

Part 1: Design an effective professional learning experience by using the 4-A's model:

<p><u>ANCHOR</u> the content within the learner's experience.</p> <p>A task that has the learner access their own prior knowledge or experience with the topic/content/or similar experience (i.e., "Describe your best learning experience of...")</p>	
<p><u>ADD</u> new information.</p> <p>A task that has the learner hear/ see/ experience a substantive new piece of content: information, research, theory, skill (i.e., this can be with PowerPoint, film clip, demonstration, etc.)</p>	
<p><u>Invite the learner to APPLY</u> the content in a new way or situation.</p> <p>A task that has the learner do something— there and then—with the new content (i.e., practice, application, case studies, compare, etc.)</p>	
<p><u>Ask the learner to decide what he/she will take AWAY</u> and use in the future.</p> <p>A task that connects the new learning back to the life of the learner and its future use (i.e., a personal action plan, commitment, a change in practice, etc.)</p>	

Part 2

Facilitate an effective professional learning experience. Here are some suggestions that we have gathered over the years:

- Give time for the learners to meet each other.
- Make adjustments for very few participants to many participants.
- Show how your topic relates to multiple disciplines.
- Include all participants in some way. Pay attention to who is speaking and who is not.
 - If someone is monopolizing the air-time offer the chance to speak to those who haven't yet (rather than telling the person to stop talking)
 - If someone says something that you do not agree with (ex. blaming the students), it is ok to step in and reframe. "That's one perspective, who had another perspective about this?"
"What else might be going on here?"
- Use multiple activities, including physical movement and individual writing.
- Consider grouping participants in various ways (pairs, triads, quartets, whole group).
- Incorporate doing, not all talking.
- Invite further communication (if you are open to it).
- Give participants resources they can consult (e.g., on-line, library, other experts).

An Example using the 4-A's

One hour meeting on Mindset

Surface and share our experiences with and thinking about Mindset

ANCHOR (15 minutes)

Individually take a Mindset “quiz” about our own mindsets – when finished, talk with one other person about what you thought about as you took the “quiz,” and what you learned as you explored your results

Whole group: *What did you learn that was new about yourself, and about fixed and growth mindsets?*

ADD (15 minutes)

Video: The Power of Belief: Mindset and Success (TedTalk by Eduardo Briceno)

As you watch, write down statements that resonate for you.

Read the statements out loud in the whole group.

How does Briceno link belief and mindset with success?

APPLY (15 minutes)

Read the vignette from Chapter 5, *Mindset* from Fall Down 7 Times, Get Up 8 - Elizabeth's Dilemma

How would you respond?

Read together what Carol Dweck says about the response that would best promote a growth mindset. *What was surprising?*

AWAY (15 minutes)

What do fixed and growth mindsets currently look like among our students?

What will we each do with our students to promote a growth mindset?