CULTURING A CHANGE: FROM APPRECIATIVE INQUIRY TO MINDFUL GROWTH

Miguel Powers
English Faculty
Interim Staff Development Coordinator
PTI Growth Mindset Coordinator
CULTURING CHANGE, CHANGING CULTURE

- “[Our initiative is] taking seriously the idea of a community of learners rather than a hierarchy of learning.”

- Everyone is an “educator!”

- Promoting a passionate culture of collaborative inquiry for student success.

- **Equity dimension**: Fostering a belief in student capacity and anti-deficit models
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<tr>
<td>Joined HoM CoP</td>
<td>HoM Initiative General</td>
<td>Joined HoM Ldrshp Team</td>
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PTI Growth Mindset Student Ambassadors: Students Empowered to Help Students

Growth Mindset Workshop Series

Presents

From Stress to Success

Effort + Good Strategies + Help from Others = Intelligent Practices

RSVP Online Now for a Chance to Win a $10 Starbucks Gift Card!

Workshop Dates:

Tues. Oct. 17 @ 11 AM Room 224
Wed. Oct. 18 @ 2 PM Room 224

How to Make Stress Your BFF

For more information visit: basicskills.fullcoll.edu/pti/growth-mindset/
GROWTH MINDSET STUDENT ADVISING VIDEO

https://www.youtube.com/watch?v=d0jEF66xSBA
### English 100 EI Completion and Success by Placement Test Score
#### Fall 2016 Pilot Results

<table>
<thead>
<tr>
<th>Placement</th>
<th>Enrollment</th>
<th>Completion</th>
<th>Success</th>
<th>Traditional Sequence Eng 100 Success (3 yrs)</th>
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<tbody>
<tr>
<td>English 39</td>
<td>13</td>
<td>85%</td>
<td>62%</td>
<td>21%</td>
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<tr>
<td>English 59</td>
<td>21</td>
<td>86%</td>
<td>67%</td>
<td>32%</td>
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<tr>
<td>English 60</td>
<td>55</td>
<td>93%</td>
<td>76%</td>
<td>53%</td>
</tr>
<tr>
<td>All Placed in BS</td>
<td>89</td>
<td>90%</td>
<td>72%</td>
<td></td>
</tr>
<tr>
<td>English 100</td>
<td>19</td>
<td>89%</td>
<td>79%</td>
<td></td>
</tr>
<tr>
<td>No Placement Test</td>
<td>5</td>
<td>80%</td>
<td>80%</td>
<td>Historical English 100 (Fall 2014-Spring 2016)</td>
</tr>
<tr>
<td>All ENGL 100 EI</td>
<td>113</td>
<td>89%</td>
<td>73%</td>
<td>67%</td>
</tr>
</tbody>
</table>
70 students placed into basic skills classes, participated in guided self-placement in July 2016, and chose to take a traditional English 100 in Fall 2016 (67% = Historical Success Rate)

<table>
<thead>
<tr>
<th>Placement</th>
<th>Enrollment</th>
<th>Completion</th>
<th>Success</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Placed in BS</td>
<td>70</td>
<td>86%</td>
<td>67%</td>
</tr>
<tr>
<td>English 39</td>
<td>8</td>
<td>75%</td>
<td>38%</td>
</tr>
<tr>
<td>English 59</td>
<td>15</td>
<td>87%</td>
<td>60%</td>
</tr>
<tr>
<td>English 60</td>
<td>47</td>
<td>87%</td>
<td>74%</td>
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CULTURING CHANGE, CHANGING CULTURE

I am writing because I wanted to share an experience I had at the last workshop. Two of my students from English 60 attended, and one of them sat with me during the faculty panel. It was so fun to learn alongside my student and share a different learning space with her. At the end of the faculty presentation, she raised her hand and shared that she was so impressed by all of the effort and work faculty are doing to support students, and talked about how important that was to her. It was such a powerful moment during that group, and she later mentioned to me how much the workshop inspired her. I think situations like these are so rare and important, and thought you should know how you both helped make that moment possible.

Thank you for all of your hard work!

