



GROWTH MINDSET

2016-17 RIVERTON ELEMENTARY THEME

The Raccoon Reporter

Riverton Elementary



IMPORTANT DATES

Principal's Message

by Cindy Tingey

I would like to take this opportunity to celebrate the great work that is happening inside the walls of Riverton Elementary. First, let's look at it from the perspective of the students. Students are receiving grade-level content in math, literacy, science, and social studies. These subjects are being integrated with in one another to provide multiple approaches to help students retain information. When students are struggling to understand a concept, teachers see students one-on-one or in small groups to reteach information. Students rotate weekly through music, computers, PE, and Synergy Science to maintain the "extras" of education. Synergy Science is a class that has been created to give instruction on how to be friends, how to treat each other, and learning more about the seven habits. Each year, a group of teachers and myself look at the needs of the students and create new programs and/or tweak current programs to create a best-fit for students at Riverton Elementary. Students are focused and engaged in learning and give the appearance of being happy to be at school. Students have been learning about a growth mindset this year. They are learning to

have grit, stick-with-it-ness, and to view mistakes as opportunities to learn and grow.

Next, teachers at Riverton love all the students and want the absolute best for them. I see teachers staying late and coming in early to prepare activities and read through assignments to provide feedback that help learners become more successful. Teachers are going to conferences, trainings, professional development, and participating with in-service to sharpen teaching skills and broaden their understanding of various types of learners and disabilities. Committees are a necessary part of being an educator. These committees focus on school-wide management, community involvement, reviewing current practices and its effectiveness, technology organization and maintenance, student council, and many more. All of these committees are directly related to providing resources and tools to support students at Riverton Elementary. I have seen no better example of dedication and commitment to the overall success of students than the faculty and staff within these walls.

The support for students does not stop with teachers. We have parent organizations, the PTA and the SCC, that promote student success by

volunteering their time to raise funds that go directly to students at Riverton. Funds that have put devices in more student's hands, reading incentives to motivate readers, instruments to provide musical experiences, field trips to expand and connect student learning to real life, and so much more.

Within these walls great things are happening every second of everyday. We encourage ALL students to "Achieve with all their might, Learn with all their mind, Lead with all their heart." How fortunate are we to be a part of the great work within these walls.

Teacher Appreciation Week

Let your child's teacher know that you appreciate what they do!

April 3-7

District Math Olympiad Tourn.

Patrons are invited to attend at Daybreak Elementary from 9 AM-2 PM.

April 6

PTA Meeting

Parents are invited to attend at 8:45 AM.

April 6

Spring Recess

Have fun and be safe!

April 10-14

The following is an excerpt from an article by David Hosier entitled *Recovery from Childhood Trauma-Improving our Mindset*:

If our mental well-being is poor as a result of childhood trauma, one thing we can do, which comes from the scientific discipline known as POSITIVE PSYCHOLOGY, is to practice improving our mindset...

Dweck's research found that the type of mindset we have has a strong effect on our behavior and our general approach to life. For example, according to Dweck, someone who is depressed and anxious and also has a FIXED MINDSET will assume that they will permanently remain so, whereas the GROWTH MINDSET may, for example, believe they will emerge from their ordeal a stronger and better person with more empathy for the suffering of others.

According to the research, there are 4 main areas of behavior that our particular mindset affects. These are:

- 1) OUR GOALS IN LIFE
- 2) OUR RESPONSE TO FAILURE
- 3) THE EFFORT WE PUT INTO ACHIEVING OUR GOALS
- 4) OUR WILLINGNESS TO TRY OUT NEW SOLUTIONS IN THE FACE OF DIFFICULTIES

Let's look at how these areas are affected by our mindset:

– GOALS: Fixed mindset people tend to set PERFORMANCE GOALS which are easily measured; for example, 'I must get at least 70% in my test.' If they get

70% or more, they consider themselves 'a success'. If they don't meet their target, they consider themselves 'a failure.' This is sometimes called 'all or nothing' thinking or 'black and white' thinking.

Growth mindset individuals, on the other hand, are less concerned with the specific performance outcome, but, instead, with what are termed 'learning goals' – they would therefore be more focused on what they learned from the experience of working toward and sitting the exam, rather than dwelling on whether they should label themselves a 'success' or 'failure.'

In summary, to use a travelling metaphor, the FIXED MINDSET individual is concerned only with the destination, whereas the GROWTH MINDSET individual is much more focused on what they learned from the experience of having taken the journey to the destination.



– RESPONSE TO FAILURE: Again, according to Dweck, people with a FIXED MINDSET feel 'hopeless and helpless' and also 'feel depressed and lose confidence and motivation' when they fail. They tend to believe if they fail at a task once, they are doomed to always fail at it. They therefore give up and right themselves off. For example, the FIXED MINDSET individual who fails

an exam may decide never to re-sit it as s/he believes s/he would be bound to fail again. The GROWTH MINDSET individual, on the other hand, may well form the attitude that with some extra work s/he will be able to pass the exam the second time around.

– EFFORT PUT INTO ACHIEVING GOALS: People with FIXED MINDSETS tend to believe they can either do something or they can't; that they are good at it or bad at it and that this state of affairs will remain permanently in place. The GROWTH MINDSET individual, on the other hand, may take the view that you can become pretty good at just about anything if you put your mind to it and are not afraid to put in the practice. Therefore, the latter group are less likely to quit trying, and are less prone to becoming discouraged if they find something difficult at first.

– WILLINGNESS TO TRY OUT NEW SOLUTIONS: When faced with a problem, difficulty or challenge, individuals with a FIXED MINDSET will tend to keep applying the same behavior in order to attempt to overcome it. When they finally realize that performing the particular behavior is to no avail, they will tend to give up. Their GROWTH MINDSET counterparts, on the other hand, will be much more willing to try to apply various new and novel solutions, which, in turn, leads to a greater probability of overcoming whatever the particular problem happens to be.

Reference: Hosier, David. (2013). Recovery from Childhood Trauma-Improving our Mindset. Childhood Trauma Recovery.

We need more responses!

We feel it is extremely important to communicate the mission, vision, goals and happenings at Riverton Elementary to parents and the community. We piloted the newsletter this year and we want your feedback! We want to see if it was effective or if there is a more desirable way to communicate.

Please take this very short survey so we can meet your needs more effectively. It will only take approximately 2 minutes!

Link: <https://www.surveymonkey.com/r/YBKPFNF>

Next year!

If your child has specific educational needs that will help him/her be more successful next school year, please fill out the form on the following page. This is not a teacher request form. Please do not list a teacher's name.

Teacher Spotlight

Mrs. Calhoun Grade: Special Education

This is Mrs. Calhoun's 13th year teaching! She was recently awarded the 2017 Jordan Education Foundation Outstanding Educator Award!

Mrs. Calhoun received her Bachelor's Degree at Grand Canyon University and her Master's Degree at ASU. She also has an ESL endorsement!

She has three children and one dog.

On a day off she would most likely be found cleaning the house or spending time with family.



Parent Education Request Form 2017-2018

If you have an educational reason why your student needs special consideration for placement in the 2017-18 school year, please fill out the form below. Completed forms need to be returned to the Riverton Elementary office by Friday, April 14, 2017. After April 14, it will be necessary to make an appointment with the Riverton Principal to discuss the needs of your student.

THIS IS NOT A TEACHER REQUEST FORM, DO NOT PUT A TEACHER NAME ON THIS FORM.

Date _____

Describe the student's educational needs:

Student Name _____ Grade _____

Parent/ Guardian _____ Phone Number _____