

Garden Grove Unified School District



Ensuring your Child's Success: What The Research Says



**What do we want for our
children?**

Good job



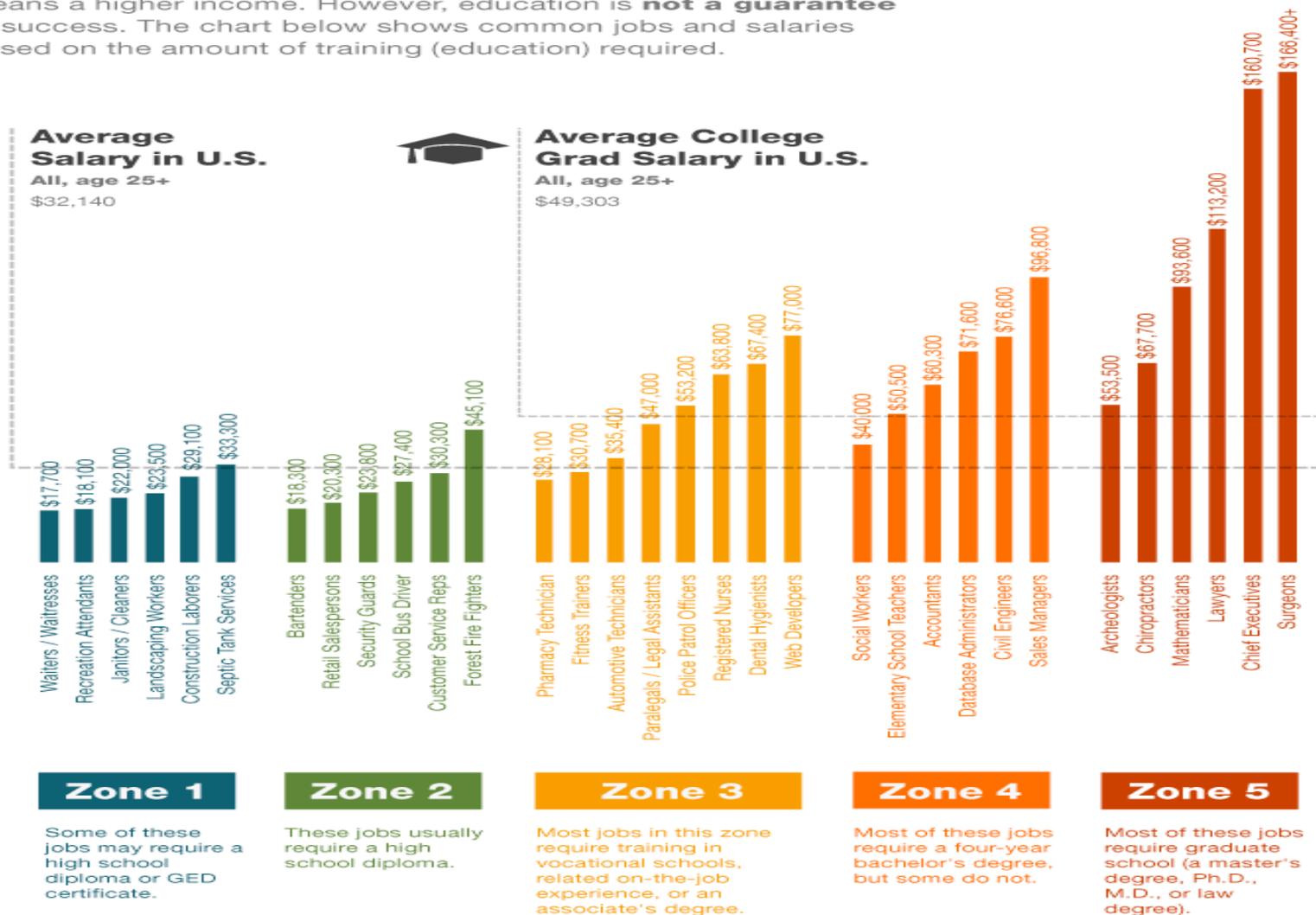
HAPPY FAMILY

PERSONAL HEALTH



Education's effect on income.

It should come as no surprise that a higher education generally means a higher income. However, education is **not a guarantee** of success. The chart below shows common jobs and salaries based on the amount of training (education) required.



