



Essential Leadership Actions to Support a Successful Student Program

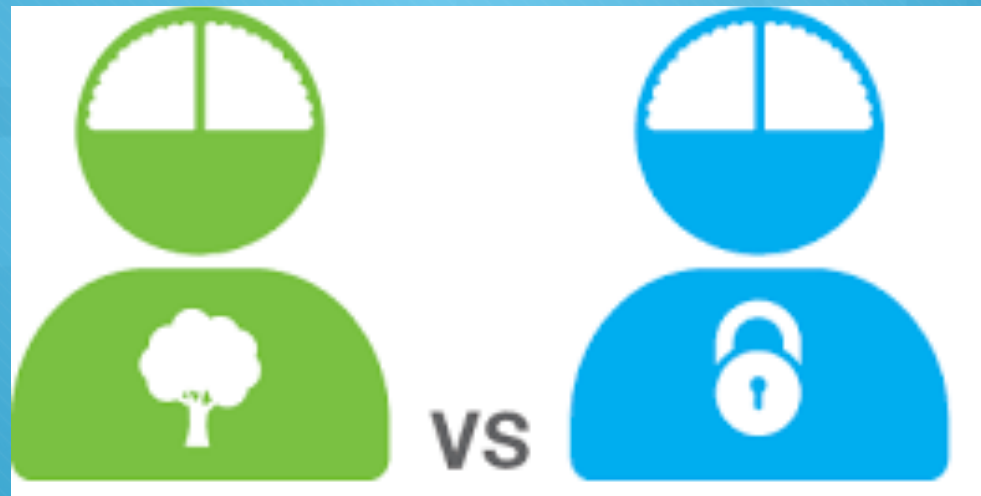
A presentation by: **Claire Albert, Ying Jin**
and **Duarte Silva** - Stanford University
STARTALK Programs, May 2016



Welcome and Introduction Activity I

- Activate Prior Learning: Fixed/Growth Mindset
 - With a partner identify a “teacher planning, assessing or teaching action” that illustrates a **fixed** mindset
 - With the same partner, discuss how to view the same planning, assessing or teaching action from a **growth** mindset point of view.
 - Be ready to share your examples

Sharing Fixed/Growth Mindset Examples



Growth Mindset in Action

What Kind of Mindset Do You Have?



- I can learn anything I want to.
- When I'm frustrated, I persevere.
- I want to challenge myself.
- When I fail, I learn.
- Tell me I try hard.
- If you succeed, I'm inspired.
- My effort and attitude determine everything.

- I'm either good at it, or I'm not.
- When I'm frustrated, I give up.
- I don't like to be challenged.
- When I fail, I'm no good.
- Tell me I'm smart.
- If you succeed, I feel threatened.
- My abilities determine everything.



Connecting the Concept of Growth Mindset to STARTALK Principles

- **STARTALK Principles are the Core of Programs**
- **STARTALK Site Leadership Teams' Primary Goal**
- How do we foster a growth mindset in every aspect of our STARTALK programs?
 - Curriculum Template Development
 - Professional Learning
 - The planning, teaching/learning and assessing experiences
 - Reflection Sessions



Activity II: STARTALK Principles in a Growth Mindset Context

- In groups of 3 or 4, Take 1 STARTALK Principle and Leadership Role Task Sheet
- From your Role's perspective, develop a brief planning, teaching, assessing, coaching, reflecting activity that incorporates a growth mindset approach to integrating the principle into your STARTALK program.
- Identify the targeted audience (directors, lead teachers, instructors, students, parents, school community members, STARTALK Site Visitors, etc.
- Be ready to share your activity with your colleagues



Essential Features/Actions of Successful STARTALK Programs

- **Equipping Teachers with a Growth mindset that enables them to:**
 - Teach in the target language and employ “immersion-like” strategies in their teaching
 - Team teach and/or support each other with the planning process for the learning experiences
 - Praise students for the hard work and the process that they are engaged in
 - Reflect jointly on their practices and their impact on the learning experiences of students



Essential Features/Actions of Successful STARTALK Programs

- **Engaging curriculum that:**
 - Immerses students in the learning of the language and culture
 - Maximizes learner-center opportunities
 - Provides for students to create meaningful communication and cultural products
 - Allows for learners to demonstrate what they know and are able to do with the language in a variety of ways.



