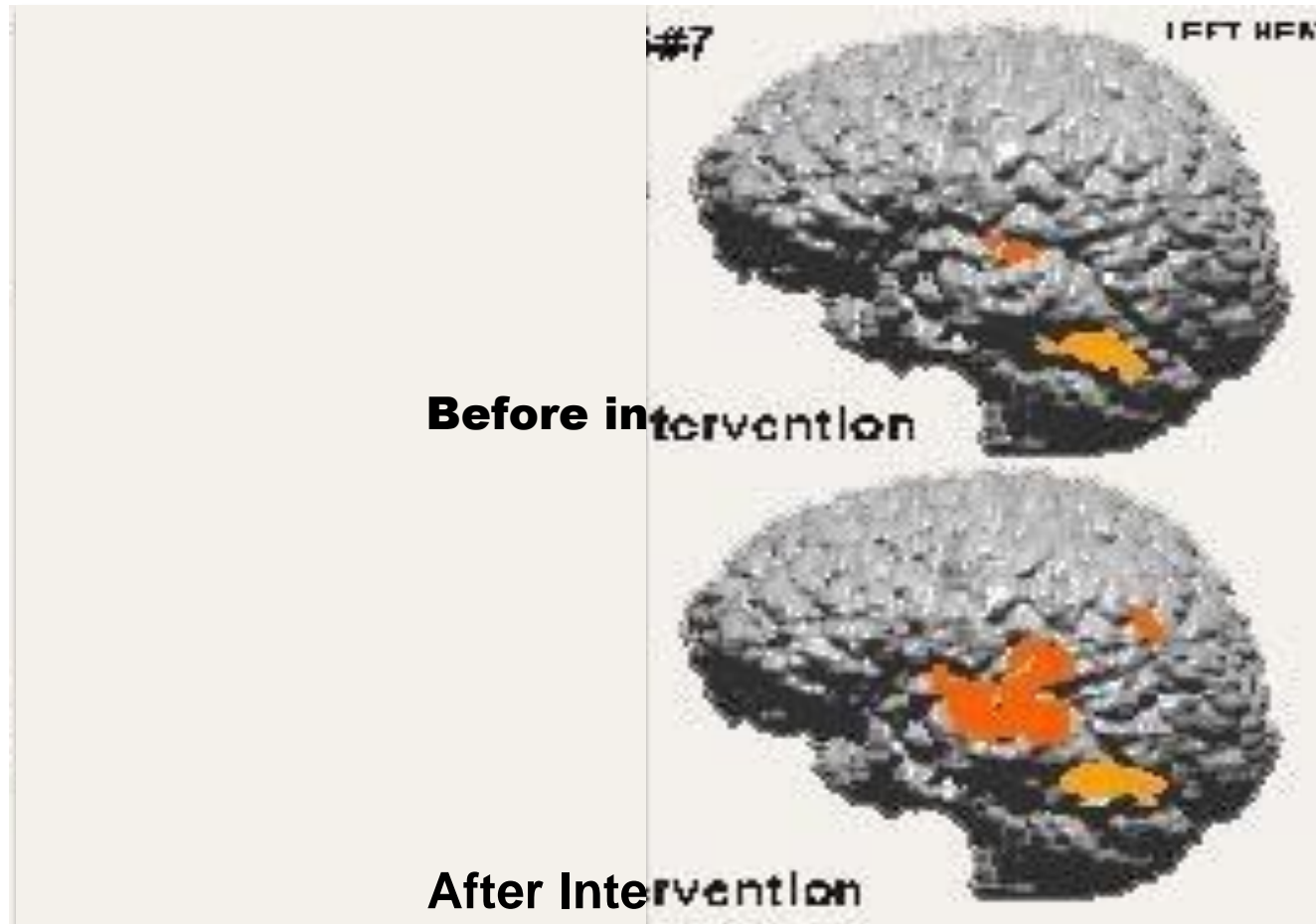
- Hard Work Makes You Smarter
- You Can Change Your Brain
- With effort you can improve your performance



Brain When Reading



You Can Change Your Brain



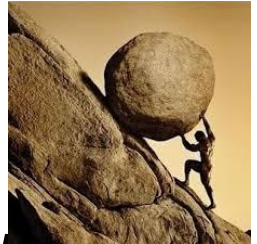
Mindset and Praise - Dweck and Mueller

Study of ethnically and economically diverse 5th graders

Both groups were given a moderately difficult set of problems from a non-verbal IQ test.

One group was praised for effort:

“That’s a really high score. You must have worked hard at these problems.”



The other group was praised for performance and intelligence:

“That’s a really high score. You must be smart at these problems.”



Mindset and Praise - Dweck and Mueller



To measure the students' reaction to setbacks and their resiliency, the students were given a very difficult set of questions, and followed up with a third set of questions that were comparable in difficulty to the first set.

Here are the results...

Students praised for intelligence...

- became stuck in their concerns about their ability
- did not want to try hard problems
- interpreted their failure on harder problems to mean they lacked ability
- showed no interest in finishing the problems at home
- performed worse on the third set of problems
- developed a Fixed Mindset

Students praised for effort...

- chose to work on hard problems
- thought they could improve their performance with effort
- wanted to take the problems home with them to finish
- improved performance on the third set of questions
- developed a Growth Mindset



Integrating Mindset into your Curriculum

Praise

- Process vs. Product
- Effort vs. Talent/Intelligence



Examples:

“I like the way you persevered through that difficult word problem.”