Faculty Workshop Participant, Personal Email 10.15.15
APPRECIATIVE INQUIRY: HABITS OF MIND

INITIATIVE

FOUNDATION

INITIATIVE

PARTICIPATION
CULTURING A CHANGE: FROM APPRECIATIVE INQUIRY TO MINDFULL GROWTH

- Fullerton College Habits of Mind Timeline:
  - BSILI (3CSN)
  - GM Faculty Inquiry Group & research
  - 3CSN statewide community of practice
  - Professional learning on campus
  - PTK student panel
  - Basic Skills Growth Mindset Intervention (Adjunct)
  - Acceleration Program
  - Guided-Self Placement
  - Pathways Transformation Initiative Grant

- Data
## DATA SHARING

<table>
<thead>
<tr>
<th>Professional Development Events (Fall 2015 Growth Mindset Series)</th>
<th># OF PARTICIPATING EDUCATORS</th>
<th># OF STUDENTS IMPACTED (APPROX)</th>
<th># OF PARTICIPATING DISCIPLINES/DEPARTMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>66 *includes classified staff and administrators</td>
<td>40</td>
<td>25</td>
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<tr>
<td>Faculty Inquiry Groups</td>
<td>6</td>
<td>160</td>
<td>1</td>
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<tr>
<td>Dissertation Research</td>
<td>18</td>
<td>208</td>
<td>1</td>
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<tr>
<td>3CSN Com. of Practice</td>
<td>88</td>
<td>2,640</td>
<td>25</td>
</tr>
<tr>
<td>PTK Student Presentations</td>
<td>10 *includes student presenters</td>
<td>460</td>
<td>4</td>
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<tr>
<td>Basic Skills Intervention 1</td>
<td>20</td>
<td>900</td>
<td>9</td>
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<tr>
<td>Basic Skills Intervention 2</td>
<td>20</td>
<td>900</td>
<td>11</td>
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</table>
GROWTH MINDSET: GROWING CHANGES

It has changed my mindset by knowing that I can learn how to do anything.

For example, I thought that math was one of my weaknesses as a student, but when I apply intelligent practice, I noticed I was able to do it as long as I practice.

(Student 110 Final Session Reflection).
GROWTH MINDSET LIVEBINDER

- Faculty Inquiry Group 2
  - Curate and disseminate Growth Mindset resources
PROFESSIONAL LEARNING: HABITS OF MIND

Fullerton College Habits of Mind - Fall 2015

<table>
<thead>
<tr>
<th>Month</th>
<th>Event Description</th>
<th>Date</th>
<th>Time</th>
<th>Room</th>
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</thead>
<tbody>
<tr>
<td>September</td>
<td>Introduction to Growth Mindset Facilitated by Miguel Powers</td>
<td>Thursday, September 24, 4:00pm - 5:30pm</td>
<td>Room 311</td>
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<tr>
<td>October</td>
<td>Fostering Growth Mindset in Classrooms and Offices</td>
<td>Wednesday, October 14, 4:00pm - 5:30pm</td>
<td>Room 119</td>
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<tr>
<td>November</td>
<td>Assessment &amp; Feedback from a Growth Mindset Perspective</td>
<td>Friday, November 13, 12:00pm-1:30pm</td>
<td>Room 119</td>
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<tr>
<td>December</td>
<td>Growth Mindset Project Showcase</td>
<td>Tuesday, December 1, 3:00pm - 4:30pm</td>
<td>Room 1427</td>
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</tbody>
</table>

Habits of Mind at Fullerton College is a campus-wide initiative aimed at fostering intelligent practice and mindful behavior in order to increase student and professional learning and success. Faculty and Staff, please register on the District Staff Development Calendar. Please also encourage your students to attend.
With an audience of more than 500 people at the Spring 2016 Convocation, math and physics student Alan Brantley unknowingly validated two years of work of many members of the Fullerton College community.

During Convocation, Brantley was one of six students invited to share how one person at Fullerton College went above and beyond to support them. During his speech he shared that learning about growth mindset from Writing Center Professor Annie Liu’s introduction to growth mindset was transformative, and that growth mindset helped him along on his journey.

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“When it came to writing, if I was having a struggle, my way of dealing with it was just to avoid it,” Brantley said. “But learning about growth mindset, I learned that the struggle is where the learning takes place.”

Brantley grew up attending 10 different public schools, changing schools every year, until he finally dropped out in the ninth grade. He returned to Fullerton College three years ago and is expected to earn two associate degrees when he graduates. His exposure to the concept of growth mindset helped him along on his journey.

Growth mindset, which was developed by Stanford Psychology Professor Carol Dweck more than 20 years ago, is the belief that a person has the capacity to change one’s intelligence through cultivated effort, good strategies, and hard work. It also became a primary focus at Fullerton College through the college’s Habits of Mind Initiative, a campus-wide initiative aimed at fostering intelligent practice and mindful behavior to increase student and professional learning success.

