

# Lead the Way to Literacy

## A Growth-Minded Approach

for Readers and Writers

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**#Lead2Literacy**



# Agenda

- Allow Me to Introduce Myself
- Growth Mindset Research
- Attributes, Language, and Mindsets
- Feedback from Fixed to Growth
- Q&A

# Where Are You From?



# Impact Past, Present, and Future



Twenty years ago with my first 5<sup>th</sup> grade class at Agassiz Elementary, Jamaica Plain, MA



Wagner and me at BC two years ago



Hello Anthony, I wanted to let you know that I passed the bar exam!!

Today 10:29 AM

Best news I'll get today! Ready for the working world now? Proud of you Wagner - you're a success story. I can't wait to hear the next chapter. Let's catch up soon. I'll be traveling all next week, so I'll reach out after next week.

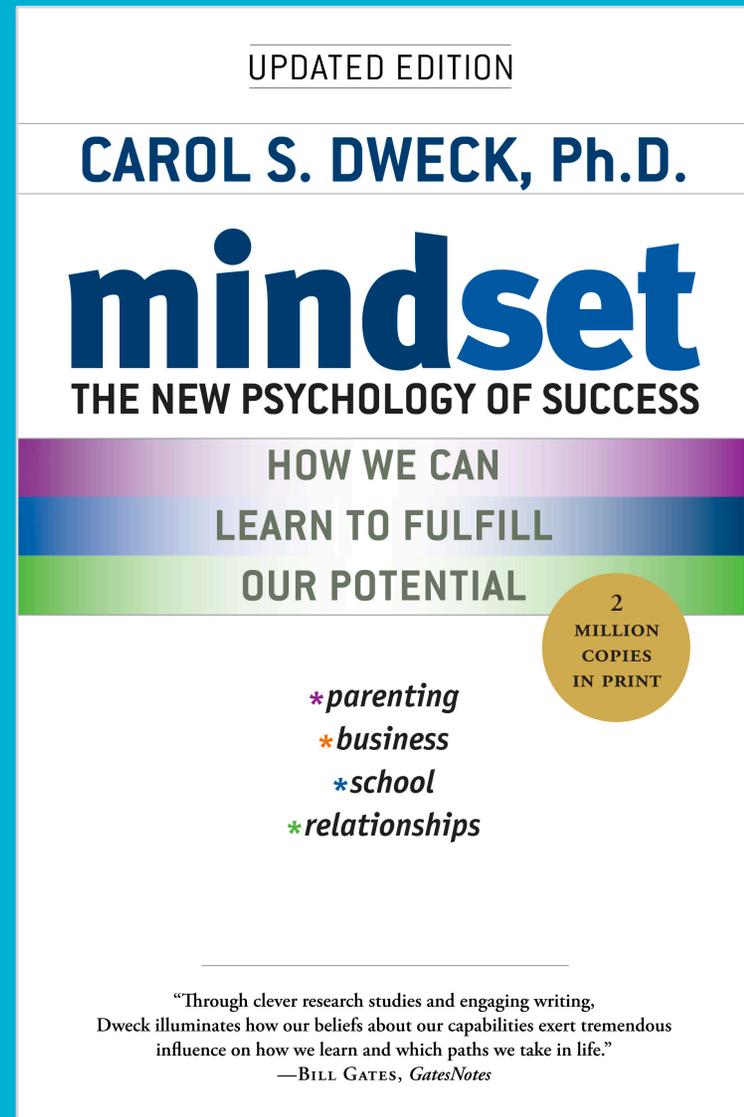
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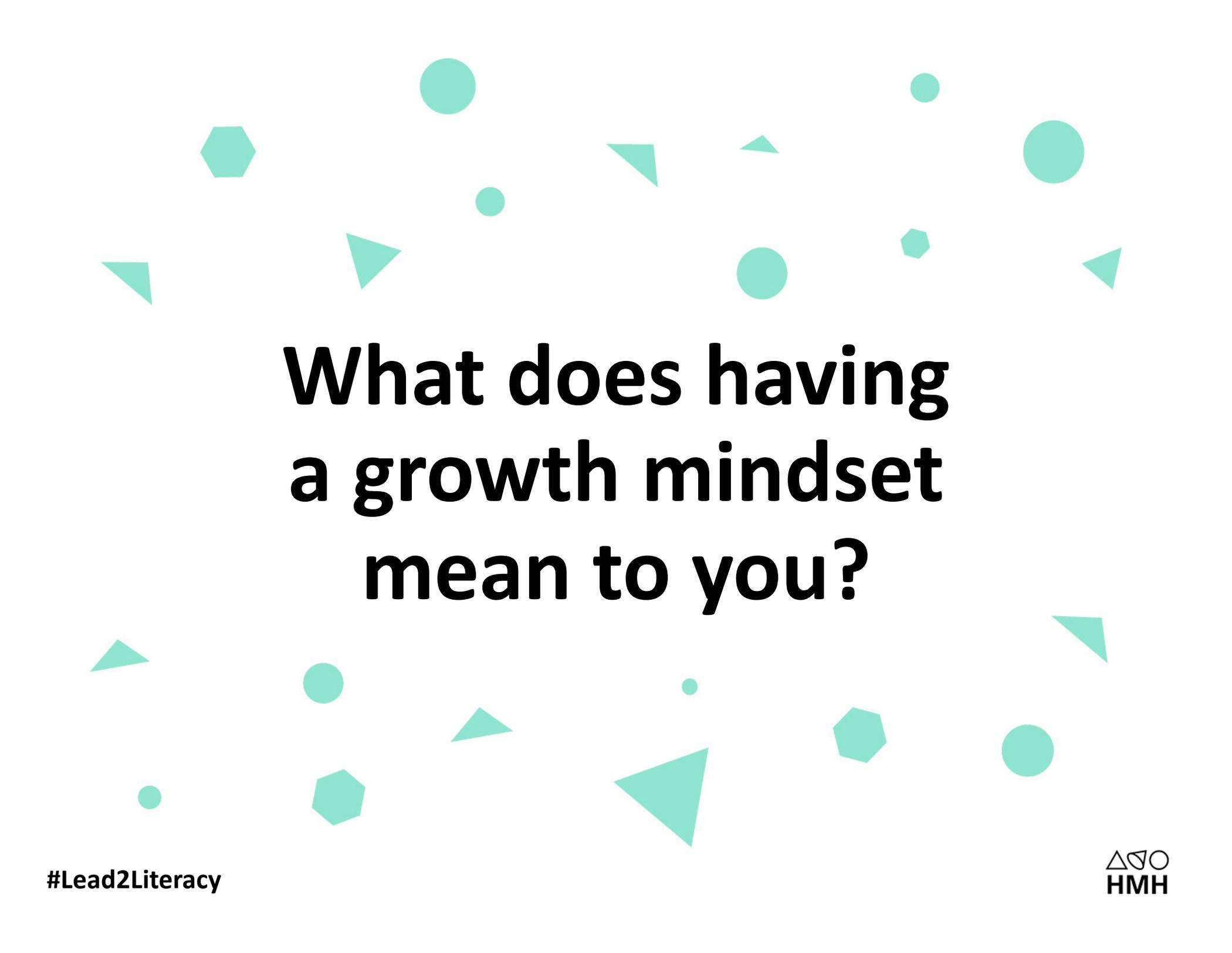
Thank you!!

