

Welcome!
When did a growth mindset help you
or others?
(Drop answer in chat)

The Role of Educator Mindsets in Student Success Systems

GRAD Partnership Community of Practice

February 15, 2023

THE GRAD
PARTNERSHIP

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Advancing Student
Success Systems



GRAD Partnership Organizing Members



GRAD Partnership Community Members

Welcome each other

In the chat, send a private message to someone. Say hi!



Our Mission

Partnering with communities to use **high-quality student success systems** so that schools are empowered to graduate all students ready for the future.

THE GRAD
PARTNERSHIP

Advancing Student
Success Systems

[GRADPARTNERSHIP.ORG](https://gradpartnership.org)

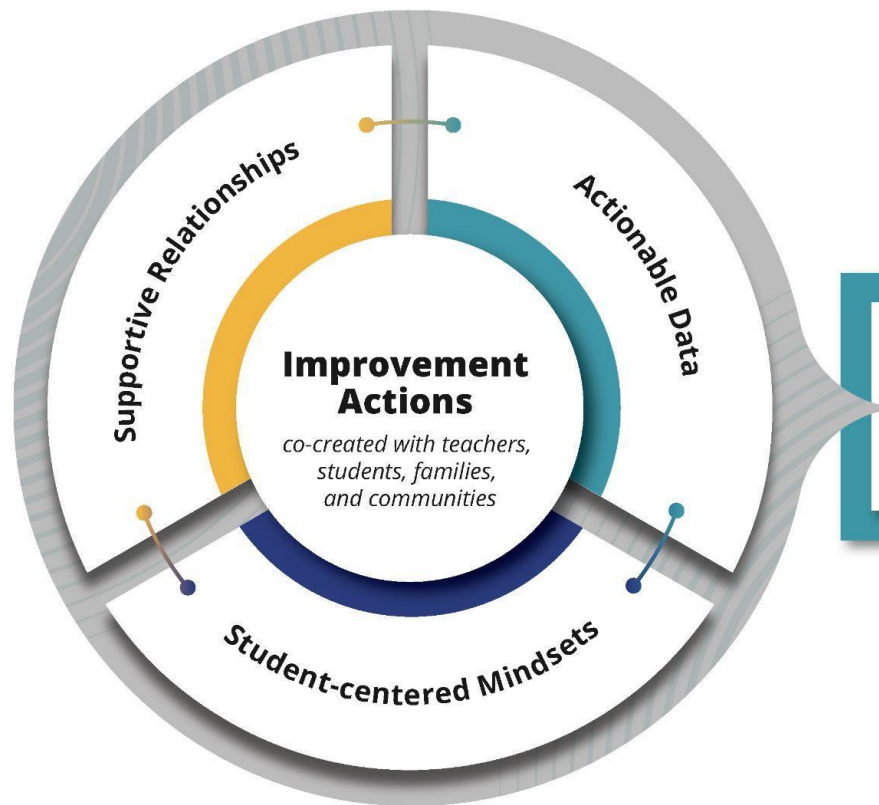
Student Success Systems

Student success systems are a way of organizing a school community to better support the academic progress and well-being of all students.

They

- **combine a focus on building strong relationships**
- **with real-time, actionable data,**
- **are guided by improvement science, and**
- **shaped by student-centered mindsets.**

By integrating these four elements they help educators address school-wide achievement patterns and school culture issues, increase school connectedness and a sense of belonging among students, and meet individual student needs.



Student Success Systems

Enabling all students to thrive.

Why Student Success Systems Now?

Pandemic has shown us we need integrated systems that...

- Focus on school connectedness and its importance for academic achievement
- Show us leading indicators like student agency, belonging, and connectedness
- Allow us to track academic gains in real time
- Allow us to know if interventions are indeed improvements - and for whom under what conditions
- Show students *and* teachers that schools, not just some individuals are working to make sure students succeed
- Focus on post-secondary preparedness, not just graduation

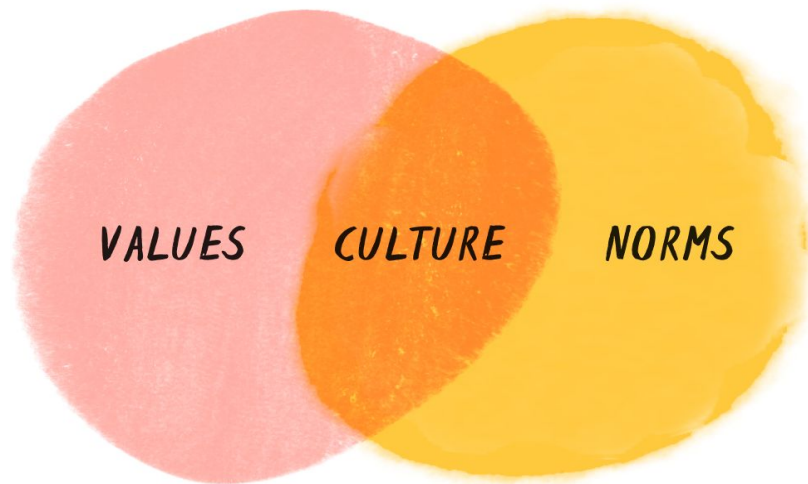
Our Community of Practice



- Connects people who want to implement, improve, and innovate Student Success Systems
- Enables shared learning
- Generates motivation and inspiration
- Defined by our mutual engagement

Community Agreements

- **We, not me:** Share stories and air time
- **Accept non-closure**
- Chatham house rule: **Use the ideas, keep details in the community**
- **Share to learn**
- **Make room for joy**



Values are the beliefs, philosophies, and principles that drive a group.



Norms are the ground rules that dictate how people interact.



Culture is the interaction between the two; the beliefs and the behaviors of the group.

Foreshadowing

Please share
your feedback
and input.



Grad Partnership Community of Practice

Thank you for being part of our community - and for offering honest feedback and input to help us shape our future meetings.

And introducing: Camille Farrington

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Advancing Student
Success Systems



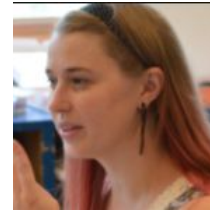
The Role of Educator Mindsets in Student Success Systems