Brantley’s story is similar to other students at Fullerton College who have begun applying the concepts and practices of growth mindset to excel in challenging subjects such as math, English, and writing.

Fullerton College English Professor Dr. Miguel Powers dedicated most of his sabbatical and doctoral dissertation to researching growth mindset at the community college level - something that had never been done before. His research along with the support from the Habits of Mind Initiative workshops led to multiple studies, faculty inquiry groups, and professional development presentations of growth mindset to English and basic skills faculty.

“We found this initiative was applicable to everyone on campus – from staff in their offices to students in their classrooms,” said Library and Learning Resources Dean Deann Wilson, who oversees the Staff Development office at Fullerton College. She said that staff development staff were pleased to support such an significant and inclusive project.

In Powers’ research he states, “In those studies, all faculty said that it [growth mindset] was transformative, and that they would adopt it as fundamental to their teaching going forward.”

The concepts were then presented to students, including the student honor society of Fullerton College, Phi Theta Kappa (PTK), and students became extremely receptive to the ideas. In fact, they began to research and implement the practices of growth mindset on their own, reaching other students in the process. Student Melissa Castaneda said PTK led multiple discussions on campus, made classroom presentations, and garnered attention and praise from students and faculty who wanted to hear more about this exciting movement.

“We were looking for a project that would help a lot of students,” Castaneda said. “Growth mindset was it. Castaneda along with several other PTK students assisted Powers and the Habits of Mind Initiative with presenting material to other students at FC and to faculty senate at other community colleges.

Currently, Powers is leading a Growth Mindset Institute at the state level under JCN California Community Colleges’ Success Network, an initiative of the California Community Colleges Chancellor’s Office, and is continuing to call on PTK students to help lead the presentations. He’s also joined forces with the Fullerton College Basic Skills Initiative to implement growth mindset under the college’s Pathway Transformation Initiative, which is designed to improve the progression of basic skills students from remedial- to college-level instruction, transfer, and degree attainment. Both Brantley and Castaneda will be among the student leaders involved in the Pathway Transformation Initiative.

Growth mindset continues to permeate at Fullerton College. Current data indicates that more than 5,000 students and more than 200 educators at Fullerton College have already participated in and/or have been impacted by the teaching of growth mindset. The Fullerton College Basic Skills Initiative has adopted a Growth Mindset Program Instructor Packet for all incoming advisement faculty, and with the work of the Pathway Transformation Initiative, a goal has been set to introduce growth mindset to every incoming student when they participate in group advising. Powers said Castaneda shared that growth mindset has completely changed the way she views academics.

“I don’t feel as discouraged as I used to when I don’t understand something right away,” she said. “I’ve learned that I can understand pretty much anything I put my mind to. I just have to keep at it and practice more and more. This semester I’m taking honors classes. If you would have told me that when I first started at Fullerton College, there’s no way I would’ve believed you.”
PTK OVERVIEW TIMELINE

- Fall 2014
  - Initial Growth Mindset Presentation by Miguel Powers at PTK Meeting

- Spring 2015
  - PTK Members Research Process for Honors in Action Project
  - Habits of Mind in the Disciplines Conference PTK Student Panel

- Fall 2015
  - PTK Student Classroom Presentations
  - Habits of Mind Fostering a Growth Mindset Conference PTK Student Panel

- Fall 2016
  - PTK Student Presenters at State Academic Senate Innovation Conference
PTK PRESENTATION DATA

- Presented to 13 classes across campus
- 10 PTK students participating in the collaborative activity
- 20 minute presentations
- 2 PTK student presenters to a classroom with an average of 45 students
- Returned to classrooms 3 weeks after 1st presentation to have students write letters
- Collected over 300 letters
BASIC SKILLS GROWTH MINDSET INTERVENTION

- Adjunct faculty participants
- Student and instructor packets
- Four activities implemented over the semester:
  - Cotton ball game and introduction to brain function
  - Using intelligent practice
  - Ordering and juggling your brain
  - Introduction to growth mindset concept
- Pre and Post-surveys
PROFESSIONAL LEARNING: MINDFULL GROWTH

Habits of Mind - Fall 2017 - MindFULL Growth

September
Growth Mindset and Equity
Thursday, September 21st 3-5pm, Room 1426
Emotional Well-Being Student Panel
Friday, September 22nd 11am-1pm, Room 1427

October
Growth Mindset Grading and Feedback
Tuesday, October 24th 3-5pm, Room 1428
Mindfulness Basics (3-part Series)
Thursdays, October 12th, 19th & 26th 4-5:30pm, Room 1426

November
(New) Growth Mindset & Math (w/ Math Faculty Co-Facilitator)
Wednesday, November 8th 3-5pm, Room 1429
Mindful Communication
Friday, November 17th 12-2pm, Room 1427

Growth Mindset events facilitated by Miguel Powers
Mindfulness events facilitated by Deidre Hughes

Habits of Mind at Fullerton College is a campus-wide initiative aimed at fostering intelligent practice and mindful behavior in order to increase student and professional learning and success. All faculty, classified staff, managers and students are welcome!