“I noticed how you went back into the text to find the answers that you were unsure about. That extra effort increased your brain’s muscle.”

“Wow! You easily answered all the problems on the page! I am going to have to make the problems more challenging next time to help your brain get smarter”

Type in a process Praise Phrase.....



The Motivation Equation

Dr. Kathleen Cushman

“Value + Expectation of Success = Motivation”



1. Check for lagging skills

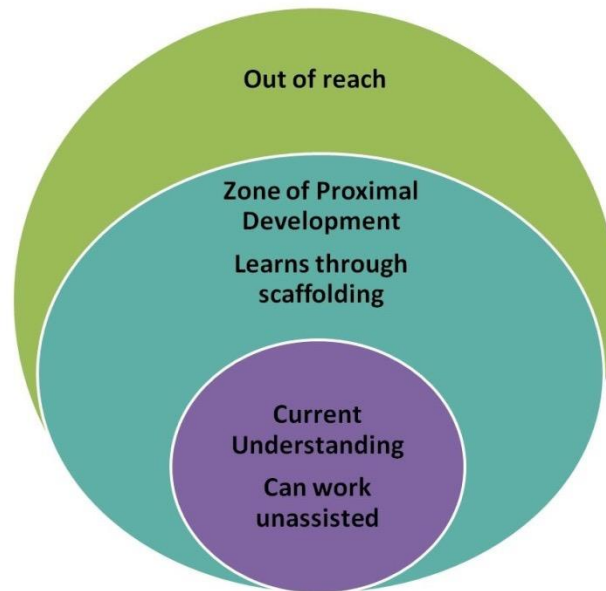
- What is the task at hand?
- What are all the skills necessary to complete that task?
- How can I check for mastery of these prerequisite skills?



Motivation Strategies

2.

Zone of Proximal Development



Make sure the goal is challenging enough to motivate, but within the range of development and properly scaffolded.

Motivation Strategies

3. Make tasks valuable by connecting to:

- Student's life
- Student's interests
- Long-term goals

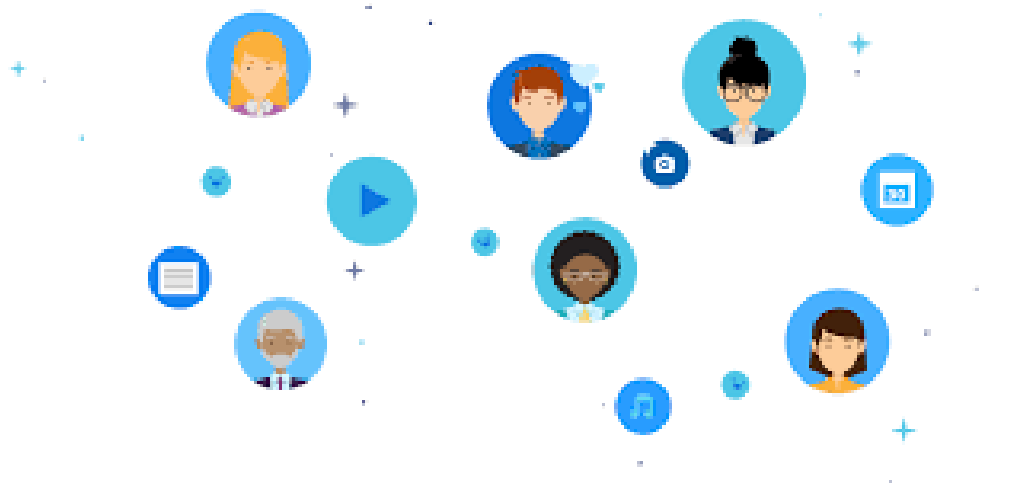


Mindset Growth



Application

Share 1 idea from this webinar that you will incorporate into teaching immediately.



Hidden Sparks Programs

EXTERNAL COACH PROGRAM (ECP)

The Hidden Sparks External Coach Program offers school-based training, coaching, and mentoring in understanding and teaching to diverse learners.

INTERNAL COACH PROGRAM (ICP)

The Hidden Sparks Internal Coach Program trains a member of the school faculty to become a resident expert in diverse learning styles.

HIDDEN SPARKS WITHOUT WALLS (HSWOW)

The Hidden Sparks Without Walls program makes available short-term classes on differentiated learning to teachers in Jewish day schools and yeshivas across North America. The WOW design, which combines audio and online content, but does not rely exclusively on access to a computer, allows the program to be used by a range of teachers, including those who do not have computers in their homes.

TITLE PROGRAMS

Hidden Sparks offers both workshops and coaching services to New York City non-public schools as part of the No Child Left Behind program. Eligible schools may use their Title funding to access these services.

Contacting Hidden Sparks

Contact Presenter:

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Contact Hidden Sparks:

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news@hidden-sparks.org (212) 767-7707

www.facebook.com/HiddenSparks



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facebook

Upcoming Hidden Sparks Without Walls Sessions

Wed. March 1, 2017	For Parents and Teachers Making Tefilla more meaningful for children Presented by Rabbi Jay Goldmintz
Tues. March 21, 2017	For Parents Parenting in the Balance: When to Intervene and When Not To Presented by Dr Yoni Schwab

If you are interested in bringing Hidden Sparks to your school or city, please contact us:

[212-767-7707](tel:212-767-7707) or sara@hiddensparks.org

Hidden Sparks would like to thank:

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