Dr. Camille A. Farrington
University of Chicago
Consortium on School Research

GRAD Partnership COP
February 15, 2023

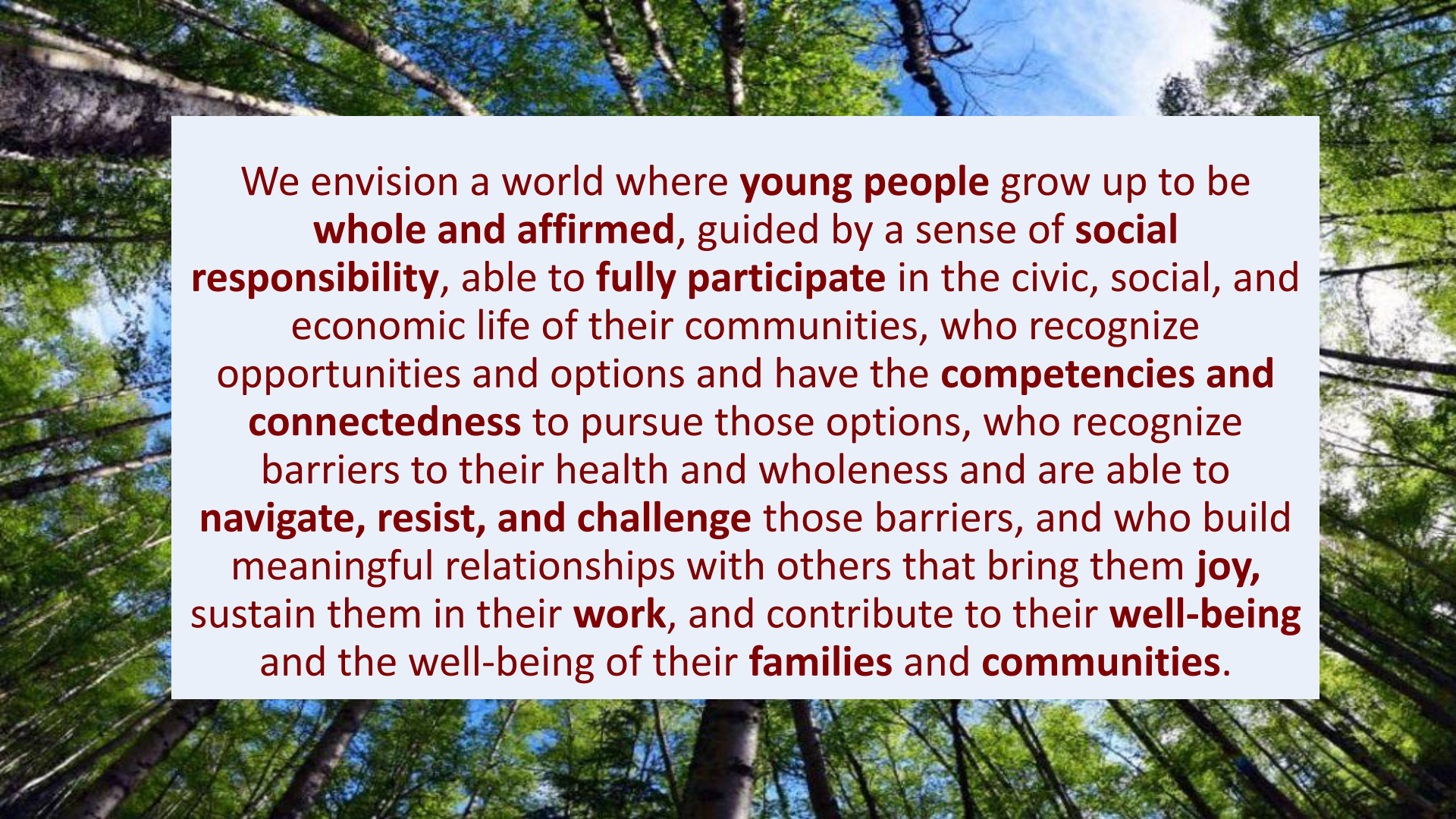
UCHICAGO Consortium On School Research

The Equitable Learning
& Development Group

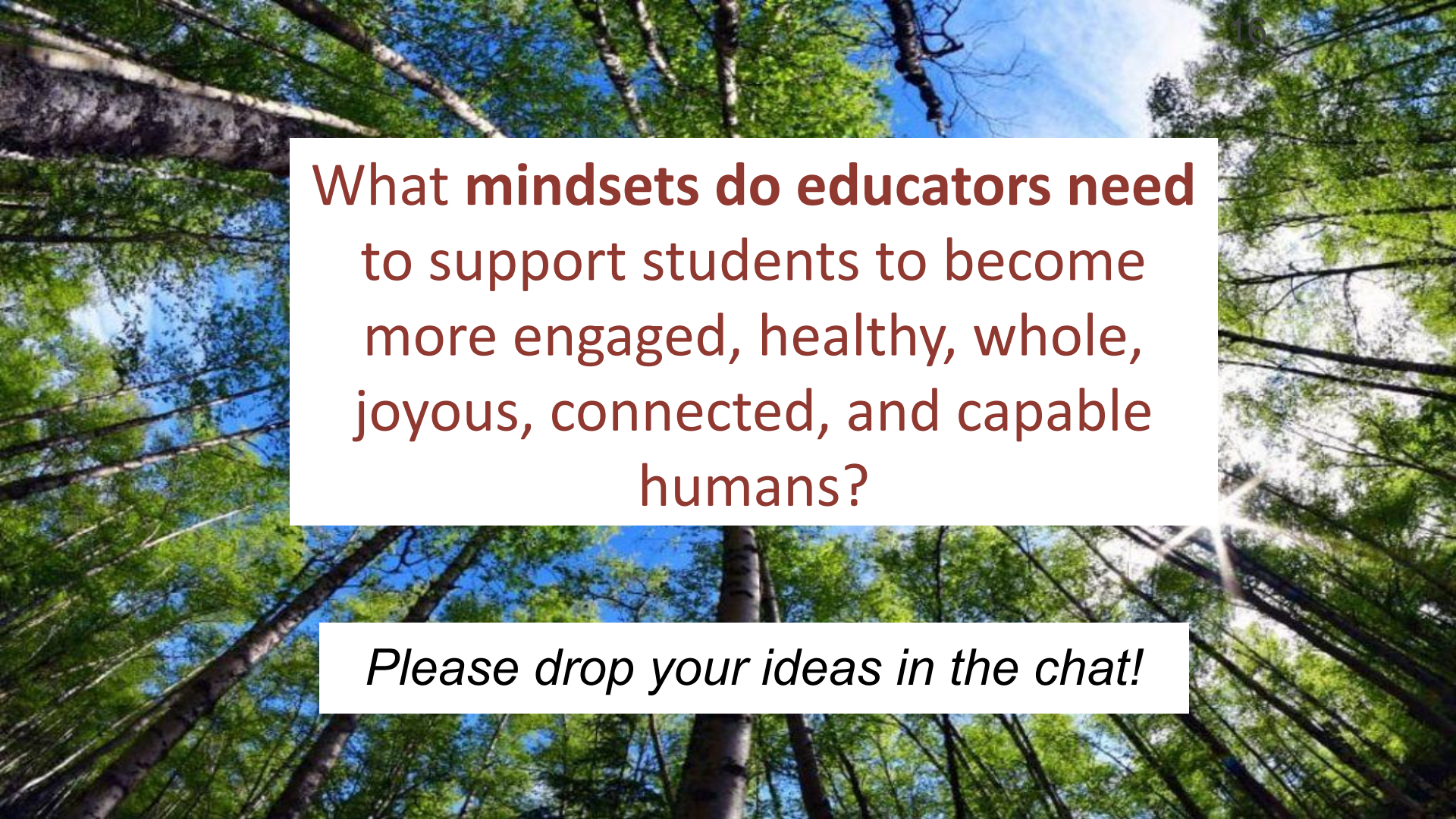


Schools as Spaces of Human Development





We envision a world where **young people** grow up to be **whole and affirmed**, guided by a sense of **social responsibility**, able to **fully participate** in the civic, social, and economic life of their communities, who recognize opportunities and options and have the **competencies and connectedness** to pursue those options, who recognize barriers to their health and wholeness and are able to **navigate, resist, and challenge** those barriers, and who build meaningful relationships with others that bring them **joy**, sustain them in their **work**, and contribute to their **well-being** and the well-being of their **families** and **communities**.



**What mindsets do educators need
to support students to become
more engaged, healthy, whole,
joyous, connected, and capable
humans?**

Please drop your ideas in the chat!