FC Staff should register on the District-wide Staff Development Registration Calendar on MyGateway
PROFESSIONAL LEARNING: MINDFUL GROWTH - FLEX DAY

Sosc 120 - Introduction to Probability and Statistics

I'M NOT GOOD AT MATH, YET!

The following are notes from a teaching session that I recently attended. I feel strongly that these ideas will help you be a more successful student in this class and in all your classes. Remember, I am not an expert on this topic; these are just my notes from the session.

The session was titled: Growth Mindset.

Growth Mindset is the belief that you CAN CHANGE your intelligence.

Research has confirmed this idea. For example, it is known that your brain has neuroplasticity – that is, when you learn, you make new connections and change the structure of your brain. Neurons send messages in your brain. When you learn, you make pathways of neurons that increase your intelligence. Remember: “The neurons that fire together wire together.”

Thus, if you work on learning you improve your intelligence! Think of how amazing is this fact! Let’s compare that to your height. No matter how much you work out, you will not change your height. Thus, it would not make sense to go to the gym everyday to workout in hopes of getting shorter or taller! On the other hand, if you put effort into your schoolwork and studying, you CAN improve your intelligence.

You may believe that you have worked hard in a course before, such as a math course, and yet you did not feel your effort improved your intelligence. If this is the case, it is likely that you need to change your work habits and/or your study habits (practice) to INTELLIGENT PRACTICE. Intelligent Practice equals EFFORT + GOOD STRATEGIES + HELP FROM OTHERS.

HELP FROM OTHERS

- When we work problems in class, work with your neighbors! This is essential to make sure you are working problems correctly.
- Make good use of SUPPLEMENTAL INSTRUCTION (you have an opportunity to attend sessions FREE of charge, and it is an excellent opportunity to work with others).
- Make use of the FREE tutoring offered on campus (more information will be given in class).
- Create your own study groups.
- Etc....

Those things (effort, good strategies and help from others) add up to Intelligent Practice.

Previously, you may have not done well in a course, such as a math course, and then told yourself “I’m not good at math.” That IS NOT THE CASE! And you should NEVER say that to yourself! Instead, it is likely that in that course you did not yet have an intelligent practice developed to put toward that class.

Thus, it would be much more appropriate to say “I’m not good at math YET”!

I truly hope that you believe in your heart that you CAN improve your intelligence and that putting in the effort, while using the appropriate strategies, will lead to greater intelligence and success in your courses!!

You OWE it to yourself to try these strategies!

In sum, NEVER EVER say, or think, that you are not good at math. With the effort and right strategies, you can improve your intelligence including your math ability!

For more information, this is a GREAT video, well worth the 4 minutes, that was created by Fullerton College about Growth Mindset: https://www.youtube.com/watch?v=d0jRF66xS8A or you can just google this youtube video:

Pathway Transformation Initiative - Growth Mindset
Habits of Mind and Library Research

**Persistence**

Don’t give up when searching for information. Sometimes you need to experiment with different keywords and databases before you find what you need.

Remaining determined in your research will produce better results; and an overall improved assignment or paper.

**Striving for Accuracy**

Don’t settle for information that seems biased, inaccurate or incomplete. Find high-quality information using Library materials and reliable Internet resources.

Remember, just because you find something online doesn’t mean it’s true!

**Thinking about Thinking (Metacognition)**

Good research starts with well thought-out research topics and keywords. Creating a mental map of what you are searching for (and why), will help you navigate the vast number of search results produced by Library databases.
QUESTIONS?

- Miguel Powers, mpowers@fullcoll.edu
  - 3CSN Growth Mindset Co-Facilitator

- Jeanne Costello, jcostello@fullcoll.edu
  - FC Staff Development Coordinator

- Kristine Nikkhoo, knikkhoo@fullcoll.edu
  - FC Basic Skills Coordinator

- Melissa Castaneda, melissacastaneda79@gmail.com
  - FC PTI Student Ambassador
THANK YOU