How Can We Get Them There?





The Garden Grove Way

VISION

We are committed to preparing all students to be successful and responsible citizens who contribute and thrive in a diverse society.

MISSION

To ensure student success, we will provide a rigorous and supportive academic experience that motivates all learners to meet high expectations.

Our GGUSD Goals

GOAL 1:



**ACADEMIC
SKILLS**



GOAL 2:



**PERSONAL
SKILLS**



GOAL 3:



**LIFELONG
SUCCESS**

GOAL 1: ACADEMIC SKILLS

All learners will develop the **ACADEMIC SKILLS** necessary for individual success through continual growth towards mastery of standards in all subject areas and development of scholarly habits.

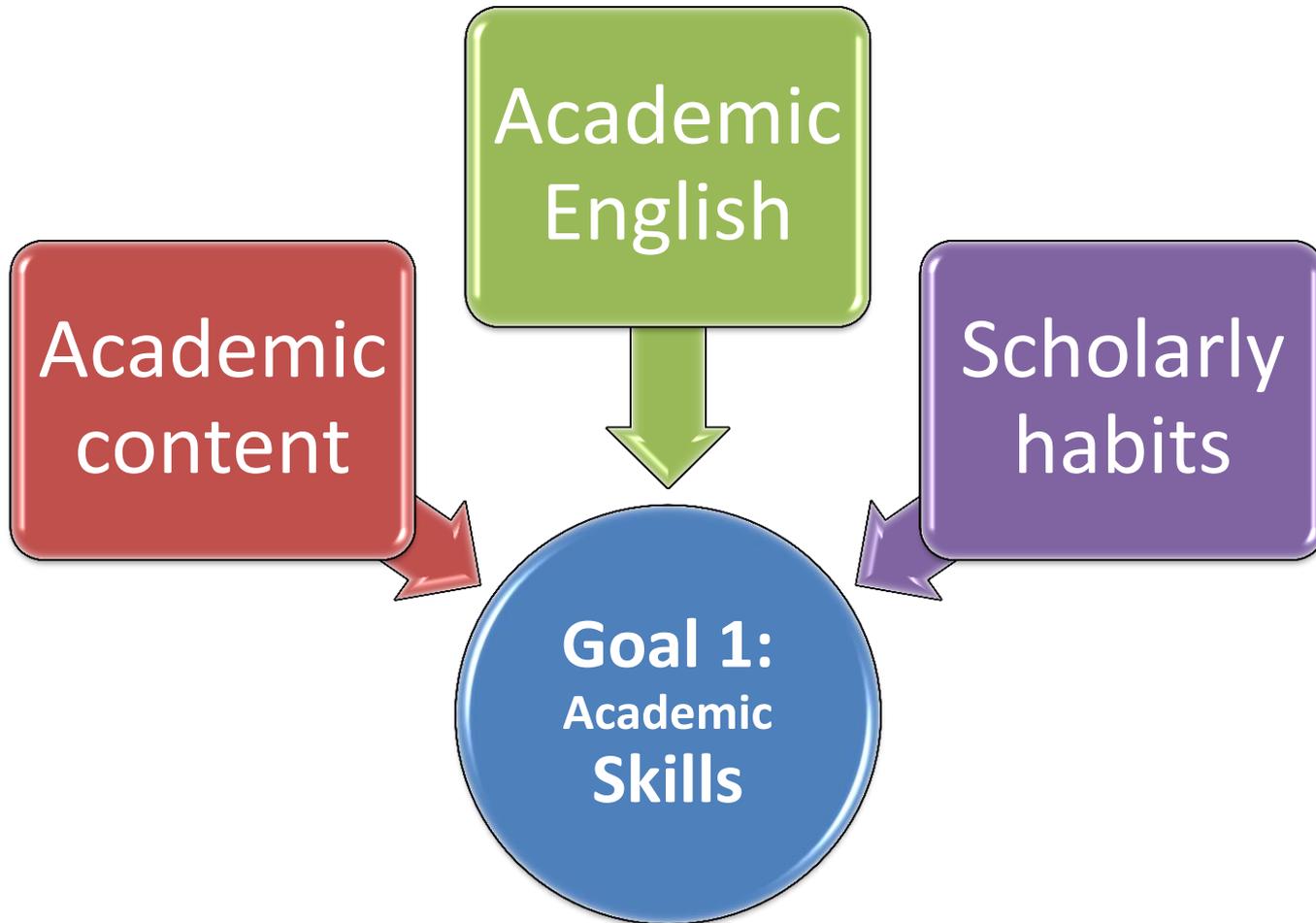
GOAL 1:



