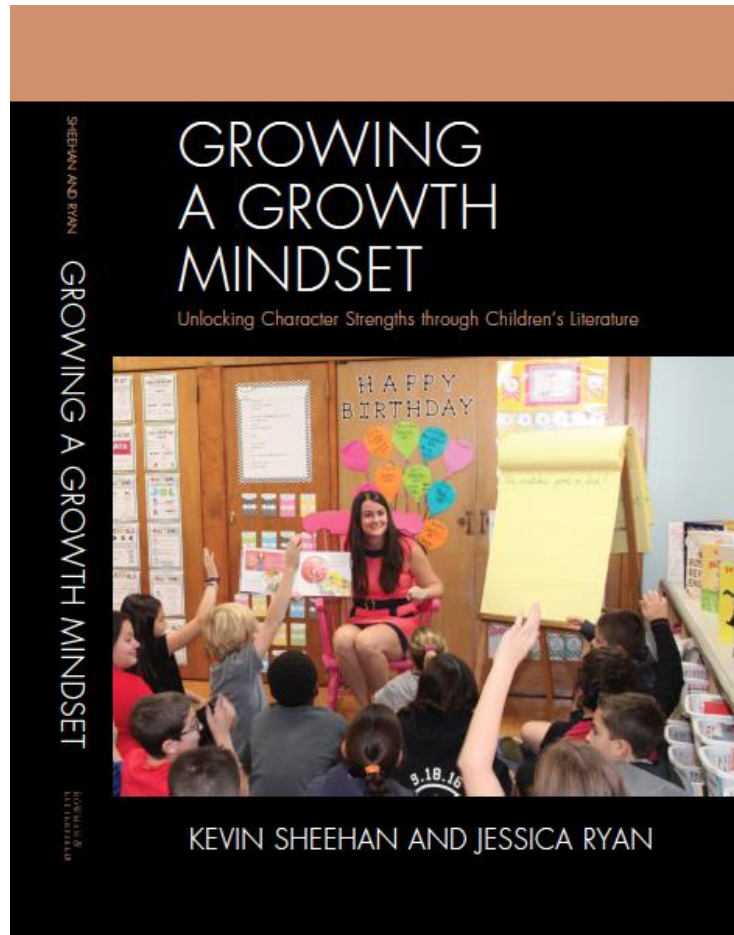


LIASCD October 29, 2017

Growing a Growth Mindset:

The Overlooked Social Studies Theme



Dr. Kevin Sheehan

Ksheehan1@molloy.edu

Molloy College

Twitter: @sheehank11

Debra Emmerich

Seaford Manor School

DEmmerich@mail.seaford.k12.ny.us

Twitter:

“We are generally not taken seriously in education, because we tend to institute reforms without any scientific evidence on their effectiveness...unlike business, we lack sustained research and development.”
(Example: Starbucks)



BRUCE TORFF
HOFSTRA
UNIVERSITY

The Power of Stories...Why this works

Sarah Doody

Services

Newsletter

Blog

Sarah Doody

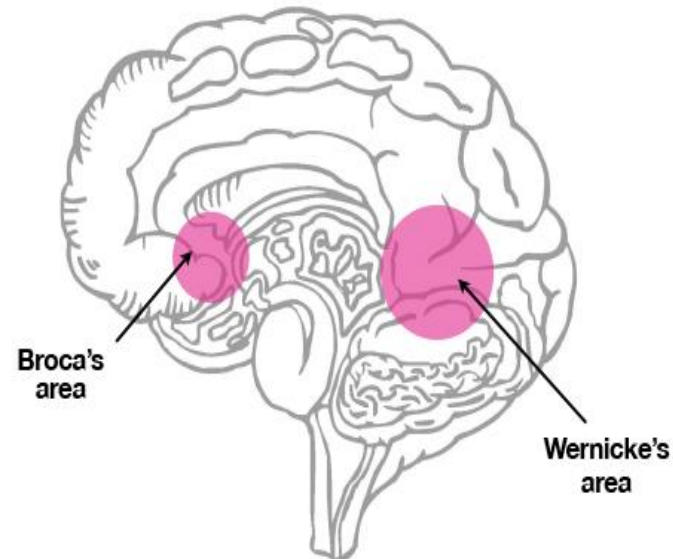
Services

Newsletter

Blog

UX Research

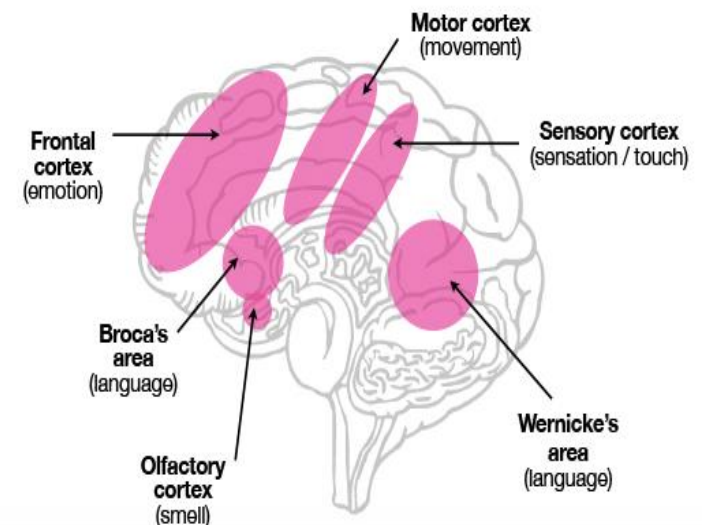
When your brain is exposed to facts (information and words maybe in a report, or bullets on a power point, or a textbook) there are two parts of your brain that are activated, Broca's area and Wernicke's area. These two areas of the brain are responsible for turning words into meaning.



For concept only. Not medically accurate.
www.sarahdoody.com

A well told story, such as a narrative with many intricate details will cause your brain to light up and engage. So for example, if the narrative has descriptors related to smell, the brain's olfactory cortex is engaged. And if the narrative includes movement, the motor cortex is activated.

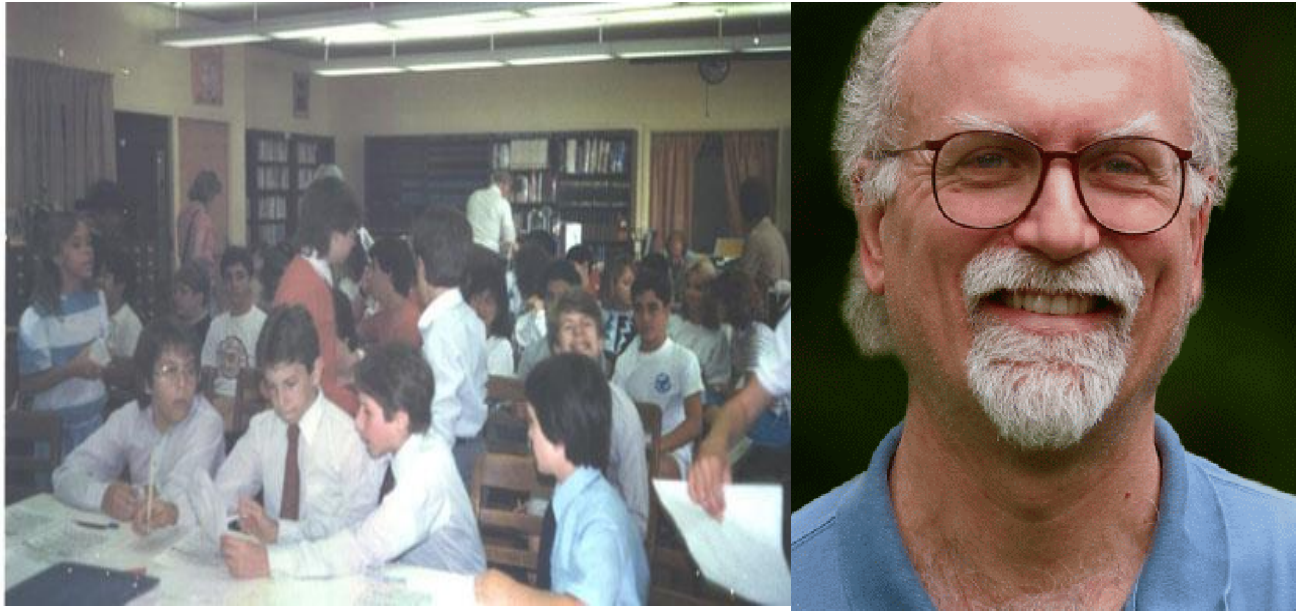
This is why when we are reading a book, many times it feels like we're really in it - we visualize the location, the people, we hear their voices, smell scents, taste food, and feel touch and emotion. This isn't just our imagination. This is the impact of our brain responding to the fiction.





**A LONG TIME AGO
IN A GALAXY FAR,
FAR AWAY**

My Background, Training and Life: Social Studies
Grant Wiggins, Essential Questions, Authentic Experiences in
Social Studies, Understanding by Design
Education and Learning--All Figured Out...



Recognized Renowned Social Studies Nerd:
Oceanside's Mr. Social Studies

Molloy College: Sister Bernadette's Phone Call



Doctoral Studies: Dreaded Old Guy

The Invisible Classroom: Sage Rose An Easy Intercession Course (????)



