

**True Grit:**  
What it really takes to be successful in the 21<sup>st</sup> century

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**THE PREMISE**

Children raised in disadvantaged environment are more likely to be exposed to violence, discrimination, abuse and other negative life experiences detrimental to their mental health and positive development.

(Buckner, Mezzacappa & Beardslee, 2003)



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THE PREMISE

Children who possess a strength of resilience are more likely to be well-adjusted, and self-regulated toward success.

(Buckner, Mezzacappa & Beardslee, 2003)



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Therefore, strong self-regulation skill development along with support for resilience can significantly affect mental health and academic success.



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**Self-Regulation of Learning**

Schunk & Zimmerman, 2012



The process by which we personally engage in appropriate action, thoughts, feelings, and behaviors in order to pursue valuable academic goals.

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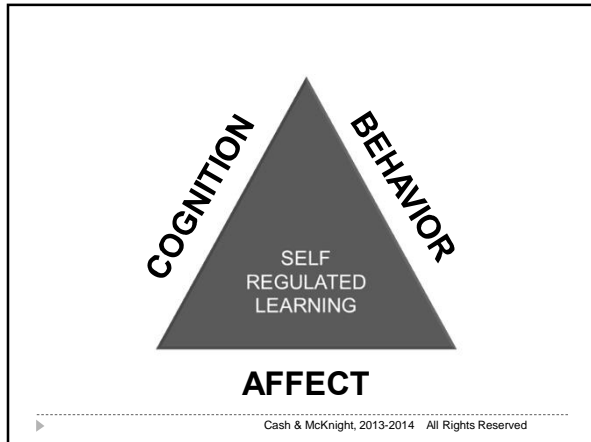
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**Self Regulation and Balanced Literacy**

Instruction in reading, writing, speaking, listening, and language be a shared responsibility within the school.

Extensive research establishes the need for college and career ready students to be proficient in reading complex informational text independently in a variety of content areas.

Bitter, C., O'Day, J., Gubbins, P., & Socias, M. (2009). What works to improve student literacy achievement? an examination of instructional practices in a balanced literacy approach. Journal of Education for Students Placed at Risk, 14(1), 17-44. CCSS. (2010), p. 4.

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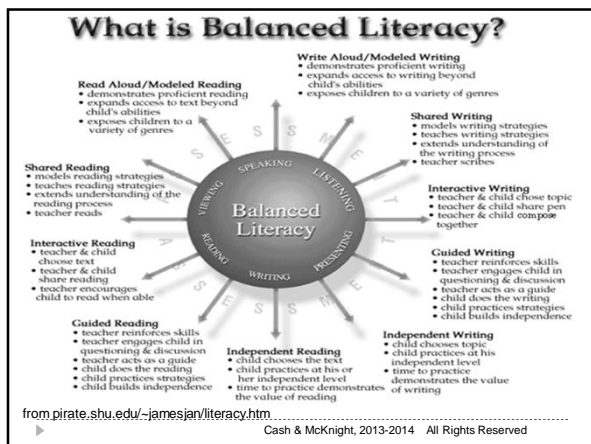
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### Four Phases of Self-Regulation

Based on work by Zimmerman, Bonner, & Kovach, 1996; Zimmerman & Kasantas, 1997



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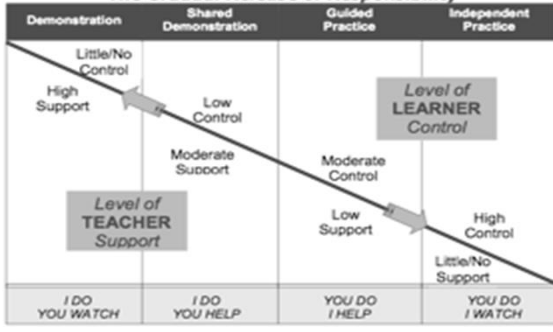
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### The Optimal Learning Model The Gradual Release of Responsibility



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### Prevention-V-Promotion



Higgins, E. T., & Spiegel, S. (2004). Promotion and prevention strategies for self-regulation: A motivated cognition perspective.

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## Preventative Strategies

- ▶ Essential for survival
  - ▶ I won't do it because
    - ▶ There is danger involved
    - ▶ It's a risk
    - ▶ I'm afraid
    - ▶ It takes too much time
    - ▶ It's not worth it
    - ▶ It's too hard/ challenging/ beyond my limits
    - ▶ I could fail



Adapted from: Higgins, E. T., & Spiegel, S. (2004).

