

### M1-S1: Shifting Mindsets

CLH	Hi Gina!
GK	Hi Christina!
CLH	So Gina, this is the first podcast of the Teaching Across Learning Environments Academy. How does that make you feel?
GK	To be honest, I feel honored and excited.
CLH	Me too, I'm super excited to do this podcast with you because you are my favorite podcast co-host.
GK	Awe, I'm also the only podcast host you've ever worked with.
CLH	Maybe, maybe. So let's see, what is the first session we're going to be exploring here Gina?
GK	Alright so, we're kicking off this huge thing, the Tale Academy and in this first session we're going to do a great big overview called Shifting Mindsets. It's going to sort out the tone for how we want our listeners, all of you New York State teachers out there, and it's going to put out how we want you to go forth towards the rest of the sessions and the modules.
CLH	Mindsets okay, so it's like psychology sort of?
GK	Eh, sort of. But it's really about changing our mindsets from how difficult pandemic teaching was and how we kind of stuck looking at it from that pandemic lens. To, how we can sort of capitalize on what we learned during that time and move it on, like move into this new era.
CLH	Nice, that sounds bold. I think the first thing that teachers did in this session was a word association right?
GK	Yup.
CLH	So that reminds me of a tweet that I saw at the end of the 2020 school year, from Dr. Jesse Stommel at the University of Denver. So he tweeted all the words he never wanted to hear again after that horrific dumpster fire of a Spring.
GK	Let me guess here, things he never wanted to hear were like, he never wanted to hear the words: New normal, social distance, definitely hand sanitizer, and comorbidity.
CLH	I think no one ever really likes to hear the word comorbidity.
GK	I'm not even sure of what it means but I don't want to hear it anymore haha.
CLH	But yes, he also did not want to hear: Reopening, Zoom, Unprecedented or Pivot.
GK	That makes total sense. I never wanted to hear pivot again after like April 2020, so that makes sense. But I think what Stommel ends up doing is moving past all the

### M1-S1: Shifting Mindsets

	<p>frustration and then using it for the good.</p> <p>He was the guy who wrote the foreword to the book, Resilient Pedagogy.</p>
CLH	Yeah he did and let me quick send you a quote that I like from that.
GK	<p>Got it. Okay, from Jesse Stommel,</p> <p>“What we need is a thoughtful discussion of what students need, how students have been failed by our educational systems and how we all need to respond in this and every other future moment of crisis”.</p> <p>Well it sounds like Stommel recognizes that this is not the first and probably not the last time that we as teachers have had to refrain our practice.</p>
CLH	Right he shifted his perspective.
GK	And I segway. We’re going to talk about reframing our practice like Stommel was envisioning and it's going to involve these three shifts, are you ready?
CLH	I’m ready.
GK	<p>Number one, we’re going to shift from the panic of emergency remote learning to the preparedness of teaching across learning environments.</p> <p>We’re going to shift from fixed mindsets, to growth mindsets in relation to teaching across different learning environments.</p> <p>And third and last, we’re going to switch from resilient pedagogy, defined by surviving to one built around thriving. Right, that's resilient pedagogy, we're no longer in survival mode we are moving towards thriving.</p>
CLH	Yes, great, okay so let’s dive into Shift One.
GK	Okay, so shift one has to do with the difference between emergency remote teaching which we’re going to start calling ERT, and online education. There’s an online instructor named Doctor Millman and she really talks about how ERT was this response to a crisis which is different from online education.
CLH	Right because online education has been around for a really long time and it’s also very planned and purposeful, right?
GK	<p>Right and bears almost no resemblance to flailing around trying to - you know, the flailing.</p> <p>So that first shift is away from emergency mindset and towards a prepared mindset.</p>
CLH	Yea I see, okay, so while emergency remote teaching was exclusively remote, we as teachers should now really be focusing on how we can align our teaching practices to multiple learning environments and formats and maybe while ERT required this really rapid, panicked move from in-person instruction to remote instruction, we should now be focusing on creating these intentional learning environments that build on the

### M1-S1: Shifting Mindsets

	<p>opportunities that different kinds of learning environments can provide.</p> <p>While ERT was a response to a crisis, now we can, as teachers, feel really empowered to plan and design learning experiences with intention, choice and voice.</p>
GK	I really like so much of what I just heard you say, that our focus is on intentional learning design, that's awesome and there was something else.
CLH	Mm. Choice and voice, gotta love rhymes.
GK	<p>Choice and voice! We're basically gonna take the best of what's out there, in teaching and we're selecting it basically because it can move across learning environments. It's great.</p> <p>Alright, so the second shift is about growth mindset, which is a favorite topic of mine.</p>
CLH	Yes, Gina Karp favorite topics: great podcasts, best food trucks, growth mindsets.
GK	<p>You've known me too long. Yes that is all true.</p> <p>Growth mindsets which have been around for a really long time, just came back into fashion when Carol Dweck published her book, Mindsets: The New Psychology of Success. Then, moreover, did her TedTalk that ended up being viewed over 13.7 million times.</p>
CLH	It seems like this concept really hit a nerve, can you give us the one liner for listeners who aren't familiar?
GK	I will try. Yes it did hit a nerve. Growth Mindsets, in one sentence, is the idea that those who believe that ability is something static and permanent, tend to give up in the face of failures or challenges, whereas, those who believe that ability is something that can be developed, persist, in the face of failures and challenges.
CLH	OK, so if you build it they will come?
GK	Something like that.
CLH	I'm with you, but when I think about teacher mindset though, I'm usually thinking about how a teacher's attitudes and beliefs about their students impacts the students mindsets and achievements.
GK	<p>Well let's put that idea aside for a moment, it's important, but we have to do one thing at a time. So instead, let's frame the idea of teacher mindset, in the concept of growth mindset. When we do this, we use it as a way to describe our attitudes and perspectives about growing as teachers in this new era of teaching across learning environments.</p> <p>Does that make sense?</p>
CLH	I think so, yeah.
GK	Alright so Kate Herbert Smith who writes for a PD blog, identifies 5 attributes of teachers with growth mindset. Trust me I never see myself here haha.