And yes, that sounds great!

# Growth Mindset: Cultural Driver

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**What does having  
a growth mindset  
mean to you?**



**Growth Mindset is  
understanding we  
can develop our  
intelligence, talents,  
and/or abilities.**

# Clarity: What is Growth Mindset?

Often I hear:

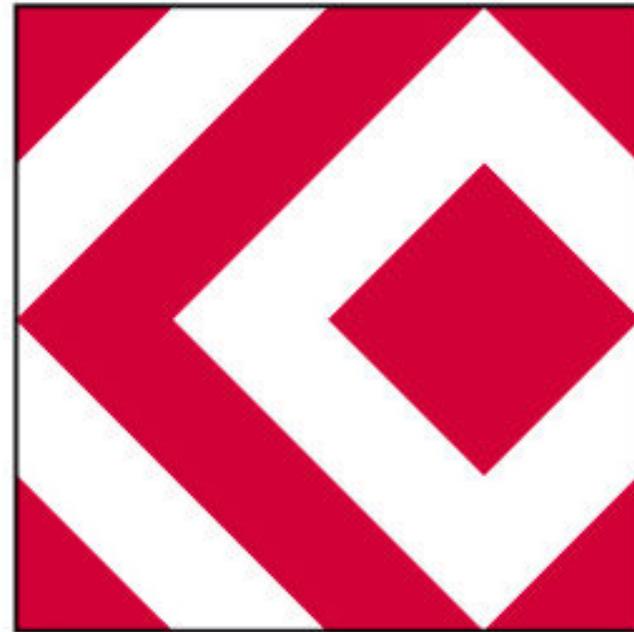


**Growth Mindset is the understanding that we can develop our intelligence & abilities.**

# Each student worked on a non-verbal IQ test.



UNSEGMENTED VERSION



SOURCE: BRAIN, VOL. 129, P. 1789, BY PERMISSION OF OXFORD UNIVERSITY PRESS

# Praise Upon Finishing

## Intelligence Praise

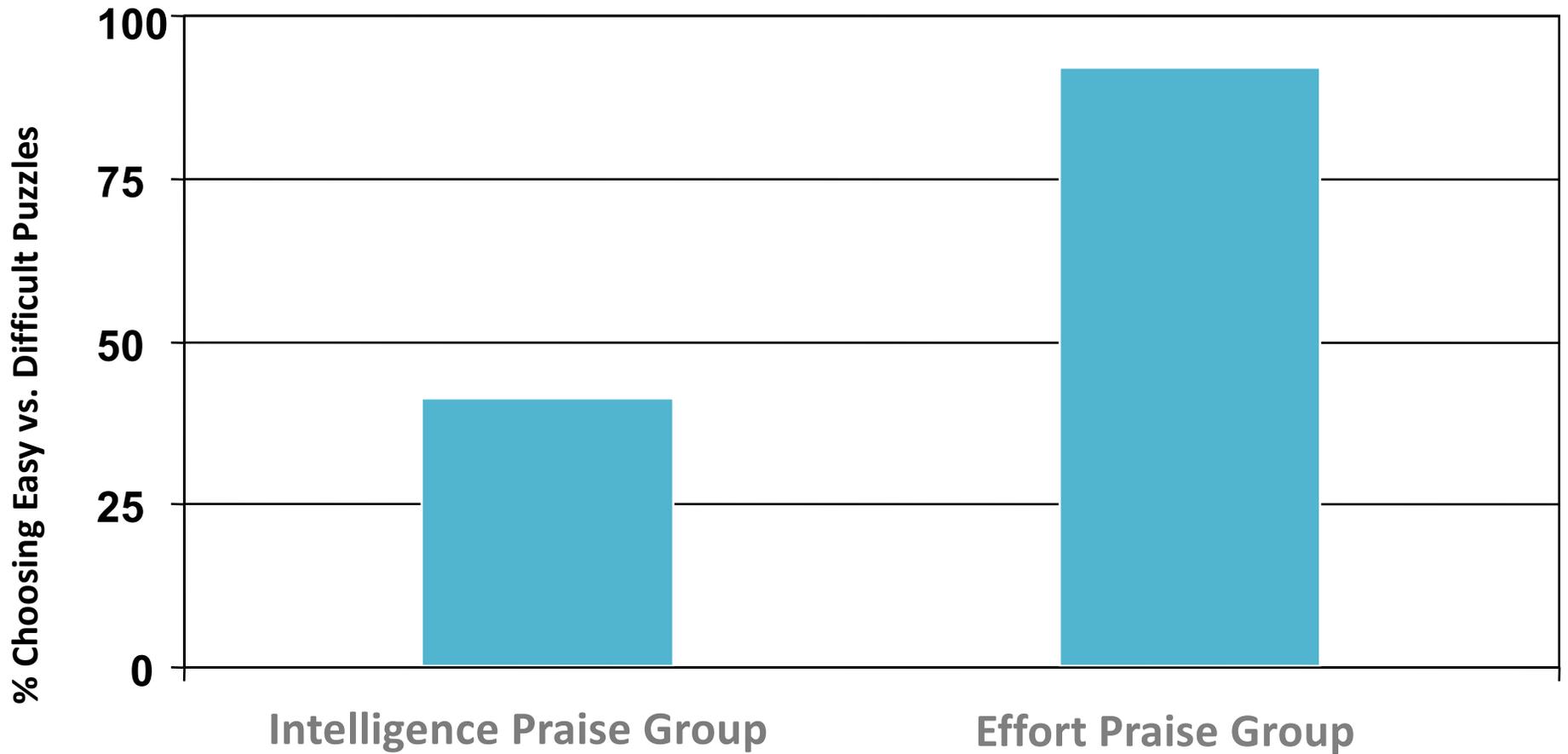
“Wow, that’s a really good score.  
**You must be smart at this.”**