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## Promotional Strategies

- ▶ Essential for success
  - ▶ I will do it because
    - ▶ There is a thrill in trying
    - ▶ I enjoy the risk
    - ▶ I'm driven
    - ▶ It's worth the time
    - ▶ It's worth achieving to goal
    - ▶ I like the challenging/ to go beyond my limits
    - ▶ I could succeed



Adapted from: Higgins, E. T., & Spiegel, S. (2004).

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## Critical to Success



- ▶ Situational awareness:
  - ▶ A mindset of knowing which strategies to use and when!

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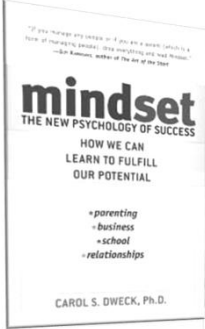
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**Mindset**



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**Defining Mindset**

Dr. Carol Dweck, 2006

► **Fixed:**

- Intelligence and talent are fixed traits
- Emphasis is on documenting intelligence and talent
- Success is achieved because of intelligence and talent



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**I can't because...**

► **In the fixed mindset, learners:**

- Lack confidence
- Have a difficulty admitting/correcting mistakes
- Won't ask for help
- Don't recognize the need for effort
  - Therefore, failing threatens sense of ability or reinforces lack of ability
- Don't develop:
  - Resiliency skills, locus of control, efficient study habits, organizational skills



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## Defining Mindset

Dr. Carol Dweck, 2006

### ► Growth

- Believe that most basic abilities can be developed
- Begin with what you have and build from there
- Dedication and hard work (effort) lead to success
- Are confident



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## Shifting the Mindset

- “Success is about being your best self, not about being better than others; *failure is an opportunity*, not a condemnation; effort is the key to success.” (pg 44)



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## Strategies to “I Can!”: AFFECT

- Recognize ability to adapt to, shape and/or select environments where abilities will be nurtured or challenged (Sternberg)
- Provide accurate constructive feedback that focuses learner on strategies for improvement
- Praise effort not ability
- Teach challenges worth solving
- Value and encourage curiosity



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### Strategies to "I Can!": SKILL DEVELOPMENT

- ▶ Assist students in identifying learning strengths and limitations
- ▶ Use effective learning practices consistently from grade level to grade level
- ▶ Use graphic organizers to set structures, gradually reduce need
- ▶ Learning toward autonomy (centers)
- ▶ Learning responsibility



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### Helplessness-v-Asking for Help

Helplessness	Asking for Help
<ul style="list-style-type: none"> <li>▶ Learned</li> <li>▶ Give up easily/resignation</li> <li>▶ Out of personal control</li> <li>▶ Not worth the effort</li> <li>▶ Not my fault</li> <li>▶ Not likely to change</li> </ul>	<ul style="list-style-type: none"> <li>▶ Learned</li> <li>▶ Requires persistence</li> <li>▶ Taking personal control</li> <li>▶ Finding the value</li> <li>▶ Taking ownership</li> <li>▶ Can change with effort</li> </ul>



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### Overcoming Helplessness

- ▶ Teach how to reduce stress (yoga, breathing, visualization)
- ▶ Offer situations worth the effort, time, energy (value)
- ▶ Show how student has control over outcome (control)
- ▶ Show how student is responsible for outcome (locus)
- ▶ Show how student actions can change outcome (stability)
- ▶ Build confidence through strategy development
- ▶ Provide students with strategies for failure
- ▶ Provide students with strategies for success
- ▶ Suggest meaningful rewards
- ▶ Teach how to delay gratification
- ▶ Use ~~po~~positive affirmations+



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**Self-Regulation** in Learning

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and **literacy skill** development while learning content leads to

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**College and Career Readiness**



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Sample Strategy that Combines Self-Regulation, Literacy Skills and Content Knowledge Development



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What are Learning Centers?

- In learning centers, students work in small groups or individually.
- Each center has a clearly articulated learning activity.
- Each center is designed for students to work individually and collaboratively.

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**Getting Started: A Checklist**

- 1** Write out all directions for the students for each center.
- 2** Explain procedures and have them written out and posted in your classroom.
- 3** Create a "make up center" at the end of the rotation so that students can complete any unfinished work. Review and revision are key in the development of literacy skills sets.