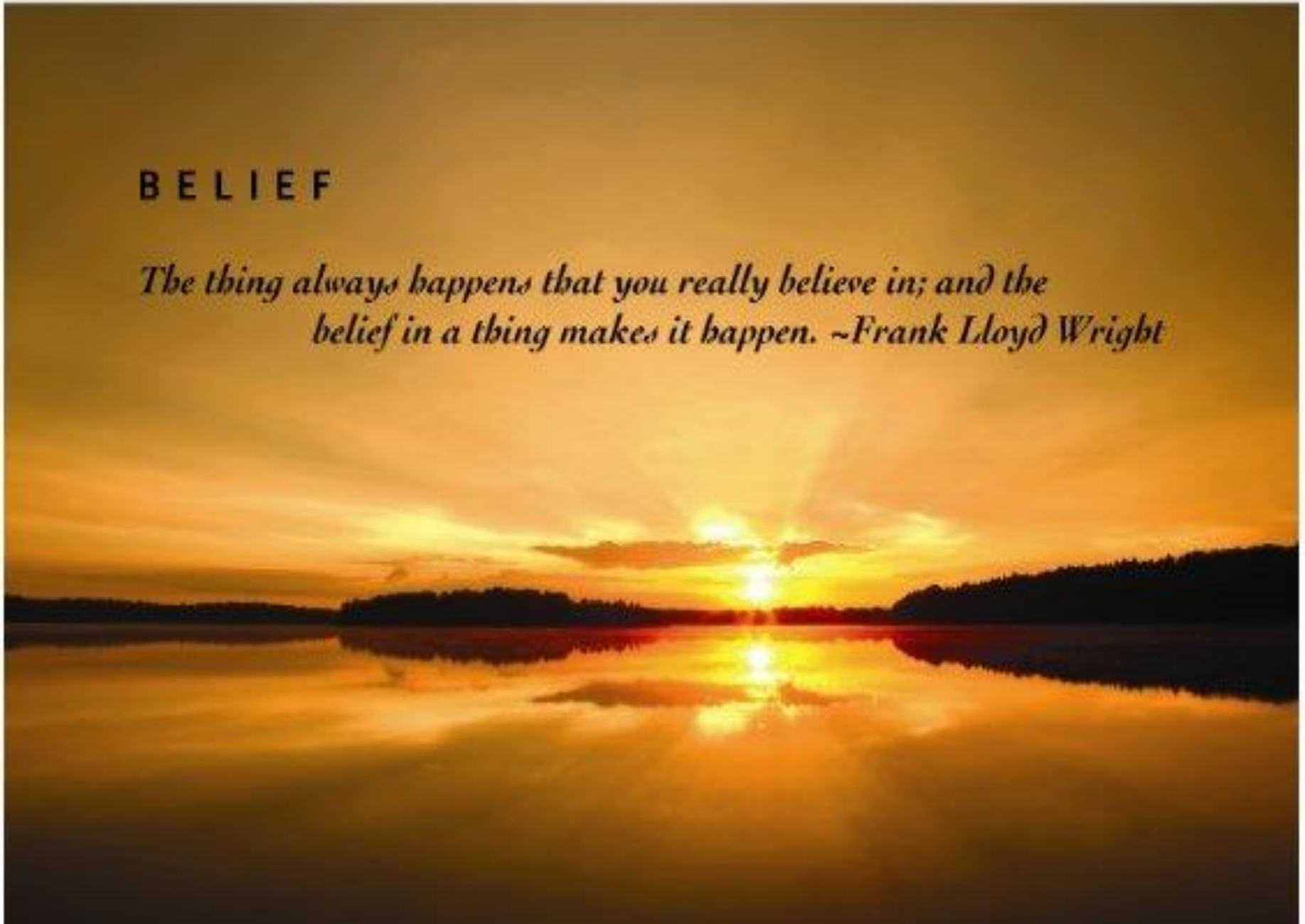
Hope and the Conversation in Our Head

What Cuomo got wrong in his evaluation of achievement as only a product of teacher's test results...



BELIEF

The thing always happens that you really believe in; and the belief in a thing makes it happen. ~Frank Lloyd Wright



The Hope Creator

THE OTHER SIDE OF EXCUSES: C. R. SNYDER

THE WAY AND THE WILL

*is the measure of our **will to achieve a goal**, our agency, added to our knowledge of what we have to do to achieve that goal, pathways, the **ways to achieve a goal***



Shane Lopez'

THE RESEARCH ON HOPE

- ✓ Better predictor of college completion than the SAT, ACT, HS GPA
- ✓ Four times more likely to not finish college with low hope than low ability
- ✓ Research of Dr. Rose and Dr. Seirup confirms this statistic locally demonstrating that low hope students on probation are at greatest risk of dropping out.

Shane Lopez Gallop Poll 2012





Rediscovering hope

Building school cultures of hope for children of poverty

The real problem for children of poverty may not be weak academic skills, poor teachers, or scant resources, but a lack of hope that they can alter their life conditions through effort.

By Kevin Sheehan and Kevin Rall

Children who believe that they can't meet academic expectations or that education isn't the answer to the problems of poverty are doomed as their beliefs become their reality.

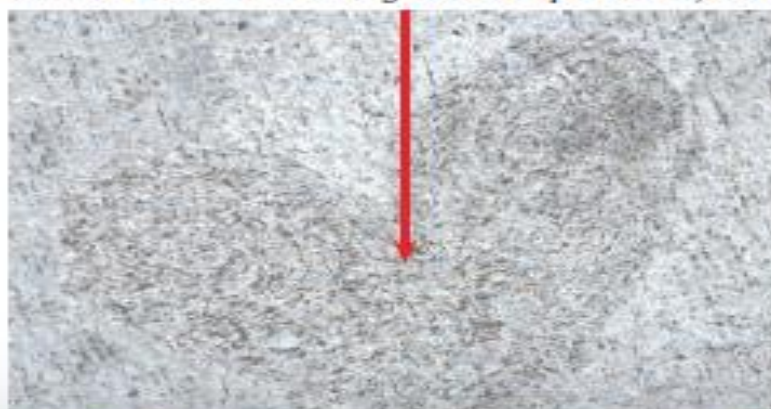
The real problem for children in poverty may not be weak academic skill sets, poor teachers, or lesser resources, but rather a lack of *hope* that they can alter their life conditions through effort.

But research in positive psychology suggests that creating *hope* may be more of a malleable process that we can control than an inborn attribute, which we do or don't possess. Hope, then, becomes our capacity to clearly conceptualize goals, develop strategies to reach our goals, and initiate strategies and sustain the motivation to achieve those goals. In simplest terms, after individuals define goals, we need the *agency* or

capacity to act and maintain the belief that we can achieve those goals, and the *pathways* or strategies, reinforcement and support necessary to propel us toward the goals. What is implied by the definition of *hope* as a capacity is the idea that we can increase that capacity by influencing the agency and pathways present in an individual (Snyder, 2002).

Although Ruby Payne does not reference *hope theory* as a psychological construct, her research is dominated by the effects of this lack of *hope* on the belief systems of those in poverty:

As one meets and works with a particular family or individual, there is such frustration and,

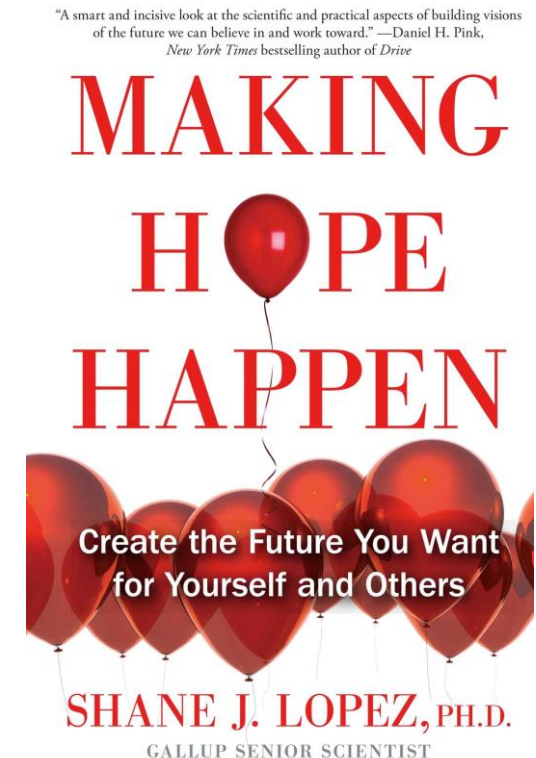


WHEN WE DID MORE RESEARCH: Research Indicated Hope is Malleable

McDermott and Snyder (2000) worked with culturally diverse students in grades one to six, presenting the students with high hope stories and asking the students to identify goals and relate stories to their own life experiences. The pre and post test results indicated increases in students' levels of hopeful thinking.

Making Hope Happen for Kids (Edwards and Lopez, 2000) was a five session program developed to increase hope in fourth graders. This program involved active learning approaches in which students acted out scenes of hope, created hope cartoons, played a hope game and reacted to hope stories. Again results on pre and post tests indicated significant increases in hope levels in the children involved in the program

Pedrotti , Lopez and Krieschok (2000) developed a version of this same program for seventh graders based on the *Making Hope Happen* program.





THE POWER OF OTHERS

OCEANSIDE'S FLIP SIDE OF HOPE: HOPE IN ALTERNATIVE SCHOOL STUDENTS

America's alternative school
problem-little research

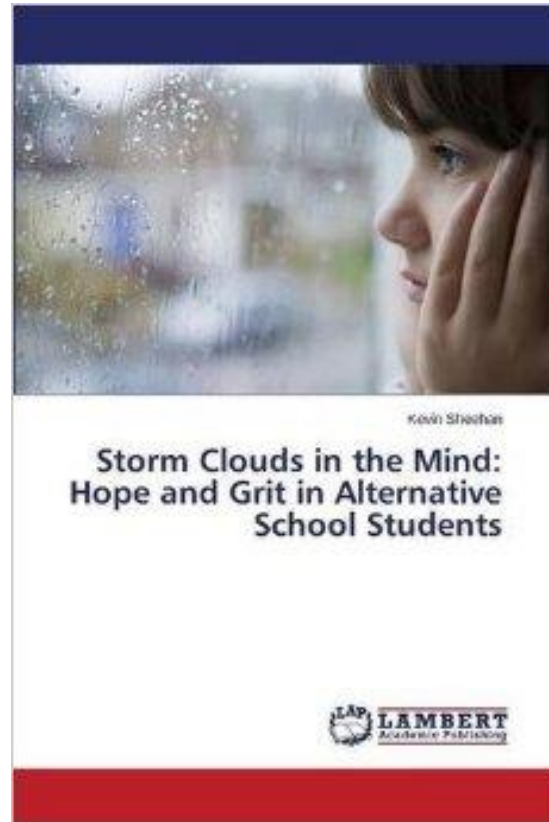
Over one million students in
alternative settings (schools)
who can do the work but
don't...