## Process Praise

“Wow, that’s a really good score.  
**You must have tried really hard.”**

*Study on How Mindsets Are Communicated. From: Mueller, C. M. & Dweck, C. S. (1998). Intelligence praise can undermine motivation and performance. Journal of Personality and Social Psychology, 75, 33-52.*

# Choosing Challenge After Failure



Praise Research (Mueller and Dweck, 1998)

# Fixed vs. Growth

## Fixed Mindset

Intelligence (or an ability)  
is a fixed trait

EL students won't ever  
read on grade level.

He just can't  
get it.

## Growth Mindset

Intelligence (or an ability)  
can be developed

How can we  
help her  
succeed?  
What research, expertise  
can I find to help teach EL  
students reading?

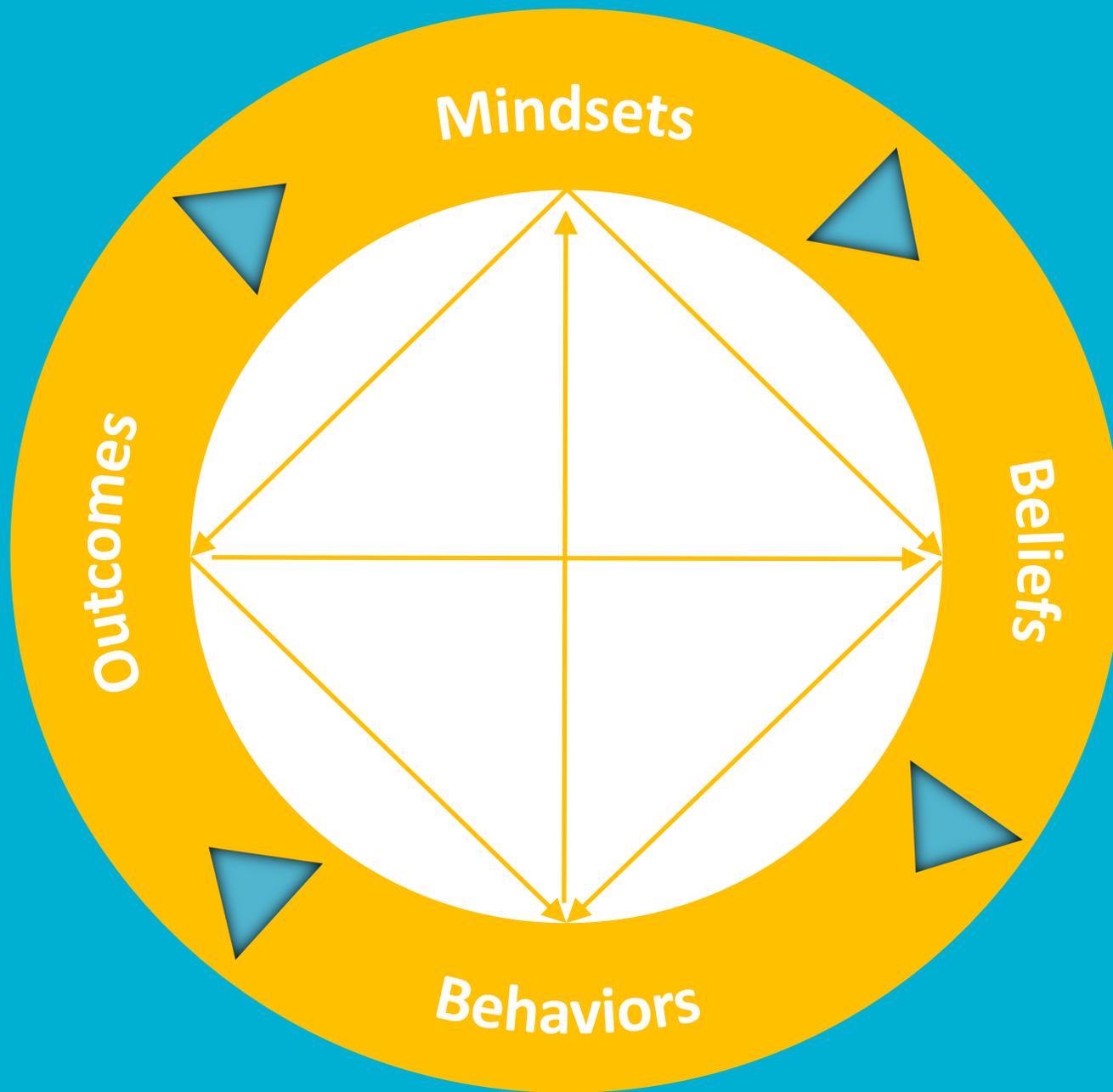
# Differences in Mindsets



**Fixed**

**Growth**

<b>Goal</b>	<b>Looking smart</b>	<b>Learning &amp; improving</b>
<b>View of effort</b>	<b>Negative</b>	<b>Positive</b>
<b>Challenge-seeking</b>	<b>Avoids challenges</b>	<b>Seeks challenges</b>