Measure Learning Environments, Not Just Students, to Support Learning and Development

DAVID PAUNESKU

Stanford University

CAMILLE A. FARRINGTON

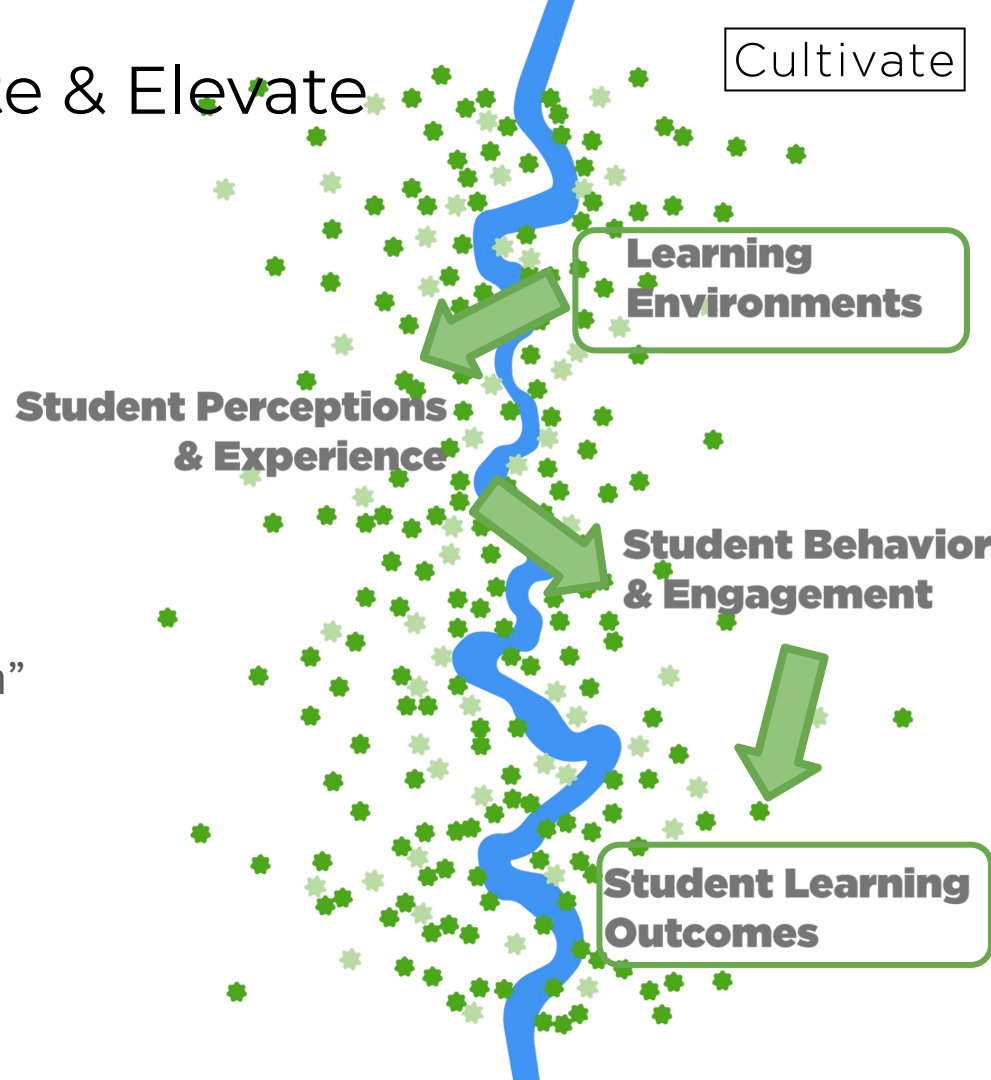
University of Chicago

“We posit that schools currently pay a great deal of attention to the results of effective learning (e.g., test scores), but not nearly enough attention to the causes of effective learning (e.g., assignments that are relevant enough to motivate students). We propose that schools could foster learning and development more systematically and more equitably if they started to measure not just downstream learning outcomes, but also the upstream developmental experiences that make those outcomes more likely to unfold.”



Key ideas behind Cultivate & Elevate

- How a person experiences a learning environment strongly influences their thoughts, motivation, behavior, and engagement in that environment.
- “Downstream” measures of student learning outcomes come too late in the learning process. Changing outcomes requires shifting our focus to “upstream” measures of students’ experiences in their classrooms.
- Teachers don’t know how students are experiencing their classrooms unless they ask them.



Cultivate

LEARNING CONDITIONS

MEANINGFUL
WORK



Interest and relevance of classroom learning for students

LEARNING
GOALS



Strength and quality of teacher's one-on-one relationships with students

TEACHER
CARING



Accessibility and connectedness of instructional goals

FEEDBACK
FOR GROWTH



Nature and quality of teacher feedback to improve student work

SUPPORTIVE
TEACHING



Breadth and quality of teacher's instructional support for learning

AFFIRMING
IDENTITIES



Recognition and affirmation of student identities

CLASSROOM
COMMUNITY



Sense of community and mutual support among classmates

STUDENT
VOICE



Opportunities for and responsiveness to student ideas and input

WELL-ORGANIZED
CLASSROOM



Clarity and helpfulness of classroom systems and routines

MINDSETS
&
STRATEGIES

ACADEMIC
RISK TAKING

AGENCY

BELONGING

GROWTH
MINDSET

IDENTITY SAFETY

RELEVANCE
TO THE FUTURE

SELF-EFFICACY

MONITORING
STRATEGIES

ORGANIZATION/
TIME MANAGEMENT

MOTIVATION

STUDENT & SCHOOL PERFORMANCE

CHICAGO PUBLIC SCHOOLS

How do students feel about school? A new survey in Chicago asks them.

By Mila Koumpilova | Jan 23, 2023, 4:00am PST | Updated Jan 23, 2023, 10:15am PST

“The COVID-19 pandemic has deepened some of our most persistent, longstanding opportunity gaps,” a district spokesperson said in a statement. “To close these gaps, we need to think and act differently, and that begins with listening to our community members, especially our students.”

This teacher gives us meaningful work to do, not busy work.

I feel comfortable sharing my thoughts and opinions in this class.

This teacher notices if I have trouble learning something.

This teacher responds to student suggestions to make our class better.

The way this class is organized helps me do well.

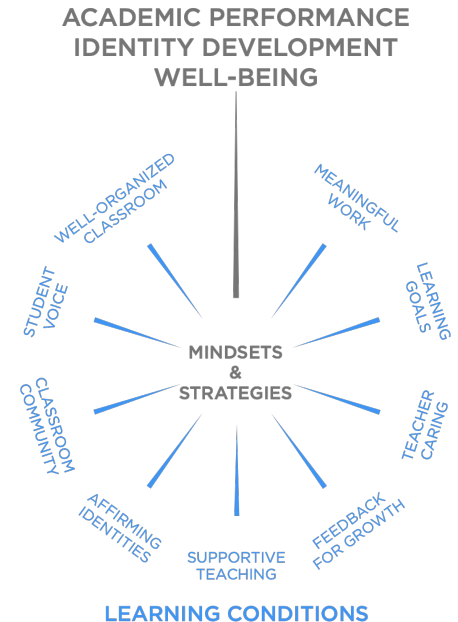
This teacher makes sure that students get to know each other.

This teacher cares about my life outside of school.