Oceanside approached me
about their problem after my
article on hope...



OCEANSIDE CASTLETON ACADEMY

DOCTORAL STUDY: THE ELEPHANT IN THE ROOM



Have alternative school students lose hope?

Self Belief: Measureable

Children's Hope Test

1. I think I am doing pretty well.

2. I can think of many ways to get the things in life that are most important to me.

3. I am doing just as well as other kids my age.

4. When I have a problem, I can come up with lots of ways to solve it.

5. I think the things I have done in the past will help me in the future

6. Even when others want to quit, I know that I can find ways to solve the problem.

None of
the time

A little of
the time

Some of
the time

A lot of
the time

Most of
the time

All of
the time

HOPE TESTED: Hope Feedback and Feedforward Model



Dr. Angela Duckworth

Grit:

A Measurable Research Construct

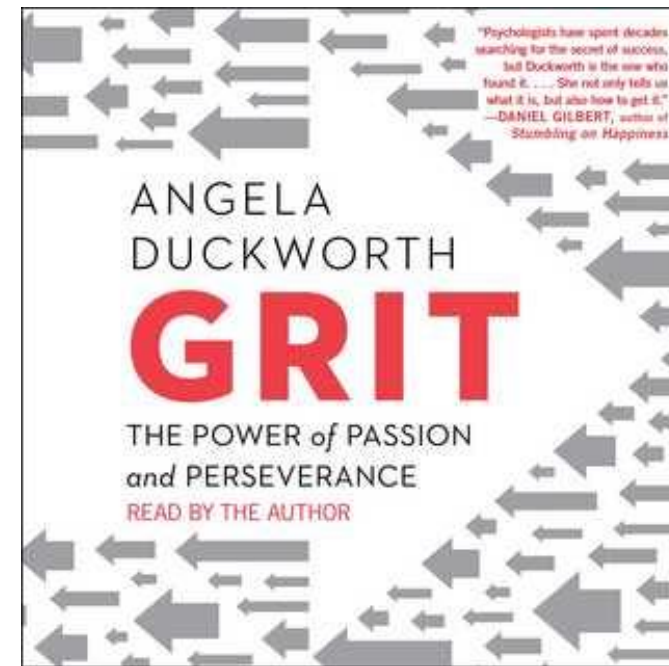
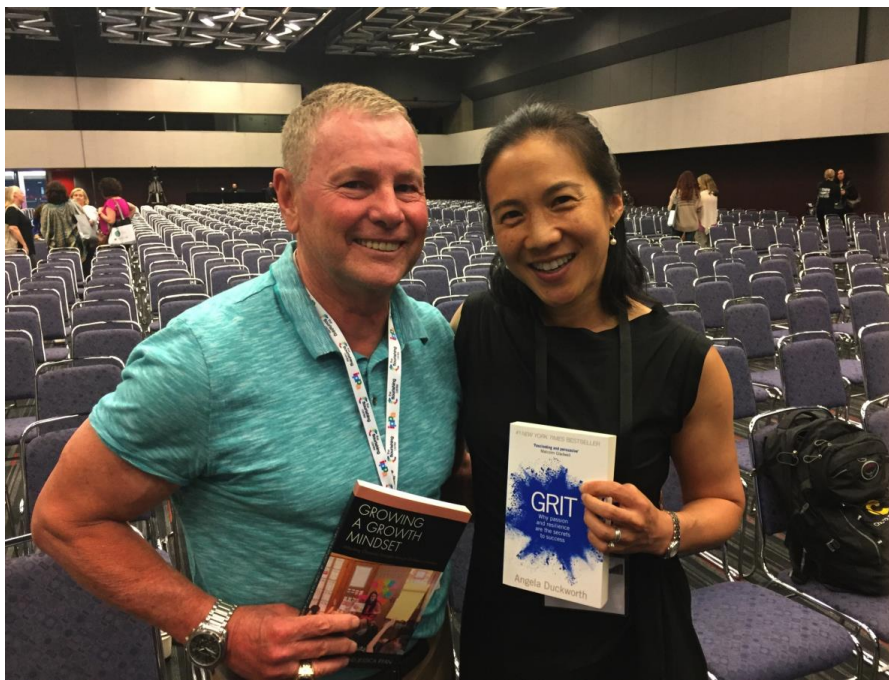
- **West Point Cadets**
- **Spelling Bee Champs**
- **Ivy League Graduates**
- **NYC Teachers**

➤ ***Passion for Long Term Goals***

➤ ***Perseverance to Achieve Long Term Goals***



**Duckworth Failed Well
At University of
Pennsylvania**



Grit and Dr. Angela Duckworth

WHAT IS THE SECRET OF SUCCESS?

WHAT IS BEHIND FAILURE?

“A Phone Call and a Confession”--

Is grit hope on steroids?...

HOPE, GRIT, BELIEF MOLLOY PUBLIC SQUARE: STORM CLOUDS IN THE MIND- MONTH...



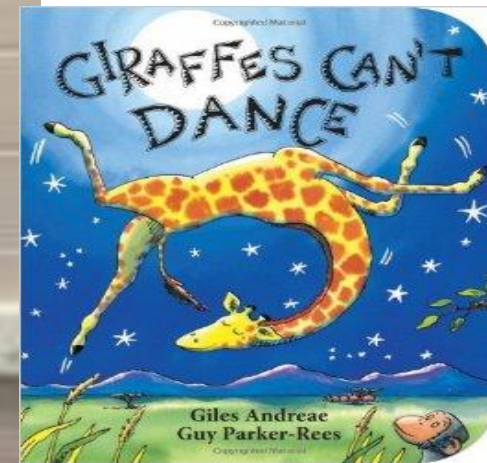
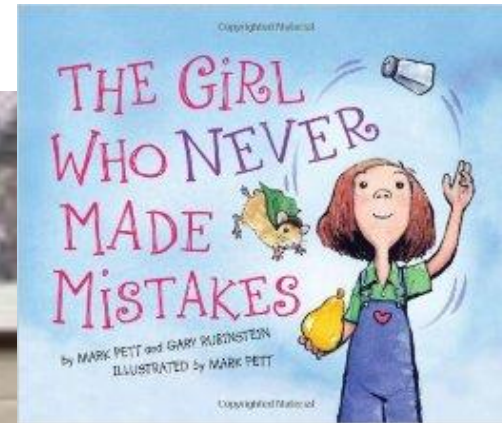
After Meeting Duckworth at Adelphi...

Berner Middle School

Ed Kemnitzer, (Now of East Williston)

Twitter Revolution, Ed Camp, NERD Camp

THE POWER OF TWITTER

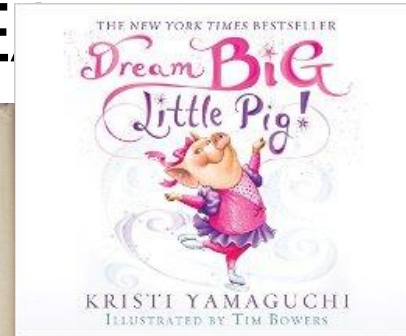
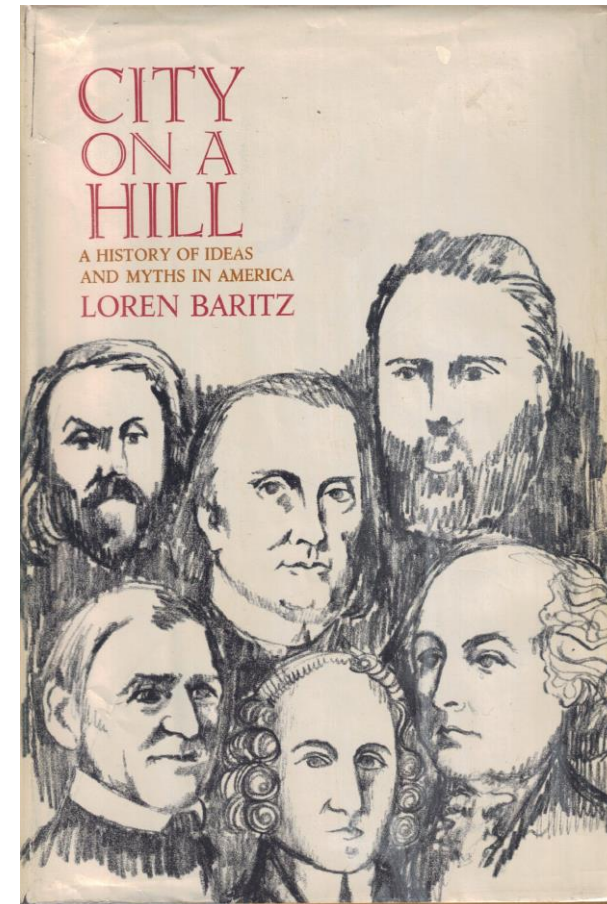


I WORRIED ABOUT THE TRANSFER OF THESE
TALKS.....