<b>Response to setbacks</b>	<b>Helpless</b>	<b>Resilient</b>
<b>Response to criticism</b>	<b>Defensive</b>	<b>Learning-oriented</b>
<b>Views others' success</b>	<b>As threats</b>	<b>As lessons &amp; inspiration</b>
<b>Attributes wrong-doing to</b>	<b>Fixed traits</b>	<b>Situations &amp; motivations</b>
<b>Response to wrong-doing</b>	<b>Punish, retaliate</b>	<b>Educate, compromise</b>
<b>Upon life challenges</b>	<b>Higher depression</b>	<b>Higher resilience</b>



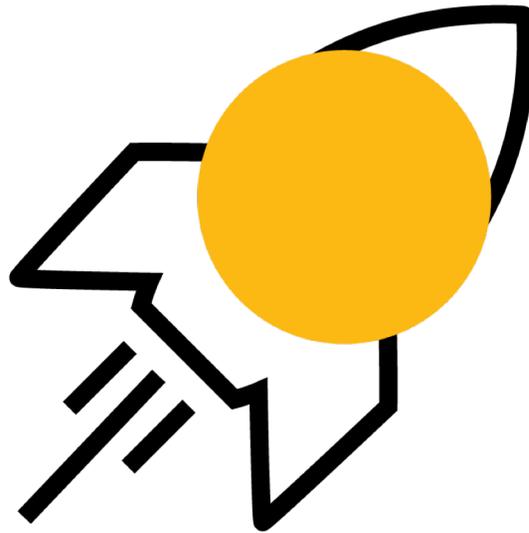
# Fixed Mindsets

If I make mistakes,  
people will  
think I'm dumb.

I get embarrassed  
if I have to  
work hard.

I'm just not  
good at  
certain things.

I'm not going to  
raise my hand  
because I might  
make a mistake.



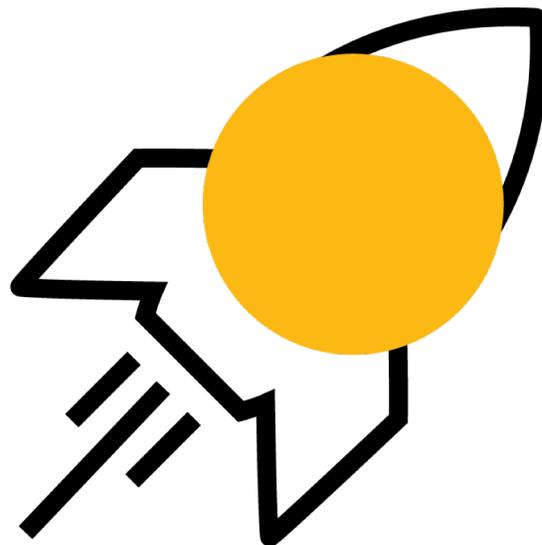
# Growth Mindsets

I want to learn new things, even if I'm not perfect at the beginning.

I worked hard for that; I'm proud of it!

I can learn new things if I work hard, get help, and don't give up.

Bummer, that hurts. But what can I learn from this?