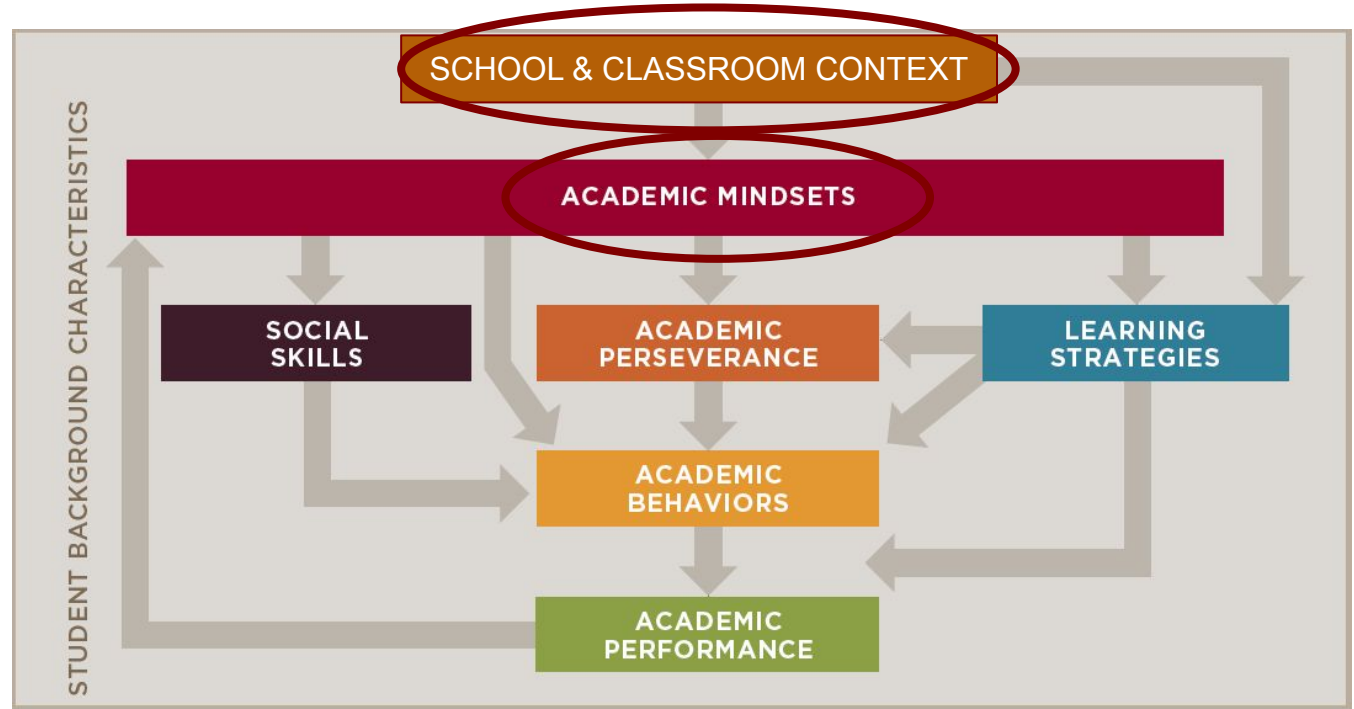
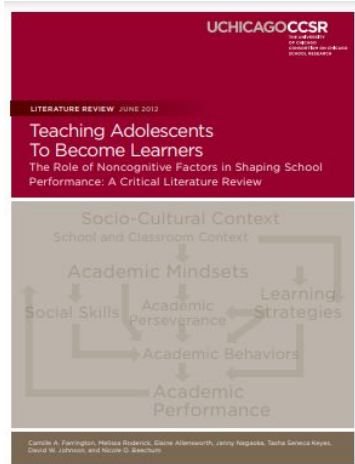
Cultivate

UCHICAGO Consortium
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UCHICAGO Impact