**ACADEMIC
SKILLS**

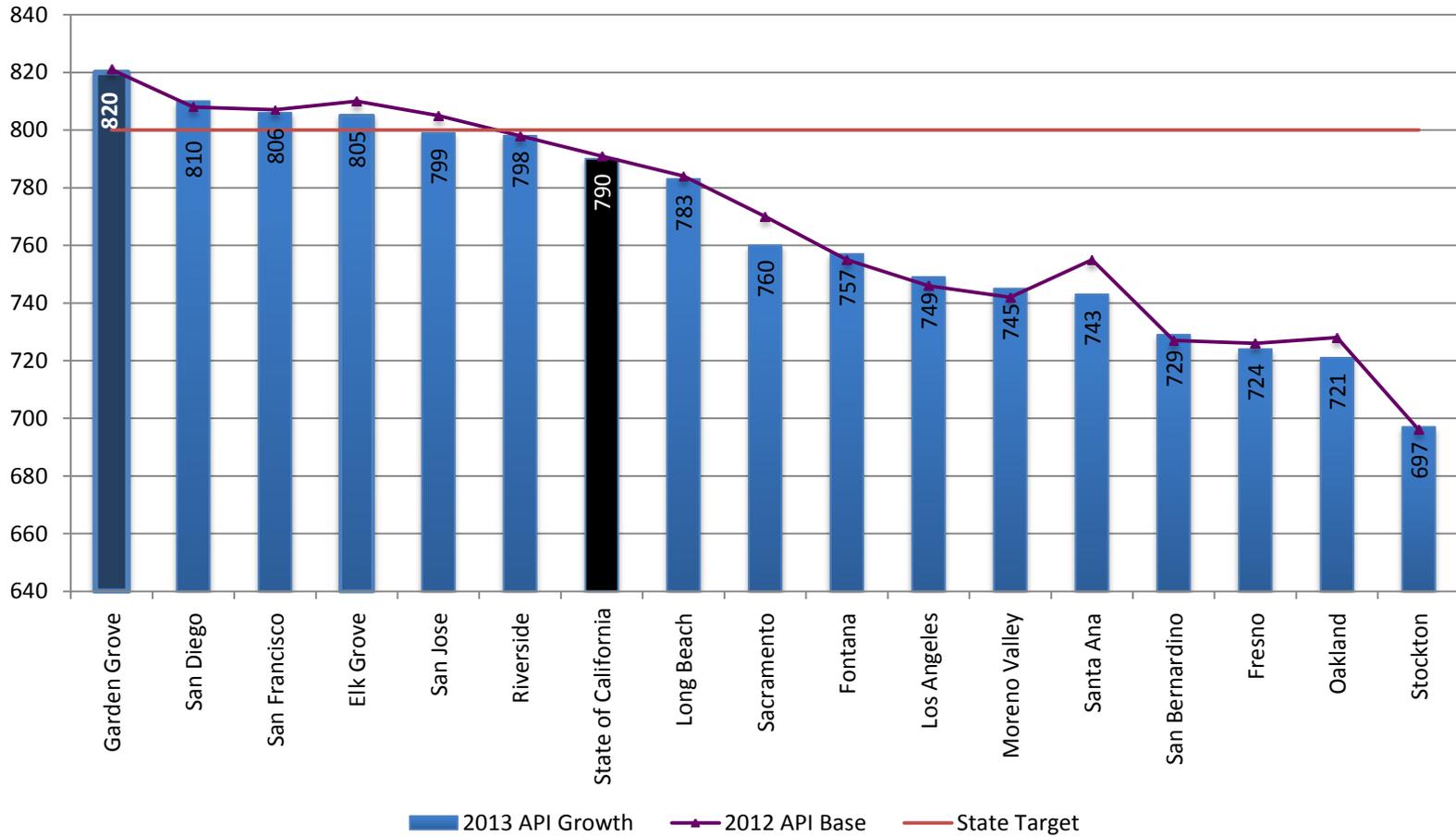


Goal 1

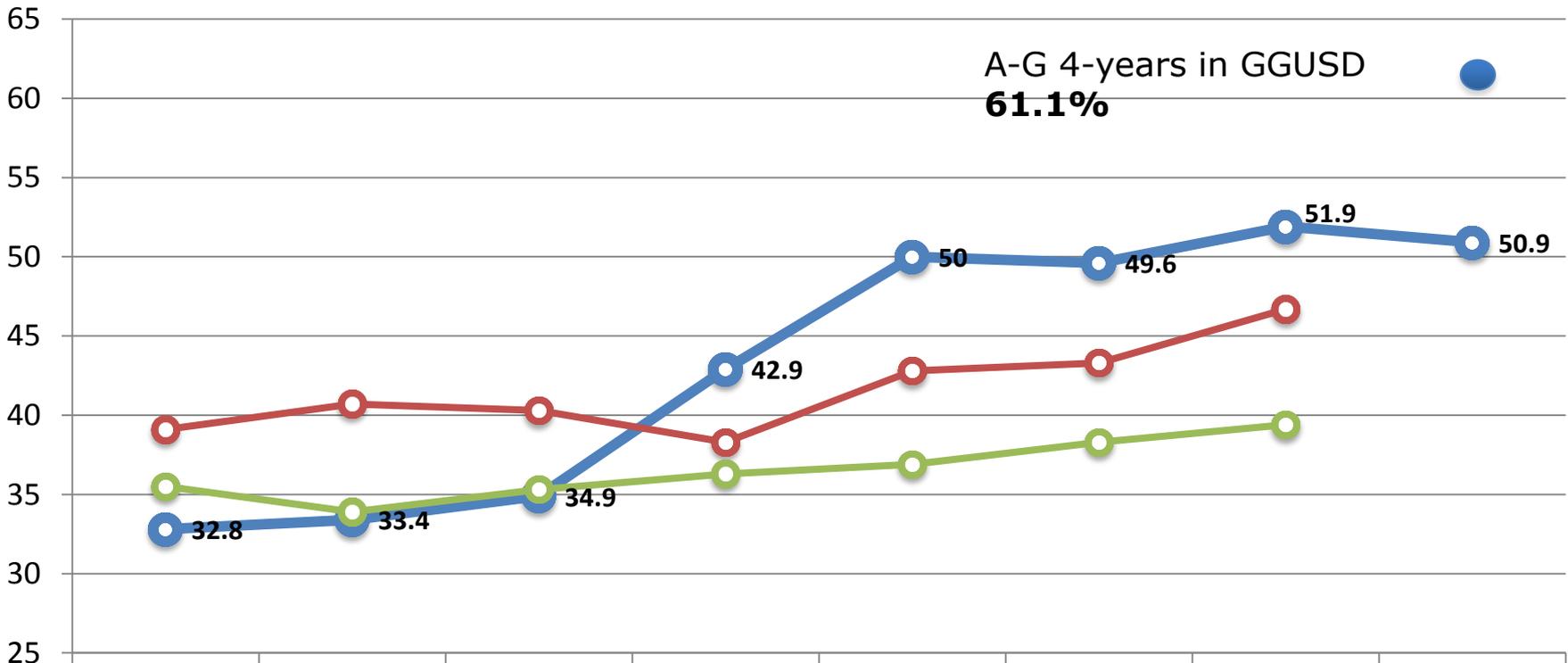


API

California Large Urban Districts Compared: 2013 Growth API



A-G Rates



	2007	2008	2009	2010	2011	2012	2013	2014 estimated
GGUSD	32.8	33.4	34.9	42.9	50	49.6	51.9	50.9
County	39.1	40.7	40.3	38.3	42.8	43.3	46.7	
California	35.5	33.9	35.3	36.3	36.9	38.3	39.4	

● GGUSD ● County ● California

Scholarly Habits

- Learning HOW to be a student
 - Time management
 - Study skills
 - Note taking
 - Classroom behaviors
 - SLANT



Priorities at School

- Attendance
 - Be at school every day
- Attention
 - Stay focused in class
- Attitude
 - Keep positive and open to improving



School Work at Home

- School work at home is **MORE THAN** homework
 - Reading practice
 - Writing practice
 - Math practice
 - Reading about science and history
 - Listening to **ACADEMIC LANGUAGE**
 - Talking using **ACADEMIC LANGUAGE**



School Work at Home



- Set aside additional hours **OUTSIDE OF SCHOOL** for school work at home
 - This grows every year
 - Don't just rely on homework assigned
 - **STUDY** for tests
- Minimize TV and other distractions
 - **YOU** are in charge!