THEN I GOT A WONDERFUL, AWE-FULL IDEA



WHEN I FAILED WELL...
AT SUNY ALBANY



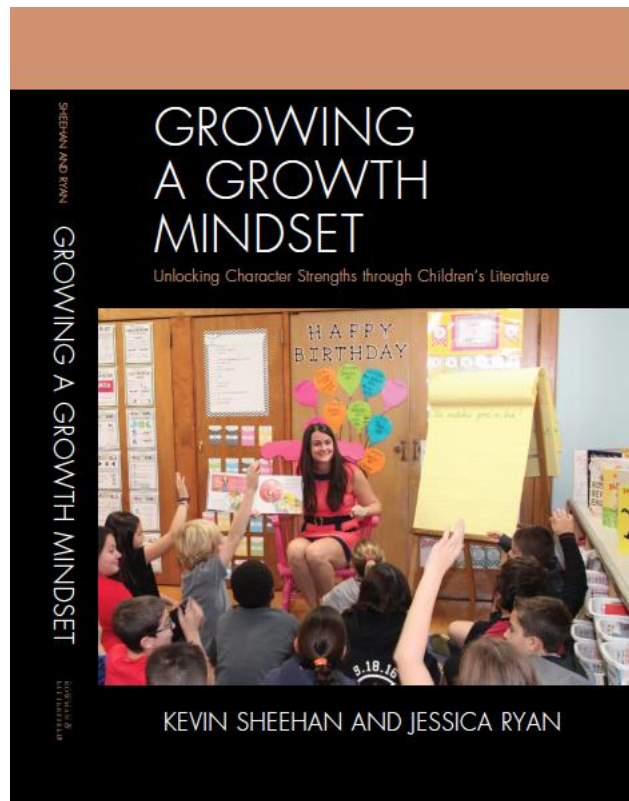
What if I my extraordinary
Molloy students, Oceanside
teachers and all the best
educators I knew,
create inquiry based units
based on growth mindset,
hope, grit, character
strengths and happiness
using these children's
books?



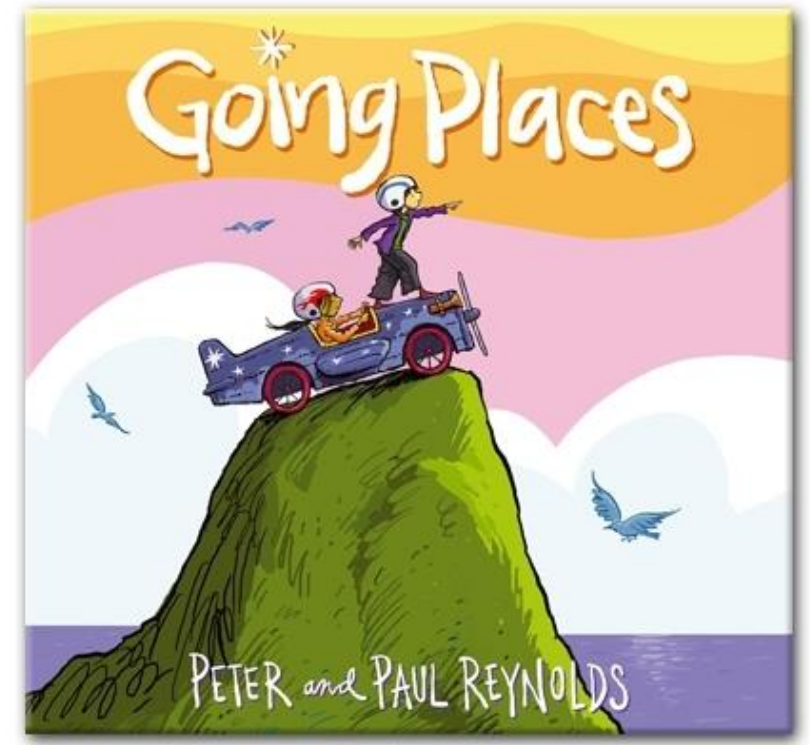
Molloy Summer Institute :
*Changing the Conversations
in Their Heads*
Week Before July 4th



TEACHERS MIGHT NOT BE EQUIPPED TO TEACH POSITIVE PSYCHOLOGY RESEARCH, BUT THEY COULD FIND MEANING IN CHILDREN' LITERATURE



Jessica Ryan
Waverly School
In Lynbrook
SYNERGY
Going Places



Growingagrowthmindset.weebly.com

WHAT CAN I DO TO INSTILL A GROWTH MINDSET?

THREE STORIES TO TEACH GROWTH MINDSET...

FAILING WELL

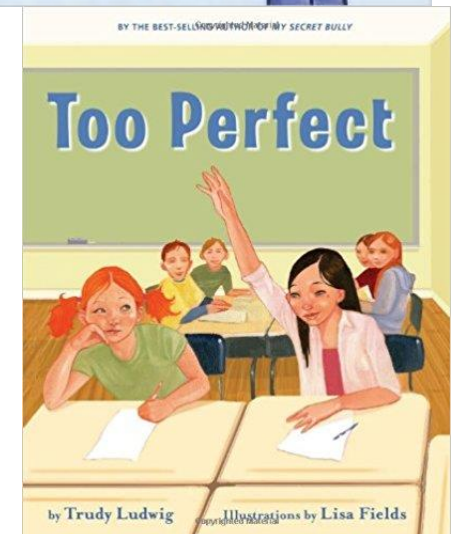
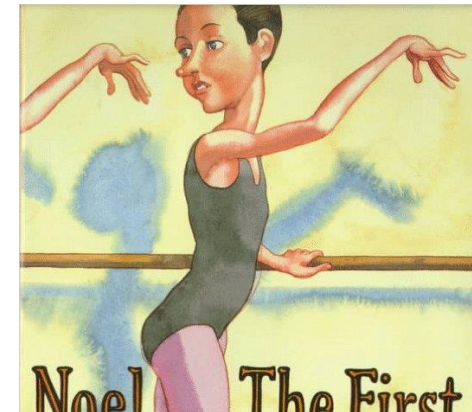
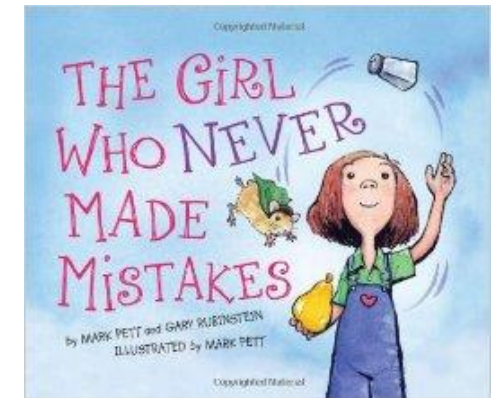
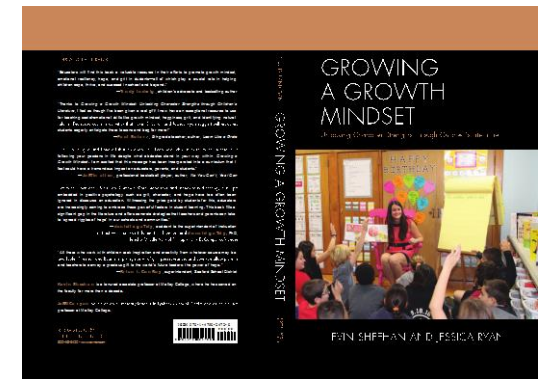
THE GIRL WHO NEVER MADE MISTAKES

DANGER OF NATURALS

NOEL THE FIRST

PERIL OF PERFORMANCE GOALS

TOO PERFECT



WHAT CAN I DO TO INCREASE HOPE IN MY CHILD?

THREE STORIES TO TEACH HOPE...

HOPE CREATORS

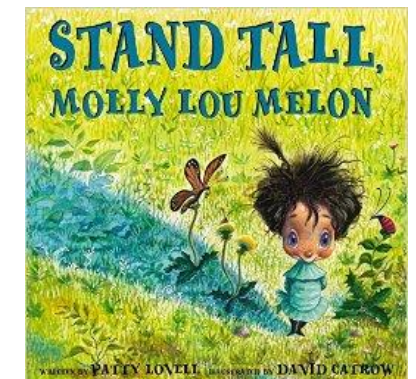
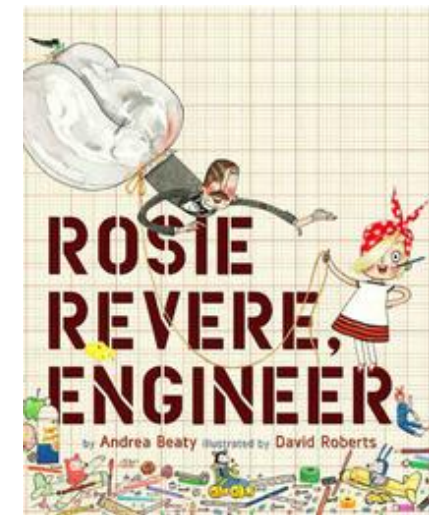
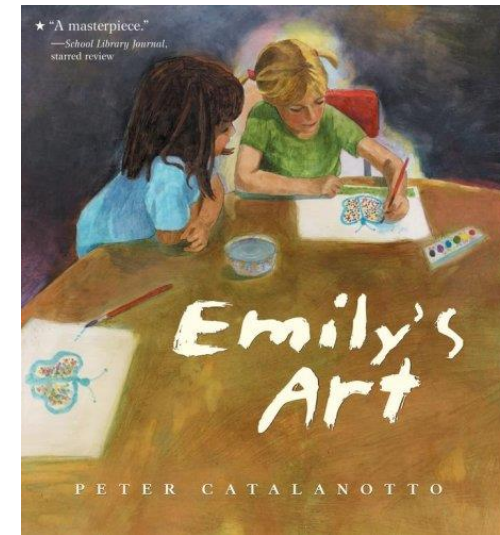
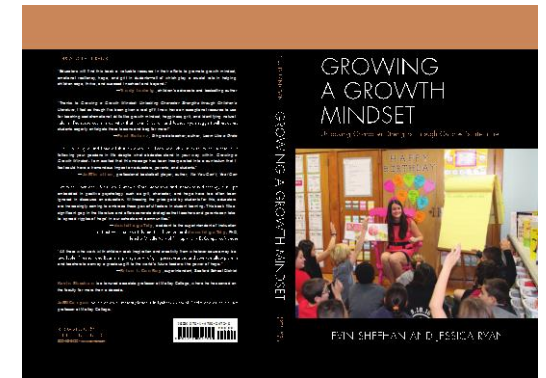
ROSIE REVERE ENGINEER

REDISCOVERING LOST HOPE

EMILY'S ART

MAINTAINING HOPE

STAND TALL MARY LOU MELON



WHAT CAN I DO TONIGHT TO INTRODUCE MY CHILD TO THE IDEA OF GRIT?