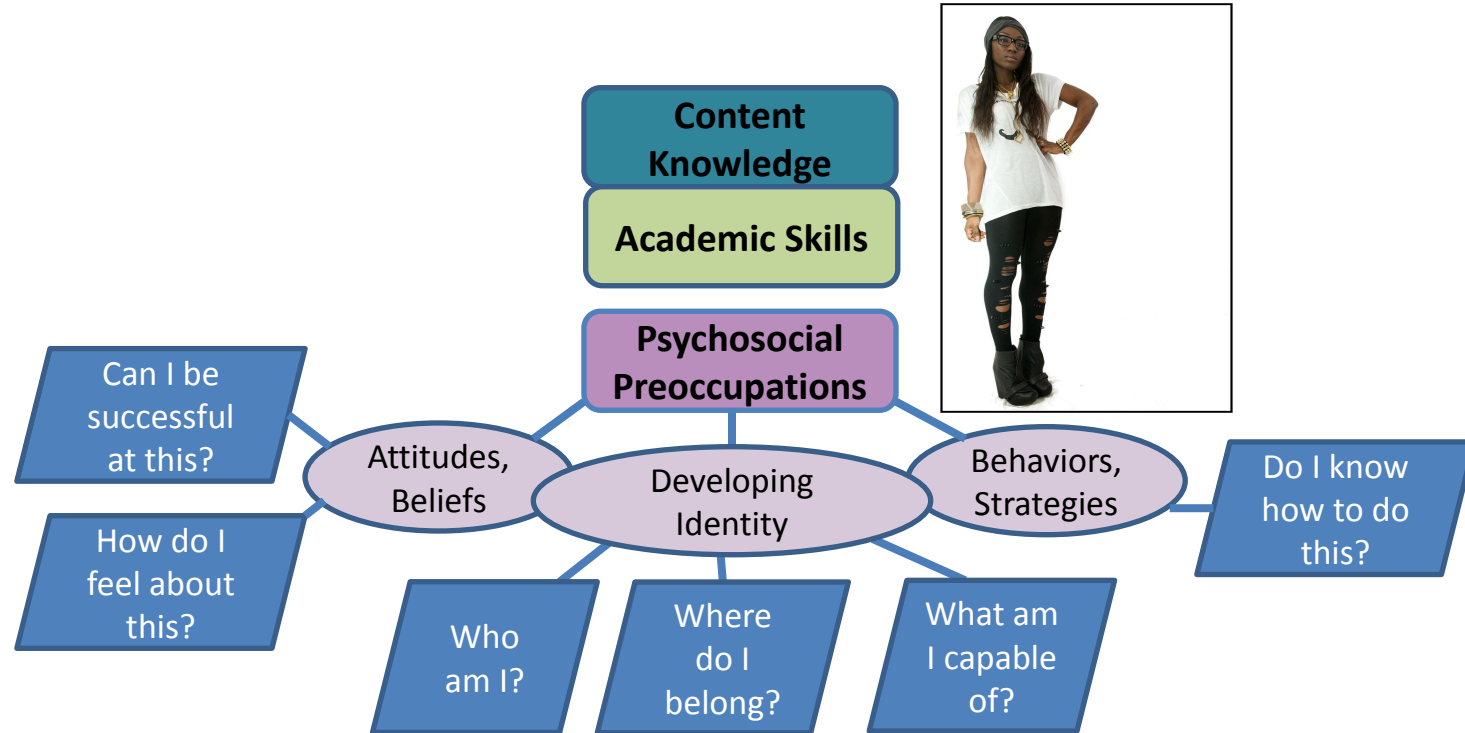




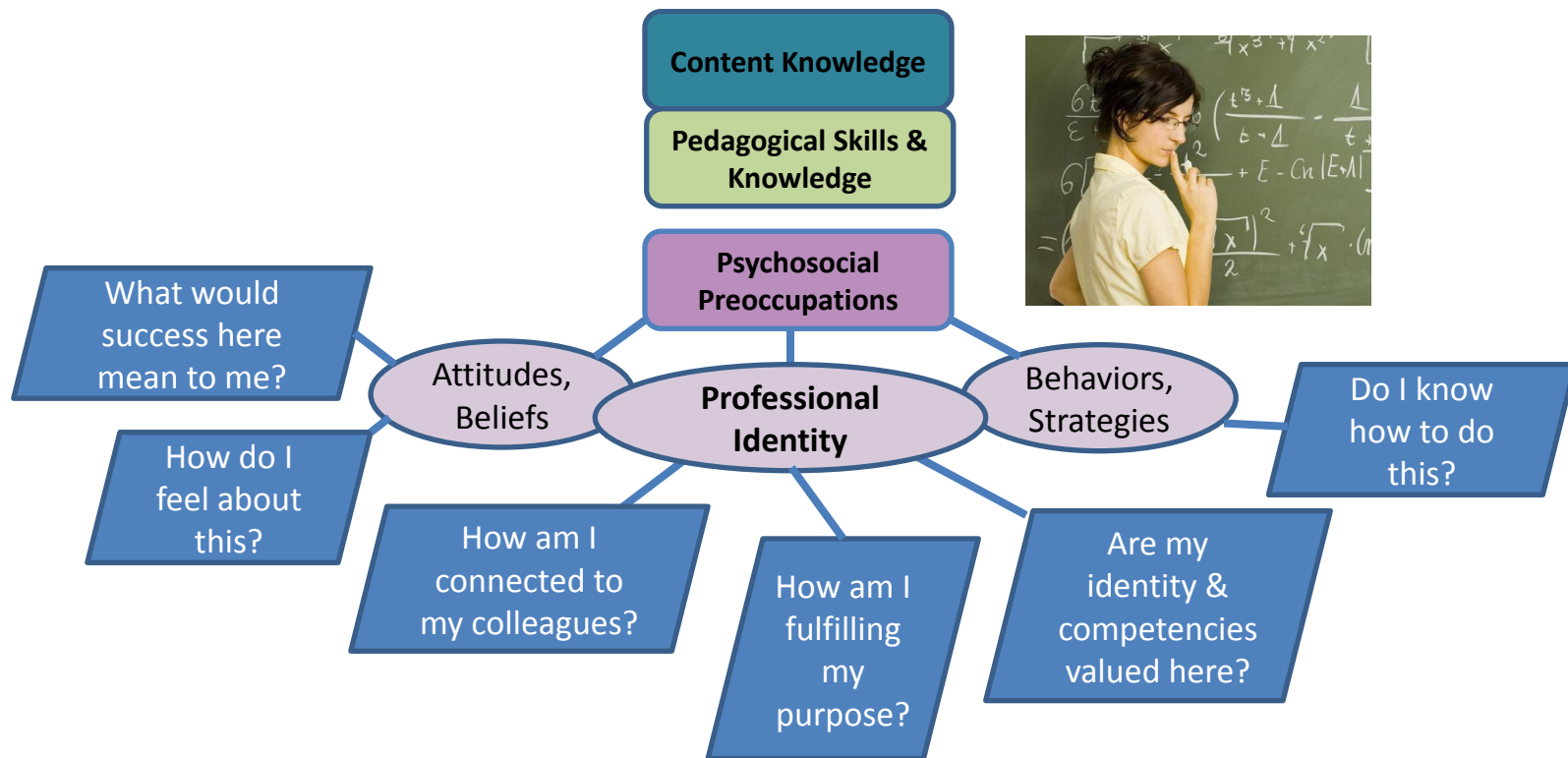


Farrington, C.A., Roderick, M., Allensworth, E., Nagaoka, J., Keyes, T.S., Johnson, D.W., & Beechum, N.O. (2012). Teaching adolescents to become learners. The role of noncognitive factors in shaping school performance: A critical literature review. Chicago: University of Chicago Consortium on Chicago School Research.

What do students think about when they are in school?



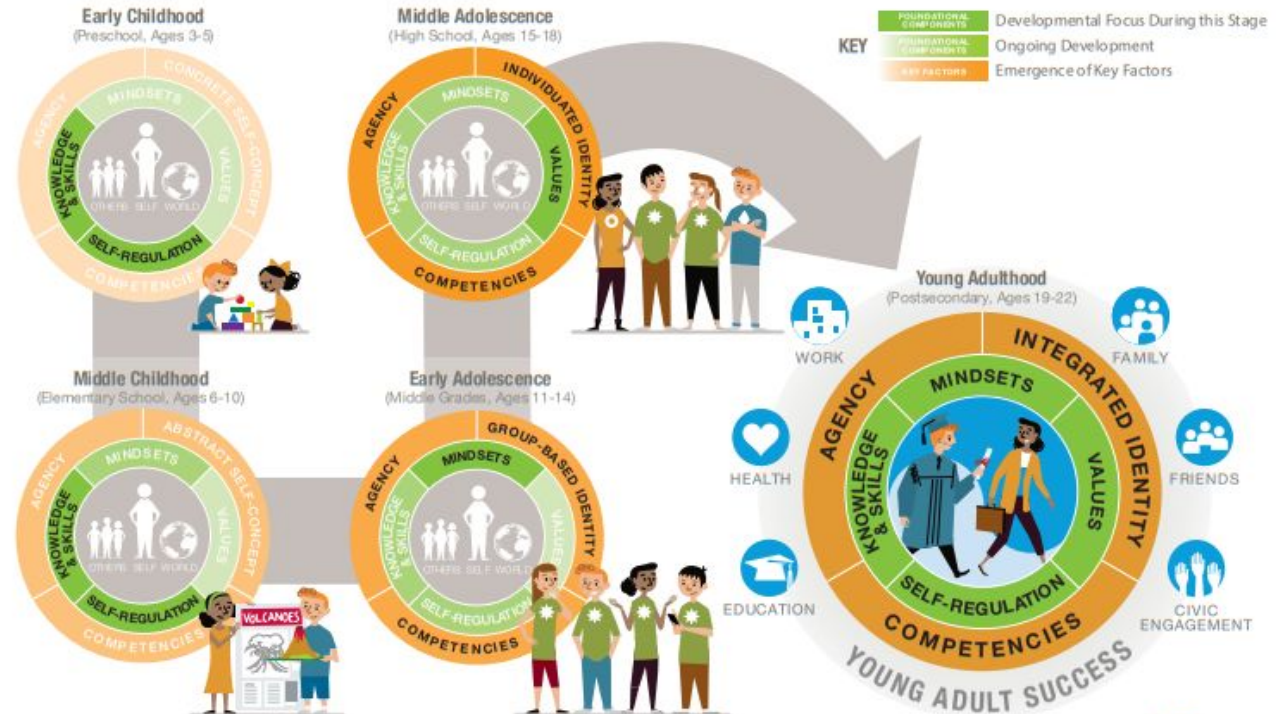
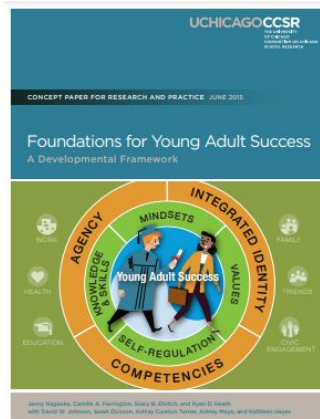
What do EDUCATORS think about when they are in school?