GOAL 2: PERSONAL SKILLS

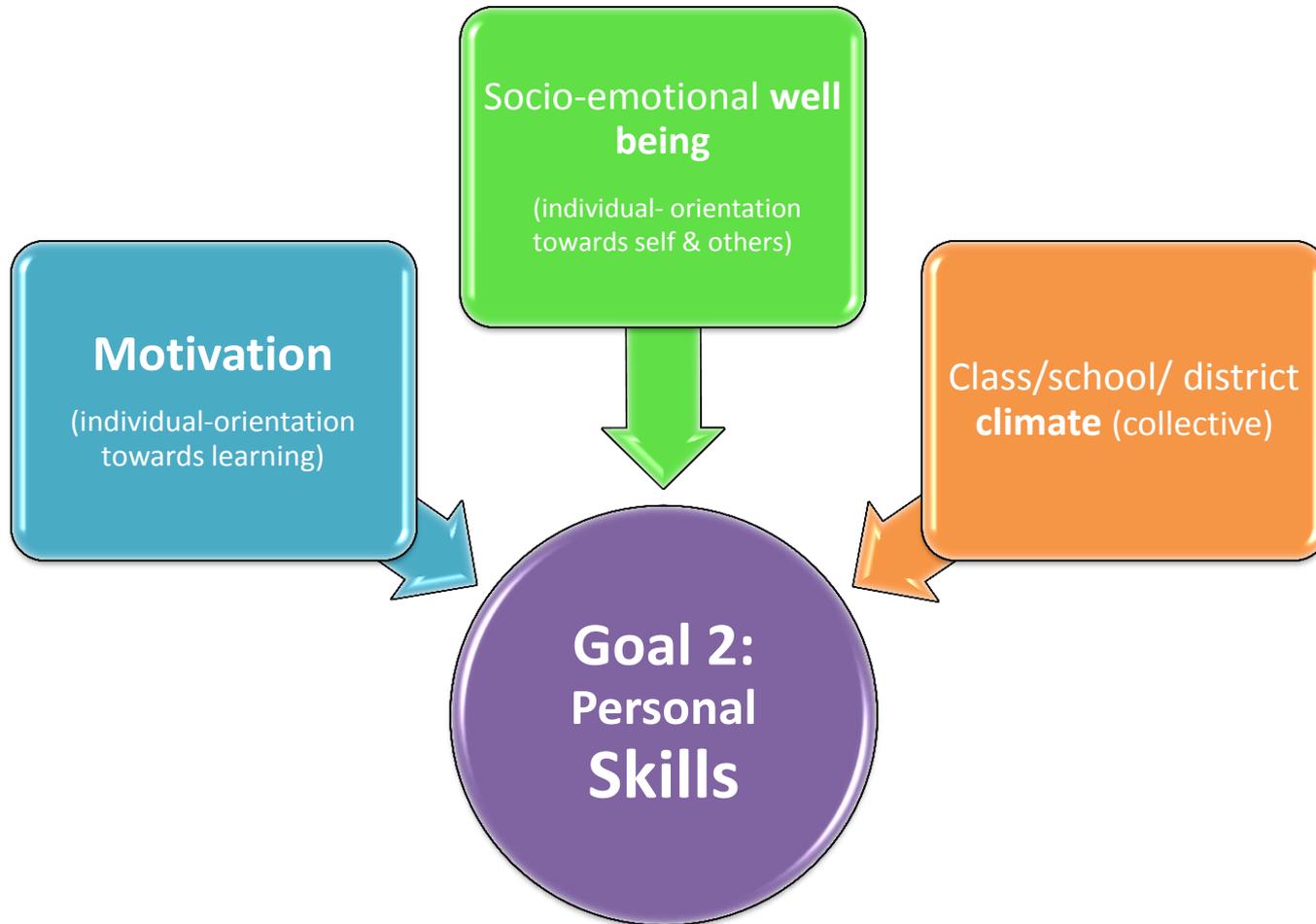
All learners will develop the **PERSONAL SKILLS** necessary to achieve academic and social goals, including maintaining high motivation, social and emotional well-being and a positive school climate.