### M1-S1: Shifting Mindsets

	<p>Here are the 5 attributes of teachers with a growth mindset:</p> <p>1- They take responsibility for improving their practice, 2- They see setbacks and feedback as an opportunity to learn and grow their skills, 3- They actively seek learning opportunities and new challenges, 4- They have positive and high expectations of their students, 5- They use growth mindset language when teaching and with themselves, so they walk their talk.</p>
CLH	<p>Nice, I think that basically all teachers already have somewhat of a growth mindset, it sort of comes with the territory. I mean these are really ideals, but terminology, growth mindset are not, it feels like all teachers sort of have these concepts in their minds.</p>
GK	<p>I would hope so, we have to believe that everyone is capable. That's true but all of those negative feelings that we associate with the 2020 school year have wormed their way into our growth mindsets, like it or not.</p> <p>So later in this session our listeners will have an opportunity to explore more deeply, what inhibits a growth mindset for teaching across learning environments, and they will also learn some ways that will help enhance it.</p>
CLH	<p>Fun okay so let's get to the third shift. What's that one?</p>
GK	<p>That one is, From Pandemic Pedagogy to Resilient Pedagogy and it's based on the work by researchers, Doctors Rebecca Quintana and James DeVaney, this is their 2020 work. They defined resilient pedagogy as the ability to facilitate learning experiences that are designed to be adaptable to fluctuating conditions and disruptions. In other words, teachers who are trained in resilient pedagogy can rethink the design of learning experiences and adapt them as needed. This rethinking includes, adapting content, designing lessons according to delivery modes and varying teaching style according to changing student needs.</p>
CLH	<p>That sounds a lot like differentiation.</p>
GK	<p>It is very similar, yes but not quite all the way. Quintana gives us a framework for resilient pedagogy and she defines, here are three words:</p> <p>Extensibility - the ability to extend, Flexibility, and Redundancy as the structures around which we should design our lessons and learning experiences.</p>
CLH	<p>Extensibility, Flexibility and Redundancy.</p>
GK	<p>You got it. So extensibility focuses on first designing the most basic format of a learning experience to achieve the core learning objectives and then extending the lesson in various formats and with various tools to address additional learning objectives as well as the various learning styles and needs of students.</p> <p>Another group of researchers used a great analogy of a vacuum cleaner designed to work with several different attachments. You have the basic vacuum that sucks up dirt, but all the different attachment pieces are for different scenarios like on the stairs, under the couch, whatever.</p>

### M1-S1: Shifting Mindsets

CLH	I'm a sucker for a good analogy.
GK	<p>That helps me so much, now forevermore I'm going to think extensibility equals vacuum cleaner. I'm glad you're also a sucker for a good analogy because I have two more.</p> <p>So flexibility, that second quality involves anticipating and responding to changes in a learning environment. This might include providing choices among learning activities.</p> <p>The analogy here is a suit with room, a custom made suit, a suit that was built to be roomy, room for those covid-19 lbs.</p>
CLH	<p>Yes, okay lots of those homemade sourdough bread lbs.</p> <p>So this one means a suit can be pretty basic but then it can have extra fabric built in or it can be hemmed up if needed. It's like those pants I buy my kids that have buttons on the side with the elastic so you don't have to buy new pants every month.</p>
GK	That's good. They should make them so they get longer too.
CLH	That's genius and I am copyrighting that.
GK	Yeah, highwaters, floods, remember those two words?
CLH	That was like mean though it was mean when you said that to the kid with highwaters on.
GK	<p>And then highwaters got fashionable for some reason. So the last one is redundancy. That one involves creating backup plans.</p> <p>The final great analogy is to a power failure. In this instance, a metaphor reigned for redundancy might be the act of having a backup generator, a flashlight and candles on hand in case the lights go out.</p>
CLH	That's a lot of things just in case and it all makes sense to me. I see how that really relates to a concept of universal design for learning.
GK	Totally and we will get into that later in session 5 because the principles of universal design for learning almost cut across this entire course so we'll get into it in more detail in session 5.
CLH	Great so our listeners will be able to explore strategies and practices to achieve the three principles of resilient pedagogy?
GK	<p>At least understand them, achieve is big but understand is right in the wheelhouse there.</p> <p>Most importantly, you all, you listeners, will see what is needed first and foremost is a shift in teacher mindsets, our mindsets. We need to go from resilient pedagogy defined by surviving to one built around thriving. We want New York State's teachers to rethink education so that everyone, students, families, educators, school leaders and communities all have the opportunity to succeed as we move into this new era of teaching and learning.</p>

### M1-S1: Shifting Mindsets

CLH	Awe, it's a whole new world!
GK	And don't start singing Disney.
CLH	I won't but only because it's probably copyright infringement.
GK	And on that note,
CLH	We will see you all next time and enjoy the next time which will be a choice board with some great resources for you to dive into. Bye!