THREE STORIES TO TEACH ABOUT GRIT...

ROOTS OF GRIT

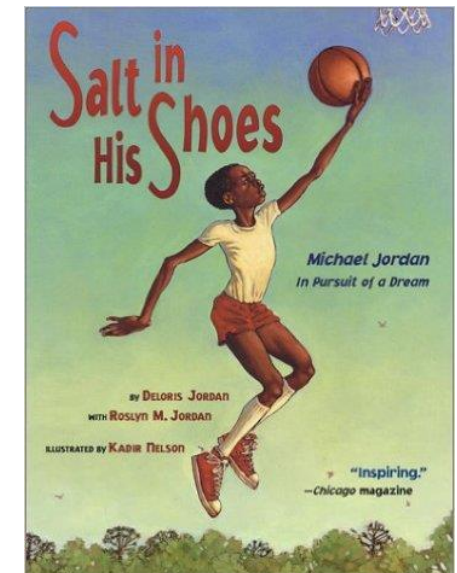
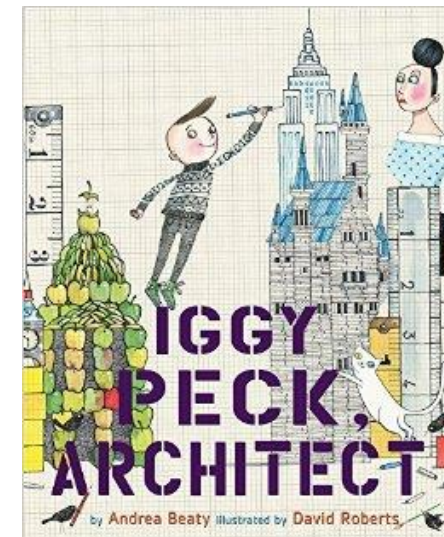
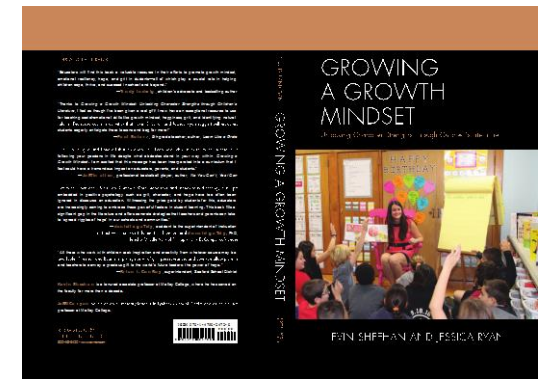
SALT IN HIS SHOES

STICKING WITH IT

IGGY PECK: ARCHITECT

SUSTAINING GRIT

NO YOU CAN'T, YES I CAN



PASSION-DRIVEN BY WHAT IS THE SECRET INGREDIENT IN OUR STRENGTHS

THREE STORIES TO TEACH ABOUT
CHARACTER STRENGTHS...

STRENGTH FINDING

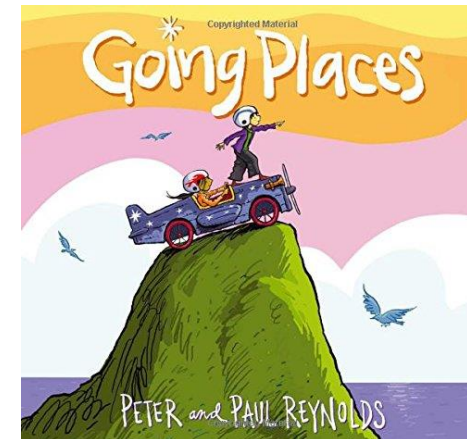
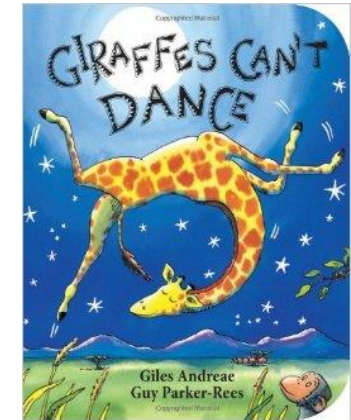
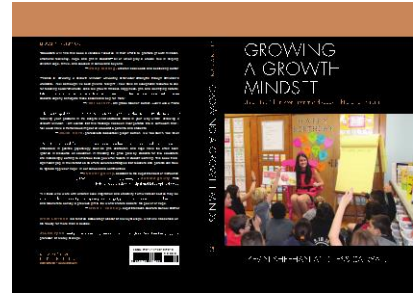
GIRAFFES CAN'T DANCE

DREAM BIG LITTLE PIG

IGGY PECK: ARCHITECT

COMBINING STRENGTHS: SYNERGY

GOING PLACES



WHAT CAN I DO TONIGHT TO INTRODUCE THE RESEARCH ON HAPPINESS?

THREE STORIES TO TEACH
ABOUT HAPPINESS ...

EUDAMONIC HAPPINESS

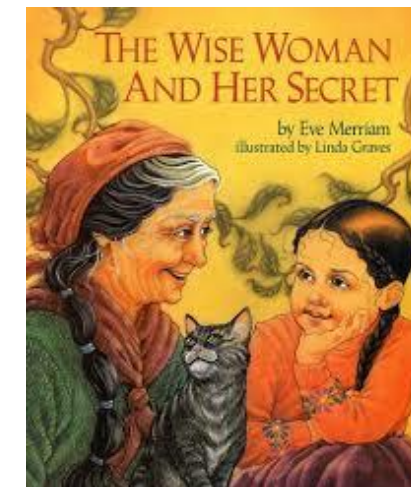
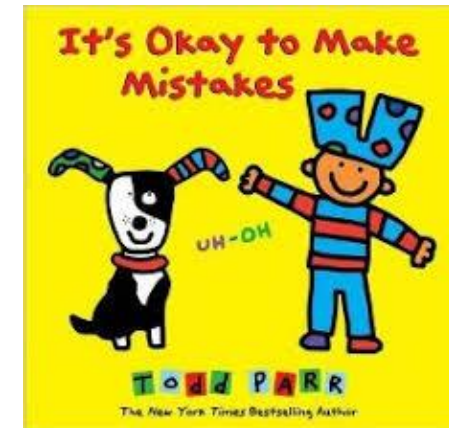
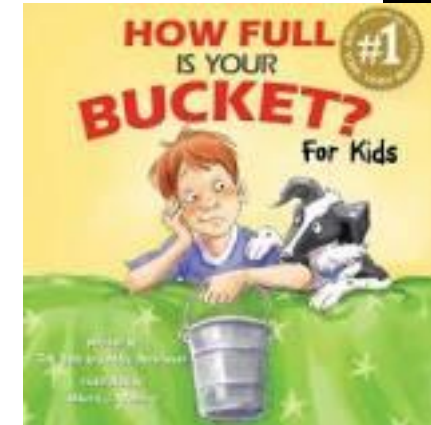
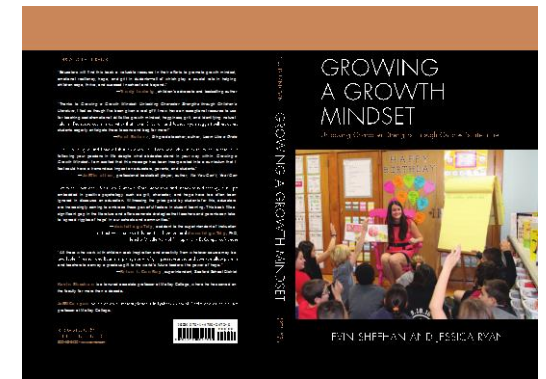
HOW FULL IS YOUR BUCKET?

SAVORING

THE WISE WOMAN AND HER SECRET

THE POWER OF OPTIMISM

IT'S OK TO MAKE MISTAKES



Duckworth's world famous six Minute TED talk almost shockingly closes suggesting we are not sure if we can “grow” grit.