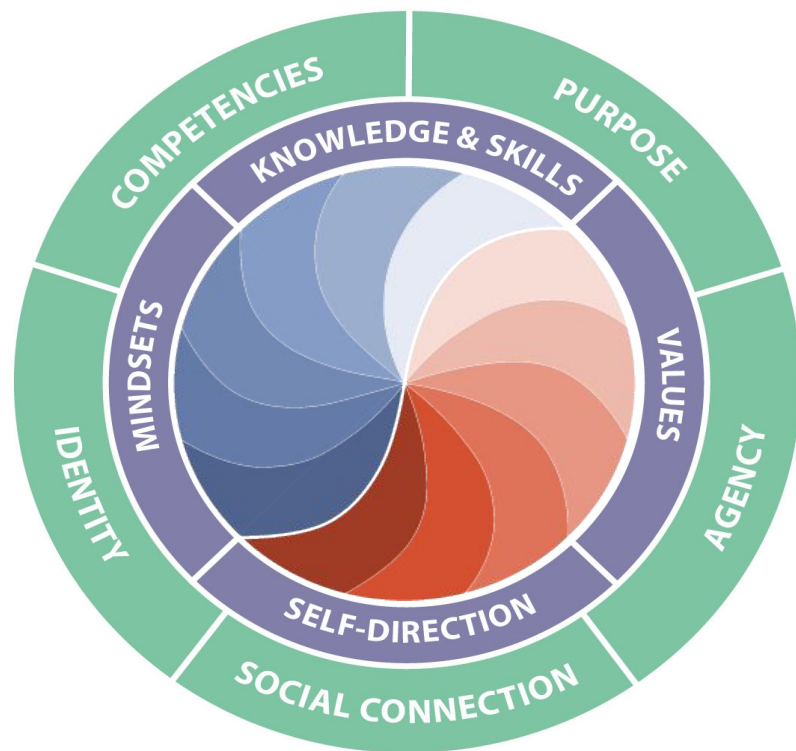
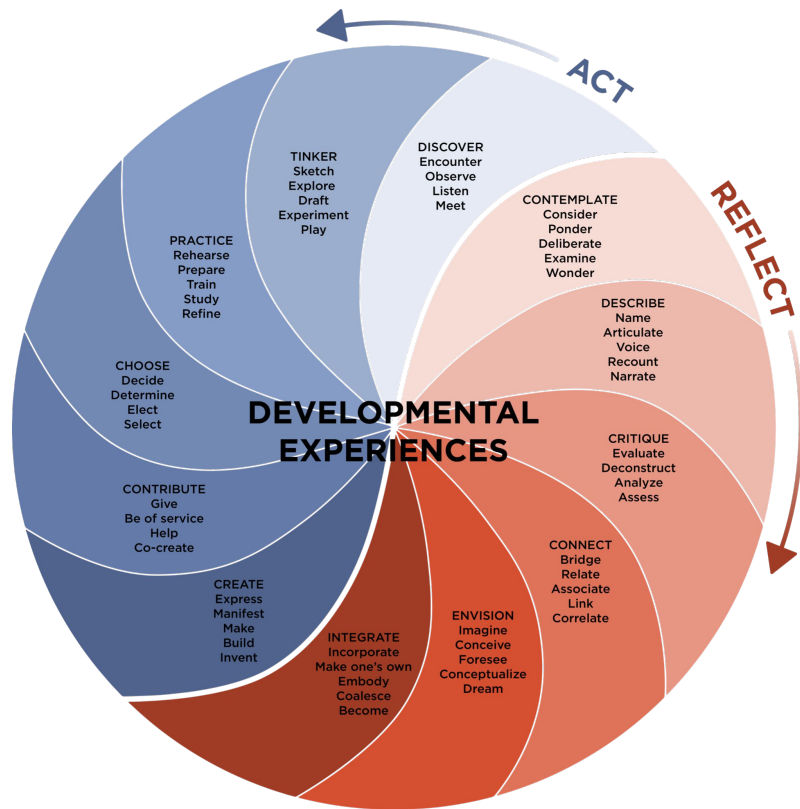




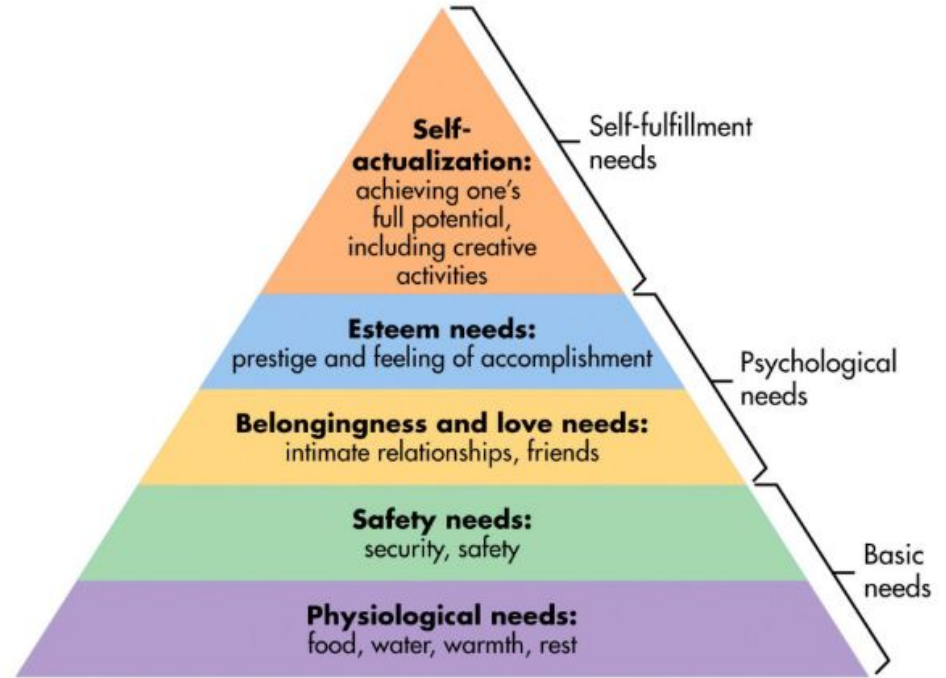
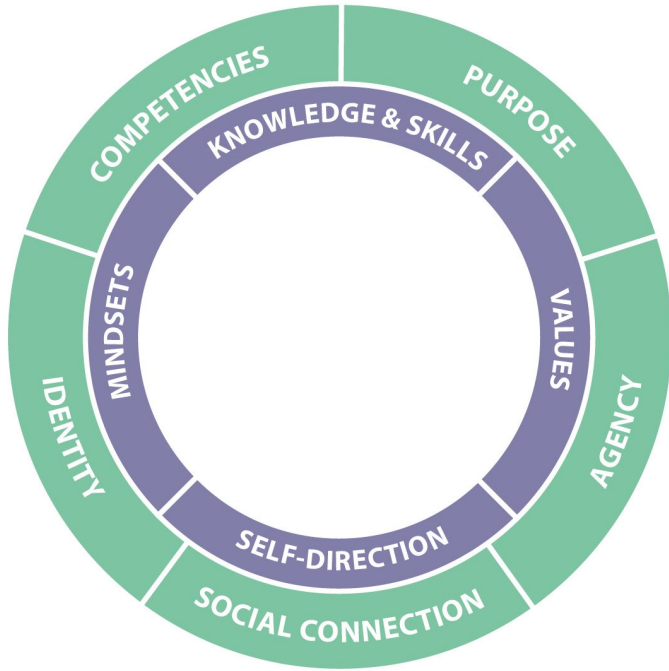
Focus of Development Changes as Children Grow Older

Providing the right experiences for growth requires knowledge of child and youth development. The development of the four foundational components, along with agency, integrated identity, and competencies, occurs at different stages throughout childhood and adolescence. Development into a successful young adult entails growth of the self and one's abilities to interact with others and navigate the broader world. We define success beyond education and employment to include healthy relationships, a meaningful place within a community, and contributing to a larger good.

