Growth Mindset: The Foundation for Florida’s Strategy to Improve Outcomes for All Students

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Of the teachers you know, what percentage believe almost all students can learn calculus? 📝

Watch what I do to know what I believe.

Stockdale Paradox

- http://www.jimcollins.com/media_topics/media.html#all

What is the Stockdale Paradox? 📝
There has been no better era to be a student in public schools in America than our current one.

While better than ever, our public schools are not yet good enough to prepare every single child for the demands of a global economy.
Florida’s Federal Graduation Rate, 2003-04 through 2014-15
White, Black/African-American, and Hispanic/Latino Subgroups

There has been no better era to be a student in public schools in America than our current one.

What makes this true for your context?

“In 2009, US teenagers ranked twenty-sixth on the PISA math test, seventeenth in science, and twelfth in reading. We ranked second in the world in just one thing, spending per pupil. (The only country that spent more was Luxembourg, a place with fewer people than Nashville, TN.)” (p. 24).


Of the high school graduates in the state of Florida in 2016, 16,025 had the potential to do AP-level work in mathematics.

Of the 16,025 students who graduated from Florida public high schools in 2016 with “AP Potential,” 8,202 took an AP level mathematics class.
7,823 did not.

While better than ever, our public schools are nowhere good enough to prepare every single child for the demands of a global economy.

What makes this true for your context?

The path to improved outcomes for every student is through improved teaching in every classroom.

“Teaching, we say, is the passageway through which all education reforms must travel if they are to make it through the classroom door and, ultimately, improve students’ learning.”

-Jim Stigler & Jim Hiebert, 2009
What is a growth mindset?

What does a growth mindset have to do with the opportunity gap in AP Potential?

In our profession, we have two deeply ingrained views that work against the achievement of all students. One is about learning, and the other is about teaching. What are they?
“Again and again, researchers have sought to explain great teaching through personality and character traits. The most effective teachers, researchers have guessed, must be extroverted, agreeable, conscientious, open to new experiences, empathetic, socially adjusted, emotionally sensitive, persevering, humorous, or all of the above. For decades, though, these studies have proved inconclusive. Great teachers can be extroverts or introverts, humorous or serious, flexible or rigid... Imagine teaching as a ‘voodoo’ mixture of personal charisma and passion... Is a dangerous notion. By misunderstanding how teaching works, we misunderstand what it will take to make it better” (Green, 2015, p. 7-9).

What are the dangers for students when the “cognitive hypothesis” (Tough, 2013) and the “myth of the natural born teacher” (Green, 2015) interact with one another?
GROWTH MINDSET
BELIEVING THAT YOUR BASIC ABILITIES CAN BE CULTIVATED WITH EFFORT

Carol Dweck, 2006

The #FloridaMindset campaign is showing results that matter deeply to student achievement in school - and beyond.

Abbey Stewart
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Over 70 #FloridaMindset micro-credential submissions received. Excited to share a reflection from a MPLS teacher @brian_dassler @EducationFL
What will be the components of your campaign? ☛