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**Getting Started: A Checklist (cont.)**

- 4** The teacher should circulate among the groups to facilitate answers and questions about the work.
- 5** Formal assessment occurs when the students have finished the unit.
- 6** When possible, give students a choice at each station.  
  
I like to make a poster for each station.  
Let's look at a model for learning centers.

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**A Classroom Picture  
Sample Stations for First Rotation**

**Vocabulary Activity**   **Reading Strategy**   **Content Study**

**Practice With Content**   **Listening or Viewing Center**   **Make Up Center**

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**Sample Center Activities**

**REQUEST**

- 1 Choose a text that has easily identifiable stopping points for discussion and prediction. Choose high-level inferential, synthesis, and response questions for each section of the text.
- 2 Preview the text prior to reading. Discuss background information and vocabulary.
- 3 You will ask questions about the text.
- 4 Have the students read to a pre-determined point. Next, instruct the students to write down and ask as many questions as they can. You respond to the students WITHOUT looking at the text.
- 5 Once the students have asked their questions, everyone will close his or her book, and now you will ask students your prepared higher-level questions. At this point, you are serving as a role model for the students by asking these kinds of questions.
- 6 Repeat the reading-questioning cycle for each pre-selected stopping point for the text.

**TEXT, THINK, CONNECT**

- 1 **Text Facts.** In this column, you will record important information. This information could include direct quotes or words and phrases that interest the reader.
- 2 **What do you think about the text?** In this column, students record what you think about the text and the author's message. Record your impressions and make efforts to interpret the text.
- 3 **Connections.** When we read, we make personal connections with the text. We connect the text to our personal experiences, knowledge, and beliefs. In this column, students record what this text reminds you of in your personal life.



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**Case Study: George Washington Community School, Indianapolis, IN**

- ▶ High poverty 6-12<sup>th</sup> grade school
- ▶ Located in Indianapolis, IN
- ▶ Threatened State Takeover
- ▶ Used Professional Learning Communities to introduce pedagogies and provide support through professional discussion, modeling, and shared classroom practice.

- ▶ See the GWCHS website and video for more information  
<http://www.421.ips.k12.in.us/index.php?id=10845>
- ▶ And Indiana Department of Education 2011 School Report  
<http://www.doe.in.gov/sites/default/files/turnaround/geroge-washington-community-high-school.pdf>



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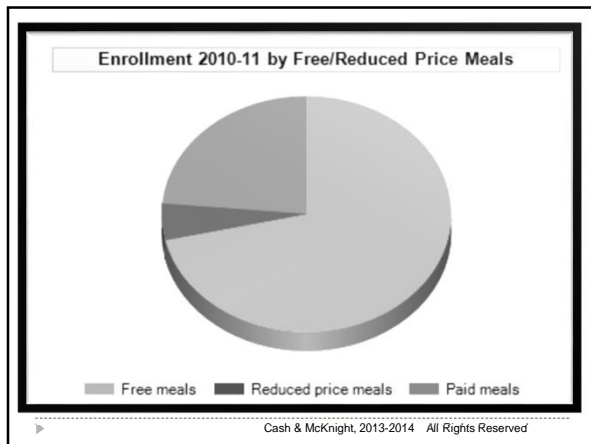
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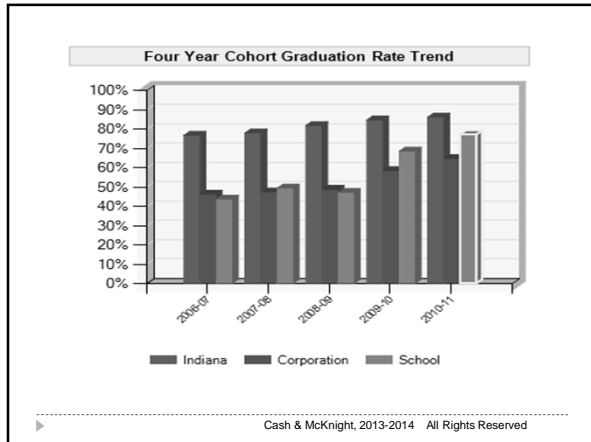
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Components of Building a Community that Promotes a Positive Mindset and Self Regulation

- ▶ Strong Academic Leader
- ▶ Graduation Counseling
- ▶ Reading and Literacy Program Across ALL Content Areas
- ▶ Technology and Additional Classroom and Community Resources



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**Discussion**

- ▶ Issues
- ▶ Concerns
- ▶ Possible causes
- ▶ Possible solutions



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