GOAL 2:



**PERSONAL
SKILLS**

Goal 2

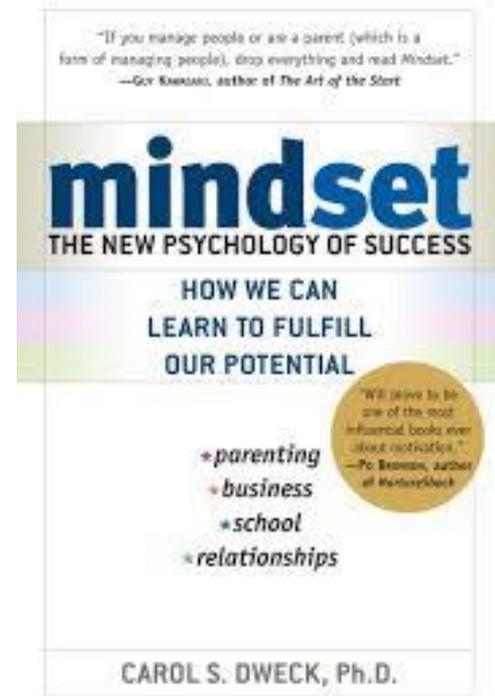


Effort/Mindset Quiz!

- You are a certain kind of person, and there is not much that can really be done to change that.
- You can learn new things, but you can't really change how intelligent you are.
- You can always change basic things about the kind of person you are.
- You can do things differently, but the important parts of who you are cannot be changed.
- You can always substantially change how intelligent you are.

Motivation

- **Mindset:** Dweck's research on Motivation



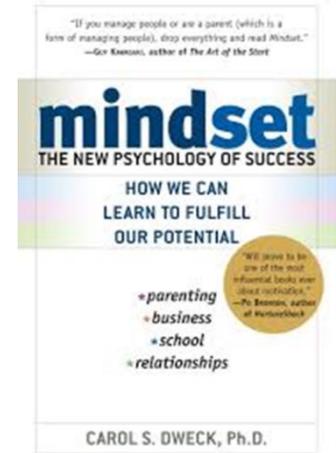
Two Types of Mindset

- Fixed

- The fixed mindset sees limitations on intelligence, personality, opportunities, etc.

- Growth

- The growth mindset views challenges as opportunities for improvement.



Mindset Handout

	Growth Mindset	Fixed Mindset
When do you feel smart or successful?	<p>I feel smart or successful when:</p> <ul style="list-style-type: none"> •When it's really hard, and I try hard, and I can usually do something I couldn't before. •When I work on something a long time and finally figure it out. 	<p>I feel smart or successful when:</p> <ul style="list-style-type: none"> •I don't make any mistakes. •It's when I finish first and it's perfect. •Something is easy for me and others can't do it.
How do you feel about effort and hard work?	<ul style="list-style-type: none"> • Effort is good and makes me better. • Hard work is worth it because it improves the outcome. 	<ul style="list-style-type: none"> • Effort is bad: If I have to try hard, it means I am not naturally gifted in that area. • Only unintelligent or untalented people have to work hard.
How do you feel about and respond to feedback?	<ul style="list-style-type: none"> • If people give me feedback I might feel sad but I try not to take it personally because I know it is meant to help me get better. • I use feedback to improve my performance. 	<ul style="list-style-type: none"> • If people give me feedback I take it personally and get angry or upset because they are criticizing me as a person. • I reject feedback that people give me.
How do you feel about challenges or obstacles?	<ul style="list-style-type: none"> • I love a good challenge; even if I don't succeed, I have learned something and gotten better. 	<ul style="list-style-type: none"> • I don't want to take risks because I might fail or people might judge me negatively.
How do you feel when you make a mistake or fail?	<ul style="list-style-type: none"> • Failure is a natural part of the learning process. • Everyone fails, they just need to keep working at it and making it better. • I share mistakes with others so they can learn from my mistakes. 	<ul style="list-style-type: none"> • Failure is a bad thing to be avoided. • Failure happens to people who are not smart or talented. • I don't want anyone to know about my mistakes.
Who is in control? (attribution)	<ul style="list-style-type: none"> • With effort and practice I can control and improve the outcomes in my life. 	<ul style="list-style-type: none"> • If things don't work out well for me, someone or something else is usually to blame.
How do I appear to others?	<ul style="list-style-type: none"> • I appear eager to learn and improve myself. • I might appear to be hard on myself because I want to do my best, but I gain confidence from my efforts to improve. 	<ul style="list-style-type: none"> • People might think I don't care or I think I am better than them but inside I have a lot of self-doubt.