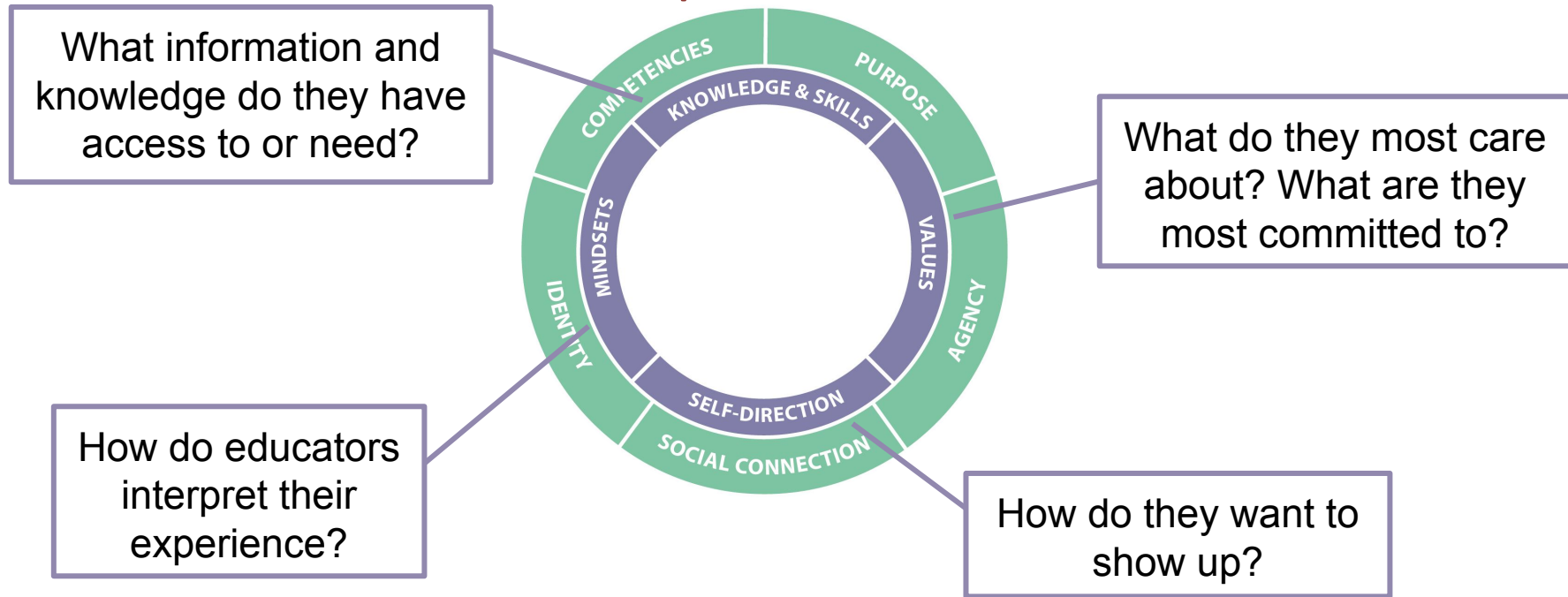




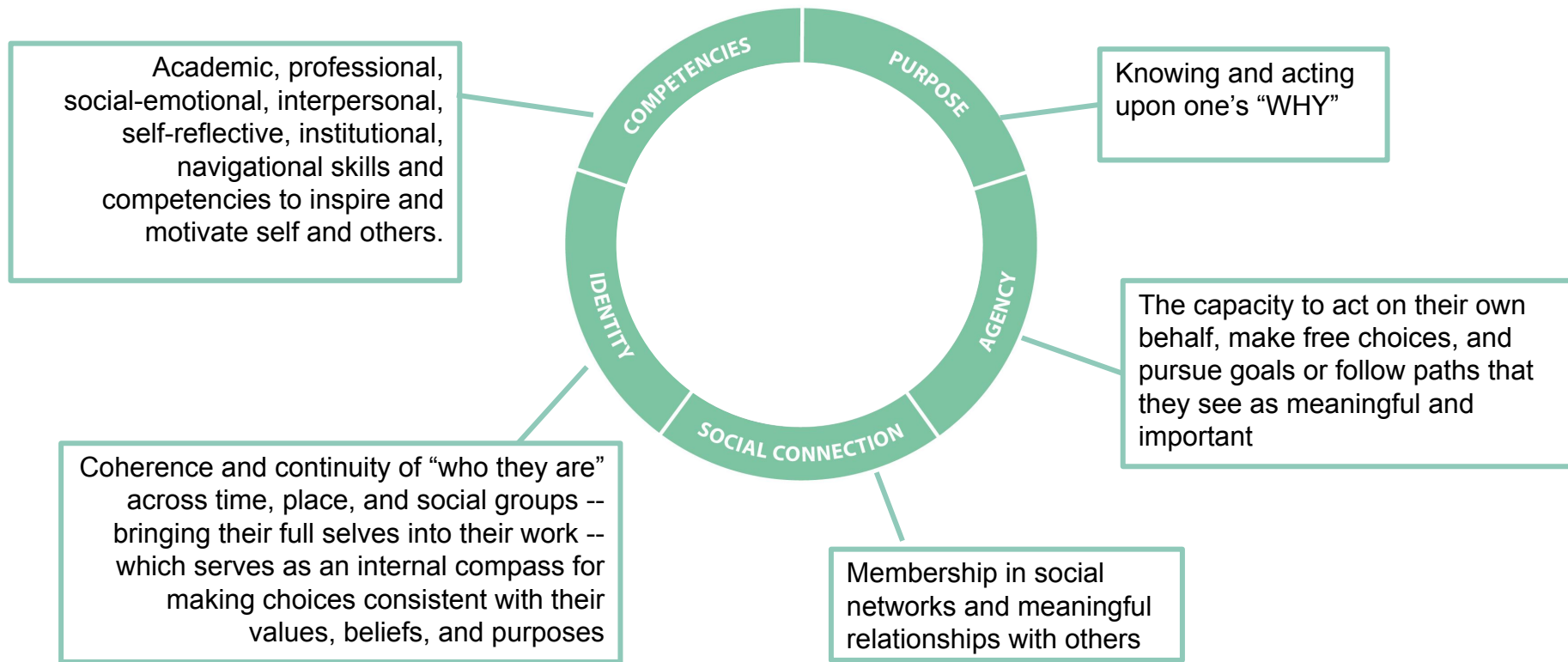
Adults strive toward the higher reaches of Maslow's hierarchy