# Fixed Mindset Triggers

## Stepping Outside of Your Comfort Zone

- FM - Look smart at all costs
- GM - Focus on process/learning

## High Effort

- FM - It should come naturally
- GM - Hard work is normal

## Setbacks

- FM - I knew I couldn't do it
- GM - I can learn from this and overcome

## Transitions

- FM - I must look smart
- GM - Others can help me learn

# Please Consider

How do you think your fixed or growth mindset affected you:

- As a student?
- As a professional?
- A person?



# Addressing Fixed Mindsets

You can't just banish the fixed mindset.  
You have to take the journey.

Recognize the  
fixed mindset

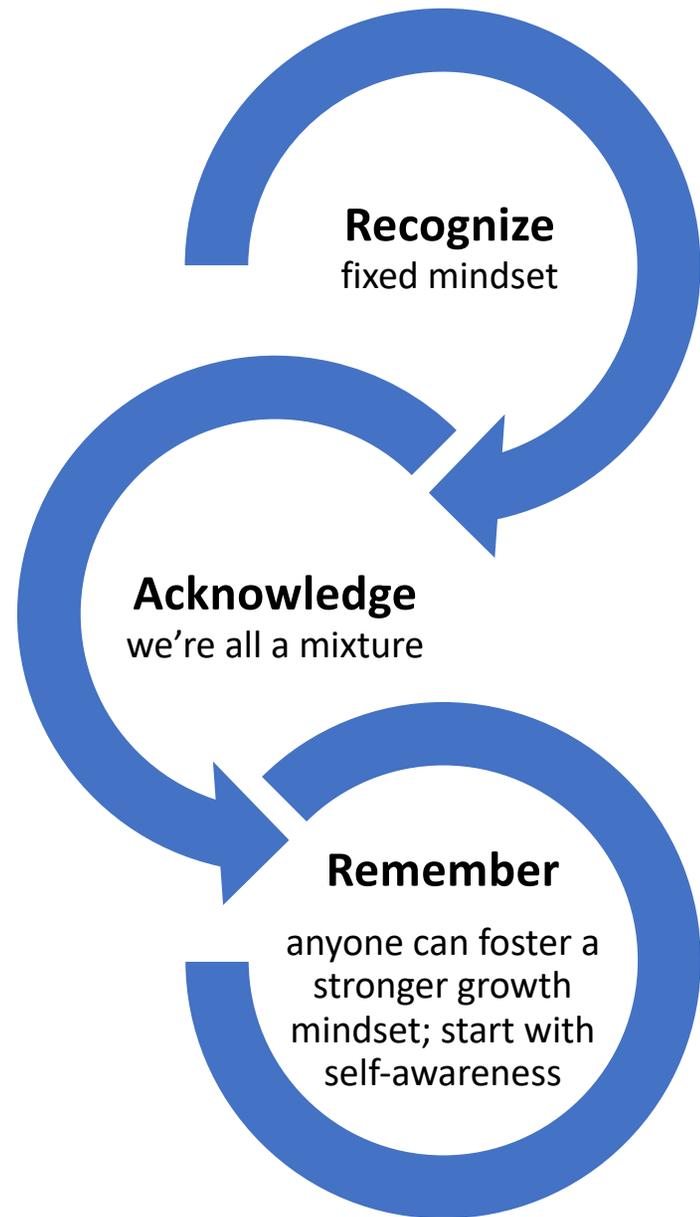
Acknowledge that  
we're all a mixture

Remember that anyone can  
foster a stronger growth  
mindset, but we have to start  
with self-awareness

# Addressing Fixed Mindsets

You can't just banish  
the fixed mindset.

You have to take the  
journey.



# We Hold Different Mindsets

## Fixed

It's too hard.

I tried it once before  
and it didn't work.

Let's just do it the  
way we always have.

I'll just look dumb.

## Mixed

Not sure I know...

Maybe if...

I got this...  
um, no I don't.

## Growth

I'll ask another  
teacher or coach  
with greater  
experience.

I just haven't found the  
right strategy yet.

We can, but it  
will require greater  
training in...