Essential Features/Actions of Successful STARTALK Programs

- **Involving different stakeholders:**
 - Past STARTALK participants who serve as language learner role models and provide peer support
 - Parents, community members and the local education community are informed of STARTALK efforts
 - Local community language and cultural resources as a formal aspect of the program
 - Articulation of STARTALK program with that of feeder schools' language learning program goals



Essential Features/Actions of Successful STARTALK Programs

- **Pitching the learning experiences at the appropriate level(s) of students:**
 - Plan and deliver “comprehensible input” learning activities to reach different levels and learning styles of students
 - Employ differentiated learning strategies for the guided and independent practice episodes of the learning experience
 - Use frequent and varied “Checks for Learning” to monitor student progress throughout the learning experience



Essential Features/Actions of Successful STARTALK Programs

- **Establishing a “growth mindset” for all Learners by:**
 - Conveying your belief that they can learn the language and culture
 - Praising every learners’ effort throughout the learning experience
 - Cultivating the learners belief that they can learn anything
 - Relating their performance to their level of effort
 - Challenging learners to persevere and learn from both their successes and failures
 - Sharing how their success inspires you



Planting the Seeds of a Growth-Mindset in the Curriculum Template

- STAGE I

- What will the participants be able to do?

- Stage II

- How will the participants demonstrate competence

- Stage III

- What will program do to engender competence?



Activity III: Leadership Actions

- In pairs, please conceptualize one Growth Mindset Leadership action that you plan to integrate in **one** of the **three** stages of your Curriculum Template development process.
- Record your actions in the Task Sheet
- Be ready to share your leadership action

Sharing Growth Mindset Leadership Actions

"Failure is an
opportunity to grow"

**GROWTH
MINDSET**

"I can learn to do anything I want"

"Challenges help me to grow"

"My effort and attitude
determine my abilities"

"Feedback is constructive"

"I am inspired by the success of others"

"I like to try
new things"

Activity IV--Instilling A Growth Mindset in Key STARTALK Program Tasks

- Activity IV: Create a task that will operationalize at least one key statement per program Planning Category from the Developing a Growth Mindset Chart:

INSTEAD OF.....	TRY THINKING....
I'm not good at this	What am I missing?
I give up	I'll use a different strategy
It's good enough	Is this really my best work?
I can't make this any better	I can always improve
This is too hard	This may take some time
I made a mistake	Mistakes help me to learn
I just can't do this	I am going to train my brain
I'll never be that smart	I will learn how to do this
Plan A didn't work	There's always Plan B
My friend can do it	I will learn from them



Reflections on the Concept of a Growth-Mindset and Planning/Implementing a Successful Program

Curriculum Template	Professional Development	Learning Experiences	Performance/ Feedback



How Can Program Leaders Engender a Growth Mindset in their STARTALK Teams?

- **Reflective questioning:**
 - What are some struggles that we are experiencing in teaching the target language and culture?
 - How can we model best practices to ourselves and our students? (Teachers as Learners and Leaders)
 - How do we create a culture of trust and collaboration for exploring new ideas and inspiring confidence to generate new knowledge?



How Can Program Leaders Engender a Growth Mindset in their STARTALK Teams?

- **Reflective questioning:**

- How can our STARTALK program focus on dynamic learning environments that are not associated with a “success or failure” mindset and allow for reflection on what we have learned from the process?
- How can our STARTALK program shift its overall assessment practices from summative to formative and become a more relevant factor of every stakeholders’ daily practice?



Questions and Feedback

- Questions/Concerns/Feedback



Essential Leadership Actions to
Support a Successful Student Program

**Thank you for your Active
Participation!**

Claire Albert: calbert@pausd.org

Ying Jin: yingjin@gmail.com

Duarte Silva: duarte.silva@stanford.edu