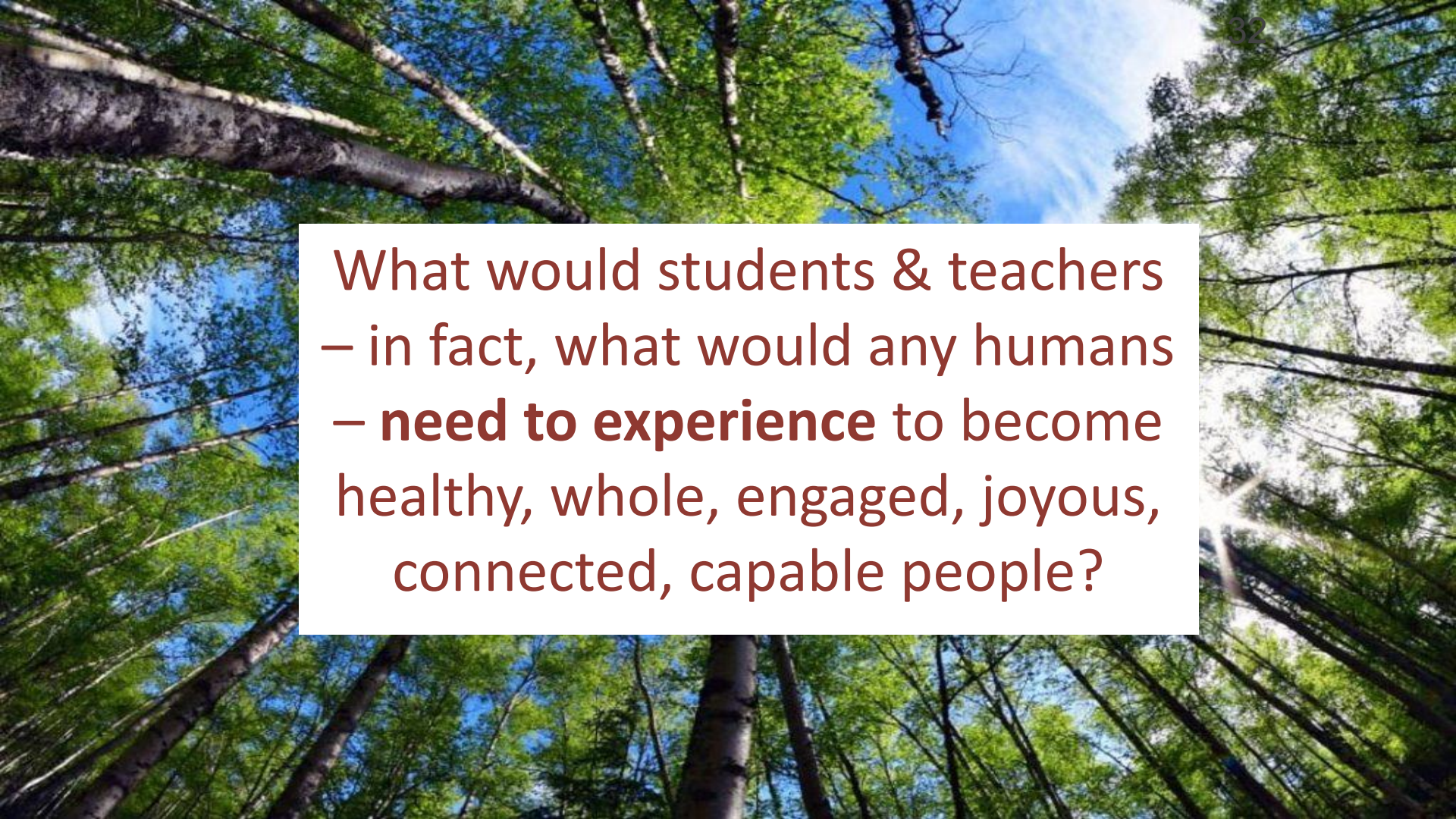


How should we think about supporting the intentional, holistic development of educators?



How should we think about supporting the intentional, holistic development of educators?





What would students & teachers
– in fact, what would any humans
– **need to experience** to become
healthy, whole, engaged, joyous,
connected, capable people?

Guiding Questions



- What kinds of *learning* conditions and *student experiences* could best support young people's learning and development?
- What kinds of *organizational* conditions and *adult experiences* could make it possible for educators to create the necessary conditions for youth to thrive?
- What kinds of institutional resources, vision, systems, and opportunity structures could best support this kind of rich learning and development for youth and adults?

Cultivate **IS** a tool for **understanding** how students are experiencing their learning environments, inviting students into a **partnership**, and **supporting teachers** to better realize their own aspirations for student learning and development.

Cultivate **IS NOT** a tool for evaluating individual teachers or schools and it is **NOT** part of the CPS **accountability** system. Cultivate was designed and validated to provide a “safe space” for teachers to get feedback from their students to improve their practice.

The goal for this inaugural year of implementation in CPS is to spark TEACHER CURIOSITY about how their instructional efforts are “landing” with their students, and to invite dialogue among teachers and between teachers and students to create more engaging, joyful, welcoming classrooms.

“We need to dispel the myth that empathy is ‘walking in someone else’s shoes.’ Rather than walking in your shoes, I need to learn how to listen to the story you tell about what it’s like in your shoes and believe you even when it doesn’t match my experiences.”

– Brené Brown

Getting into an Improvement Mindset

- **Take a "lean in" attitude**

- Feedback = Improvement
- Remain open and don't make excuses
- Ask for help!

- **Not about YOU, about the CHOICES you make**

- Not a judgement on your character
- Can always make different choices

- **Conduct a self-inventory**


- Identify strengths
- Ask yourself which Learning Conditions might be more challenging for you

- **Expect contradictions**

- Your perception of Learning Conditions may differ from your students
- Your students experiences may differ from each other
- Leverage points of contradiction for deeper inquiry

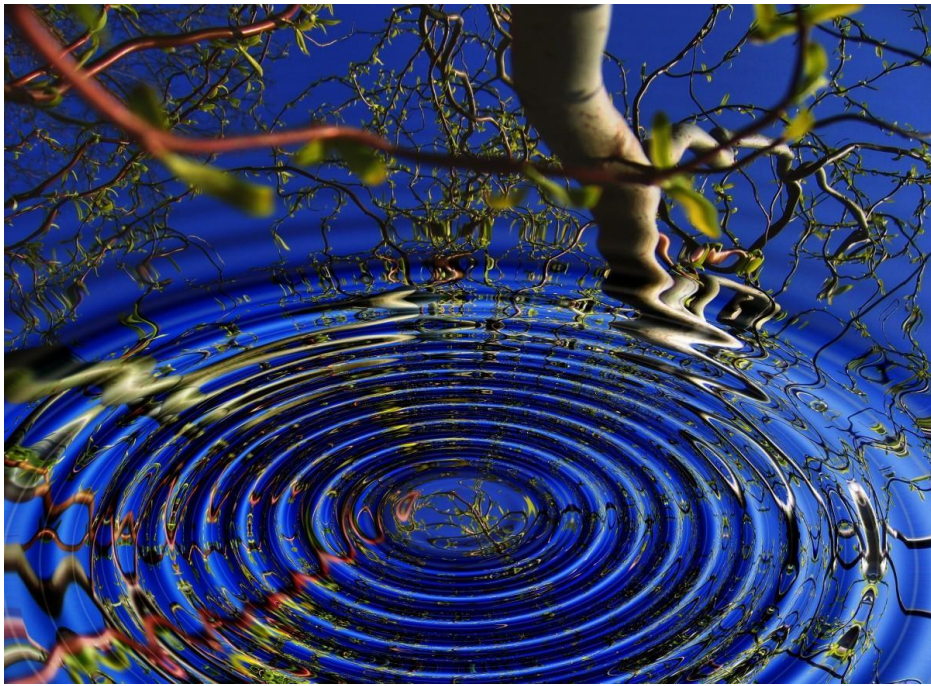
- **Give yourself time**

- Make changes immediately OR take some time to process the results – both are valid!
- Ponder, examine, and discuss – this is just the opening of an ongoing conversation...



It's not just a
survey, it's a means
of partnership with
your students!

Reflections?



*What idea do you
want to share with
others?*



Looking forward...

Our next
Community of Practice
meeting will be
Wednesday,
March 15, 2023
2:00-3:00p ET

Speaker: Emily Palin, CT Rise



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Team Reflection Tool

We are inviting schools to pilot the Team Reflection Tool and help us learn:

- [Sign up here](#) if you are interested in piloting the Team-Reflection Tool or want to know more (link is also in the chat!)



Shape Our Community

Please share
your feedback
and input.



Grad Partnership Community of Practice

Thank you for being part of our community - and for offering honest feedback and input to help us shape our future meetings.

Thank you.

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