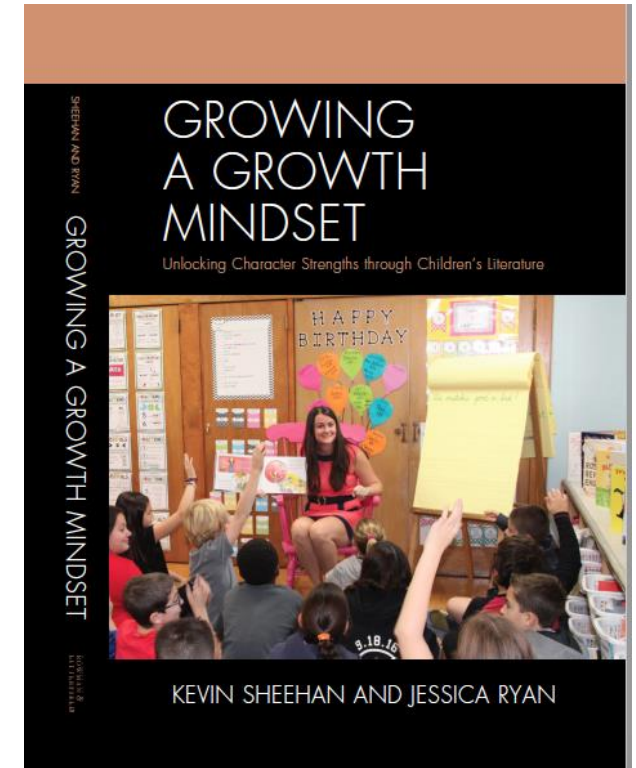
We need to get “gritty about getting our kids to be grittier. We need to explore our best ideas, intuitions, **test** these ideas *and be willing to fail*, in our attempts to getting our kids to be grittier.”

**“Bruce’s statement about education
and our lack of research haunted me”**

Can you grow a growth mindset?



**What research
exists?
Where’s the
Beef?**



EVERYONE IS FAMILIAR WITH DWECK'S GROUNDBREAKING IDEAS OF FAILING WELL AND GROWTH MINDSET

— Intervention Conditions

Can we teach a growth
mindset?

Seaford's Mission: November Conference Day: Culture Change **How I fell in love with Seaford...**



*Seaford Conference Day
November 8, 2016*

Changing the Conversations in their Heads:
***Creating a Culture of Effort, Self Belief (Hope)
and Grit in Seaford***



Dr. Kevin Sheehan
Ksheehan1@molloy.edu
Molloy College
Division of Education
(Office 516- 323-3129)
Twitter: @sheehank11



Then I Met Debra Emmerich and her team...



**TOGETHER WE DESIGNED
RESEARCH PROJECT**

GROWTH MINDSET: THE SECRET OF FAILING WELL

Are mistakes good or bad?

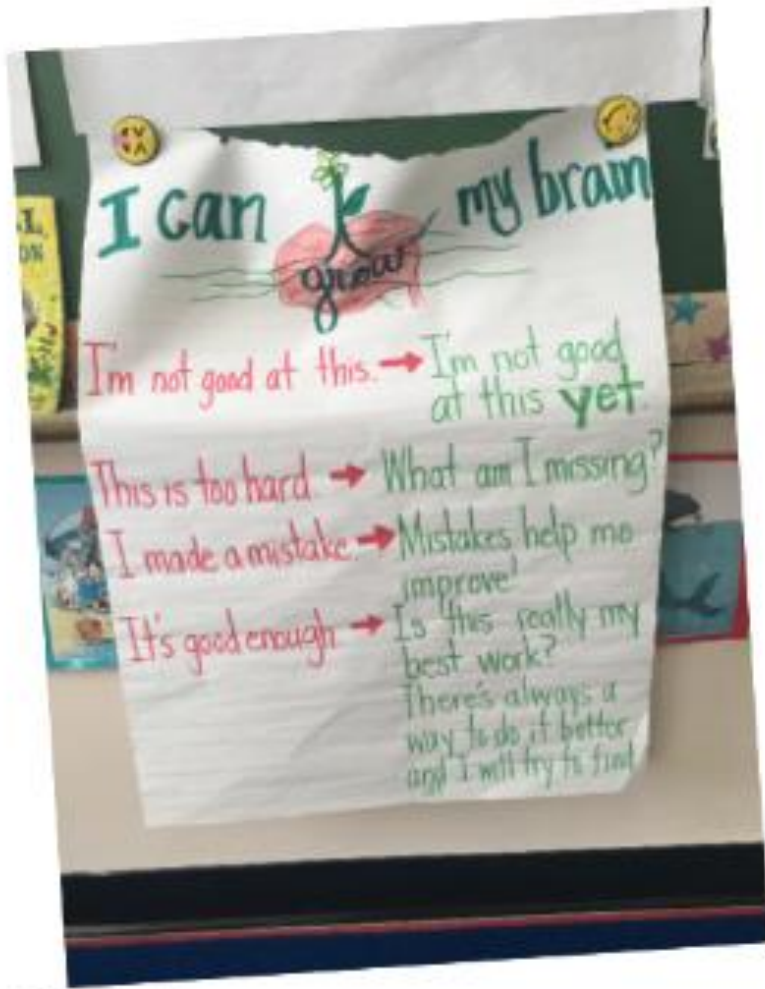
- Classroom Discussions
- Homework Assignments



What does it mean to
FAIL WELL?



WE CAN GROW OUR BRAINS!



- **Parent Involvement**
- **Positive impact on parent conversations**
- **Students were changing the conversation in their head**

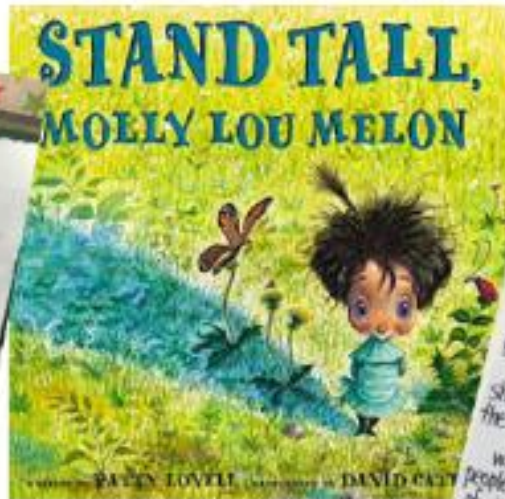
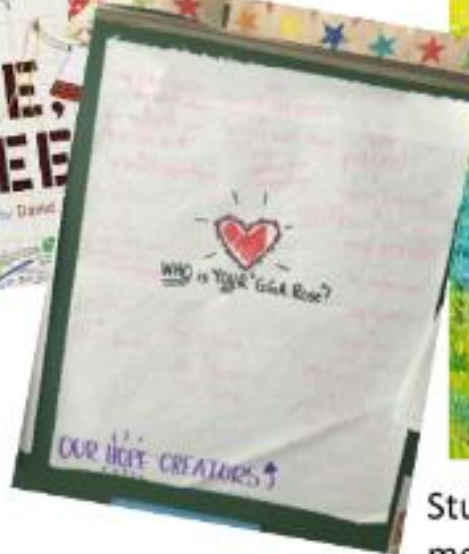
Students set goals for themselves and discuss the many ways they can reach these goals over time!



HOPE CREATORS: THE POWER OF OTHERS

Hope Creator vs. Hope Crusher

- Classroom Discussions
- Homework Assignments



Students noticed hidden messages among illustrations as well!



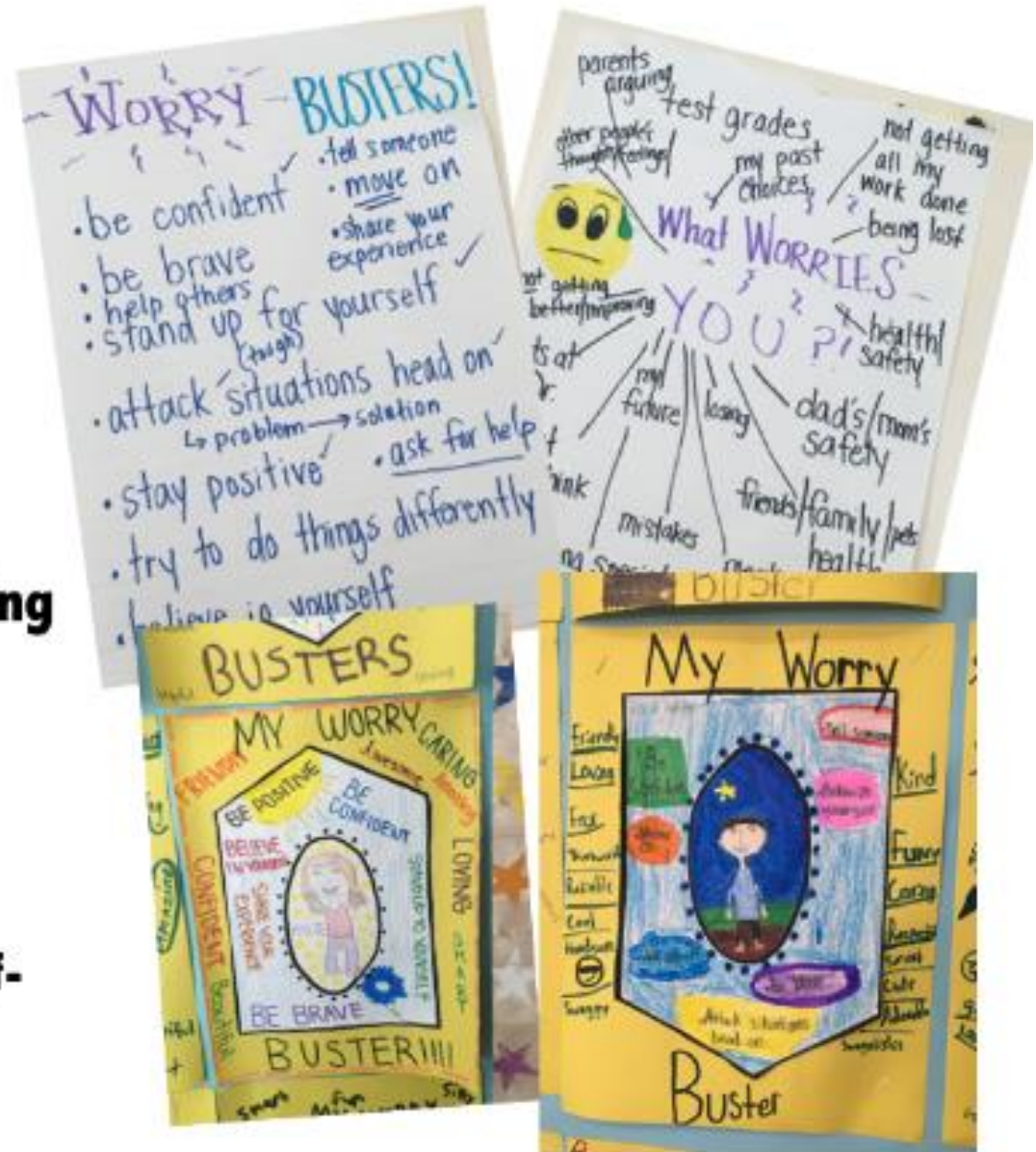
I WON'T GIVE UP,
NO I WON'T
GIVE IN
'TILL I REACH THE END



