

General Meeting: PTA Programs Discussion

January 8th, 2018 from 6:30 pm - 7:30 pm

- December minutes were made available

- Discussion of the book *Mindset* by Carol S. Dweck, facilitated by Lily Talcott (*Principal*)
 - Watched video of Carol Dweck's Stanford talk about the "growth mindset"
 - Discussed concept of putting focus/praise on the techniques students employ in their learning processes to overcome challenges, rather than simply praising the positive outcome/results
 - Talked about avoiding labeling
 - Chatted about need for time, patience, and consistent involvement to make "growth mindset" techniques permanent habits for teachers/caregivers/managers, students/children/learners
 - Discussion around importance of encouraging ownership of learning
 - There should be an awareness that different students have different styles of learning
 - Should be awareness that different strategies might apply, or change, depending on differences in sibling personalities, interests, motivation, learning styles
 - Brief discussion around Claude Steele's stereotype threat
 - Awareness that there is a need to be mindful that the "stereotype threat", can invoke, at least in part, a negative impact on a student's classroom success and in testing
 - Agreement that *Mindset* offers a shallow response to the stereotype threat, particularly as it pertains to women and minorities
 - Discussion around the "growth mindset" role in helping all children achieve their maximum potential
 - Quick reference to James Escalante, who taught college level calculus to students at "Garfield" High School (one of worst schools in LA)
 - Escalante took his students to top of national charts with his growth mindset style
 - How can I teach them? How will they learn?
 - Quick reference to Marva Collins, who was an American Educator that started a low-cost "Westside Preparatory School" private school (in Chicago) and dramatically improved results of low performing students
 - Collins philosophy was that it was critical to instill a sense of self-worth and help convince children that they are born to succeed
 - Quick reference to Betty Edward's *Drawing on Right Side of the Brain*
 - She helps dispel myth that only some people are talented with drawing ability. She helps people understand that there are actual learnable components of drawing.
 - Foundation for "growth mindset" strategies are being cultivated at NE
 - Building blocks through Case Studies and in classrooms

- The power of “Not yet”
 - Idea that abilities can be developed.
 - Offer students an opportunity that they are on a curve, a learning path, developing skills and abilities to push themselves and eventually solve even greater challenges
 - Results from research shows that students will engage deeply.
 - “Their brain is on fire with yet. They engage deeply. They process the error. They learn from it and they correct it.”

- Discussion around helping students gain courage to tackle academic and life challenges
 - Watched a final video, Lessons from Berger: Austin’s Butterfly and not accepting mediocrity
 - Watched the transformation of an illustration done by first-grader, Austin, of a Western Tiger Swallowtail butterfly, from a primitive first draft to an impressive detailed final draft
 - Students engaged in a kind, thoughtful critique
 - They seemed to learn the importance of re-drafting
 - They seemed to learn the importance of rising to a challenge