# Literacy through the Lens of Mindsets

Skills	Short-term Reading Outcomes	Fixed Mindset Meaning	Growth Mindset Meaning
Limited vocabulary	Frequent confusion	I don't understand; it must be too hard for me.	There are lots of words I don't know. I <b>can learn</b> them and <b>I'll get better</b> .
Limited fluency, and automaticity	Reading is slow and effortful	I'm <b>not good</b> at this. I'm <b>not smart</b> . I <b>don't want to</b> do this.	This is challenging. I need to take my time so I can learn and understand it.
Limited comprehension	Misunderstandings and errors	I'm messing up. I look stupid.	I <b>want to get better</b> at it. If I keep at it I can learn it.
Coping Behaviors		Giving up; Withdrawal of effort; "Faking it"	Persistence; Increasing effort/ strategies; Seeking help
Long-term Outcomes		Stagnating skills; Helplessness; Reinforcement of Fixed Mindset	Increasing skills; Mastery; Reinforcement of Growth Mindset

# Language that Fosters a **Fixed** Mindset

When we believe that abilities are fixed, we tend to:

*Talk about natural talents, strengths, or genius*

*Complain about lack of initiative, drive, or talent*

*Provide vague praise, e.g., good job, smart, lazy, etc.*

or we don't see students/coworkers as coachable to strengthen weaknesses or develop new abilities over time

# Language that Fosters a Growth Mindset

When we believe that abilities can be developed we tend to:

Talk about skills,  
strategies, and effort

Discuss and share  
stories about students  
taking on challenges

Provide clear, actionable  
praise based on efforts  
and changes

or we see our responsibility to grow those around  
us in the most effective ways

# Reframe from **Fixed** to **Growth**: When they succeed with effort

Fixed Mindset

I knew you could do it.  
Great job!

Wow, I see you checked  
for context clues to make  
sense of an unknown  
word. You remembered  
that from our reading  
group work yesterday and  
applied the strategy.

Growth Mindset

# Reframe from **Fixed** to **Growth**: When they're helpless

## Fixed Mindset

You're not trying very hard. You'll never get it if you don't try.

I notice that you haven't completed a new lead sentence. You're not there yet. Let's look over some of the class examples and find a strategy that may work for you like asking a question, using suspense, and quoting a passage from the text.

## Growth Mindset

# Reframe from **Fixed** to **Growth**: When it's hard

Fixed Mindset

You got this!  
Just keep trying,  
it will come.

You know sometimes things will be hard and will require extra effort. Remember when you worked at flipping the vowel sounds to help you attack a new word? It took several tries and some coaching, but you did it then. You can do this too!

Growth Mindset

# Feedback to Encourage Behaviors We Want to See

Grittiness

Accepting Challenges

Asking for Help

Dealing with Failure

Persistence

Resilience

## Growth-Minded Feedback

*There is specific feedback language educators can use with their students to guide and motivate them. This language helps students process their learning/mistakes, seek strategies for improvement and reflect on prior learning so they can remain gritty in the face of challenges. The examples of feedback that follows will help you create growth-minded environments, and students will respond with greater effort.*