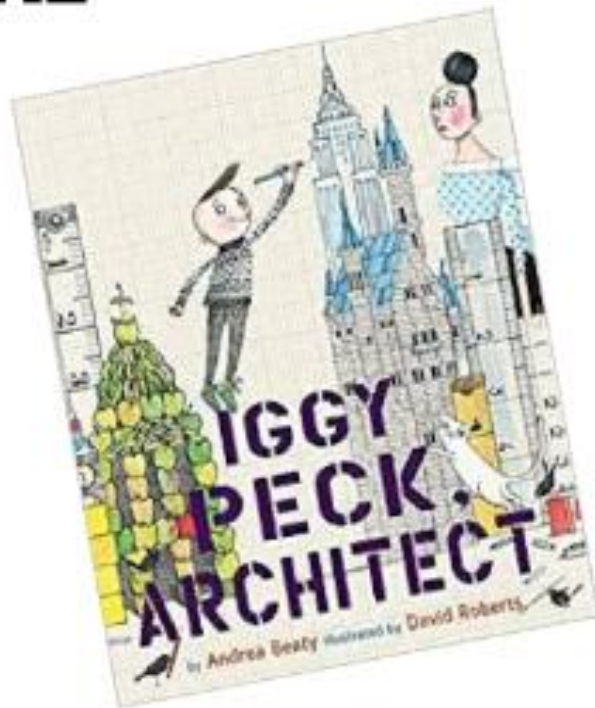
Students analyzed the lyrics to "Try Everything" by Shakira

Worry WOWS!

- Students worries were surprising and gave us a deeper understanding of who they are.
- Students had new defense mechanisms for combatting their worries and stress.
 - Ex: New Language and Positive Self-Talk



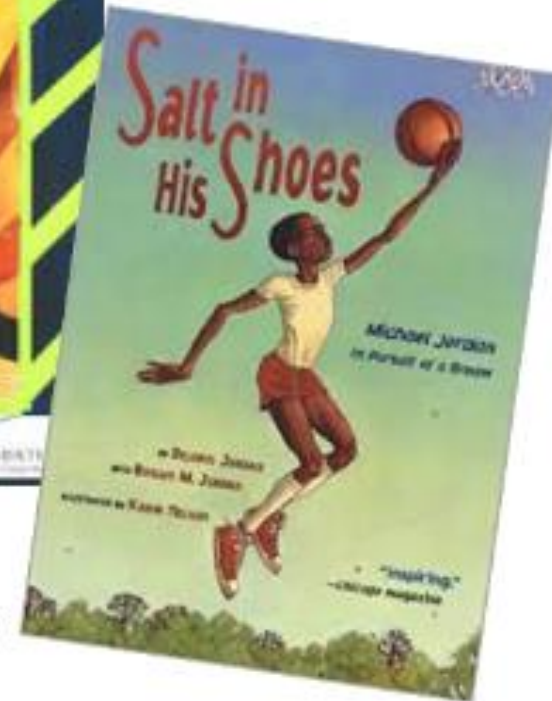
SUSTAINING GRIT: THE POWER OF PASSION FOR A GOAL



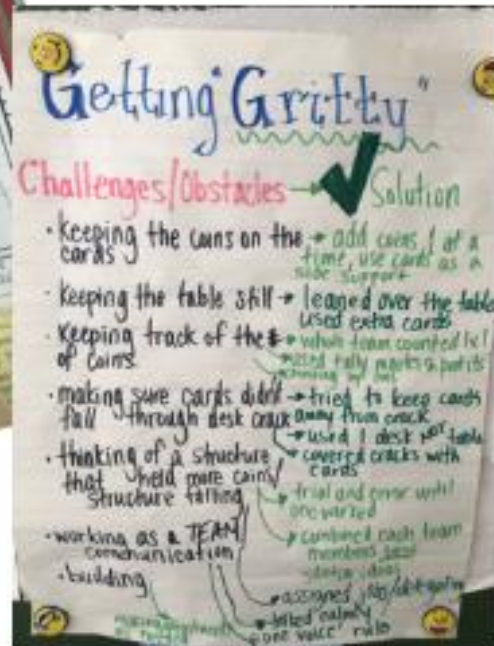
PERSERVERANCE



Students made strong connections with a young reader as they listened to the story of Justin Allen.



GETTING GRITTY



Students made a plan, tested their ideas, and made changes based on the challenges they faced.

Can We Actually Grow a Growth Mindset, Hope and Grit in a Child?

Dr. Sage Rose

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	HopeAgencyPRE - HagencyPOST	13.3333	21	3.15172	.68776
Pair 2	HopePathwaysPRE - HpathwaysPOST	11.3810	21	2.69214	.58747
Pair 3	GritPassionPRE - GriPassionPOST	11.5238	21	9.85200	2.14988
Pair 4	GritPerseverancePRE - GriPerseverePOST	10.8571	21	2.98807	.65205
Pair 5	GrowthPRE - GrowthPOST	9.0000	21	1.94936	.42538
		8.7143	21	2.51282	.54834
		20.4286	21	4.97566	1.08578
		23.4286	21	3.99464	.87170

Paired Samples Test

		Paired Differences				t	df	Sig. (2-tailed)	
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower				Upper
Pair 1	HopeAgencyPRE - HagencyPOST	.09524	3.06439	.66870	-1.29965	1.49013	.142	20	.888
Pair 2	HopePathwaysPRE - HpathwaysPOST	-1.57143	2.87352	.62705	-2.87944	-.26342	-2.506	20	.021
Pair 3	GritPassionPRE - GriPassionPOST	.66667	10.75329	2.34656	-4.22817	5.56151	.284	20	.779
Pair 4	GritPerseverancePRE - GriPerseverePOST	.28571	2.51282	.54834	-.85811	1.42954	.521	20	.608
Pair 5	GrowthPRE - GrowthPOST	-3.00000	4.38178	.95618	-4.99456	-1.00544	-3.137	20	.005

PETE CARROLL ON CULTURAL GRIT

“WHAT DO YOU MEAN, ANGELA, “WE CAN’T TEACH GRIT,” MY WHOLE LIFE HAS BEEN ABOUT CREATING CULTURES OF GRIT?”