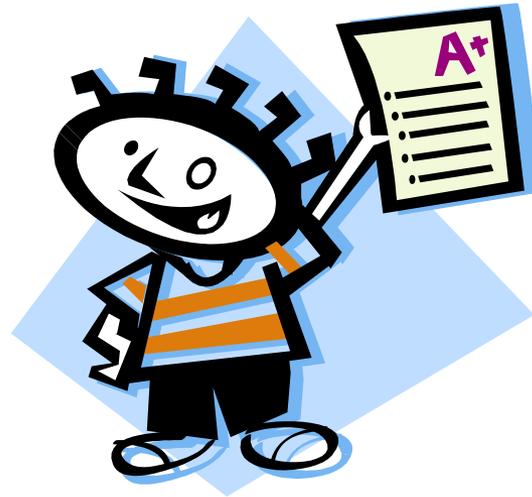


What's the big deal?

Fixed-mindset thinking results in:

- a false sense of superiority, undermined by a deep sense of self-doubt **OR** a sense of inferiority
- a fear of failure; refusal to take risks.
- a feeling that failure permanently defines you as a loser.
- the belief that only untalented, ungifted people have to work for success; effort somehow reduces you.
- a desire to blame others or outside circumstances when things don't go your way.

Parents: Praise Process, Not Product



How do you respond when your child succeeds without trying?

What about when he fails but tried very hard?

Practice what you preach.

- Model growth-mindset thinking with your child.
- Explain how you deal with challenges and how you continue to learn.
- Don't label yourself in ways that demonstrate a fixed mindset:
 - “I'm a terrible cook.”
 - “I always had trouble in math too.”



Praise **effort**– not outcome.

- When your child succeeds, talk about the work that went into the success.
- Praise persistence and perseverance.
- Focus on the positive habits your child practiced and the choices she made which led up to the success.
- [Effects on students](#)



Use “*failures*” as an opportunity for reflection and growth.

- Don't use labels, and don't let your child use them.
- Don't shelter your child from the realities of failure by placing blame on others.
- Ask: “What can you learn from this experience? What could you try differently the next time?”
- Involve your child in the problem-solving process, rather than meting out punishments.



Make **concrete** plans for growth.

- If your child identifies an area of weakness or is struggling, help your child establish a concrete plan for improvement.
- Avoid vague solutions:
 - Ineffective: “I’ll study more.”
 - Better: “I’ll review my class notes nightly and make flash cards for the difficult concepts.”
- Follow up with your child, and process and refine the solution



Point out the perseverance/ effort of favorite athletes and stars (and you!)

- Discuss what habits (focus, goal-setting, daily practice, commitment) enabled the athlete to be so successful.
- Avoid referring to a star athlete's "natural" talent or "effortless" ability.
- Talk about famous (and not famous!) people who failed in their early efforts.



GOT GRIT?

- <http://youtu.be/0lNyfU4zB3c>

GOAL 3: LIFELONG SUCCESS

All learners will be prepared for **LIFELONG SUCCESS** in their intended career paths. As a district, we are committed to annually improving college and career success rates for all of our graduates.

GOAL 3:



**LIFELONG
SUCCESS**

Goal 3



vision



mission

goal



strategy

implementation



Success





SUCCESS

That's the Garden Grove Way!

**Career
Success!**

**Motivation
!**

**Academic
English!**

Mastery!





Questions?