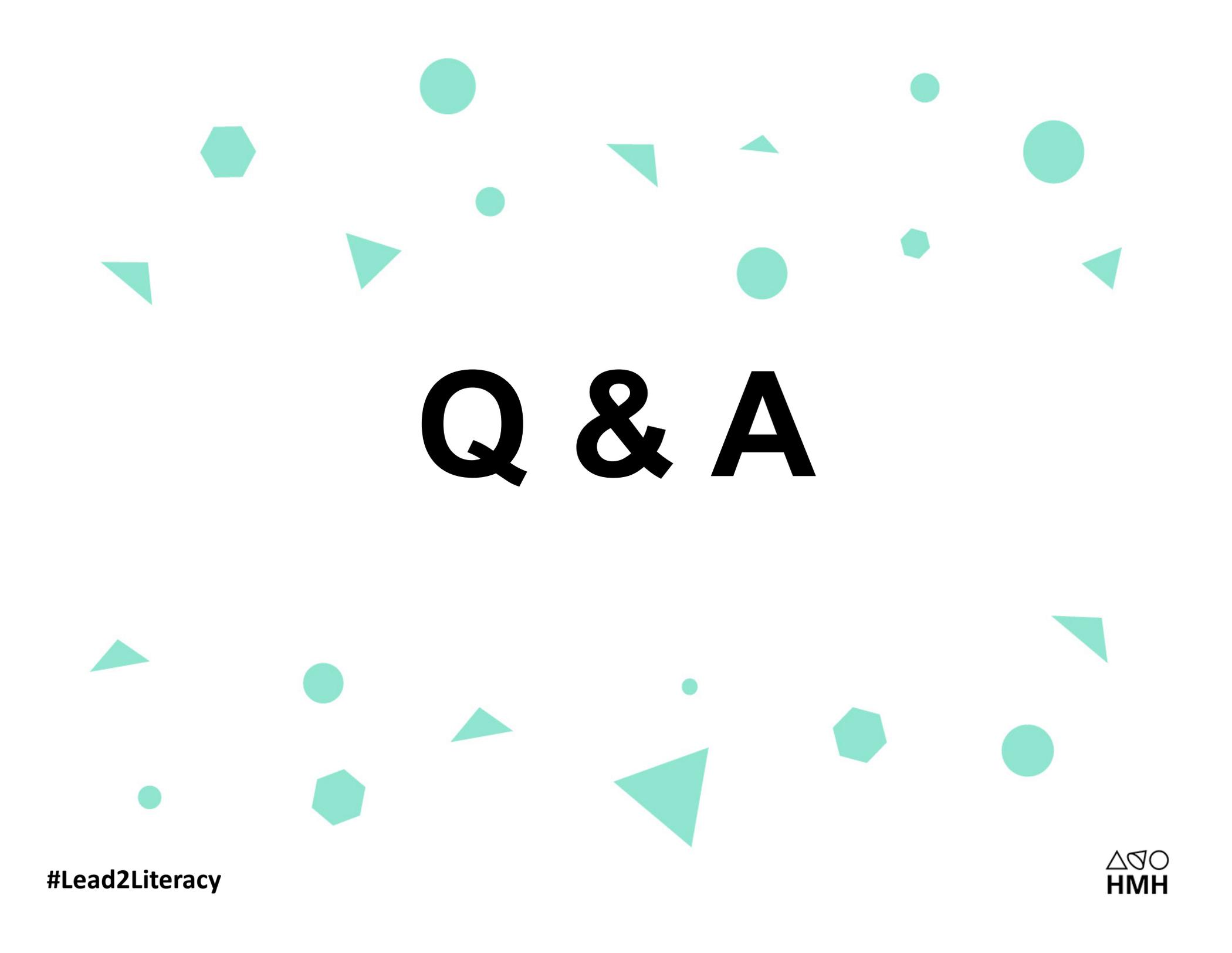
*Use or adapt these language frames when interacting with your students in the following situations.*

### When they struggle despite a strong effort

- OK, so you didn't do as well as you had hoped. This is really an opportunity for you to learn what strategies worked well and what else you might try next time.
- How did you do to prepare for this? Is there anything you could do to prepare differently next time?
- You are not there/here **yet**. I know you can get there/here with some more support or more effective effort.
- Remember this is a mistake-tolerant space/classroom/school.
- This work is challenging. I expect that mistakes will be made, and you will learn from them.
- When you think you can't do it, remind yourself that you can't do it **yet**.
- Your mistakes are an opportunities to learn. The types of mistakes you make will help me, help you.
- Let's take a look at some work examples from the beginning of the term/semester/school year to see where you were and note the growth you've made.
- Look at how much progress you made on this! Do you remember how much more challenging this was (yesterday/last week/last year)?
- I know you've been working very hard and wonder if you're too frustrated to continue right now. Let's take a break and come back in 5-minutes/an hour/tomorrow to start again.
- It may be hard, but remember challenging work – even when we're making mistakes – helps our brains grow stronger.
- If it were easy, you wouldn't be learning anything!
- You can do it – it's tough, but you can; your classmates and I are here to help.
- I admire your persistence, and I appreciate your hard work. It will pay off.

### When they struggle and need help with strategies

- Where exactly are you struggling? Let's break it down in steps for better understanding.
- Here are two strategies we've been working on. Give each a try and let me know if they help. If not, we can find other strategies you can work on for greater understanding.
- Describe how you ended up here. Listening to your process will let us know where you may have made a misstep.
- Have you practiced this skill in class and at home? Maybe you just need to practice it a few more times to help move the process to your long-term memory.
- I'd suggest trying a few problems on your own or with a classmate. Working through a few difficult problems individually or with a peer may spark your memory.
- Let me try explaining this task a little differently, or we can ask a peer.
- Remember when you were feeling frustrated last week with a similar assignment? Think back and remember what you did to solve it.
- Let's write a plan for practice

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# Q & A

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# Thank You!

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# Lead the Way to Literacy

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