SEAHAWK’S CULTURES

Always Compete

No Excuses

Be on Time



BACK TO SEAFORD: CULTURAL GRIT

The *Easy Way* to be gritty is to become part of a Culture that Instills Grit



SEAFORD AND THE CREATION OF A CULTURE OF GRIT AT SEAFORD HIGH SCHOOL

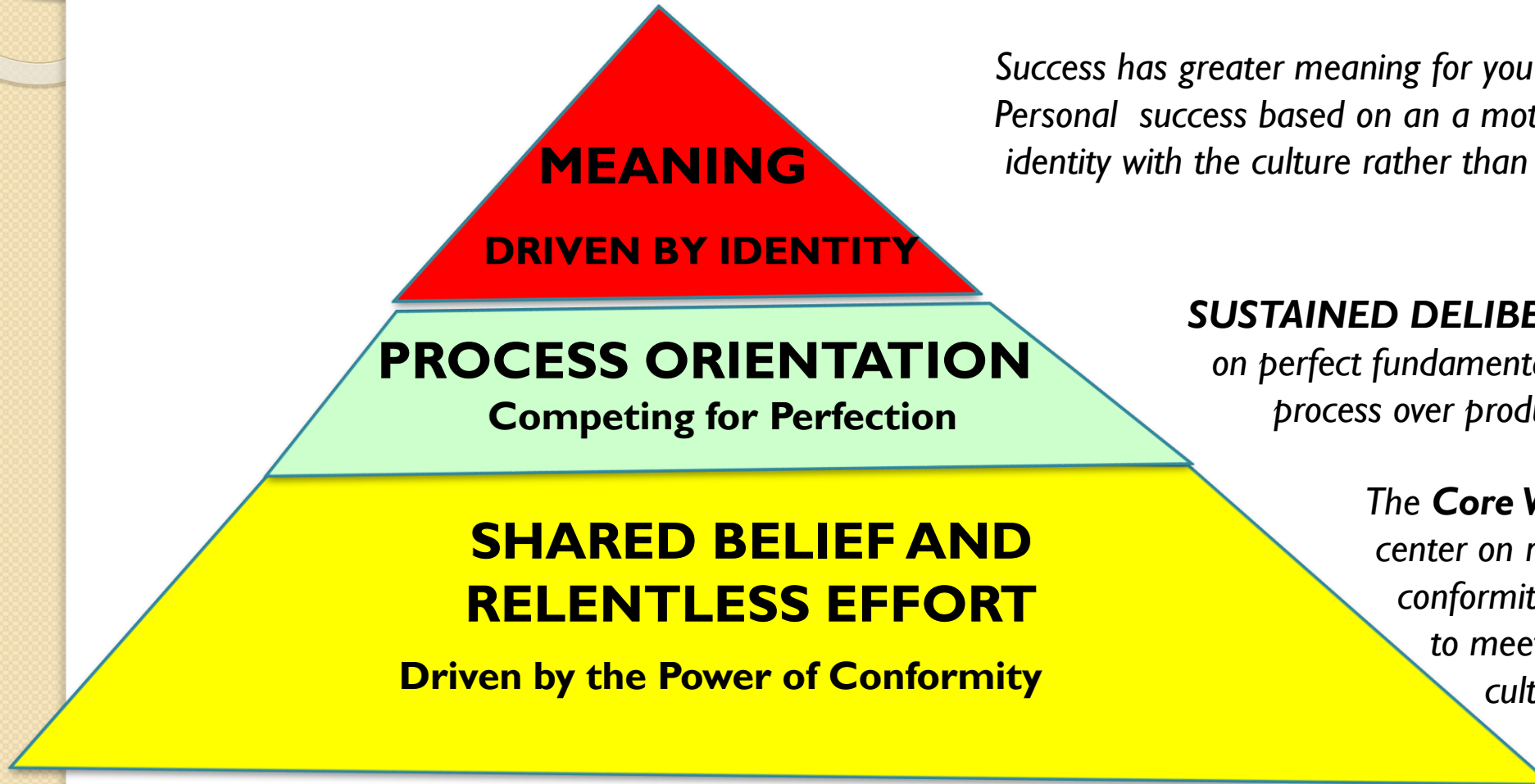


School Year	School Population	# of AP Exams	AP Exams Versus Population
2011-12	852	317	37%
2013-14	814	421	51%
2015-2016	723	498	68%
2016-2017	736	501	68%

While school population dropped by 116 and AP exams written increased by 184

WHILE POPULATION DROPPED
THE NUMBER OF AP EXAMS WRITTEN INCREASED BY 184. (31%)

CULTURES OF GRIT: CORE VALUES



*Success has greater meaning for you than your own
Personal success based on an a motivation driven by
identity with the culture rather than costs and benefits*

SUSTAINED DELIBERATE PRACTICE
*on perfect fundamentals with a focus on
process over product orientation*

*The **Core Values of the Culture**
center on relentless effort with
conformity driving individuals to
to meet the standard of the
culture.*

Coming Soon...WILEY AND SONS



How the New Science of
Strength-Based Parenting
Can Help Your Child and Teen to Flourish

The STRENGTH SWITCH



DR LEA WATERS

"This terrific book not only helps us understand ourselves
and our children better but also makes that understanding actionable!"
—ANGELA DUCKWORTH, PhD, author of the *New York Times* bestseller *GRIT*

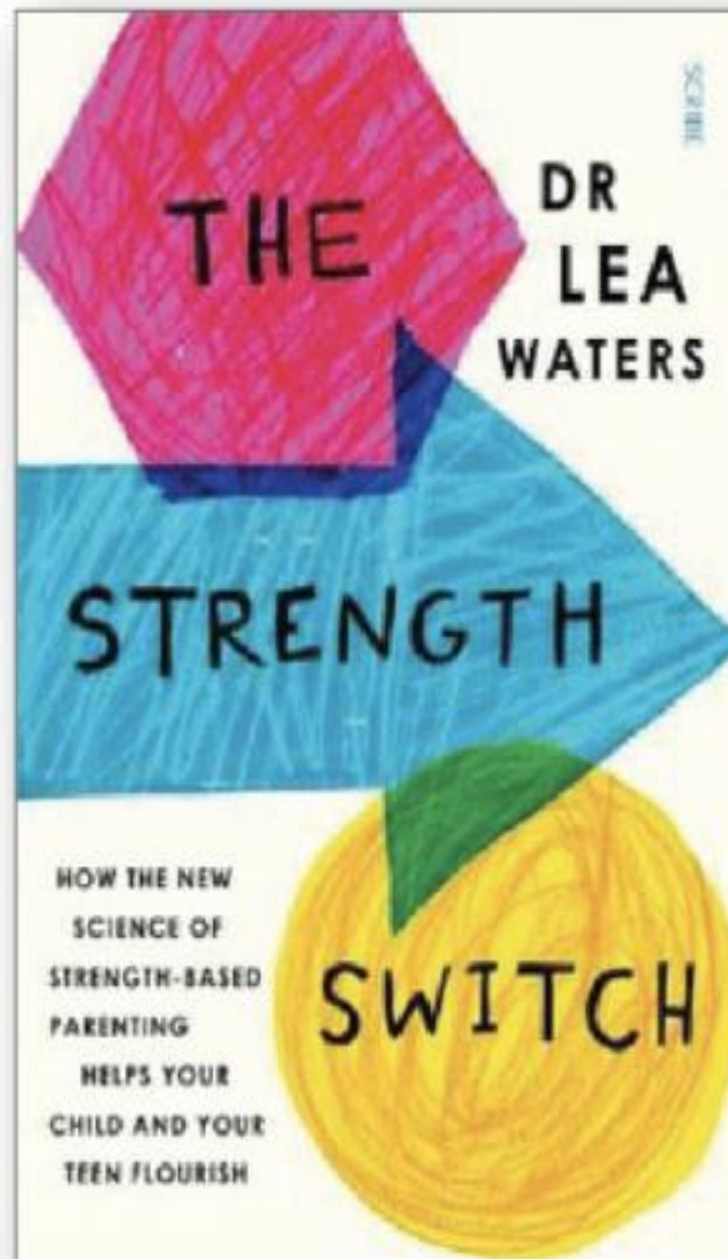
How **The New Science** of
Strength-Based Parenting
Can Help Your Child and Your Teen to Flourish



LEA WATERS, PhD

SCARLE

DR
LEA
WATERS



**WHERE CAN ALL THIS RESEARCH FIT IN
OUR OVER CROWDED CURRICULA?**

As James Loewen says, “We tend to teach history as if it is a done deal.” Essential Questions force the student to be their own historian and make the study of history an open question.



**NCSS
THEMES**
TEN
THEMES
THAT ARE THE
FOUNDATION
FOR OUR
CURRICULUM
STANDARDS

NCSS Thematic Strand	Disciplinary Connections to School Courses
1. <i>Global Connections</i>	<i>Geography, History, Language Arts, Math, Science</i>
2. <i>Individual Development and Identity</i>	<i>Psychology, Anthropology, Sociology, History, and Government</i>
3. <i>People, Places, and Environments</i>	<i>Geography, History, Language Arts, Math, Science</i>
4. Individual Development and Identity	Psychology and Anthropology
5. Individuals, Groups, and Institutions	Sociology, Anthropology, Psychology, Political Science, and History
6. Power, Authority, and Governance	Government, Politics, Political Science, History, and Law
7. Production, Distribution, and Consumption	Economics
8. Science, Technology, and Society	History, Geography, Economics, and Civics and Government
9. Global Connections	Geography, Culture, Economics and across the Curriculum including Natural and Physical Sciences and the Humanities.
10. Civic Ideals and Practices	History, Political Science, Cultural Anthropology and Global Studies and Law-related Fields



BUT THE REAL TRUTH ABOUT
SOCIAL STUDIES IS THAT
WHILE WE WERE SLEEPING...

THE WORLD CHANGED AND
SO DID THE TEACHING OF
SOCIAL STUDIES

NCSS C3 TEMPLATE

Strand Four: The Forgotten Social Studies Strand

NATIONAL COUNCIL FOR SOCIAL STUDIES:

STRAND FOUR: INDIVIDUAL DEVELOPMENT AND IDENTITY

- Questions related to identity and development, which are important in psychology, sociology, and anthropology, are central to the understanding of who we are. Such questions include: How do individuals grow and change physically, emotionally, and intellectually? Why do individuals behave as they do?
- The study of individual development and identity will help students to describe factors important to the development of personal identity. They will explore the influence of peoples, places, and environments on personal development. Students will hone personal skills such as demonstrating self-direction when working towards and accomplishing personal goals, and making an effort to understand others and their beliefs, feelings, and convictions.

Why We Need to Think About this Hidden National Standard in the Social Studies More Than We Do?

Ten NCSS National Themes...



This November I will present our Molloy student work on this new direction in social studies in San Francisco. Our student created lessons on the character traits *behind the curtains of history*.



TEACHING LIFE LESSONS THROUGH HISTORY

New Approach to the NCSS C3 Inquiry Approach

The Forgotten National Standard: Why We Need to Think About It

Grade One: Did Abraham Lincoln Fail Well?

Grade Four: Was the American Revolution a Product of Hope and Grit?

Grade Four: Was the Industrial Revolution Fueled by a Growth Mindset?

Grade Six: Did the Character Strengths of the Leaders Shape the Classical Civilizations?

Grade 11: Did the Character Strengths of Hamilton and Jefferson Create our Current Political Parties?

behindthecurtainsofhistory.weebly.co

Link to Growing A Growth Mindset Book

Parsons on Positive Psychology

Meet the Curriculum Authors

m



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GROWING A GROWTH MINDSET

"The field of social studies is primed for
some new thinking.

Growth mindsets is a particularly
exciting way into this new thinking."

-John Lee, PhD, Interim Department
Head and Professor, North Carolina
State

*Thank your gracious
attention---*

*QUESTIONS-FOLLOW UP
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*Hope this has inspired your passion
to create belief in your students
let's go up the mountain together*



**"IF EVERYONE IS MOVING FORWARD
TOGETHER, THEN SUCCESS TAKES
CARE OF ITSELF." - HENRY FORD**